COURSE TITLE: Leadership Foundations
COURSE NUMBER: MOL 6100

Technical Requirements that may be required to utilize technology in this course:
- A headset or microphone.
- A webcam.

RATIONALE:
Students who are beginning a graduate course of study in organizational leadership need to have an understanding of and grounding in the history of leadership studies and the theories that have been examined by researchers and practitioners. They also need to have an understanding of leadership styles and approaches. Students will explore leadership theories and use practical application exercises throughout the course to reinforce the learning outcomes.

COURSE DESCRIPTION:
This course discusses various models of leadership applicable to organizations. Students will have the opportunity to examine their own leadership styles in the light of these models. The course will also encompass research, theories, and models of communication in organizations as they relate to effective leadership. Through their studies, students will be able to assess, understand, and improve their own approach to leading, as well as their ability to select and evaluate leaders.

MAJOR INSTRUCTIONAL GOALS:
GOAL A:
Define the concepts and elements of leadership.

   Learning Outcome: The student will:
   A-1 Explore leadership foundations through theories and models
   A-2 Apply leadership concepts within various situations in organizations
   A-3 Develop one’s own personal leadership style profile through self-assessments to identify strengths and limitations

GOAL B:
Define the kinds of leadership challenges that arise in most organizations.

**Learning Outcome:** The student will:
- B-1 Describe various leadership approaches for creating a climate in which followers are motivated to achieve their best.
- B-2 Examine the impact of diversity in creating an environment for organizational success.
- B-3 Describe the impact of technology on effective leadership.
- B-4 Explain the importance and the impact of power, politics, ethics, and corporate social responsibility on organizational leadership in a global environment.

**PROGRAM COMPETENCIES:** (Intended student learning outcomes)
- Develop an understanding of contemporary leadership and management models and theories.
- Develop an understanding and the ability to apply change frameworks and models.
- Articulate personal values and goals as guideposts to personal behavior.

**WILMINGTON UNIVERSITY GRADUATION COMPETENCIES:** (Broad based goals)

**Oral Communication**
- Speak with confidence, clarity, and conciseness.
- Research, prepare, and deliver professional presentations.

**Written Communication**
- Write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary.
- Use appropriate APA format for scholarly writing.

**Disciplined Inquiry**
- Use quantitative, qualitative, and scientific reasoning to solve problems.
- Exercise critical thinking strategies including reasoning, problem solving, analysis and evaluation.
- Define a problem or issue and develop questions and methods to address the problem or issue and/or create new knowledge.

**Information Literacy**
- Access and use information effectively, efficiently, and appropriately.
- Evaluate the quality of sources and content.
- Use technology to effectively locate and communicate information.

**Ethics**
- Demonstrate knowledge and application of prescribed ethical codes and/or behaviors promoted by professions.

**METHODOLOGY:**

**A. Teaching Methods:** Describe what methods will be used to convey information to students.

**B. Evaluation Procedures:** Describe specifically how course objectives/outcomes will be evaluated (e.g. essays, projects, discussions, quizzes/exams, etc.)

**C. Major Assignments used for Outcomes Assessments:** Describe any Outcomes Assessments mandated in the course. For example, Peregrine
testing. Any OA assessments required should be supplied by the Chair. This is a mandatory assessment used in all sections of all courses.

COURSE SCHEDULE AND CHECKLIST:
Provide a list of assignments by week, point values, and due dates (e.g. Sunday of Week 1). For online sections, Your instructional designer can help you build this table from the Grade Center in Blackboard.