BAS 288 Personal & Organizational Leadership
BAS 288 SYLLABUS

COURSE DESCRIPTION

Course emphasis on personal leadership skills that are essential for effective team and organizational guidance. Contemporary approaches to developing the behavioral skills needed to improve personal effectiveness are explored. Topics include personal and organizational goal setting, ethical management, time management, human relations, effective communication, and fundamentals of synergy.

Credit Hours: 3

Contact Hours: 45

Prerequisites/Co-requisites

None

Course Schedule/Calendar

This course is offered on a self-paced basis. Calendar start and finish dates are determined by the student's **Enrollment Notification**.

GENERAL EDUCATION COMPETENCIES

Students should prepare for twenty-first century challenges by gaining:

1. Knowledge of human cultures and the physical and natural worlds through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts.

2. Intellectual and practical skills, including

- inquiry and analysis

- critical and creative thinking

- written and oral communication

- quantitative literacy

- information literacy

- teamwork and problem solving

3. Personal and social responsibility, including

- civic knowledge and engagement (local and global)

- intercultural knowledge and competence

- ethical reasoning and action

- foundations and skills for lifelong learning

4. Integrative and applied learning, including synthesis and advanced accomplishment across general and

specialized skills.

COURSE INFORMATION

Learner Competencies and Outcomes

Module 1

Upon completion of Module 1 in BAS 288, the student will be able to demonstrate the following outcomes from each unit:

Unit 1 Outcomes

    1. Identify personal leadership characteristics that are essential for leading others.

    2. State the major difference between behavioral and contingency leadership theories, and explain the behavioral contribution to contingency theories.

    3. Describe the contingency leadership theory variables.

    4. Identify the contingency leadership model styles and variables.

    5. State the leadership continuum model major styles and variables.

    6. Identify the path-goal leadership model styles and variables.

    7. State the normative leadership model styles and the number of variables.

    8. Discuss the major similarities and differences between the behavioral and contingency leadership theories.

    9. Compare and contrast four major differences among the four contingency leadership models.

    10. List which leadership models are prescriptive and descriptive, and explain why they are classified as such.

    11. Explain substitutes and neutralizers of leadership.

Unit 2 Outcomes

    1. Identify personal values and identify organizational approaches in achieving personal goals.

    2. Explain the power of culture in the strategy execution process.

    3. Distinguish between a weak and a strong culture.

    4. Describe the characteristics of low- and high-performance cultures.

    5. Distinguish between symbolic and substantive leadership actions for shaping organizational culture.

    6. Differentiate between the four cultural value types.

    7. Describe the framework for understanding global cultural value differences.

    8. Explain the primary reasons for embracing diversity.

    9. Identify the three areas in which visible and strong leadership action is needed to achieve full diversity.

10. Explain the leader's role in creating a culture that supports diversity.

11. Describe the role of leadership in creating a learning organization.

Unit 3 Outcomes

1. Explain the leadership process in establishing an organization's vision, mission, and goal-setting process.

2. Discuss the role of strategic leadership in the strategic management process.

3. Describe the relevance of analyzing the internal and external environment to the strategic management process.

4. Explain the importance of a vision and a mission statement.

5. Explain the relationship between corporate objectives and strategies.

6. Explain the importance of strategy evaluation in the strategic management model.

7. Describe the five-step process for crisis risk assessment.

8. Describe the three phases of the change process.

9. Identify the major reasons for resisting change.

10. Discuss people- and task-oriented techniques for overcoming resistance to change.

Unit 4 Outcomes

1. Describe the major theories of leadership as well as the major paradigms and myths.

2. Briefly describe the five key elements of leadership.

3. List the 10 managerial roles based on their three categories.

4. Explain the interrelationships among the levels of leadership analysis.

5. Describe the major similarity and difference between the trait and behavioral leadership theories.

6. Discuss the interrelationships between trait and behavioral leadership theories and contingency theories.

Module 2

Upon completion of Module 2 in BAS 288, the student will be able to demonstrate the following outcomes from each unit:

Unit 1 Outcomes

1. Explain time and stress management techniques for achieving both personal and organizational objectives.

2. Describe the five-step process for crisis risk assessment

3. Describe the three phases of the change process.

4. Identify the major reasons for resisting change.

5. Discuss people- and task- oriented techniques for overcoming resistance to change.

Unit 2 Outcomes

    1. Identify the need in others for specific self-management techniques.

    2. List and explain the steps in the networking process.

    3. List steps in the negotiation process.

    4. Explain the relationships among negotiation and conflict, influencing tactics, power, and politics.

Unit 3 Outcomes

    1. Identify the change process and gain insights on effective change management.

    2. Describe the role of leadership in creating a learning organization.

    3. List five things a leader should delegate.

Module 3

Upon completion of Module 3 in BAS 288, the student will be able to demonstrate the following outcomes from each unit:

Unit 1 Outcomes:

    1. Identify the delegation process.

    2. Describe errors associated with poor delegation.

    3. Apply empowerment techniques that enhance performance.

    4. Explain systems that increase feedback and trust in working relations.

Module 4:

Upon completion of Module 4 in BAS 288, the student will be able to demonstrate the following outcomes from each unit:

Unit 1 Outcomes:

    1. Identify effective verbal, nonverbal, and written communication techniques.

    2. List the steps in the oral message-sending process

    3. List and explain the three parts of the message-receiving process

    4. Describe paragraphing and state why it is used.

    5. Identify two common approaches to getting feedback, and explain why they don't work.

6. Describe the difference between criticism and coaching feedback.

7. Discuss the relationship between the performance formula and the coaching model.

8. List the benefits of classifying personality traits.

9. Describe the Big Five personality dimensions.

10. Discuss why the trait of dominance is so important for managers to have.

11. State how the Achievement Motivation Theory and the Leader Profile are related and different.

12. Identify similarities and differences among Theory X and Theory Y, the Pygmalion effect, and self-concept.

Unit 2 Outcomes:

1. Apply techniques of leadership to achieve personal, group, and organizational goals through the application of behavioral and motivational understanding.

2. Describe the role of leadership in creating a learning organization.

3. Explain the difference between transformational and transactional leadership.

4. Explain the four phases of the transformation process.

5. Describe personal meaning and how it influences attributions of charismatic qualities.

6. Briefly explain Max Weber's conceptualization of charisma.

7. Explain the locus of charismatic leadership

8. Describe the four behavioral components of charisma.

9. Discuss the effects of charismatic leadership on followers.

10. Describe the characteristics that distinguish charismatic from non-charismatic leaders.

11. Explain the difference between socialized and personalized charismatic leaders.

12. Distinguish between charismatic and transformational leadership.

Unit 3 Outcomes:

1. Apply ethical practices in making decisions and in leading others.

2. Compare the three levels of moral development.

3. Explain the stakeholder approach to ethics.

4. Describe how attitudes are used to develop four leadership styles.

5. Explain the basis of stewardship and servant leadership.

6. Explain the power of culture in the strategy execution process.

7. Distinguish between a weak and a strong culture.

8. Describe the characteristics of low- and high-performance cultures.

9. Distinguish between symbolic and substantive leadership actions for shaping organizational culture.

10. Differentiate between the four cultural value types.

11. Describe the framework for understanding global cultural value differences

12. Explain the universality of traits of effective leaders.

Unit 4 Outcomes

1. Identify the positive aspects of interdependence and techniques in creating win-win relationships.

2. Define the five conflict management styles.

3. List the steps in the initiating conflict resolution model.

4. Discuss the role of strategic leadership in the strategic management process.

5. Describe the relevance of analyzing the internal and external environment to the strategic management process.

6. Explain the importance of a vision and a mission statement.

7. Explain the relationship between corporate objectives and strategies.

8. Explain the importance of strategy evaluation in the strategic management model.

9. Describe the five-step process for crisis risk assessment.

10. Describe the three phases of the change process.

11. Identify the major reasons for resisting change.

12. Discuss people- and task-oriented techniques for overcoming resistance to change.

Module 5:

Upon completion of Module 5 in BAS 288, the student will be able to demonstrate the following outcomes from each unit:

Unit 1 Outcomes

1. Identify interpersonal skills that enable positive relationships to individuals of diverse backgrounds and status.

2. Briefly describe the seven characteristics of effective teams.

3. Describe the benefits of using self-managed teams in organizations.

4. State the normative leadership model styles and the number of variables.

Unit 2 Outcomes

1. Identify the strengths that diversity brings to a team environment.

2. Discuss the advantages and disadvantages of working in teams.

3. Describe how team member characteristics impact self-managed team effectiveness

Unit 3 Outcomes

1. Identify the team building process and methods used to gain team consensus.

2. Describe the challenges of implementing effective self-managed teams.

3. Explain the differences between traditional and self-managed teams.

4. Explain the importance of strategy evaluation in the strategic management model

Unit 4 Outcomes

1. Develop decision making techniques that unify the team.

2. Describe top management's and the team leader's roles in fostering creativity.

3. Outline the three parts of conducting effective meetings

Unit 5 Outcomes

1. Describe continuous improvement mechanisms in accomplishing the team objectives.

2. Describe the guidelines for improving self-managed team effectiveness.

3. Explain the relationship between corporate objectives and strategies.

4. Explain the power of culture in the strategy execution process.

Course Outline

Module 1:

Unit 1 Outline

1. Learning styles

2. Values impacting leadership

3. Personal growth and effectiveness

Unit 2 Outline

1. Understanding the 'Big Picture'

2. Vision and mission statements

3. Goal/Objective integration with the work group

Unit 3 Outline

1. Major theories

2. Paradigms and myths

Module 2:

Unit 1 Outline

1. Personal and organizational history

2. Personal influence sources

3. Initiation and adjustment

Unit 2 Outline

1. Life balance

2. "To Do" lists

3. Priorities

4. Systems

Unit 3 Outline

1. Stressors

2. Symptoms

3. Techniques

Module 3:

Unit 1 Outline

1. Why delegate?

2. Delegation process

3. Successful techniques

4. Why delegation fails

Unit 2 Outline

1. Power

2. Empowerment as a motivator

3. Establishing trust

Unit 3 Outline

1. Establishing the empowered organization

2. Characteristics of the autocratic organization

3. Steps that initialize delegation

4. Moving to an empowered organization

Module 4:

Unit 1 Outline

1. Trust

2. Ethics

3. Cooperation/Competition

4. Win/Win

5. System Thinking

Unit 2 Outline

1. Process

2. Blocks

3. Win/Win

4. Non-verbal

Module 5:

Unit 1 Outline

1. Enhancing organizational diversity

2. Increasing trust

3. Cohesiveness and conformity

4. Organizational performance

Unit 2 Outline

1. The Team Building Process

2. Steps

3. Team decision making

4. Reinforcement

Unit 3 Outline

1. Achieving Synergy and Continuous Improvement

2. Goals

3. Acceptance and organizational participation

Pre-Test:

A student who scores 80% or better on the Pre-Test in a module in the BAS 288 course will be allowed to choose if they wish to attempt the post-test in the module, through the Prior Learning Option, to evaluate mastery of the course material. A student who scores 90% or better on the post-test at this point, will be allowed to move to the next module in the course.

For those students not scoring 80% or better on the pre-test, they will continue through the module activities, assignments, and test, which are consistent in assisting the student in building and enhancing their knowledge to gain mastery of the subject matter.

Credit for Prior Learning:

KCTCS Online Learn-On-Demand open-entry courses are based on the goal that students will demonstrate mastery of content. Through KCTCS Online Learn-On-Demand, students have the opportunity to receive credit for prior learning. To receive this credit, students must demonstrate mastery of the course competencies through the following steps:

- Take the pre-test in each of the modules in the course. The pre-test in each module in the course may be taken only once. If the score on the pre-test meets a level of pre-determined competency, the student will have the option to immediately take the post-test in each module.
- If the student demonstrates mastery of competencies on the post-test in each module, the student will receive credit for the module and will then proceed on to the next module. The final grade is based upon the actual score earned on the post-tests along with any other assignments affecting the final course grade.
- If the student does not demonstrate mastery of competencies on the post-test, the student remains enrolled in the course until successfully completing all of the course requirements and the post-test, or until the end date of the course - whichever comes first. Upon the end date of the course, the student will receive a final grade earned based on completed assignments and post-test scores.

Post-Test

Mastery level for post-tests in each of the modules in this course has been set at 80%. If the student scores below 80%, the student will be provided feedback to assist in further study before re-assessment. The student has three (3) attempts at the Post test in each module.

Grading Criteria:

The Course Checklist provides you with a quick, concise way to ensure you are completing all the assignments and learning activities required for this course. Remember, when viewing your grades the following are not factored into your final grade for the class:

- Syllabus Quiz

- Pre-Tests

- Practice Tests and Quizzes

- End of Course Survey

Module 1

Grades for Module 1 in BAS 288 will be based upon the following:

Task	Weighted % Value	Your Due Date
Discussion Board Response	5	
Unit One Test	5	

Task	Weighted % Value	Your Due Date
Answer Questions About Chapter Eleven Video	10	
Unit Two Test	5	
Answer Questions About Chapter One Video	10	
Unit Three Test	5	
Complete Post-Test	60	
Total	**100**	

 Students demonstrate mastery at 80.

Module 2

Grades for Module 2 will be based upon the following:

Task	Weighted % Value	Your Due Date
Answer Questions About Chapter Four Video	10	
Unit One Test	5	
Discussion Board Response	5	
Unit Two Test	5	
Answer Questions About Chapter Six Case Study	10	
Unit Three Test	5	
Complete Post-Test	60	
Total	**100**	

Students demonstrate mastery at 80.

Module 3

Grades for this Module 3 will be based upon the following:

Task	Weighted % Value	Your Due Date
Discussion Board Response	5	
Unit One Post-Test	5	
Answer Questions About Case Study	10	
Unit Two Post-Test	5	
Answer Questions About Chapter 5 Video	10	

Task	Weighted % Value	Your Due Date
Unit Three Post-Test	5	
Complete Post-Test	60	
Total	**100**	

Students demonstrate mastery at 80.

Module 4

Grades for Module 4 will be based upon the following:

Task	Weighted % Value	Your Due Date
Discussion Board Response	5	
Answer Questions About Chapter Two Case Study	10	
Unit One Post-Test	10	
Answer Questions About Chapter Six Video	5	
Unit Two Post-Test	10	
Complete Post-Test	60	
Total	**100**	

Students demonstrate mastery at 80.

Module 5

Grades for this course will be based upon the following:

Task	Weighted % Value	Your Due Date
Answer Questions About Chapter 8 Video	10	
Unit One Test	5	
Answer Questions About Case Study	10	
Unit Two Test	5	
Discussion Board Response	5	
Unit Three Test	5	
Complete Post Test	60	
Total	**100**	

Students demonstrate mastery at 80.

Grading Scale:

Grade	Percent
A	90 TO 100%
B	80 TO 89%
C	70 TO 79%
D	60 TO 69%
E	Below 60%

POLICIES

Plagiarism Statement

Plagiarism and cheating are serious academic offenses. The KCTCS regulations pertaining to plagiarism and cheating can be found in Sections 2.3.1.1, 2.3.1.2, and 2.3.1.3 of the KCTCS Code of Student Conduct. Penalties for violation of these policies can be found in Section 2.3.2.1 and 2.3.2.2.

Disability Statement

The Kentucky Community and Technical College System would like to help students with disabilities achieve their highest potential in academic studies. In order to receive accommodations on assignments or examinations, proper documentation must first be provided to the Office of Disability Services at your home campus. You must then self-identify and conference with the Director of Disability Support Services or Manager of Disability Services to begin receiving accommodations in the course/module. For more information, contact the KCTCS Online Help Desk.

HELP AND SUPPORT

Blackboard

The Blackboard Support Center can help provide support via Frequently Asked Questions, email, chat, and phone regarding Blackboard 24 hours a day, 7 days a week.

Help can be accessed by navigating to the top of your course webpage and selecting "Help" in blue. You can also access directly with this link: http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8158

Needed Resources for the Course

Once you're ready to get started, click on "START Here >>" from the menu. You will have access to PowerPoint slides in the study aids. KCTCS students can get Office 365 which includes PowerPoint and here is the link for you to get Office 365: http://kctcs.edu/en/email/faqs.aspx

Student Services

The KCTCS Online Student Services Help Desk provides Frequently Asked Questions, email, chat, and phone service 24 hours a day, 7 days a week. Student Services staff can help you with any question you have about the application process, financial aid, registering for classes, tuition payments, and other student services.

You can access KCTCS Online Student Services here: http://kctcs-lod.edusupportcenter.com/sims/helpcenter/layoutOne/SelfHelpHome.seam?inst_name=kctcs_lod&cid=3765

Course-Specific Questions

If you have a specific question about the course or the content, please contact your instructor as soon as possible. Your instructor's contact information is under the "Meet Your Instructor" link on the course menu. Please allow 24-48 hours for your instructor to respond to your questions.

Starfish

Starfish is a student support tool that can help you succeed in your course. Your instructor can raise flags if there's a concern about your progress, give you kudos for good performance, or make to-do items for you that will help you succeed. You can also use Starfish to schedule appointments with your instructor or your Virtual Student Success Coach. Be sure to click on "Starfish" from the navigation menu in Blackboard to learn more and to create your student profile!

INSTRUCTIONAL INFORMATION

Textbook or e-book:

Leadership: Theory, Application & Skill Development, 5e; Lussier, Southern-Western Cengage Learning, 2013,

ISBN: 9781111827076