



CAMOSUN COLLEGE
School of Health & Human Services
Department of Community, Family & Child Studies

CFCS 220
Personal Leadership
Winter 2013

COURSE OUTLINE

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.

⌘ *Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

1. INSTRUCTOR INFORMATION

Instructor: Cole Little
Office Hours: TBA
Location: WT 111B
Phone: TBA
Email: TBA

2. INTENDED LEARNING OUTCOMES

Upon completion of this course, the students 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.

3. REQUIRED MATERIALS

1. Manz, C & Neck, C. Mastering self-leadership: Empowering yourself for personal excellence. Edition: 6. Publisher: NJ: Pearson. 2013.
2. COURSE PACK (AVAILABLE IN BOOK STORE)

4. SCHEDULE OF TOPICS

*This schedule is subject to change depending upon class needs

| DATE | TOPIC | PREPARATION |
|--------|--|---|
| Jan 11 | Course introduction; Defining leadership Exploring person experiences with leadership Group facilitation, observation and feedback | |
| Jan 18 | Beginning our Journey | Read: The Five Practices of Exemplary Leadership |
| Jan 25 | Community Leadership Activism | Read: "Human Services Advocacy": Ch. 14 in the Generalist |
| Feb 1 | Leadership theories and their underlying assumptions Leadership Styles | Read: Leadership Styles and Challenges |
| Feb 8 | Ethics and Leadership Leadership and social justice issues | Read: Power and Leadership Taking Action Plan Due |
| Feb 15 | Community Leaders Panel Presentation Governance structures Stages of change Change theory | Read: Leading change in organizations |
| Feb 22 | READING BREAK: NO CLASSES | |
| Mar 1 | Conflict Management and Mediation Skills Myers Briggs questionnaire | Read: Eight Paths from Impasse to Transformation |
| Mar 8 | Myers Briggs Type Indicator workshop | Read: M.S.L. Chapter 1, 2, 3 Leadership Essay Due |
| Mar 15 | Self leadership Shared leadership | Read: M.S.L. Chapter 4, 5, 6 |
| Mar 22 | Health and well being | Read: M.S.L. Chapter 7, 8, 9 |
| Mar 29 | GOOD FRIDAY: NO CLASSES | |
| Apr 5 | Flow, personality | Read: M.S.L. Chapter 10, 11, 12 |
| Apr 12 | Putting it all together | Taking Action Report Due |

5. CLASS ASSIGNMENTS and WEIGHTING

| ASSIGNMENTS | VALUE | DUE |
|---|-------|-------------------------------|
| Group Roles (facilitation = 10%, observation/feedback = 10%) | 20% | varies |
| Taking Action Assignment (5% + 25%) | 30% | Plan: Feb 8 Report: Apr 12 |
| Leadership Essay | 25% | Mar 8 |
| Reading Reflection (5 x 3%) | 15% | chosen readings |
| Participation | 10% | |

Group Roles Assignment (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 Assignment

Plan (due Feb 8; weighting: 5%):

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 (report due Apr 12; weighting: 30%):

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- 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) Please include an appendix of any evidence.

Personal Leadership Philosophy Essay:

Mark: 25%

Due: Mar 8

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: 5 x 3% = 15%

Length: 2 pages (500 words) each

Due: day before class of chosen reading on D2L

Choose **five of the ten** readings to submit a reading log that captures your interest. The reading log 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?)

6. 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 behavior toward others

Makeup Assignment for Missed Classes

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.

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).

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. Marks will be deducted for late assignments if prior arrangements have not been made with the instructor.

7. GRADING SYSTEM

- Standard Grading System (GPA)
- Competency Based Grading System

GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

Standard Grading System (GPA)

| Percentage | Grade | Description | Grade Point Equivalency |
|------------|-------|--------------------------------------|-------------------------|
| 90-100 | A+ | | 9 |
| 85-89 | A | | 8 |
| 80-84 | A- | | 7 |
| 77-79 | B+ | | 6 |
| 73-76 | B | | 5 |
| 70-72 | B- | | 4 |
| 65-69 | C+ | | 3 |
| 60-64 | C | | 2 |
| 50-59 | D | | 1 |
| 0-49 | F | Minimum level has not been achieved. | 0 |

8. RECOMMENDED MATERIALS OR SERVICES TO ASSIST STUDENTS TO SUCCEED THROUGHOUT THE COURSE

LEARNING SUPPORT AND SERVICES FOR STUDENTS

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

STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.
<http://www.camosun.bc.ca/policies/policies.html>

The Department of Community, Family & Child Studies is committed to promoting 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 Academic Honesty 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. Before you begin your assignments, review the Academic Policies on the Camosun College website: <http://camosun.ca/learn/becoming/policies.html>