

CNSL 6: EXPLORING LEADERSHIP

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2023
Units:	4
Hours:	4 lecture per week (48 total per quarter)
Advisory:	Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249; not open to students with credit in CNSL 61.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU/UC
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable
Formerly:	CNSL 61

Student Learning Outcomes

- Identify the key components of the social change model of leadership
- Construct a personal leadership philosophy based on leadership theories and experiential learning
- Utilize leadership skills to create a leadership plan or address a social issue and assess effectiveness through reflection

Description

Explores concepts of leadership theory with direct applications for leading organizations and creating positive social change. The intent is to provide students with a foundational understanding of the knowledge and skills needed to be an effective leader. This course utilizes experiential activities and group projects as a primary method for applying theories and concepts to the everyday practice of leadership. In this course, leadership is understood primarily as a function of personal development with the intention to create transformational change in one's community.

Course Objectives

The student will be able to:

1. Identify the key components of the social change model of leadership
2. Explain how individual differences and backgrounds require different approaches to leadership
3. Utilize leadership skills to create action and assess their actions through reflection
4. Construct a personal leadership philosophy based on leadership theories and experiential learning
5. Examine an organization or social issue using leadership theories and concepts
6. Create a leadership plan to address the needs of an organization or social issue

7. Identify current level of skills and knowledge and methods to continue their leadership development

Course Content

1. Introduction to leadership theories
 - a. Identify what leadership is and is not
 - b. Evolution of leadership theories
 - c. Social change model of leadership
 - d. Relational leadership model
 - e. Comparing and contrasting model strengths and weaknesses
2. Understanding self
 - a. Identify current skills and knowledge
 - b. Myers-Briggs and Gallop Strengths Type Indicators
 - c. Ethics and leadership
3. Understanding others
 - a. Leadership and gender
 - b. Culture and leadership
 - c. Group dynamics
 - d. Creating community
 - e. Fostering investment
4. Organizational/Social change
 - a. How to create change
 - b. Inspiring leadership among others
 - c. Renewing and revitalizing organizations
 - d. Comparing and contrasting movements and organizations

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught as an online or hybrid distance learning section, students and faculty need ongoing and continuous internet and email access.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Small group activities/presentations
 Class discussion and participation
 Short answer essays
 Application exercises
 Written reflection assignments
 Research projects

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Collaborative learning: Instructor divides the class into small groups, each of which plans a short lesson based on the readings given each week
 Group presentation: Instructor assigns groups to choose a concept, topic, current event, or organization to analyze, using a leadership framework or model
 Hands-on activities: Instructor leads a variety of team building activities, in order for students to have in-class experiences to draw on and apply skills and knowledge

In-class writing: Instructor assigns short reflection assignments for students to analyze their knowledge, experiences, and skills, based on readings, activities, or discussions

Instructor-facilitated discussion: Instructor guides students to work in groups to discuss leadership theories and concepts. Instructor will provide topics and current events for students to apply leadership concepts and knowledge, along with bringing their personal experiences, backgrounds, and knowledge into the conversations

Representative Text(s) and Other Materials

Kouzes, A.J., and B. Posner. [The Leadership Challenge, 6th ed.](#) 2017.

Kouzes, A.J., and B. Posner. [The Leadership Challenge Workbook, 3rd ed. revised.](#) 2017.

Komives, S.R., and W. Wagner. [Leadership for a Better World: Understanding the Social Change Model of Leadership Development, 2nd ed.](#) 2017.

Komives, S.R., N. Lucas, and T.R. McMahon. [Exploring Leadership: For College Students Who Want to Make a Difference, 3rd ed.](#) 2014.

Although these texts are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Sample reading/writing assignment: Read Chapter 4 from [Exploring Leadership](#) and write a reflection on what strengths and weaknesses you bring as a leader. Your reflection must include the application of leadership theory to your practice
2. Sample out-of-class assignment: Write a personal leadership philosophy paper that incorporates leadership theories and concepts and apply it to your own practice as an emerging leader
3. Sample critical thinking assignment: Develop a Leadership Action Plan for an organization or on social issues. This will culminate in a group written paper along with an in-class presentation on how to create positive social change in an organization or social movement

Discipline(s)

Counseling