

Maui Community College
Course Outline

ORIGINAL

1. Alpha and Number IS 150
Course Title Leadership Skill Development
Credits 3
Date of Outline September 2007
2. Course Description Develops a clear understanding of self and personal strengths. Applies this knowledge and understanding in developing leadership skills. Teaches team building, coaching and mentoring, communication and project management skills.
3. Contact Hours/Type 3 hours lecture/discussion per week
4. Prerequisites Instructor approval
Prerequisite may be waived by consent yes no
Corequisites none
Recommended Preparation IS 105B, Personal Assessment



Chancellor



Date

5. General Course Objectives

This is a project-based course that helps students identify their personal strengths and demonstrates their application to leadership skills development. Students demonstrate the acquisition of time management skills and explain and discuss leadership styles and key leadership skills. Use of effective and clear communication skills is practiced and the course culminates in the planning, development, organization, implementation and evaluation of a student-driven leadership event/activity that clearly demonstrates the acquisition of leadership skills.

6. Student Learning Outcomes

For assessment purposes, link these to #7. Recommended Course Content, and #9. Recommended Course Requirements and Evaluation

Upon successful completion of this course students will be able to:

- a. Identify personal strengths and demonstrate their application to leadership skill development;
- b. Demonstrate the acquisition of time management skills by completing work and task assignments according to scheduled deadlines;
- c. Explain and discuss leadership styles and key leadership skills;
- d. Use effective and clear communication skills in group and in one-to-one settings to promote, persuade, and explain ideas, issues, and points of discussion; and
- e. Plan, develop, organize, implement, and evaluate a student-driven leadership event or activity that clearly demonstrates their leadership skills.

7. Recommended Course Content and Approximate Time Spent on Each Topic

Link to #6. Student Learning Outcomes

1-5 weeks	Introduction, Self-Development Discussion of Strengths, Use of Strengths Communication Methods and Styles Self-Responsibility, Brainstorming Assessment, Progress Report (a, d)
1-5 weeks	Leadership Skills Development Identification of Critical Leadership Skills and Styles Development of Leadership Skills Brainstorming Assessment, Progress Report (a, b, c, d)
1-6 weeks	Leadership Project

1-3 weeks Project Selection, Coordination, Management
 Project Planning, Problem Solving, Coordination, Management
 Assessment, Progress Report (a, b, c, d, e)
 Project Event
 Implementation, Adjustments, Observation, Assessment
 Evaluation, Final Report (a, b, c, d, e)

8. Text and Materials, Reference Materials, Auxiliary Materials, and Content
 Appropriate text(s) and materials will be selected at the time the course is offered from those currently available in the field.

Auxiliary materials will be selected at the time the course is offered. The following may be used:

StrengthsQuest, by Donald O. Clifton, Edward Anderson with Laurie A. Schreiner
 Now, Discover Your Strengths, by Marcus Buckingham and Donald O. Clifton

9. Recommended Course Requirements and Evaluation

Link to #6. Student Learning Outcomes

Specific course requirements are at the discretion of the instructor at the time the course is being offered. Suggested requirements might include, but are not limited to

- 10-30% Reading assignments, written responses, group projects, independent projects, and homework assignments; (a, b, c, d, e)
- 50-70% Planning, organizing, managing and successfully carrying out the designated class project (leadership) event; (a, b, c, d, e)
- 10-20% Assessing, evaluating, reporting on goal achievement; (b, d, e)
- 20-30% Promptness, personal responsibility, problem solving, attendance and participation. (a, b, d, e)

10. Methods of Instruction

Instructional methods will vary considerably with instructors. Specific methods will be at the discretion of the instructor teaching the course and might include, but are not limited to:

- a. Lectures and class discussion;
- b. Demonstrations;
- c. Quizzes and other tests with feedback and discussion;
- d. Problem solving;
- e. Guest speakers and demonstrations;
- f. Group activities;
- g. Oral reports and other student presentations;
- h. Homework assignments

Assessment of Intended Student Learning Outcomes Standards

Key:

3 = Major Emphasis: The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. The learner outcome is the focus of the class.

2 = Moderate Emphasis: The student uses, reinforces, applies and is evaluated by this learner outcome, but it is not the focus of the class

1 = Minor Emphasis: The student is provided an opportunity to use, reinforce, and apply this learner outcome but does not get evaluated on this learner outcome
 0 = No Emphasis: The student does not address this learner outcome

	IS	IS	IS	IS	IS
	104B	104C	104D	150	
Standard 1 - Written Communication					
Outcome 1.1 - Use writing to discover and articulate ideas.	2	2	2	2	
Outcome 1.2 - Identify and analyze the audience and purpose for any intended communication.	1	1	1	1	1
Outcome 1.3 - Choose language, style, and organization appropriate to particular purposes and audiences.	2	2	2	2	2
Outcome 1.4 - Gather information and document sources appropriately.	2	2	2	2	2
Outcome 1.5 - Express a main idea as a thesis, hypothesis, or other appropriate statement.	1	1	1	1	1
Outcome 1.6 - Develop a main idea clearly and concisely with appropriate content.	1	1	1	1	1
Outcome 1.7 - Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics.	2	2	2	2	2
Outcome 1.8 - Demonstrate proficiency in revision and editing.	1	1	1	1	1
Outcome 1.9 - Develop a personal voice in written communication.	2	2	2	2	2

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Standard 2 - Quantitative Reasoning								
Outcome 2.1 - Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.	0	0	0	0	0	0	0	0
Outcome 2.2 - Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.	0	0	0	0	0	0	0	0
Outcome 2.3 - Communicate clearly and concisely the methods and results of quantitative problem solving.	0	0	0	0	0	0	0	0
Outcome 2.4 - Formulate and test hypotheses using numerical experimentation.	0	0	0	0	0	0	0	0
Outcome 2.5 - Define quantitative issues and problems, gather relevant information, analyze that information, and present results.	0	0	0	0	0	0	0	0
Outcome 2.6 - Assess the validity of statistical conclusions.	0	0	0	0	0	0	0	0

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Standard 3 - Information Retrieval and Technology							
Outcome 3.1 - Use print and electronic information technology ethically and responsibly.	2		2			2	
Outcome 3.2 - Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.	2		2			2	
Outcome 3.3 - Recognize, identify, and define an information need.	2		2			2	
Outcome 3.4 - Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.	2		2			2	
Outcome 3.5 - Create, manage, organize, and communicate information through electronic media.	2		2			2	
Outcome 3.6 - Recognize changing technologies and make informed choices about their appropriateness and use.	2		2			2	

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Standard 4 - Oral Communication						
Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication.	2	2	2	2	2	2
Outcome 4.2 - Gather, evaluate, select, and organize information for the communication.	2	2	2	2	2	2
Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion.	2	2	2	2	2	2
Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.	1	1	1	1	1	2
Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.	2	2	2	2	2	2
Outcome 4.6 - Use competent oral expression to initiate and sustain discussions.	1	1	1	1	1	2

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Standard 5 - Critical Thinking									
Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information.	2	2	2						
Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem.	1	1	1						
Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses.	1	1	1						
Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.	0	0	0						
Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.	1	1	1						
Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence.	1	1	1						
Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.	1	1	1						
Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning.	1	1	1						
Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.	1	1	1						