

**College of San Mateo**  
**Official Course Outline**

1. **COURSE ID:** CRER 155    **TITLE:** Leadership Study  
**Units:** 2.0 units    **Hours/Semester:** 32.0-36.0 Lecture hours; and 64.0-72.0 Homework hours  
**Method of Grading:** Grade Option (Letter Grade or Pass/No Pass)
  
2. **COURSE DESIGNATION:**  
**Degree Credit**  
**Transfer credit:** CSU; UC  
**AA/AS Degree Requirements:**  
    CSM - GENERAL EDUCATION REQUIREMENTS: E5d. Career Exploration and Self-Development
  
3. **COURSE DESCRIPTIONS:**  
**Catalog Description:**  
    This course examines the practice of leadership, historical traditions of leadership, current leadership theories, and examines the context of leadership in a modern world. The course explores the responsibilities and privileges of leadership and provides a practical foundation for leadership within a community.
  
4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**  
    Upon successful completion of this course, a student will meet the following outcomes:
  1. Develop a personal definition of leadership.
  2. Identify how personal style of leadership relates to the various models of leadership covered in class.
  3. Identify and describe three leadership models covered in class.
  
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**  
    Upon successful completion of this course, a student will be able to:
  1. Examine contemporary and historical definitions of leadership.
  2. Exploration of selected historical and contemporary models of leadership.
  3. Understanding of the responsibilities and privileges of leadership, including moral and ethical decisions and the use of authority and power.
  4. Examinations of the context of leadership, particularly the relationship between individual and the group.
  5. Application of the foundational areas of leadership to practical and real-life situations.
  
6. **COURSE CONTENT:**  
**Lecture Content:**
  - Introduction to the course
  - Introduction to the course and syllabus
  - Course Leadership definitions
  - Class expectations
  - Developing the Class
  - Relational Leadership Concept
  - Defining Leadership
  - Traditional Leadership Definitions
  - The Changing Nature of Leadership
  - Traditional Leadership Theories and Models
  - Relational Leadership
  - Social Change Model of Leadership
  - Review of Social Change Mode
  - Understanding Yourself
  - Personality Inventory Assessment and Overview
  - Developing a Personal Mission Statement
  - Review of Personality Inventory
  - Understanding Others
  - What is culture
  - Cultural baggage
  - The role of diversity
  - Intercultural communication
  - Interacting in Teams and Groups

- Tuckman's model of group dynamics
- Advantage of Conflict
- Conflict Resolution
  - Understanding Complex Organizations
- Organizational Structure Models
- Organizational Culture
  - Building Coalitions and Communities
- Community building principles
- Campus Coalitions
- Ethics
  - Understanding the Dynamics of Power
- Beyond Machiavelli
- Modern power dynamics
  - Renewal in Groups and Organizations
- Why renewal is vital to groups and organizations
- Risk taking and creativity
  - The Mind, Body, and Soul of the Leader
- What is Wellness?
- Importance of reflection and evaluation

## 7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Discussion
- D. Service Learning

## 8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

### **Writing Assignments:**

Class Portfolio (which will include the following):

- Periodic journaling regarding the Personal Leadership Experience (PLE)
- Personal Mission Statement (1 to 2 pages)
- An Autobiography (1 to 2 pages)
- Unit Papers (3 papers, 1 to 2 pages)

### **Reading Assignments:**

Weekly reading assignments from Exploring Leadership, Tao of Leadership, Personality Inventory, and other handouts as they are relevant to the current lecture.

### **Other Outside Assignments:**

Personal Leadership Experience: Students will join a campus club or organization (of their own choosing). They will periodically keep a journal of their experiences, and how those experiences relate to the current course lectures and readings.

Students will be asked to take a Personality Inventory (related to leadership - MBTI preferred).

## 9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Performance
- C. Class Work
- D. Exams/Tests
- E. Homework
- F. Oral Presentation
- G. Portfolios
- H. Quizzes

## 10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Shankman, M.L., S.J. Allen. *Emotionally Intelligent Leadership*, 2nd ed. San Francisco: Jossey-Boss, 2015
- B. Kouzes, J.M., B.Z. Posner. *The Leadership Challenge*, 2nd ed. San Francisco: Jossey-Bass, 2014
- C. Komives, S., W. Wagner. *Leadership for a Better World*, 2nd ed. San Francisco: Jossey-Bass, 2009
- D. Heider, John. *The Tao of Leadership*, 1st ed. Atlanta: Humanics New Age, 1985
- E. Komives, S., N. Wagner Lucus, T. MaMahon. *Exploring Leadership: For College Students Who Want to Make a Difference*, 3rd ed. San Francisco: Jossey-Bass, 2013
- F. Brown, Brene. *Dare to lead: Brave Work, Tough Conversations, Whole Hearts*, ed. Random House, 2019
- G. Gladwell, M.. *Outliers: The Story of Success*, ed. Back Bay Books, Little, Brown and Company, 2019

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**Course Originator:** Melissa Aliu