HUM 2270H
Honors Leadership Development Studies through the Humanities
3 Credit Hours

Prepared by:
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Honors Program
Trish Loomis, Director
I. Catalogue Description
   A. prerequisite: Honors Program admission
   B. credit hour award: 3 hours
   C. Leadership Development Studies is designed to provide emerging and existing leaders the opportunity to explore the concept of leadership and to develop and improve their leadership skills. The course integrates readings from the humanities, experiential exercises, films and contemporary readings on leadership. (S)

II. Course General Objectives
   This course is designed to enable students to:
   A. Develop a fundamental understanding of leadership and the skills manifest in effective leaders.
   B. Identify their personal leadership orientation and philosophy, and enhance self-awareness.
   C. Demonstrate effective techniques and strategies for articulating a vision.
   D. Understand the steps involved in setting goals.
   E. Discuss the complexities inherent in ethical leadership.
   F. Articulate their personal leadership values.
   G. Employ the processes involved in effective decision making.
   H. Recognize the different types of conflict and appreciate the role a leader can play in leading through conflict.
   I. Learn team-building strategies and engage in team-building activities.
   J. Comprehend the concept of empowerment and the techniques of effective leaders to empower others.
   K. Express the methods leaders can use to initiate change and help others adjust to change.
   L. Expand their awareness of leadership to include the concept of servant-leadership.
   M. Improve their leadership abilities.

II. Course Outline (course content will be drawn from this)

   Unit One: Developing a Personal Leadership Style
   Unit Two: Articulating a Vision
   Unit Three: Leading with Goals
   Unit Four: Applying Ethics to Leadership
   Unit Five: Making Decisions
Unit Six: Leading Through Conflict
Unit Seven: Building a Team
Unit Eight: Empowering Groups
Unit Nine: Initiating Change
Unit Ten: Leading By Serving

III. Unit Objectives
Unit 1
This Unit is designed to enable the student to:
- Establish the foundation for a personal leadership philosophy based on an enhanced understanding of self.
- Define leadership in terms of the skills and characteristics necessary for effective leadership.
- Identify effective leaders and the characteristics of leadership evidenced by these leaders.
- Identify leadership philosophies and characteristics revealed in the film and readings in this Unit.
- Appreciate the contributions made by the humanities readings in this Unit toward the development of a personal philosophy of leadership.

Unit 2
This Unit is designed to enable the student to:
- Recognize specific skills and techniques used by effective leaders to affect the quality of the communication process.
- Evaluate objectively the effectiveness of personal communication techniques.
- Identify the elements of successful intergroup communication.
- Consider potential strategies available to enhance communication effectiveness.
- Apply the skills and techniques used in effective communication.
- Appreciate the contributions made by the humanities readings in this Unit toward understanding the importance of articulating a clear and strong vision.

Unit 3
This Unit is designed to enable the student to:
- Recognize the necessity for clearly defined goals for effective leadership.
- Recognize the role a leader plays in setting organizational goals.
- Formulate goals that are appropriate for an organization.
- Formulate goals that translate into specific and concrete actions.
- Apply concepts of effective goal setting to personal, interpersonal, and career development.
- Appreciate the contribution made by the Classic Cases in this Unit toward learning about leading with goals.
Unit 4
This unit is designed to enable the student to:
- Recognize the impact ethical behavior has on effective leadership.
- Define the elements of ethical leadership
- Examine the nature of attitude and value acquisition
- Evaluate his or her personal ethical priorities
- Understand the origin of institutional ethics and the influence they exert upon the lives of people in the institution.
- Appreciate the contributions made by the humanities readings in this unit toward understanding ethical leadership.

Unit 5
The Unit is designed to enable the student to:
- Recognize the role of decision making in effective leadership.
- Apply the steps of the rational problem-solving process.
- Recognize the roles of cooperation and competition in the decision-making process.
- Understand the impact of inference and observation in decision making.
- Identify effective decision-making strategies.
- Appreciate the contributions made by the humanities readings in this Unit toward understanding one’s responsibility for his or her own decisions.

Unit 6
This Unit is designed to enable the student to:
- Recognize the importance of a leader’s role in managing conflict.
- Understand that conflict is an ever present element in most organizations.
- Differentiate between dysfunctional and functional conflict.
- Identify various types of conflict.
- Identify practical approaches and techniques for conflict management.
- Appreciate the contribution made by the humanities readings in this Unit toward learning about managing conflict.

Unit 7
This Unit is designed to enable the student to:
- Recognize the significance of team building as a leadership skill.
- Recognize the role of the team in an organization.
- Describe several ways to improve team building.
- Identify barriers to effective teamwork.
- Distinguish among homogenized, institutionalized, autocratic, and intentional groups.
- Appreciate the contribution made by the humanities readings in this Unit toward understanding the team-building process.
Unit 8
This Unit is designed to enable the student to:
- Define the steps of delegation and empowerment necessary to be effective as a leader.
- Recognize the benefits of effective empowerment and delegation.
- Describe the common mistakes committed by leaders in the process of delegating and empowering.
- Evaluate the relationship between power, delegation, and empowerment of subordinates.
- Identify the fears which contribute to a leader’s inability to delegate effectively.
- Appreciate the contributions made by the humanities readings in this Unit toward the understanding delegation and empowerment.

Unit 9
This Unit is designed to enable the student to: Recognize the importance of initiating and managing change as a leadership skill.
- Identify positive and negative effects of change within an organization, group, community, or institution.
- Describe the leader’s role to affect change within his/her organization.
- Evaluate personal readiness to respond to change, and/or adapt to change as a leader.
- Discuss ways to overcome resistance to change.
- Appreciate the contribution made by the humanities readings in this Unit toward understanding the impact of change on an organization, group, community, or institution.

Unit 10
This Unit is designed to enable the student to:
- Recognize the need for servant leaders in any organization.
- Understand the qualities that servant leaders possess.
- Examine the role of individual initiative for combating evil and spreading good in the world.
- Discover the need for individual voluntarism and the inherent weaknesses that exist in allowing governments to do for people what other people should be doing.
- Recognize the benefits of volunteering or serving others.

IV. Method(s) of Instruction

- Lecture
- Article Reviews
- Experiential Exercises
- Discussions
V. Required Textbook(s) (with publication information)

**Phi Theta Kappa Leadership Development Studies**, third ed.

VI. Required Materials (student)
- Pocket folder
- 3 ring binder
- Computer disk

VII. Supplemental References
A. Library Resources: present offerings and anticipated texts, journals, video/audio tapes, software, etc.
   We will need to purchase approximately 10 video tapes or dvd’s of the required films for study
B. Other

VIII. Method of Evaluation (student outcomes assessment)

   - Class participation
   - Journals
   - Analytical papers
   - Portfolio
   - Leadership Project