DATE OF LAST REVIEW: 02/2013

CIP CODE: 24.0101

SEMESTER: Departmental Syllabus

COURSE TITLE: Phi Theta Kappa Leadership Development Studies

COURSE NUMBER: HONR0202

CREDIT HOURS: 3

INSTRUCTOR: Departmental Syllabus

OFFICE LOCATION: Departmental Syllabus

OFFICE HOURS: Departmental Syllabus

TELEPHONE: Departmental Syllabus

EMAIL: KCKCC- “issued email accounts are the official means for electronically communicating with our students.”

PREREQUISITES: Completion of Honors Seminar I

REQUIRED TEXT AND MATERIALS: Phi Theta Kappa Leadership Development Studies,

COURSE DESCRIPTION: The Leadership Studies course provides an opportunity to explore classical and contemporary theories of leadership. Students will practice a scholarly examination of leadership theory, philosophies of leadership, and moral and ethical responsibilities related to leadership through experiential exercises, films and readings.

METHOD OF INSTRUCTION: Instructional methods include brainstorming, case study, debate, forums, role playing, simulations, small group collaborations, self analysis inventories, class directed discussions, short lectures, pieces from selected films and videos, a service project, and guest speakers. (Instructors for this course are required to attend the Phi Theta Kappa Leadership Development Studies certification training. In order to use the Phi Theta Kappa Leadership Development Studies textbook, instructors must teach the course in the manner in which they were trained.)

COURSE OUTLINE:

1. Personal Leadership Philosophy
   A. Leadership concepts
      1. Film Study
      2. Classic Cases
      3. Leadership Profile
   B. Developing a personal philosophy
   C. Assumptions about people
   D. Development of self, voice, mind
   E. Leadership theories
   F. Leadership philosophies
II. Articulating a Vision
A. Strategies for articulating a vision
   1. Film Study
   2. Classic Cases
   3. Leadership Profile
B. Enlisting Others
C. Common Purposes
D. Inter-group communication
E. Theories of visioning

III. Leading with Goals
A. Goal setting process
   1. Film Study
   2. Classic Cases
   3. Leadership Profile
B. Setting Goals for your community
C. Translating goals to action
D. Power of goals
E. Individual & Organizational goals

IV. Applying Ethics to Leadership
A. Defining Elements of Ethical Leadership
   1. Film Study
   2. Classic Cases
   3. Leadership Profile
B. Universal human values
C. The Common Good
D. Morals
E. Personal ethics vs. organizational ethics
F. Building trust

V. Making Decisions
A. The decision-making process
   1. Film Study
   2. Classic Cases
   3. Leadership Profile
B. Group decision-making
C. Avoiding “Group Think”
D. Roles of cooperation and debate
E. Impact of perspective and advocacy

VI. Conflict
A. Guiding through conflict
   1. Film Study
   2. Classic Cases
   3. Leadership Profile
B. Benefits of conflict
C. An ever-present element
D. Dysfunctional vs. functional conflict
E. Destructive vs. constructive/creative conflict

VII. Team Building
A. Processes of team building
   1. Film Study
2. Classic Cases
3. Leadership Profile
B. “Leader-less” teams
C. Role of teams in organizations
D. Effective teams
   1. Barriers
   2. Benefits
E. Synergy

VIII. Empowering Groups
A. Empowerment
   1. Film Study
   2. Classic Cases
   3. Leadership Profile
B. Delegation
C. Transactional to Transformational
D. New paradigms of leadership
E. Self-empowerment
F. Shaping the future

IX. Initiating Change
A. Leading Change
   1. Film Study
   2. Classic Cases
   3. Leadership Profile
B. Positive & negative effects of change on an organization
C. Personal readiness to respond to change
D. Overcoming resistance to change

X. Leading by Serving
A. Qualities of the servant leader
   1. Film Study
   2. Classic Cases
   3. Leadership Profile
B. Personal philosophy of service
C. Service vs. volunteerism
D. Paradoxes in the idea of “servant-leader”
E. Government's role in “serving”
F. Individual initiative

XI. History of Leadership Studies
A. Main schools of leadership study
B. Changes in leadership studies through history
C. Impact of literature on the dominant theory of the time
D. Industrial society to Knowledge Society
E. “Followership”

EXPECTED LEARNER OUTCOMES:
A. The learner will be able to develop a fundamental understanding of leadership and the skills manifest in effective leaders.
B. The learner will be able to expand their awareness of leadership to include the concept of servant-leadership.
C. The learner will be able to improve their leadership abilities by establishing a foundation for a personal leadership philosophy based on an enhanced understanding of self.
D. The learner will be able to employ the processes involved in effective decision-making.
E. The learner will be able to discuss the complexities inherent in ethical leadership.
F. The learner will be able to recognize the different types of conflict and appreciate the role a leader can play in leading through conflict.
G. The learner will be able to express the methods leaders can use to initiate change and help others adjust to change.
H. The learner will understand effective techniques and strategies for articulating a vision.
I. The learner will understand effective goal setting strategies.

COURSE COMPETENCIES:
A. The Learner will be able to develop a fundamental understanding of leadership and the skills manifest in effective leaders.
   1. The learner will be able to define leadership in terms of the knowledge, skills, and abilities necessary for effective leadership.
   2. Understand the relationship between power, delegation, and empowerment.
   3. Distinguish among the main schools of leadership studies or theory and how they changed through history.
   4. Recognize the significance of team building as a leadership skill.
   5. Recognize the role of the team in an organization and describe several ways to augment team building efforts and improve teams.
   6. The learner will be able to identify the foundations of effective teamwork.

B. The learner will be able to expand their awareness of leadership to include the concept of servant leadership.
   7. The learner will understand the paradoxes of the idea of a servant-leader.
   8. The learner will discover the need for individual service.
   9. The learner will recognize the benefits for organizations of serving others and serving society.

C. The learner will be able to improve their leadership abilities by establishing a foundation for a personal leadership philosophy based on an enhanced understanding of self.
   10. The learner will distinguish between transactional and transformational leadership.
   11. The learner will apply the results from self-assessment inventories to their personal philosophy of leadership.
   12. The learner will be able to apply leadership concepts to personal experiences.

D. The learner will be able to employ the processes involved in effective decision-making.
   13. The learner will be to apply the techniques to facilitate effective decision-making and avoid ‘groupthink’.
   14. Recognize the roles of cooperation and debate in the decision-making process.
   15. Identify effective personal decision-making strategies.

E. The learner will be able to discuss the complexities inherent in ethical leadership.
   16. Define the elements of ethical leadership and recognize its impact on effective leadership.
   17. Understand the origin of organizational ethics and the influence they exert upon the lives of people in the organization.

F. The learner will be able to recognize the different types of conflict and appreciate the role a leader can play in leading through conflict.
   18. Differentiate between dysfunctional, destructive conflict and functional, constructive or creative conflict.
   19. Identify practical approaches and techniques for guiding through conflict.
   20. Understand that conflict is an ever-present element in most organizations.

G. The learner will be able to express the methods leaders can use to initiate change and help others
adjust to change.
21. Evaluate personal readiness to respond to change, and/or adapt to change as a leader.
22. Recognize the importance of initiating and leading change as a leadership skill ways to overcome resistance to change.

H. The learner will understand effective techniques and strategies for articulating a vision.
23. Identify the elements of successful inter-group communication and consider potential strategies available to enhance communication effectiveness.
24. Recognize specific skills and techniques used by effective leaders to affect the quality of the communication process.

I. The learner will understand effective goal setting strategies.
25. Recognize the necessity of clearly defined goals for effective leadership.
26. Formulate goals that translate into specific and concrete actions.
27. The learner will be able to apply concepts of effective goal setting to personal, interpersonal, and career development.

ASSESSMENT OF LEARNER OUTCOMES:
The student's performance on the unit activities, journal reflections, classroom participation, written reports and final exam is the means of assessing learner outcomes and for determining the student's grade.

SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

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