BARTON COMMUNITY COLLEGE

##### COURSE SYLLABUS

## GENERAL COURSE INFORMATION

Course Number: LEAD 1000

Course Title: Introduction to Leadership Concepts

Credit Hours: 3

Prerequisites: None

Division/Discipline: Liberal Arts and Sciences

Course Description: This course studies leadership styles, skills, roles, and functions of leaders of organizations. Students will gain a broad understanding of the history and origins of leadership, theoretical approaches to leadership, and ethical issues facing contemporary leaders. Students will also develop a personal philosophy of leadership, an awareness of the moral and ethical responsibilities of leadership, and an awareness of one’s own style of leadership. This program integrates readings from the humanities, classic works of literature, contemporary multicultural writings, and experiential learning exercises with readings and discussions of traditional leadership theories.

## CLASSROOM POLICY

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The college assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom.

The college reserves the right to suspend a student for conduct that is detrimental to the college’s educational endeavors as outlined in the college catalog.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. Learn the rules of, and avoid instances of, intentional or unintentional plagiarism.

Anyone seeking an accommodation under provisions of the Americans with Disabilities Act should notify Student Support Services.

## COURSE AS VIEWED IN THE TOTAL CURRICULUM

The purpose of Introduction to Leadership Concepts is to prepare students to assume increasingly responsible leadership roles in their personal, professional, and academic lives. As such, this course will engage students to think critically about the subject matter and how these concepts have bearing on their lives. The interdisciplinary approach of this class makes the course a valuable elective for any major.

Introduction to Leadership is a depth course and is an approved general education course at BCC.

This course transfers for credit to many Kansas Regent Universities, and may be used to help fulfill program requirements.

The transferability of all college courses will vary among institutions, and perhaps even among departments, colleges, or programs within an institution. Institutional requirements may also change without prior notification. It is the student's responsibility to obtain relevant information from intended transfer institutions to insure that the courses the student enrolls in are the most appropriate set of courses for the transfer program.

1. **ASSESSMENT OF STUDENT LEARNING / COURSE OUTCOMES**

This course will prepare students to assume increasingly responsible leadership roles in their personal, professional, and academic lives. It will engage students to think critically about the subject matter and how leadership concepts have bearing on their lives and it will provide opportunities for students to experience leadership activities and work in groups. Specific course outcomes are:

1. Develop a fundamental understanding of leadership and the skills manifest in effective leaders.
2. Demonstrate effective techniques and strategies for articulating a vision.
3. Demonstrate an understanding of the steps involved in setting goals.
4. Demonstrate comprehension of the elements and processes involved in decision making.
5. Identify the elements of effective team building.
6. Discuss the roles of empowering and delegating as effective leadership skills.
7. Discuss the role of a leader in initiating change and helping others to adjust to change.
8. Describe the various types of conflict and discuss the role the leader can play in managing conflict.
9. Discuss the complexities inherent in ethical leadership.
10. Define and evaluate the servant-leader’s role in leadership.
11. Identify their personal leadership orientation and philosophy.
12. **COURSE COMPETENCIES**

Barton Community College assesses student learning at several levels:  institutional, program, degree and classroom.  The goal of these assessment activities is to improve student learning.  As a student in this course, you will participate in various assessment activities.  Results of these activities will be used to improve the content and delivery of Barton’s instructional program.

1. Develop a fundamental understanding of leadership and the skills manifest in effective leaders.
2. Define the nature of leadership.
3. Explain three basic leadership theories.
4. Compare and contrast three leadership styles.
5. Explain situational leadership theory.
6. Demonstrate effective techniques and strategies for articulating a vision.
7. Explain the importance of creating and articulating a vision.
8. Identify the elements of successful intergroup communication.
9. Demonstrate an understanding of the steps involved in setting goals.
10. Explain the necessity of goals.
11. Describe methods to define goals, to identify priorities, and to establish objectives
12. Demonstrate comprehension of the elements and processes involved in decision making.
13. Explain the rational problem-solving process.
14. Describe how inference and observation impact on decision making.
15. Describe the link between effective time management and effective leadership.
16. Describe three time management factors that impact on leadership.
17. Identify the elements of effective team building.
18. Describe the role of the leader in directing teams.
19. Describe the forces of trust and team dynamics.
20. Distinguish leadership from other forms of influence that affect group performance.
21. Identify barriers to effective teamwork.
22. Distinguish among homogenized, institutionalized, autocratic, and intentional groups.
23. Discuss the roles of empowering and delegating as effective leadership skills.
24. Compare the advantages and disadvantages of empowering people.
25. Describe the mistakes committed by leaders in the process of delegating and empowering.
26. Evaluate the relationship between power, delegation, and empowerment of subordinates.
27. Discuss the role of a leader in initiating change and helping others to adjust to change.
28. Identify two ways to successfully implement change.
29. Explain ways to overcome resistance to change.
30. Identify positive and negative effects of change within an organization.
31. Describe the various types of conflict and discuss the role the leader can play in managing conflict.
32. Describe two methods of resolving conflict.
33. Describe two theories of conflict resolution.
34. Discuss the complexities inherent in ethical leadership.
35. Define the elements of ethical leadership.
36. Describe the concept of institutional ethics.
37. Evaluate personal ethical priorities.
38. Define and evaluate the servant-leader’s role in leadership.
39. Articulate the concept of servant leadership.
40. List the qualities of a servant leader.
41. Identify their personal leadership orientation and philosophy.
42. Synthesize and apply course content by articulating a written personal philosophy of leadership.
43. **INSTRUCTOR EXPECTATION OF STUDENTS IN CLASS**
44. **TEXT AND SUPPLEMENTARY MATERIALS USED IN THE COURSE**
45. **REFERENCES**
46. **METHODS OF INSTRUCTION AND EVALUATION**