

**College of Micronesia-FSM
Course Outline**

GENERAL INFORMATION:

Course number and title: BA461 Leadership in Business & Society		
Campus: National	Initiator: George Mangonon and Jean-Pierre Lukusa	Date Initiated: June 1, 2021
Course description: The course introduces major theories and models of leadership and leadership development in business and society from a variety of perspectives, including development of qualities and skills of a good leader. The focus will be on decision-making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. The student will present a leadership portfolio as the final project.		

COURSE HOURS/CREDITS:

	Hours per Week		No. of Weeks		Total Hours		Semester Credits
Lecture	3	x	16	x	48	=	3
Laboratory		x		x		=	
Workshop		x		x		=	
			Total Semester		Credits		3

PURPOSE OF COURSE:

- Degree requirement
- Degree elective
- Certificate
- Other

PREREQUISITES:

BA260 Fundamentals of Management

PSLOs OF OTHER PROGRAMS THIS COURSE MEETS: None

PSLO#	Program
None	

CC Chair signature: _____  **Date recommended:** Jan 18, 2024

VPIA signature:  Date approved: January 29, 2024

1) INSTITUTIONAL STUDENT LEARNING OUTCOMES (Check all that apply)

[X]	1. Effective oral communication: capacity to deliver prepared, purposeful presentations designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
[X]	2. Effective written communication: development and expression of ideas in writing through work in many genres and styles, utilizing different writing technologies, and mixing texts, data, and images through iterative experiences across the curriculum.
[]	3. Critical thinking: a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
[X]	4. Problem solving: capacity to design, evaluate, and implement a strategy to answer an open-ended question or achieve a desired goal.
[X]	5. Intercultural knowledge and competence: a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.
[X]	6. Information literacy: the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
[X]	7. Foundations and skills for life-long learning: purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills, and competence.
[]	8. Quantitative Reasoning: ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations; comprehends and can create sophisticated arguments supported by quantitative evidence and can clearly communicate those arguments in a variety of formats.

2) PROGRAM STUDENT LEARNING OUTCOMES (PSLOs): The student will be able to:

1. Apply skills concepts and techniques in main functional areas of business and accounting;
2. Interpret and use quantitative techniques in solving business problems and decision-making using technological tools;
3. Develop and apply effective intercultural oral and written communication skills appropriate for business; and
4. Recognize and assess basic legal, environmental, and ethical challenges confronting businesses in general.

3) COURSE STUDENT LEARNING OUTCOMES (CSLOs) (General): The student will be able to:

1. Analyze different leadership perspectives;

2. Evaluate personal dimensions integral to effective leadership;
3. Analyze the effects of leadership strategies to contemporary organizations and the society; and
4. Develop a leadership portfolio.

4) COURSE STUDENT LEARNING OUTCOMES (CSLOs) (Specific): The student will be able to:

CSLO (General) 1: Analyze different leadership perspectives.			
Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies
1.1. Analyze how the leadership concept has evolved into contemporary leadership practices.	4, 6, 7	4	The student will complete a written assignment graded with a rubric focused on analyzing how the leadership concept has evolved into contemporary leadership practices.
1.2. Relate desirable personal traits, behaviors, and characteristics to effective social and entrepreneurial leaders.	4, 6, 7	4	The student will complete a written assignment graded with a rubric focused on linking desirable personal traits, behaviors, and characteristics to effective social and entrepreneurial leaders.
1.3. Compare and contrast different contingency approaches to leadership.	4, 6, 7	4	The student will complete a written assignment graded with a rubric focused on comparing and contrasting different contingency approaches to leadership.
1.4. Illustrate by means of a leadership profile the values and morals important to effective leadership.	4, 6, 7	4	The student will complete a written assignment graded with a rubric focused on illustrating by means of a leadership profile the values and morals important to effective leadership.
CSLO (General) 2: Evaluate personal dimensions integral to effective leadership.			
Student Learning Outcomes (specific)	ISLO	PSLO	Assessment Strategies
2.1. Assess how major personality dimensions influence leadership and relationships within organizations.	4, 6, 7	4	The student will complete a group assignment rated with a rubric focused on assessing how major personality dimensions influence

			leadership and relationships within organizations.
2.2. Reflect on how emotional and mental capabilities of an individual contribute to good management of relationships within an organization.	4, 6, 7	4	The student will complete a group assignment rated with a rubric focused on reflecting on how emotional and mental capabilities contribute to good management of relationships within an organization.
2.3. Review mechanisms that enhance an ethical organizational culture.	4, 6, 7	4	The student will complete a written assignment graded with a rubric focused on reviewing mechanisms that enhance an ethical organizational culture.
2.4. Plan feedback and leadership coaching to help followers grow and achieve their potential.	4, 6, 7	4	The student will complete a group assignment rated with a rubric focused on planning feedback and leadership coaching to help followers grow and achieve their potential.

CSLO (General) 3: Analyze the effects of leadership strategies to contemporary organizations and the society.

Student Learning Outcomes (specific)	ISLO	PSLO	Assessment Strategies
3.1. Analyze how leaders formulate and implement effective strategies in managing group and team dynamics.	4, 6, 7	4	The student will complete a group assignment rated with a rubric focused on analyzing how leaders formulate and implement effective strategies in managing group and team dynamics.
3.2. Relate the use of influence tactics to the accomplishment of organizational goals.	4, 6, 7	4	The student will complete a group assignment rated with a rubric focused on linking the use of influence tactics to the accomplishment of organizational goals.
3.3. Infer how creation of the right organizational culture and values contribute to a flexible and responsive organization in the face of challenges and issues.	4, 6, 7	4	The student will complete a group assignment rated with a rubric focused on inferring how creation of the right organizational culture and values contribute to a flexible and responsive organization in the face of challenges and issues.

3.4. Appraise how effective management of change can facilitate organizational innovation.	4, 6, 7	4	The student will complete a group assignment rated with a rubric focused on appraising how effective management of change can facilitate organizational innovation.
CSLO (General) 4: Develop a leadership portfolio.			
Student Learning Outcomes (specific)	ISLO	PSLO	Assessment Strategies
4.1. Adapt to concepts, strategies, principles and good leadership practices to support effective and appropriate interaction within an organization.	2, 5*, 6, 7	3	The student will complete a project graded with a rubric focused on adapting to concepts, strategies, principles and good leadership practices to support effective and appropriate interaction within an organization.
4.2. Present a leadership portfolio.	1, 5, 6, 7	3	The student will complete a project graded with a rubric focused on presenting a leadership portfolio. This includes assessing an international personality, a local personality, and the student's own leadership capability. This will serve as the authentic assessment for this course.

5) COURSE CONTENT:

- Evolution of the Leadership Concept
- Different Leadership Perspectives
- Personal Traits of a Good Leader
- Good Leadership and Relationships
- Leadership as a Catalyst to Social and Cultural Enhancements

6) METHOD(S) OF INSTRUCTION:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input checked="" type="checkbox"/> Cooperative learning groups |
| <input type="checkbox"/> Laboratory | <input type="checkbox"/> In-class exercises |
| <input type="checkbox"/> Audio visual | <input type="checkbox"/> Demonstrations |
| <input checked="" type="checkbox"/> Other –Learning Management System | |

7) REQUIRED TEXT(S) AND COURSE MATERIALS:

- Daft, Richard L. *Leadership Experience*. 7th ed., Cengage Learning, 2018 (or most recent edition).
- Digital resources: Cengage MindTap Learning Management System (LMS).
- Computer with Internet access.

8) REFERENCE MATERIALS:

None

9) INSTRUCTIONAL COSTS:

None

10) EVALUATION:

Summative evaluation is accomplished by having the student complete a leadership portfolio.

The student must achieve a grade of “C” or higher to pass the course.

11) CREDIT BY EXAMINATION:

None