

LAST REVIEW: 2009-10

NEXT REVIEW: 2014-15

STATUS: A

(2014-2015)

A

COURSE TITLE: Leadership Challenges and Supervision

COMMON COURSE NUMBER: MAN 4120

CREDIT HOURS: 3

CONTACT HOUR BREAKDOWN

CLOCK HOURS:

(Voc. Course ONLY)

Lecture: 48

Lab:

Clinic:

Other:

PREREQUISITE(S): None

COREQUISITE(S): None

PRE/COREQUISITE(S): None

COURSE DESCRIPTION: This course focuses on leadership theories which include skill formation to develop leadership abilities. Team building skills are emphasized and discussed to enhance leadership effectiveness. Students learn the importance of visioning in their organizations.

UNIT TITLES

- 1. Basic Leadership Skill Development**
- 2. Developing Effective Task and Relations Behaviors**
- 3. Building High Performance Teams**
- 4. Managing Conflict and Negotiation**
- 5. Managing Organizational Diversity and Change**

EVALUATION:

Students will be assessed through a variety of means. Evaluation may include, but is not limited to, the following: exams, quizzes, presentations, portfolios, discussions, class participation, attendance, projects, co-ops, practica, internships, externships, and research reports.

UNITS

Unit 1: Basic Leadership Skill Development

General Outcome:

- 1.0 The student shall apply recognized leadership training and development techniques as a means of developing their own basic leadership skills.**

Specific Measurable Learning Outcomes:

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

- 1.1 Create a personal leadership development plan.**
- 1.2 Practice effective communication using a four-step communication process.**
- 1.3 Demonstrate the use of effective listening behaviors.**
- 1.4 Differentiate between acquiescence, aggression, and assertiveness, and demonstrate why assertiveness is necessary.**
- 1.5 Demonstrate how the A-B-C Model is used to manage stressful events.**
- 1.6 Demonstrate how technical competence can be improved, and explain its relationship to credibility.**
- 1.7 Practice using guidelines for building effective relationships with superiors and peers.**
- 1.8 Show the relevance of the leadership skills developed in this unit to the three dimensions of leadership behavior.**

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Unit 2: Developing Effective Task and Relations Behaviors

General Outcome:

- 2.0 The student shall apply leadership theory and recognized leadership training and development techniques as a means of developing effective task and relations behavior.**

Specific Measurable Learning Outcomes:

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

- 2.1 Assess personality traits according to the Big Five framework, discuss the relative effectiveness of their traits as applied to leadership, and identify areas in need of development.**
- 2.2 Demonstrate the relationship between intelligence and technical and interpersonal skills.**
- 2.3 Assess leadership behavioral style within the framework of the Blake and Mouton Model, and evaluate the relative effectiveness in different organizational relationships and structures.**
- 2.4 Demonstrate how situational aspects within the organization influence the use and effectiveness of leadership behavior under the different contingency theories of leadership.**
- 2.5 Summarize the specific task behaviors involved in creating an action plan and clarifying roles and objectives and create a plan for applying specific task behaviors in the workplace.**
- 2.6 Summarize the specific relations behaviors involved in supporting, coaching, mentoring, and recognizing, and create a plan for applying specific relations behaviors in the workplace.**
- 2.7 Practice the use of specific task and relations behaviors in simulated situations.**
- 2.8 Demonstrate the relevance of the leadership skills developed in this unit to the three dimensions of leadership behavior and leadership effectiveness in the organization.**

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Unit 3: Building High Performance Teams

General Outcome:

- 3.0 The student shall apply leadership theory and recognized team building strategies and techniques in the analysis, design, and evaluation of group and team processes.**

Specific Measurable Learning Outcomes:

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

- 3.1 Differentiate between groups and teams, analyze the various structural and behavioral characteristics of teams, and explain why different types of teams need different types of leadership.**
- 3.2 Demonstrate the use the Vroom and Yetton Model constructs in effective team building techniques.**
- 3.3 Illustrate how leaders can help their work groups develop into high-performing teams and evaluate group performance.**
- 3.4 Discuss how leaders can influence group processes and improve performance.**
- 3.5 Consider leadership areas to include when building an effective team and their potential advantages.**
- 3.6 Evaluate whether to use the individual or group approach when making decisions.**

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Unit 4: Managing Conflict and Negotiation

General Outcome:

- 4.0 The student shall apply recognized leadership training and development techniques as a means of developing their own conflict management and negotiating skills.**

Specific Measurable Learning Outcomes:

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

- 4.1 Assess your own preferred conflict-handling style and discuss how and when conflict-handling styles may change.**
- 4.2 Differentiate between the three views of conflict.**
- 4.3 Apply the five stages of the conflict process to a conflict.**
- 4.4 Apply the five steps of the negotiation process, and determine the BATNA for each side involved in the negotiation process.**
- 4.5 Employ the use of distributive and integrative bargaining strategies in a negotiation process.**
- 4.6 Demonstrate how individual differences affect negotiating effectiveness, and assess your own negotiating style.**
- 4.7 Show how effective conflict management and negotiation skills improve leadership effectiveness.**

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Unit 5: Managing Organizational Diversity and Change

General Outcome:

5.0 The student shall apply leadership theory and recognized leadership training and development techniques as a means of developing their ability to manage diversity and organizational change.

Specific Measurable Learning Outcomes:

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

- 5.1 Assess attitudes toward the role of men and women in society, and discuss implications.**
- 5.2 Assess attitudes and perceptions toward women and minorities as managers and discuss how attitudes influence stereotypes and perceptions of leadership effectiveness.**
- 5.3 Evaluate leadership abilities of women and minorities using various methods, and discuss strategies for reducing biases in evaluations.**
- 5.4 Summarize the specific change behaviors involved in managing organizational change, create a plan for applying the behaviors to change situations, and practice the use of specific change behaviors in simulated situations.**
- 5.5 Evaluate the effectiveness of different strategies used to overcome resistance to change.**
- 5.6 Demonstrate the use of Kotter's 8-step plan for change to an organizational change situation.**
- 5.7 Develop an organizational vision, incorporating key characteristics, elements, and procedures for effectively formulating a vision.**
- 5.8 Illustrate how leaders can create a culture for change through learning and innovation.**
- 5.9 Demonstrate the use of ethical leadership in simulated ethical dilemmas.**