



CFCS 220 - Personal Leadership (3 Credits) F11

INSTRUCTOR: Martha McAlister
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OFFICE: WT 111A
CLASS ROOM: Paul 111
CLASS TIME: Wednesday, 1:30 pm - 4:20 pm
REQUIRED TEXTS: 1. Manz, C & Neck, C. Mastering self-leadership: Empowering yourself for personal excellence. Edition: 5. Publisher: NJ: Pearson. 2010.
2. RCLM COURSE PACK (AVAILABLE IN BOOK STORE)

COURSE DESCRIPTION

This course is an introduction to leadership theory and application as it relates to the CFCS professional. Students will learn essential leadership skills for enhancing individual, team and organization effectiveness. Personal leadership philosophies will be explored.

LEARNING OUTCOMES AND PERFORMANCE INDICATORS

Upon completion of this course, the student will be able to:

1. Identify traits, skills and strategies that are relevant for effective leadership and describe how they are related to leadership behaviour.
2. Demonstrate an understanding of, and apply strategies that contribute to effective leadership and teamwork.
3. Demonstrate awareness of self as a leader and articulate a personal emerging leadership philosophy.

LEARNING EXPERIENCES/RESOURCES

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

Assignments	Value	Due
1. Group Roles: facilitator	10%	varies
2. Group Roles: observer/feedback	10%	varies
3. Taking Action	25%	Sep 28 & Dec 7
4. Reflections on Leadership	15%	Nov 23
5. Reading logs (10x3%)	30%	weekly
6. Participation	10%	

LATE POLICY : All assignments are to be submitted by 5:30 pm on designated due dates. In exceptional circumstances, students may arrange with the instructor for an extension of an assignment BEFORE the due date. Marks will be deducted for assignments/project if prior arrangements have not been made with the instructor.

ATTENDANCE and Participation

Classes are planned as a continuum for building the skill and knowledge required to meet the competencies for CFCS Graduates. Attendance and participation in classes is mandatory. Students are required to contact the instructor in advance if they are unable to attend classes.

Participation includes:

- Pre-class preparation, including reading assignment materials
- Arriving at class on time, and consistent attendance
- Constructive and appropriate comments in class
- Participation in in-class assignments and exercises
- Active and appropriate participation in class discussions and group work
- Active and respectful listening
- Respectful and considerate behaviour toward others

MAKEUP ASSIGNMENT FOR MISSED CLASSES

If a class is missed for any reason, a makeup assignment is available so that you can maintain your participation marks (please see attached assignments).

GENERAL CONSIDERATIONS

1. Please arrive on time. The instructor will begin on time.
2. Come to class prepared to participate in discussions and activities.
3. **All** assignments must be submitted through D2L, and be done in proper APA formatting (including a cover and reference page).

GRADING SCALE

A+	90 – 100%	B+	77 – 79%	C+	65 – 69%
A	85 – 89%	B	73 – 76%	C	60 – 64%
A-	80 – 84%	B-	70 – 72%	D	50 – 59%
				F	0 – 49%

ACADEMIC INTEGRITY

The School of HHS is committed to competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of these guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty.

Camosun College's Plagiarism: Definition and Consequences Policy (E-2.5.1)

<http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.1.pdf>

CFCS 220 Fall 11 Schedule of Topics

*This schedule is subject to change depending upon class needs.

Date	Topic	Preparation
Sept 7	<ul style="list-style-type: none"> Course introduction; Defining leadership; Exploring personal experiences with leadership; Group facilitation, observation and feedback 	
Sept 14	<ul style="list-style-type: none"> The leadership challenge From macro to micro and back 	<ul style="list-style-type: none"> Read: the practices and commitments of exemplary leadership
Sept 21	<ul style="list-style-type: none"> Community Leadership Activism 	<ul style="list-style-type: none"> Read: Generalist chapter 14: Human services advocacy
Sept 28	<ul style="list-style-type: none"> Leadership theories and their underlying assumptions Leadership Styles 	<ul style="list-style-type: none"> Read: leadership styles and challenges
Oct 5	<ul style="list-style-type: none"> Ethics and leadership Leadership and social justice issues 	<ul style="list-style-type: none"> Read: power and leadership Taking Action Plan Due
Oct 12	<ul style="list-style-type: none"> Stages of change Change theory 	<ul style="list-style-type: none"> Read: Leading change in organizations
Oct 19	<ul style="list-style-type: none"> Conflict Management and Mediation Skills 	<ul style="list-style-type: none"> Read: Eight paths from impasse to transformation
Oct 26	<ul style="list-style-type: none"> Self leadership – from the inside out Myers Briggs questionnaire 	<ul style="list-style-type: none"> Read: Mastering Self Leadership Chapter 1 & 2
Nov 2	<ul style="list-style-type: none"> Myers Briggs Type Indicator workshop 	<ul style="list-style-type: none"> Read: M.S.L. Chapter 3 & 4
Nov 9	<ul style="list-style-type: none"> Governance structures Management Shared leadership Leadership and team Developing Questionnaires 	<ul style="list-style-type: none"> Read: M.S.L. Chapter 5 & 6
Nov 16	<ul style="list-style-type: none"> Community Leaders Panel Presentation Interviewing Leaders Sharing the learning from leader interviews 	<ul style="list-style-type: none"> Read: M.S.L. Chapter 7 & 8
Nov 23	<ul style="list-style-type: none"> Health and well being 	<ul style="list-style-type: none"> Read: M.S.L. Chapter 9 & 10 Leadership Paper Due
Nov 30	<ul style="list-style-type: none"> Flow, personality, Myers Briggs 	<ul style="list-style-type: none"> Read: M.S.L. Chapter 11 & 12
Dec 7	<ul style="list-style-type: none"> Putting it all together 	<ul style="list-style-type: none"> Taking Action Report Due

Assignments

Assignment One: Group Roles (facilitator)

Mark: 10%

Due: You will sign up for a date to be a group facilitator. A Reflective Report of 500 words using APA formatting is due one week following your facilitator role.

Directions:

Every student must sign up to take a turn facilitating a group discussion. You need to submit a 500 word write up, due the week after your facilitation and include your reflections on your experience in this role. **Reports:** 500 words reflecting on ***your experience*** in this role. What worked well? What would you do differently? What were some challenges? What did you learn about yourself? How do you see your skills in this kind of role having changed over time?

When you are the facilitator, it is your responsibility to come prepared with some questions based on the reading for the week to provoke thought and discussion in the group. It is also your role to make sure that everyone has a chance to participate in the conversation. It is your choice how to structure this group time, and it is your opportunity to put into practice many of the skills you have learned about effective communication and group process. Make sure you pay attention to the time allotted for this activity.

Assignment Two: Group Roles (observer/feedback)

Mark: 10%

Due: You will sign up for a date to be a group observer. A Reflective Report of 500 words using APA formatting is due one week following your observer role.

Directions:

Every student must sign up to take a turn in the role of observer. You need to submit a 500 word write up, due the week after your observation and include your reflections on your experience in this role. **Reports:** 500 words reflecting on ***your experience*** in this role. What worked well? What would you do differently? What were some challenges? What did you learn about yourself? How do you see your skills in this kind of role having changed over time?

When you are the observer, it is your responsibility to remain out of the conversation and observe the ***group process***. At the end of the discussion you are then responsible to give ***feedback*** on your observations following the format of:

1. Asking the facilitator what they think went well or could have been done differently.
2. Offering objective, specific feedback to the whole group regarding what you saw and heard, providing interpretation of your observation that is constructive, focusing on strengths, and then areas for improvement and then ending with an overall strength.

Sign up Sheet for Group Discussion Roles (to do in class)

<u>Date</u>	<u>Facilitator</u>	<u>Observer/Feedback</u>
Sep 21	1. 2. 3.	1. 2. 3.
Sep 28	1. 2. 3.	1. 2. 3.
Oct 5	1. 2. 3.	1. 2. 3.
Oct 12	1. 2. 3.	1. 2. 3.
Oct 19	1. 2. 3.	1. 2. 3.
Oct 26	1. 2. 3.	1. 2. 3.
Nov 2	1. 2. 3.	1. 2. 3.
Nov 9	1. 2. 3.	1. 2. 3.

Assignment Three: Taking Action

Mark: 25% (5% for plan, 20% for report)

Due: Plan due October 5th (300 words); Report due December 7th (1000 words)

Directions:

In this assignment you will become an advocate/activist in a human service area of your choosing. You will submit a plan on October 5th and then a summary of your activities with reflections on the process on December 7th.

Plan:

Based on the description of social action outlined in The Generalist Chapter 14, think about areas of interest that you have in the human services. Consider issues where you feel particularly passionate and would like to really make a difference. Choose one particular topic or issue for your focus. Research how you might get involved with taking action on this issue. Brainstorm a list of as many avenues as you can think of for action. **Submit one page** describing your topic of focus and why you chose it (rationale) and the actions that you plan to take.

Take Action:

Over the rest of the term, take action on your issue based on your plan. You need to complete a ***minimum of three*** "actions". These should cover a range of types of action (e.g. attending rallies, writing letters to the editor or submitting articles to a newspaper, signing or starting petitions, contributing to blogs, speaking to your Member of Parliament, fund raising, public speaking, joining an advocacy group...)

Report:

Submit a summary of your actions (1000 words), including:

- 1) What were the actions that you took? (briefly describe)
- 2) What were the challenges and rewards in completing these actions?
- 3) How did you feel about this process?
- 4) In general, what have you learned about advocacy and activism from this assignment?
- 5) How do you think this might carry forward into your future work?
- 6) You need to include an appendix of evidence of your actions.

Assignment Four: Leadership Paper

Mark: 15%

Due: November 23, 2011

Length: 1000 words (APA formatting required)

Directions:

1. Reflect on your personal leadership philosophy
 2. Compare and contrast to literature on leadership
- Based on the material covered in this class, reflect on your own personal leadership philosophy including concepts such as self leadership, shared leadership, and community leadership.
 - Assess your own personal strengths using self-analysis tools presented in the text or in class, as well as your own experience in leadership and in team settings.
 - Consult at least two other references (journal articles or books on leadership, or related to specific issues outlined in your analysis).
 - Reflect on the process of developing a personal leadership philosophy.

Assignment Five: Reading Logs x 10

Value: 3% x 10 = 30%

Length: 2 pages each (500 words)

Due: The day BEFORE class:

From the 12 readings, you need to submit a total of 10 reading logs over the course of the term. Logs are to be based on the reading for that week and need to be submitted into the D2L drop box. Each log should be two pages (500 words) in length, in APA formatting. Come prepared to talk about it in class.

Each log needs to include the following:


1. A brief summary of some key points from this reading. (e.g. What stands out for you as significant?)
2. Your personal reflections and critical thoughts on this reading (e.g. How might you apply this information in practice? In what ways does this article support or challenge your current knowledge of this topic? What assumptions are surfaced?)

Makeup Assignment for any missed class:


Due: by 5:30 pm the day before the following class after the absence (Tuesday afternoon); please submit electronically through D2L email.

You can choose to do this assignment in order to avoid missing any class participation marks. You need to have a minimum five minute discussion (in person or on the phone) with at least two students in your class to learn their perspective of the important aspects of the session missed. Ensure you identify which students you have spoken to by using their name in your write up. Complete and submit a 500 word write up which talks about the key elements that were missed in the class, along with your own reflections on the subject.


**Group Facilitation and Observation Reflection Papers
Marking Rubric**

<p>Exceeds expectations 10/10 Clearly written, fluent, coherent; Detailed coverage, goes beyond suggested questions; maturity of ideas, strong analysis, outstanding grasp of personal and group process</p>	<p>Fully meets expectations 8/10</p>	<p>Minimally meets expectations 6/10</p>	<p>Not yet within expectations 5/10 Poorly written, difficult to read; few details, missing parts of assignment; lack of analysis; little understanding of personal and group process</p>
			

Reading Logs Marking Rubric

<p>Exceeds expectations 3/3 Clearly written, fluent, coherent; thorough coverage of assignment expectations, maturity of ideas, strong analysis, critical reflection</p>	<p>Fully meets expectations 2.5/3</p>	<p>Minimally meets expectations 2/3</p>	<p>Not yet within expectations 1.5/3 Poorly written, difficult to read, few details, missing parts of assignment, lack of analysis, limited understanding of material</p>
			

Leadership Paper Marking Rubric

<p>Exceeds expectations 14/15 Clearly written, no technical errors, fluent, coherent; detailed coverage, maturity of ideas, strong analysis and connection to course content, outstanding grasp of personal philosophy</p>	<p>Fully meets expectations 12/15</p>	<p>Minimally meets expectations 11/15</p>	<p>Not yet within expectations Below 9/15 Poorly written, difficult to read; few details, missing parts of assignment; lack of analysis; no clear connection to course content; little understanding of personal philosophy</p>
			

Taking Action Plan Marking Rubric

Exceeds expectations 5/5 Clearly written, fluent, coherent; Detailed plan of action, well researched, well considered choice of activity aligning with passions and values	Fully meets expectations 4/5	Minimally meets expectations 3/5	Not yet within expectations 2.5/5 Poorly written, difficult to read, few details, no evidence of connection to personal passions

Taking Action Report Marking Rubric

	Exceeds expectations (90%+)	Fully meets expectations (70%+)	Meets expectations minimally (60%+)	Not yet within expectations (60%-)
Technical skills, effective communication (flow of ideas, understandable, grammar, punctuation)	Very few if any technical errors; careful, thoughtful progression of ideas; fluent, coherent and effective; rich and precise vocabulary very skilled use of formatting	Some technical errors; logical progression of ideas, unified writing; appropriate vocabulary; proper formatting	Several technical errors; random or weak organization; simplistic language; Basic formatting	Excessive technical errors; little to no evidence of organization; awkward structure; very difficult for reader to understand
Thorough coverage (assignment expectations covered, appropriate supporting evidence, appropriate length)	Detailed coverage; Exemplary supporting evidence; goes beyond suggested questions	All expectations of assignment are covered; appropriate supporting evidence; all questions answered	Expectations of assignment and supporting evidence covered minimally	Missing parts of the assignment; Lack of supporting evidence
Insight (development of voice, maturity of ideas, purpose and focus, reflection of meaning)	Depth and complexity of ideas; reflection and insight; clear focus; strong analysis; persuasive arguments; shows outstanding grasp of personal process	Ideas supported by relevant details; focused on a purpose; analysis shows clear understanding of personal process	Poor elaboration of ideas; limited details; analysis shows basic understanding of personal process	Limited understanding of material; little to no sense of purpose or focus; lack of analysis