



HUMAN SERVICES PROGRAMS
COMMUNITY, FAMILY AND CHILD STUDIES DIPLOMA

CFCS 220 - X01 Personal Leadership (3 Credits) W12

INSTRUCTOR: Ruth Lyall
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OFFICE HOURS: Friday, 11:30 - 12:20
CLASS TIME: Friday, 8:30 am - 11:20 am
CLASSROOM: WT 111A
REQUIRED TEXTS: Manz, C & Neck, C. Mastering self-leadership: Empowering yourself for personal excellence. Edition: 5. Publisher: NJ: Pearson. 2010.

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.

I am personally convinced that one person can be a change catalyst, a "transformer" in any situation, any organization. It requires vision, initiative, patience, respect, persistence, courage, and faith to be a transforming leader.

- Stephen R. Covey

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>

<u>ASSIGNMENTS</u>	<u>VALUE</u>	<u>DUE</u>
1. Group Roles (facilitation, observation/feedback)	20%	varies
2. Taking Action Plan	40%	Feb 10 & March 30
3. Personal Leadership Philosophy	30%	March 16
4. Reading Reflection	10%	chosen reading

LATE POLICY : All assignments are to be submitted in class on designated due dates. In exceptional circumstances, students may arrange with the instructor for an extension of an assignment BEFORE the due date. A late policy of 1% per day 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

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 typed and double spaced, with a heading that includes the course name, assignment title, your name and the date.

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%

CFCS 220 Winter 2012 Schedule of Topics

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

Date	Topic	Preparation
Jan 13	<ul style="list-style-type: none"> • Course introduction; Defining leadership; • Exploring personal experiences with leadership; • Group facilitation, observation and feedback 	
Jan 20	<ul style="list-style-type: none"> • Beginning our Journey 	<ul style="list-style-type: none"> • Un-facilitated discussion on: The Five Practices of Exemplary Leadership
Jan 27	<ul style="list-style-type: none"> • Community Leadership • Activism 	<ul style="list-style-type: none"> • Facilitated discussion on: "Human Services Advocacy": Ch. 14 in the Generalist
Feb 3	<ul style="list-style-type: none"> • Leadership theories and their underlying assumptions • Leadership Styles 	<ul style="list-style-type: none"> • Facilitated discussion on: Leadership Styles and Challenges
Feb 10	<ul style="list-style-type: none"> • Ethics and Leadership • Leadership and social justice issues • Mid-term Check-in 	<ul style="list-style-type: none"> • Facilitated discussion on: Power and Leadership • Taking Action Plan Proposal Due
Feb 17	READING BREAK: NO CLASS	
Feb 24	<ul style="list-style-type: none"> • Community Leaders Panel Presentation • Leadership Goals and Social Service Goals 	<ul style="list-style-type: none"> • Facilitated discussion on: Leading Change in an Organization
Mar 2	<ul style="list-style-type: none"> • Conflict Management and Mediation Skills • Governance structures 	<ul style="list-style-type: none"> • Facilitated discussion on: Eight Paths from Impasse to Transformation
Mar 9	<ul style="list-style-type: none"> • <i>Myers Briggs questionnaire</i> • Finding purpose 	<ul style="list-style-type: none"> • Facilitated discussion on: M.S.L. Chapter 3 and 4
Mar 16	<ul style="list-style-type: none"> • The Power of our Mind • Stages of change • Change theory 	<ul style="list-style-type: none"> • Facilitated discussion on: M.S.L. Chapter 5 and 6 • Personal Leadership Philosophy Due
Mar 23	<ul style="list-style-type: none"> • Myers Briggs Type Indicator workshop 	
March 30	<ul style="list-style-type: none"> • Personal Leadership Action Plan: Reporting Back 	<ul style="list-style-type: none"> • Taking Action Plan Due
Apr 6	<ul style="list-style-type: none"> • Shared leadership • Leadership and team 	<ul style="list-style-type: none"> • Facilitated discussion on: M.S.L. Chapter 7 and 8
Apr 13	<ul style="list-style-type: none"> • Putting it all together • Power Walk!!!! 	<ul style="list-style-type: none"> • Un-facilitated discussion on: M.S.L. Chapter 9 and 10

CLASS ASSIGNMENTS

Group Roles (facilitation, observation/feedback)

Mark: 20% (2 x 10% for each role)

Due: Reflective Report is due one week following your facilitator role and your observer role.

Length: 2 x 250 - 500 words for each role

Directions:

Every student must sign up to take a turn facilitating a group discussion, AND to take the role of observer. You need to submit a 250 - 500 word write up for each role, due the week after your facilitation or observation and include your reflections on your experience in this role.

(30 minutes) 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.

(10 minutes) 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.

Reports: 250 - 500 words reflecting on **your experience** in each 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 the course of this program?

Taking Action Plan

Mark: 40% (15% for plan, 25% for report)

Due: Plan due **February 10** (250 words); Report due **March 30** (750 words)

Directions:

In this assignment you will develop a personal leadership plan (which can, and likely will, be influenced by your personal leadership philosophy). You will be asked to submit a plan on February 10th and then a summary of your activities with reflections on the process on March 30th.

Plan:

Based on the description of social reform, social action, cause advocacy and case advocacy outlined in The Generalist Chapter 14, think about areas of interest that you have. 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 (750 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) Please include an appendix of any evidence.

Personal Leadership Philosophy

Mark: 30%

Due: **March 16**

Length: 1000 words

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. In this paper you are asked to:

- 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 various settings.
- Consult at least 3 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.

Reading Reflection

Mark: 10%

Length: 2 pages (500 words)


Due: The day of class:

Please submit a reading reflection that captures your interest and submit in class on the week that reading is to be read.

The reading reflection should include:

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?)


Taking Action Proposal Plan Marking Rubric

<p style="text-align: center;">Exceeds expectations 10/10</p> <p>Clearly written, fluent, coherent; Detailed plan of action, well researched, well considered choice of activity aligning with passions and values</p>	<p style="text-align: center;">Fully meets expectations 8/10</p>	<p style="text-align: center;">Minimally meets expectations 6/10</p>	<p style="text-align: center;">Not yet within expectations 5/10</p> <p>Poorly written, difficult to read, few details, no evidence of connection to personal passions</p>
			

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

Personal Leadership Philosophy Paper Marking Rubric

<p>Exceeds expectations 30/30</p> <p>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 24/30</p>	<p>Minimally meets expectations 18/30</p>	<p>Not yet within expectations 15/30</p> <p>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>
			

Reading Reflection Marking Rubric

<p>Exceeds expectations 10/10</p> <p>Clearly written, fluent, coherent; thorough coverage of assignment expectations, maturity of ideas, strong analysis, critical reflection</p>	<p>Fully meets expectations 8/10</p>	<p>Minimally meets expectations 6.5/10</p>	<p>Not yet within expectations 5/10</p> <p>Poorly written, difficult to read, few details, missing parts of assignment, lack of analysis, limited understanding of material</p>
