



BROWARD COMMUNITY COLLEGE COURSE OUTLINE

LAST REVIEW: 2005-2006

NEXT REVIEW: 2010-2011

STATUS: A

COURSE TITLE: Interdisciplinary Leadership Studies

COMMON COURSE NUMBER: IDS 2931

CREDIT HOURS: 3

CONTACT HOUR BREAKDOWN

(per 16 week term)

CLOCK HOURS:
(Voc. Course ONLY)

Lecture: 48 Lab:

Clinic: Other:

PREREQUISITE(S): ENC 1101

COREQUISITE(S):

PRE/COREQUISITE(S):

COURSE DESCRIPTION: This seminar focuses on the development of leadership skills, provides a basic understanding of leadership and group dynamics theory and will assist the student in developing a personal philosophy of leadership and awareness of the moral and ethical responsibilities of leadership. Topics include decision making, goal setting, building trust, empowering others, conflict resolution, managing change, team building, and servant leaders. Reading and films from classic works in literature, contemporary and multi-cultural writing, and experiential learning exercises with current leadership theories and practices. Includes a service learning component, a shadowing experience, and a journal that highlights the students' entire leadership experience, both in and out of class, consisting of written responses to each of the classic works and contemporary reading assignments, and specific critical analyses of films and other assignments as given in the class.

UNIT TITLES

1. Developing a personal leadership Philosophy
2. Articulating a Vision
3. Leading with Goals
4. Applying Ethics
5. Decision Making
6. Managing Conflict
7. Building a Team
8. Empowering and Delegating
9. Initiating Change
10. Leading by Serving



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Leadership Development Seminar

UNITS

Unit 1 Developing a personal leadership Philosophy

General Outcome:

- 1.0** The student shall be able to establish the foundation for a personal leadership philosophy based on an enhanced understanding of self, and be able to define leadership in terms of the skills and characteristics necessary for effective leadership.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 1.1 Identify effective leaders and the characteristics of leadership evidenced by these leaders.
- 1.2 Identify leadership philosophies and characteristics revealed in the film and readings in this Unit.
- 1.3 Recognize the difference between managers and leaders.
- 1.4 Discuss assumptions people commonly make about each other.
- 1.5 Critically analyze other role models (including their own) in contemporary society.
- 1.6 Discuss the particular advantages and disadvantages of leadership role models across cultural and gender specific divides.
- 1.7 Appreciate the contributions made by the humanities readings in this Unit toward the development of a personal philosophy of leadership.
- 1.8 Participate in exercises that provide illumination into one's own leadership assumptions.



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Unit 2

General Outcome:

- 2.0** The student shall be able to recognize specific skills and techniques used by effective leaders to affect the quality of the communication process, evaluate objectively the effectiveness of personal communication techniques, and identify the elements of successful intergroup communication

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 2.1** Consider potential strategies available to enhance communication effectiveness.
- 2.2** Apply the skills and techniques used in effective communication.
- 2.3** Appreciate the contributions made by the humanities readings in this Unit toward understanding the importance of articulating a clear and strong vision.
- 2.4** Participate in exercises designed to enhance understanding of the difficulties in communicating one's own vision to others.



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Unit 3 Leading with Goals

General Outcome:

- 3.0 The students shall be able to recognize the necessity for clearly defined goals for effective leadership, recognize the role a leader plays in setting organizational goals, and formulate goals that are appropriate for an organization.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 3.1 Formulate goals that translate into specific and concrete actions.
- 3.2 Apply concepts of effective goal setting to personal, interpersonal, and career development
- 3.3 Be able to formulate short term and long range goals.
- 3.4 Be able to evaluate those goals.
- 3.5 Be able to identify obstacles toward attainment of goals and formulate alternative plans of action.
- 3.6 Appreciate the contribution made by the Classic Cases in this Unit toward learning about leading with goals.
- 3.7 in exercises designed to foster creative thinking.



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Unit 4 Applying Ethics

General Outcome:

4.0. **The student shall:** recognize the impact ethical behavior has on effective leadership.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 4.1 Define the elements of ethical leadership
- 4.2 Examine the nature of attitude and value acquisition
- 4.3 Evaluate his or her personal ethical priorities
- 4.4 Understand the origin of institutional ethics and the influence they exert upon the lives of people in the institution.
- 4.5 Appreciate the contributions made by the humanities readings in this unit toward understanding ethical leadership.
- 4.6 Participate in exercises that demonstrate ethical behavior.



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Unit 5 Decision making

General Outcome:

5.0 The student shall: recognize the role of decision making in effective leadership

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 5.1** Apply the steps of the rational problem-solving process.
- 5.2** Recognize the roles of cooperation and competition in the decision-making process.
- 5.3** Understand the impact of inference and observation in decision making.
- 5.4** Identify effective decision-making strategies.
- 5.5** Appreciate the contributions made by the humanities readings in this Unit toward understanding one's responsibility for his or her own decisions.
- 5.6** Participate in learning experiences via exercises designed to enhance understanding of the decision making process.



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Unit 6 Managing Conflict

General Outcome:

6.0 The student shall recognize the importance of a leader's role in managing conflict.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 6.1** Recognize the importance of a leader's role in managing conflict.
- 6.2** Understand that conflict is an ever present element in most organizations.
- 6.3** Differentiate between dysfunctional and functional conflict.
- 6.4** Identify various types of conflict.
- 6.5** Identify practical approaches and techniques for conflict management.
- 6.6** Appreciate the contribution made by the humanities readings in the Unit toward learning about managing conflict.
- 6.7** Participate in exercises designed to highlight alternative forms of handling conflict.



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Unit 7 Building a Team

General Outcome:

7.0 The students shall be able to recognize the significance of team building as a leadership skill.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 7.1 Recognize the significance of team building as a leadership skill.
- 7.2 Recognize the role of the team in an organization
- 7.3 Describe several ways to improve team building.
- 7.4 Identify barriers to effective teamwork.
- 7.5 Distinguish among homogenized, institutionalized, autocratic, and intentional groups.
- 7.6 Appreciate the contribution made by the humanities readings in this Unit toward understanding the team-building process.
- 7.7 Participate in exercises designed to enhance understanding of team dynamics.



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Unit 8: Empowering Groups

General Outcome:

8.0 The student shall define the steps of delegation and empowerment necessary to be effective as a leader.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

8.1 Define the steps of delegation and empowerment necessary to be effective as a leader.

8.1.1. Define transactional leadership

8.1.2 Define transformational leadership.

8.2 Recognize the benefits of effective empowerment and delegation.

8.3 Describe the common mistakes committed by leaders in the process of delegating and empowering.

8.4 Evaluate the relationship between power, delegation, and empowerment of subordinates.

8.5 Identify the fears which contribute to a leader's inability to delegate effectively.

8.6 Appreciate the contributions made by the humanities readings in this Unit toward the understanding delegation and empowerment.

8.7 Participate in exercises which enhance understanding about the empowerment process



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Unit 9 Initiating Change

General Outcome:

9.0 The student shall evaluate personal readiness to respond to change, and/or adapt to change as a leader..

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

9.1 Discuss ways to overcome resistance to change.

9.1.1. Choosing Strategies for Change:

9.1.2 Education and communication

9.1.3 Participation and involvement

9.1.4 Facilitation and support

9.1.5 Negotiation and agreement

9.1.6 Manipulation and co-optation

9.1.7 Explicit or implicit coercion

9.2 Appreciate the contribution made by the humanities readings in this Unit toward understanding the impact of change on an organization, group, community, or institution.

9.3 Participate in exercises which enable the students to view change from different perspectives.



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Unit 10

General Outcome:

10.0 The student shall recognize the need for servant leaders in any organization:

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 10.1** Understand the qualities that servant leaders possess.
- 10.2 Examine the role of individual initiative for combating evil and spreading good in the world.
- 10.3 Discover the need for individual voluntarism and the inherent weaknesses that exist in allowing governments to do for people what other people should be doing.
- 10.4 Recognize the benefits of volunteering or serving others.
- 10.5 Appreciate the contribution made by the humanities readings in this Unit toward understanding the impact service has on an organization.
- 10.6 Participate in a service learning project with a specific outcome visible during the term.