**BARTON COMMUNITY COLLEGE**

**COURSE SYLLABUS**

1. **GENERAL COURSE INFORMATION**

Course Number: LEAD 1000

Course Title: Introduction to Leadership Concepts

Credit Hours: 3 Credit Hours

Prerequisite: None

Division and Discipline: Academics; Humanities

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.

1. **INSTRUCTOR INFORMATION**
2. **COLLEGE POLICIES**

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.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. The student is responsible for learning the rules of, and avoiding instances of, intentional or unintentional plagiarism. Information about academic integrity is located in the Student Handbook.

The College reserves the right to suspend a student for conduct that is determined to be detrimental to the College educational endeavors as outlined in the College Catalog, Student Handbook, and College Policy & Procedure Manual. (Most up-to-date documents are available on the College webpage.)

Any student seeking an accommodation under the provisions of the Americans with Disability Act (ADA) is to notify Student Support Services via email at disabilityservices@bartonccc.edu.

1. **COURSE AS VIEWED IN 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 an approved general education course at Barton Community College.

This course transfers for credit to many Kansas Regent Universities, and may be used to help fulfill program requirements. Transfer equivalencies are located online at this website: <http://www.bartonccc.edu/careercenter/transferinformation.htm>

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 ensure that the courses the student enrolls in are the most appropriate set of courses for the transfer program.

1. **ASSESSMENT OF STUDENT LEARNING**

Barton Community College is committed to the assessment of student learning and to quality education. Assessment activities provide a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton, as a learning college, in finding ways to improve student learning.

Course Outcomes, Competencies, and Supplemental Competencies:

1. Explain the concept 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. Describe the steps involved in setting goals.
10. Explain the necessity of goals.
11. Describe methods to define goals and identify priorities and establish objectives.
12. Identify 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. **Articulate how time management is a critical leadership skill.**
16. Describe the link between effective time management and effective leadership.
17. Describe three time management factors that impact on leadership.
18. Identify the elements of effective team building.
19. Describe the role of the leader in directing teams.
20. Describe the forces of trust and team dynamics.
21. Distinguish leadership from other forms of influence that affect group performance.
22. Identify barriers to effective teamwork.
23. Distinguish among homogenized, institutionalized, autocratic, and intentional groups.
24. Explain the roles of empowering and delegating as effective leadership skills.
25. Compare the pros and cons of empowering people.
26. Describe the mistakes committed by leaders in the process of delegating and empowering.
27. Evaluate the relationship between power, delegation, and empowerment of subordinates.
28. Describe the role of a leader in initiating change and helping others to adjust to change.
29. Identify two ways to successfully implement change.
30. Explain ways to overcome resistance to change.
31. Identify positive and negative effects of change within an organization.
32. Describe the various types of conflict and the role the leader can play in managing conflict.
33. Describe two methods of resolving conflict.
34. Describe two theories of conflict resolution.
35. Describe the complexities inherent in ethical leadership.
36. Define the elements of ethical leadership.
37. Describe the concept of institutional ethics.
38. Evaluate personal ethical priorities.
39. Define and evaluate the servant-leader’s role in leadership.
40. Articulate the concept of servant leadership.
41. List the qualities of a servant leader.
42. Identify a personal leadership orientation and philosophy.
43. Synthesize and apply course content by articulating a written personal philosophy of leadership.

#### INSTRUCTOR’S EXPECTATIONS OF STUDENTS IN CLASS

1. **TEXTBOOKS AND OTHER REQUIRED MATERIALS**
2. **REFERENCES**
3. **METHODS OF INSTRUCTION AND EVALUATION**
4. **ATTENDANCE REQUIREMENTS**
5. **COURSE OUTLINE**