**Leadership**

**Typical Learning Experiences of Students Earning Lower-Level Credit:**

* Work in private, public or non-profit organizations, often in supervisory roles.
* Attend one or more training sessions in areas such as interpersonal relations, supervision, diversity in the workforce, sexual harassment, business ethics, Total Quality Management, team building, strategic management, and other topics in the area of leadership.

**Typical Learning Experiences of Students Earning Upper-Level Credit:**

* Work in private, public or non-profit organizations, often in supervisory roles, and often at the middle or upper-level management level.
* Attend one or more training sessions in the areas listed above.
* Play a role in delivering training sessions to employees or in the implementation of organizational efforts based on training received. (e.g., students may have acted as team leaders in TQM or created programs to enhance the effectiveness of diversity in the workplace.)
* Applicants for upper-level credit in this area often seek credit in more narrowly defined areas. Common topics for which upper-level credit is awarded are diversity in the workplace; business ethics; gender issues in the workplace; motivation; communication and teambuilding.

**Discussion Topics:**

If you are familiar with some (but not necessarily all) of the following topics, you may be eligible for lower-level credit in the area of leadership. If you are familiar with advanced questions, you may be eligible for upper-level credit. If knowledge of some of the topics is substantial, you may consider requesting additional credit in more narrowly defined areas.

**Group 1. "The Field of Leadership" includes leadership and business ethics**

**Leadership**

Facts, definitions, concepts (lower-level):

* List three or more bases for power in organizations.
* Describe three or more different leadership styles.

Relationships, knowledge of discipline, methodologies (upper-level):

* Describe the main components of two or more theories of leadership (e.g. trait theory, influence theory, position approach and/or situational leadership theory) and how those components guide management behavior.

**Business Ethics**

Facts, definitions, concepts (lower-level):

* State at least two moral principles upon which to base ethical decisions.
* Explain the connection between ethics and the law.

Relationships, knowledge of discipline, methodologies (upper-level):

* What are the issues relevant to the manager's task of balancing social responsibility with the needs of the organization's stakeholders?
* Describe at least two general classifications of ethical decision situations.

**Group 2. "Strategic Leadership"**

**Decision Making**

Facts, definitions, concepts (lower-level):

* Explain what a decision is and the role of the manager in making a decision.
* Define bounded rationality, logical incrementalism and the garbage can model of decision making.

Relationships, knowledge of discipline, methodologies (upper-level):

* Describe the distinction between empowerment and delegation.
* Relate the rational decision making process to a specific management decision support system with which you are familiar.

**Group 3. " Social/Cultural Processes" includes motivation, communication, team building, gender issues in the workplace, and diversity in the workplace.**

**Motivation**

Facts, definitions, concepts (lower-level):

* Define motivation and say why it is important to managers.
* Describe the motivational uses of job enrichment and job enlargement.

Relationships, knowledge of discipline, methodologies (upper-level):

* Describe and contrast content from process theories of motivation.
* Describe an application of the principles of content and process theories of motivation to management practice.

**Communication**

Facts, definitions, concepts (lower-level):

* Why is communication important to organizations?
* Give examples of different communication channels and their messages.

Relationships, knowledge of discipline, methodologies (upper-level):

* Describe the communication styles congruent in both tall and flat organizational hierarchies.
* Explain the connection between communication practices and TQM.

**Team Building**

Facts, definitions, concepts (lower-level):

* What is a team and what roles may it play in an organization?
* What factors influence the effectiveness of teams?
* Explain at least two techniques for group decision making.

Relationships, knowledge of discipline, methodologies (upper-level):

* What is the difference between processes and cross-functional teamwork?
* Why do different levels of team autonomy exist?

**Diversity in the Workplace**

Facts, definitions, concepts (lower-level):

* Define diversity and why it should be viewed as an asset in organizations today.
* List the primary and secondary dimensions of diversity.

Relationships, knowledge of discipline, methodologies (upper-level):

* Explain the current theory about shifting from assimilation to differentiation in organizations.
* Describe the history and effects of a homogeneous culture in American organizations.

**Gender Issues in the Workplace**

Facts, definitions, concepts (lower-level):

* Define sexual harassment and give examples of quid-pro-quo and hostile environment types of harassment.
* Explain the glass ceiling and why it is important.

Relationships, knowledge of discipline, methodologies (upper-level):

* Define affirmative action. Discuss the arguments in support of affirmative action policies and against them.
* Relate some of the social/cultural issues that are relevant to gender.

[Leadership Summary Form **click here**](http://www.esc.edu/distance-learning/cdlstudents/degree-planning/credit-prior-learning/leadership/summary-form/)