



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

**CFCS 220**  
**Personal Leadership**  
**Fall 2014**

**COURSE OUTLINE**

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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 organizational effectiveness. Personal leadership philosophies will be explored.

*Ω 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.*

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**1. Instructor Information**

(a) Instructor	Toni Hoyland		
(b) Office hours	Tues: 12:00 – 1:30 or by appointment		
(c) Location	WT 220		
(d) Phone	250-370-3237	Alternative:	Provided if needed
(e) E-mail	<a href="mailto:hoilandt@camosun.bc.ca">hoilandt@camosun.bc.ca</a>		
(f) Website	<a href="http://camosun.ca/learn/programs/early-learning-and-care/">http://camosun.ca/learn/programs/early-learning-and-care/</a>		

**2. Intended Learning Outcomes**

Upon successful 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.

**3. Required Materials**

(a) Texts

- Manz, C. & Neck, C. (2010). Mastering self-leadership: Empowering yourself for personal excellence. Fifth Edition. Publisher: NJ: Pearson.
- CFCS 220 Course Pack 2014. (available in the bookstore)

#### 4. Course Content and Schedule

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

Date	Topic	Preparation
Sept. 2	Course Introduction <ul style="list-style-type: none"> <li>Defining Leadership</li> <li>Exploring personal experiences with leadership</li> <li>Group facilitation, observation and feedback</li> </ul>	No readings required for the first class.
Sept. 9	The Leadership Challenge <ul style="list-style-type: none"> <li>From macro to micro and back</li> <li>Creating sustainable organizations</li> </ul>	Read C.P. Leadership for Sustainable organizations
Sept. 16	Community Leadership <ul style="list-style-type: none"> <li>Activism</li> <li>Advocacy</li> </ul>	Read chapter 14 from the Generalist ( this article will be provided to students)
Sept. 23	Leadership theories and their underlying assumptions <ul style="list-style-type: none"> <li>Leadership styles</li> </ul>	Read: C.P. Leadership for Early Years Provision
Sept. 30	Ethics and leadership <ul style="list-style-type: none"> <li>Leadership and social justice issues</li> </ul>	Read on-line article: Improving First Nations Children's Health with social justice education for all children <a href="http://www.nccah.ccsa.ca/Publications/Lists/Publications/Attachments/123/Children_and_Social_Justice_web.pdf">http://www.nccah.ccsa.ca/Publications/Lists/Publications/Attachments/123/Children_and_Social_Justice_web.pdf</a> <b>Taking Action Plan Due</b>
Oct. 7	Stages of Change <ul style="list-style-type: none"> <li>Change theory</li> </ul>	Read C.P.: Research into practice: leadership in ECE: new trends and possibilities What is our role in creating change? Everything I learned about leadership I learned as an EC Educator
Oct. 14	Conflict management and mediation skills	Read C.P. eight paths from impasse to transformation
Oct. 21	Self-leadership – from the inside out <ul style="list-style-type: none"> <li>Myers Briggs questionnaire</li> </ul>	Read: Mastering Self Leadership Chapter 1 & 2
Oct. 28	Myers Briggs Type Indicator workshop	Read Mastering Self Leadership Chapter 3 & 4
Nov. 4	Governance Structures <ul style="list-style-type: none"> <li>Management</li> <li>Shared leadership</li> <li>Leadership and team</li> <li>Developing questionnaires</li> </ul>	Read M. S. L. Chapter 5 & 6 <b>Leadership Paper Due</b>
Nov. 11	Remembrance Day Holiday	No Class

Nov. 18	Community leaders panel presentation <ul style="list-style-type: none"> <li>• Interviewing leaders</li> <li>• Sharing the learning from leader interviews</li> </ul>	Read M.S.L. chapter 7 & 8
Nov. 25	Health and Well-Being <ul style="list-style-type: none"> <li>• Flow, personality, Myers Briggs</li> </ul>	Read M.S.L., chapter 9 & 10, 11 & 12
Dec. 2	Putting it all together	Taking Action Report <ul style="list-style-type: none"> <li>• Sharing individual actions</li> </ul> <b><i>Taking Action Report Due</i></b>

## 5. Basis of Student Assessment

### (a) Assignments

- |  |                             |
|--|-----------------------------|
| 1. Summary of article and Facilitator report | 20% due date varies         |
| 2. Summary of article and Observer/Feedback  | 20% due date varies         |
| 3. Taking Action plan and report             | 25% due Sept. 30 and Dec. 2 |
| 4. Leadership paper                          | 20% due Nov. 4              |
| 5. Participation                             | 15%                         |

### (b) Late Policy

All assignments are to be submitted by 4:30 on designated due dates. In exceptional circumstances, students may arrange with the instructor for an extension of an assignment at least 24 hours before the due date. Marks will be deducted (3% per day) for assignments/project if prior arrangements have not been made with the instructor.

### (c) 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.

### (d) 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

### (e) General Considerations

- All assignments must be completed to be eligible for a grade in this course.
- This course must be completed with a C+ or higher in the ELC program.
- All assignments must be done in proper APA formatting, including a cover and reference page.

## 6. Grading System

*(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)*

*(Mark with "X" in box below to show appropriate approved grading system – see last page of this template.)*

☒ Standard Grading System (GPA)

## 7. 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>

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

#### 1. 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

## B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.