



LEAD-500: LEADERSHIP DEVELOPMENT

Effective Term

Fall 2026

BOT Approval Date

03/20/2025

Discipline

LEAD - Leadership

Course Number

500

Course Title

Leadership Development

Short Title

Leadership Development

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course is designed to provide students with a foundational understanding of the knowledge and skills to be an effective leader. It explores leadership theory with applications for leading organizations and creative positive social change. An emphasis is on personal and organizational goal setting, leadership development, decision-making strategies, team building, the acquisition of organizational ethics, conflict management, and supporting the mission and vision of an organization.

Codes

TOP Code (CB 03)

4930.72 - Leadership Skills Development

CIP Code

32.0105 - Job-Seeking/Changing Skills.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Interdisciplinary Studies (Masters Required)	Or
Business (Masters Required)	Or
Business Education (Masters Required)	Or
Counseling (Masters Required)	Or
Education (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS E - Lifelong Learning and Self-Development

Learning Objectives

Learning Objectives

Learning Objective
1. Identify the key components of the Social Change Model of Leadership.
2. Assess leadership considerations of the diversity of followers, gender, age, sexual orientation, differential ability and race.
3. Explain how individual differences and backgrounds require different approaches to leadership
4. Describe the role of a leader as an individual who motivates, delegates, and empowers.
5. Evaluate concepts of Leader-Member exchange theory.
6. Create a leadership plan to address the needs of an organization or social issue.
7. Construct a personal leadership philosophy based on leadership theories and experiential learning
8. Analyze the difference between leadership skills and management styles.
9. Discuss the definition of leadership.
10. Develop a working set of personal and organizational goals, missions, values and ethics both from a personal and organizational perspective.
11. Categorize the various types of conflicts and develop rational skills employed in conflict management.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will write a personal leadership philosophy using the principles and theories from the course text and experiential learning opportunities and present it using a visual aid.
2. Students will formulate a Leadership Action Plan to deal with difficult co-workers.
3. Students will set up a performance agreement with employees.

Content

Course Lecture Content

1. Individuals as Leaders
2. Who is a Leader
 - a. Defining Leadership
 - b. Evolution of Leadership theories
 - c. Leadership managerial roles
3. Leadership traits and ethics
 - a. Personality traits and leadership
 - b. Traits of Effective Leaders
 - c. Leadership approaches based on attitudes
 - d. Ethical Leadership
 - e. Leadership considerations of diversity.
4. Leadership Behavior and Motivation
 - a. Leadership behaviors
 - b. The leadership grid
 - c. Major motivation theories
5. Influencing: Power, Politics, Networking, and negotiation
 - a. Power
 - i. Sources
 - ii. types
 - iii. Influencing tactics
 - b. Organizational Politics
 - c. Networking
 - d. Negotiation
6. Contingency Leadership Theories

- a. Leadership theories vs. leadership models
- b. Determining the appropriate leadership style
- c. Team Leadership
- 7. Communication, Coaching, and Conflict Management
 - a. Communication in leadership
 - b. Coaching
 - c. Managing conflict
- 8. Leader-Follower Relations
 - a. Leader-member exchange theory
 - b. Followership
 - c. Delegation
 - d. Consideration of protected class status, gender, age, sexual orientation, race, ability.
- 9. Team Leadership and Self-Managed Teams
 - a. Use of teams in organizations
 - b. Types of teams
 - c. Decision-making in teams
 - d. Self-managed teams
 - e. Organizational Leadership
- 10. Charismatic and Transformational Leadership
 - a. Factors influencing personal meaning
 - b. Charismatic leadership
 - c. Transformational leadership
 - d. Stewardship and servant leadership
- 11. Leadership of Culture, Ethics, and Diversity
 - a. Organizational culture
 - i. Power of culture
 - ii. High and low performance cultures
 - iii. Role of leadership in culture creation and sustainability
 - iv. Values based leadership
 - b. Changing demographics and diversity
 - i. Workforce diversity
 - ii. Impacts of globalization on diversity
 - iii. Creating a culture that supports diversity
 - iv. Diversity awareness training and leadership education
 - c. Strategic Leadership and Change Management
 - i. Strategic management process
 - ii. Role of leadership in implementing change
- 12. Crisis Leadership and the Learning Organization
 - a. Leading in crisis situations
 - b. Effective crisis communications
 - c. Learning organizations
 - d. The role of leaders in creating a learning organization

Methods of Instruction

Method

Projects

Integration

Assessment inventories such as the Keirsey will be assigned and discussed to increase self-awareness of aptitudes, personality traits, beliefs and decision-making styles. These inventories help students contextualize leadership considerations of the diversity of followers, gender, age, sexual orientation, differential ability and race.

DE Adaptations for MOI

Assessment inventories are available within the course management system, CMS. Assessment discussions are presented as assignments using the various discussion formats within the CMS. All discussion formats and directions meet accessibility standards.

Method

Lecture

Integration

Lecture presentations will be used to assist students in identifying with leadership theory and how it will impact their leadership styles dealing with individual differences and backgrounds of the people they are leading. Lecture presentations reinforce the need to recognize and consider the diversity of human backgrounds which require different approaches to leadership.

DE Adaptations for MOI

Lectures are available asynchronously within the course management system, CMS. Lectures are presented in various formats, including audio and video formats within the CMS. All lecture formats meet accessibility standards.

Method

Visiting Lecturers

Integration

Guest speaker/lecture presentations may be used to assist students with practical implementation of current leadership models and theories.

DE Adaptations for MOI

Guest speaker/lecture presentations are presented in various formats with in course management system. Presentations may be written, audio or video format. All formats meet accessibility standards.

Method

Role Playing/Simulation

Integration

Role-playing or scenario discussion will increase self-awareness on topics relevant to course content (i.e., managing conflict scenario with discussion and evaluation).

DE Adaptations for MOI

Role playing/simulation presentations are presented in various formats with in course management system. Presentations may be written, audio or video format. All formats meet accessibility standards.

Method

Group Projects

Integration

Structured group exercises will take place in small groups facilitated by the instructor in relation to leadership case studies.

DE Adaptations for MOI

Structured group exercises are presented in various formats with in course management system. Presentations may be written, audio or video format. All formats meet accessibility standards.

Method

Film/video Viewing and Discussion

Integration

YouTube and other similar videos or multimedia and web-based videos illustrating conflict management, communication theory and other topics related to effective leadership may be used to illustrate problem solving with regard conflict management, communication theory and other topics related to effective leadership.

DE Adaptations for MOI

Accessible film/video presentation are delivered via course management system for student access. All media meets accessibility standards. Additional technology software applications may be provided using slide presentation software or other online applications. These application meet accessibility standards.

Methods of Evaluation**Method**

Exams/Tests

Integration

Examinations will be used to measure the mastery of course objectives. A defined rubric will be used to evaluate the papers on defined diversity topics such as gender, age, sexual orientation, racial or religious differences in leadership styles.

DE Adaptations for MOE

Examinations will be presented in the course management system using a variety of application designed for quizzes and examinations. Rubrics are designed for the evaluation of each examination. All examinations are presented in accessible formats. The instructor provides timely evaluation feedback via rubrics and grading tools found in the CMS.

Method

Class Participation

Integration

Students will be evaluated on their participation in group projects, oral presentations, and in-class discussions. The essence of leadership is teamwork, so it's important for the team to be present. Rubrics are designed for each of the various kinds of class participation projects.

DE Adaptations for MOE

Class participation is required in distance learning formats. Group projects, oral presentations, and in-class discussions are presented within the course management system (CMS). Rubrics for each of the various kinds of class participation projects are presented in the CMS. Various applications within the CMS are used to enable students to participate in these activities. All applications meet accessibility standards. The instructor provides timely evaluation feedback via rubrics and grading tools found in the CMS.

Method

Class Work

Integration

Class work including writing assignments will demonstrate integration of leadership concepts and self-development. Students are introduced to the various types of conflicts represented by a wide diversity of followers to develop rational skills employed in conflict management. Students will be evaluated on a written philosophy of their personal leadership style.

DE Adaptations for MOE

Class work assignments are required in distance learning formats. Instructions for these assignments are presented within the course management system (CMS). Rubrics for each of the various kinds of assignments are presented in the CMS. Various applications within the CMS are used to enable students to submit these written activities. All applications meet accessibility standards. The instructor provides timely evaluation feedback via rubrics and grading tools found in the CMS.

Method

Portfolios

Integration

Portfolio/Journal writing assignments will be evaluated by a defined rubric. Topics will be assigned that demonstrate reflections on personal growth especially in consideration of working with diverse groups of followers.

DE Adaptations for MOE

Portfolio/Journal writing assignments are required in distance learning formats. Instructions for these assignments are presented within the course management system (CMS). Rubrics for these assignments are presented in the CMS. Various applications within the CMS are used to enable students to submit these written activities. All applications meet accessibility standards. The instructor provides timely evaluation feedback via rubrics and grading tools found in the CMS.

Method

Oral Presentation

Integration

Oral presentations based on a define rubric will be used to evaluate conflict management styles. Students will role play scenarios and critique each other to reinforce positive responses with high conflict personalities.

DE Adaptations for MOE

Oral presentations are required in distance learning formats. Instructions for these assignments are presented within the course management system (CMS). Rubrics for these assignments are presented in the CMS. Various applications within the CMS are used to enable students to submit these activities. Students may make audio or audio-visual recordings or their presentations and/or other asynchronous formats. All various applications meet accessibility standards. The instructor provides timely evaluation feedback via rubrics and grading tools found in the CMS.

Method

Research Projects

Integration

Short mini papers/research project are assigned that focus on style, methods, and effectiveness of a prominent political, business, military, educational, sports, or religious leader. Projects emphasize the consideration of protected class status, gender, age, sexual orientation, race, ability. Research is evaluated by a rubric specially designed for each project.

DE Adaptations for MOE

Short mini papers/research projects are required in distance learning formats. Instructions for these assignments are presented within the course management system (CMS). Rubrics for these assignments are presented in the CMS. Various applications within the CMS are used to enable students to submit these activities. Students may use a variety of brick and mortar facilities or internet access records to research topics. Most projects are submitted in written form within the CMS, however other applications will be accepted upon with the instructor. All various applications meet accessibility standards. Evaluation is made available to students in a timely manner.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Read and analyze the Harvard Business Review article, "Understanding Leadership" leadership article that focuses on style, methods, and effectiveness of a prominent leaders. Describe some leadership skills which you would like to develop and identify your strategy for acquiring these skills. Written assignments shall include an exploration of a variety of different cultural, ethnic, racial, gender, sexual orientation and other factors contributing to inclusion of individuals leadership considerations.

How assignment will be adapted in online format

The "Understanding Leadership" articles will be available via internet sources presented in the course management system (CMS). A rubric for the summative writing assignment is present in the CMS. Students will submit their summative review within the assignment submit application within the CMS. The instructor provides timely evaluation feedback via rubrics and grading tools found in the CMS.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Read a leadership book that focuses on style, methods, and effectiveness of a prominent political, business, military, educational, sports, or religious leader. Be prepared to do an summary analysis of the book in class describing some leadership skills you would like to develop and identify your strategy for acquiring these skills. Readings shall include diverse societal concerns represented persons of various, racial, ethnic, age and gender populations especially as encountered in business and government situations. A variety of books will be available in the college libraries.

How assignment will be adapted in online format

A variety of leadership books will be presented in the course management system. Students will have an opportunity to purchase books on-line or find internet versions of the text in audible or other digital formats. Books will meet accessibility standards. The instructor provides timely evaluation feedback via rubrics and grading tools found in the CMS.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Prepare a leadership scenario in which you would be involved as a leader in directing a group of followers to complete a task. Present the scenario in a role-playing exercise to the class.

How assignment will be adapted in online format

The leadership scenario presentation will be presented within the course management system. A variety of format may be used including, written, audio or video presentations. All presentations will meet accessibility standards. The instructor provides timely evaluation feedback via rubrics and grading tools found in the CMS.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Develop and present in writing a leadership style which you would like to emulate in a future leadership role in which you see yourself. Be sure to discuss how you would lead a diverse group of followers of perhaps different ages, genders, racial, religious or sexual identity backgrounds.

How assignment will be adapted in online format

Leadership style presentations will be made within the course management system. Written assignments will be submitted within the CMS using the appropriate submission applications. The instructor provides timely evaluation feedback via rubrics and grading tools found in the CMS.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Read and summarize the scholarly article, "What Makes an Inclusive Leader?" by Wei Zheng, Jennifer Kim, Ronit Kark and Lisa Mascolo, Harvard Business Review, September 27, 2023. <https://hbr.org/2023/09/what-makes-an-inclusive-leader>. Be prepared to discuss your summary of the article in class.

How assignment will be adapted in online format

The reading assignment and specific article will be presented in the CMS. Students submit a summary of the article in the CMS. A student/instructor discussion session will be available in the CMS. Evaluation and grading will use a rubric specifically designed for this reading assignment. Individual students will receive evaluation and grading of assignments within the course management system. Instructions for the development of the reading summary and the discussion session will meet accessibility requirements.

Course Materials**Textbooks**

Introduction to Leadership Concepts and Practice, Sixth Edition
Peter G. Northouse, 2023 | SAGE Publications, Inc. ISBN: 9781071884928

Leadership Theory, Application, & Skill Development, 2023, 7th Edition, Robert N. Lussier; Christopher F. Achua, SAGE Publications, Inc., ISBN: 9781544389172, 1544389175

Other Resources

Developing the Leader Within You 2.0 2018, Maxwell, John C., ISBN-13: 978-0-7180-7399-2, ISBN-10: 0-7180-7399-1, Thomas Nelson, Publishers

James M. Kouzes, Barry Z. Posner, The Leadership Challenge: How to Make Extraordinary Things Leadership Theory, Application, & Skill Development, 2023, 7th Edition, Robert N. Lussier; Christopher F. Achua, SAGE Publications, Inc., ISBN: 9781544389172, 1544389175

A. Komives, S.R., & Wagner, W (2017). Leadership for a better world: Understanding the social change model of leadership development. Jossey-Bass. ISBN: 13:9781119207597 Happen in Organizations, 7th Edition, December 2022, Jossey-Bass, ISBN: 978-1-119-73612-7

"What Makes an Inclusive Leader?" by Wei Zheng, Jennifer Kim, Ronit Kark and Lisa Mascolo, Harvard Business Review, September 27, 2023. <https://hbr.org/2023/09/what-makes-an-inclusive-leader>.

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

This course provides a broad framework in leadership literacy with an emphasis on issues that impact the human communications and social structure. As such, considerations of how leadership influences: power, politics, networking, and negotiation are integrated into the content and students are invited to explore the ways in which the benefits of effective leadership have historically been unevenly shared across diverse representatives of cultures and genders. Furthermore, students are exposed to diverse figures in the history and world of leadership, while exploring unequal representation in contemporary leadership thought against the backdrop of the history of marginalization and erasure of the contributions made by leaders representing non-dominant and marginalized groups.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The course content highlights diverse figures in leadership roles that challenge commonly held stereotypes. Subject matter centers on global issues and students are exposed to diverse cultures, voices, and lived experiences. Assignments invite students to explore leadership practices that affect marginalized communities both domestically and abroad. Instruction is focused on eliminating structural barriers to success by incorporating open educational resources and presenting a diverse array of media to connect with a spectrum of learning styles. In addition, students are expected to interact with one another in discussions centered on global leadership activities and events and to share their perspectives and personal experiences while adhering to a more modern definitions of norms of inclusivity.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students will have frequent opportunities to interact with one another in on-campus, in-person discussions or online (facilitated in the discussion forum of the CMS) focusing on leadership principles as they apply to the students' local interaction, real-world concerns, future social and professional interactions and lived experiences. These interactions will augment the other forms of content delivery employed in this course by exposing students to diverse perspectives held by members of their own communities with respect to leadership roles they have observed and their own current and potential leadership impacts on different cultural groups they have experienced. Students will be encouraged to develop and abide by norms of tolerance and inclusivity.

Explain how the course will incorporate instructor-to-student interaction.

The instructor will participate in and guide group discussions focusing on the disproportionate impacts of various leadership styles on different cultures, ethnic communities, genders, and socioeconomic groups and the human social situations they exhibit. For challenging assignments and projects, the instructor will model metacognitive approaches, engaging with students to guide them through complex critical thinking processes. Feedback will be provided either verbally, in writing, or in the course management system. The instructor will be available to answer questions and interact with students directly.

Explain how the course will incorporate student-to-content interaction.

Students will be provided with a variety of accessible forms of media for making sense of the complex impacts of a variety of leadership styles and advances on leadership theory as it impacts various groups of people around the world. These may include written narratives, journal articles, textbook materials, videos, or verbal lectures. A diverse array of approaches will be employed to accommodate various learning styles. Students will work towards concept mastery of the subject matter through formative assessments, engage in deeper, more reflective work through critical writing assignments, and will assess their assimilation of the content through summative assignments.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students will engage in critical thinking activities that require the application of leadership concepts and frameworks to issues that directly affect their lives. They will be encouraged to consider their own place in leadership roles and have opportunities to critically assess their stance on contemporary leadership concerns. Students will be encouraged to express themselves freely as they assimilate foundational leadership paradigms and attempt to integrate them with their preconceived notions. Through this process, students will engage with issues through the lens of a leader and be given the opportunity to reflect on any discordance between their subjective worldview and their understanding of historical and current leaders.

Key: 1973