

ORIGINATOR'S SECTION:														
1. College: <input type="checkbox"/> CHABSS <input checked="" type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Summer 2016													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
4. Course abbreviation and Number:* WTRM 411														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Leadership for Water Managers														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Water Mgmt Leadership														
7. Number of Units: 2														
8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.) Application of fundamental leadership principles to leadership in the community of water organizations. Examines the impact of the organizational forms and roles of water organizations on leadership behavior. <i>Prereq: WTRM 401</i>														
9. Why is this course being proposed? This course will be a required course for the Certificate of Water Resources Management & Leadership for intermediate managers in the water industry. Development of leadership skills is integral to the role of a manager in the water industry.														
10. Mode of Instruction* For definitions of the Course Classification Numbers: http://www.csusm.edu/academic_programs/curriculumschedu ling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf														
	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Type of Instruction</th> <th style="text-align: center;">Number of Credit Units</th> <th style="text-align: center;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Lecture</td> <td style="text-align: center;">2</td> <td style="text-align: center;">02</td> </tr> <tr> <td style="text-align: center;">Activity</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	2	02	Activity			Lab			
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11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.														
13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														
14. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times? (including first offering)														
15. Is Course Crosslisted: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course and check "yes" in item #22 below.														
16. Prerequisite(s): <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No MGMT 482/WTRM 401 Survey of Water Management Fundamentals and Practices in California														
17. Corequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

**College of Business Administration
California State University - San Marcos
Summer 2016**

MODULE 1 - Leadership for Water Managers

Course Coordinator: Kevin Hardy
Class Room: Unknown at this time.
Class Meeting Time: Wednesdays, 6:00 pm to 9:00 pm; June 8, 2015 through August 10, 2015
Office: Markstein Hall 435
Office Hours: By phone: Monday 11:00 am to 1:00 pm or by appointment Wednesdays
Phone: (760) 268-8811
E-mail: kevinmhardy@hotmail.com

COURSE DESCRIPTION:

Differing and often conflicting interests compete for the attention (or inattention) of water organizations in California. As a result, water leaders routinely find themselves in highly ambiguous decision-making environments. Balancing such competing perspectives is arguably the most important role for water organization leaders. Fortunately, common leadership principles and competencies provide a rational framework to move water organizations and the communities they serve forward. This course will inform students about their personal leadership style, develop the student's awareness of organizational leadership theories and behaviors, and encourage life-time learning – the common thread uniting all great leaders.

COURSE STUDENT LEARNING OBJECTIVES:

General:

This course will expose students to fundamental and broadly applicable leadership principles and competencies. Students will explore the application of these concepts to leadership in the community of water organizations; develop the ability to articulate the critical importance of leadership in a modern California water enterprise; be encouraged to develop a mindset that views leadership as a set of developable skills; and, gain a general awareness of the tools and practice of leadership from any organizational echelon.

Specific:

- Define, compare, and contrast leadership and management theories.
- Gain an awareness of your leadership style and the strengths and weaknesses typically associated with your leadership style.
- Identify organizational forms common in the water industry and be able to execute an assessment to ascertain potential leadership implications arising from an enterprise's organic corporate structure.
- Distinguish leadership behaviors appropriate for diverse stakeholder groups, staff, local public agencies, consultants, non-governmental organizations (NGOs), state and federal regulators, and others.
- Understand and evaluate the leadership implications of governance and organizational structure in strategic implementation.
- Develop personal responsibility, accountability, and initiative to solve issues within a water management organization.
- Formulate and implement leadership opportunities at any level of an organization.

COURSE MATERIALS AND OTHER REQUIRED MATERIALS:

Required:

- John Wooden, Wooden on Leadership: How to Create a Winning Organization
- Stephen Covey, The Seven Habits of Highly Effective People: Powerful Lessons in Personal Change

Additional Required Resources:

The instructor will post class materials and grades on the Cougar Courses site for the course accessible ONLY to students enrolled in this course. You are expected to access this website on a regular basis. ***You MUST have access to a reliable Internet connection and computer for this course.***

Additional Readings:

Course instructor may post articles or other material to the Cougar Courses site that will be referred to during this course.

PREREQUISITES:

Enrollment within the Certificate of Water Resources Management & Leadership Program or permission of instructor.

STUDENTS WITH DISABILITIES:

Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TDD (760) 750-4909. Students authorized by DSS to receive accommodations should meet with me during my office hours or in a more private setting in order to ensure your confidentiality.

CONDUCT OF CLASS:

This class will utilize a mixture of lecture, in-class discussions, online formats and guest speakers for coverage of topics. Success in this class will require active learning by students and professors. Keeping current with assigned reading and class participation are required components of this course. Participation extends beyond class attendance to include asking questions (in and out of class), involvement in class discussions and identifying current examples relevant to the course subject matter.

Students are expected to act in a professional manner at all times during class. You are expected to be familiar with the University Code of Conduct (http://www.csusm.edu/academic_programs/catalog/).

ALL CELL/DIGITAL PHONES, PAGERS, PDA'S, LAPTOPS OR OTHER ELECTRONIC EQUIPMENT MUST BE TURNED OFF BEFORE ENTERING THE CLASSROOM. If your phone, pager or PDA rings or vibrates during class you will be asked to leave the classroom and we reserve the right not to allow you to return for the remainder of the class.

No recording of the class (or broadcast in any form) allowed without prior written permission of the instructors.

No food should be eaten during class.

GRADING:

Your final grade in this course will be determined based on the following:

Reading, Weekly Reflection	50%
Class Participation	25%
Leadership Development Plan (Final Project)	20%
Leadership Development Presentation (Final Project)	<u>5%</u>

Total	<u>100%</u>
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Grade of	
A	90-100%
B+	86-89%
B	80-85%
C+	76-79%
C	70-75%
D	60-69%
F	< 60%

“Study without reflection is a waste of time. Reflection without study is dangerous” - Confucius

ASSIGNMENTS:

Students will complete both reading and written reflection assignments each class session. Reflection assignments will require students to illustrate both a coherent understanding of the topics presented and substantial insight relative to the students leadership preferences and biases.

REPORTING OF GRADES:

Students can access their personal grade during the course at the Cougar Courses site for this course. We will not provide scores for any assignment, exam, or quiz via the telephone or e-mail. Please present all questions regarding grading of an assignment or examination in writing for our review no later than two weeks after the assignment/examination was due.

ACADEMIC DISHONESTY:

All students are expected to be academically honest. Reasonable efforts will be taken to discourage cheating. Please refer to the University Code of Conduct and Code of Academic Honesty. Any student violating the Code of Conduct and/or Code of Academic Honesty will be reported to the Office of the Dean of Students and the instructor will request the most severe sanctions available to the Dean of Students. Pay particular attention to plagiarism and unauthorized co-operation with other students when completing class assignments. It is your responsibility to be aware of the Code of Conduct and Code of Academic Honesty and understand clearly what constitutes violations such as plagiarism – ignorance is not an excuse! If you have any questions on academic honesty issues in this course, do not hesitate to contact me.

TENTATIVE CLASS SCHEDULE:

Class	Topic and In-Class	Read	Reflect
June 8, 2016	<p>The Pyramid. John Wooden is arguably the most successful coach in the history of sport in the United States. During Week 1 we will explore Coach Wooden’s timeless leadership philosophy. Special emphasis will placed on his “Pyramid of Success.”</p> <p>Students will be expected to have read and reflected on each of the 15 elements of the Pyramid and be prepared to share their opinions on its application to individual and group leadership and its implications for the development of leaders.</p>	Wooden - Prologe, Introduction, and Chapters 1, 2, & 3.	<p>...then write: Think about the best leader with whom you have been associated and the worst leader with whom you have been associated. Describe what you learned about leadership from each in the context of Mr. Wooden’s Pyramid.</p> <p><u>Form</u>: Document 300-500 words.</p> <p><u>Format</u>: name top right. 11 or 12pt font, no script or fancy fonts. 1” margins.</p> <p><u>Deadline</u>: 24 hours prior to next class start.</p> <p><u>Submit by</u>: Electronic Mail to kevinmhardy@hotmail.com</p> <p><u>Grade Value</u>: 10% of course your grade; class participation 5%.</p>
June 15, 2016	<p>The “water industry” is comprised of an inter-related and inter-dependent set of public, private, and non-governmental enterprises each with its own role, responsibility, and “turf.” These enterprises have a variety of organizational forms. Role and form have critical implications for leaders and tend to define the array of effective leadership behaviors that can be brought to bear on any particular challenge.</p> <p>Students will engage in a “Case Study” that explores the intersection of ethics and leadership.</p>	<p>(a) Wooden - Chapters 6, 7, 8, & 9</p> <p>(b) Ethical Dilemmas in a California City: Lessons in Leadership, Transparency, and Accountability.</p>	<p>In Class Case Study. Prepare by thinking about what happened at the City of Bell, California in the weeks, months and years prior to the discovery of the scandal. Considering this weeks reading, what do you think Mr. Wooden would have to say about the leadership demonstrated by: (1) the City of Bell City Council; (2) About City.Manager Rizzo; and, (3) the Chief of Police?</p> <p><u>Form</u>: Small Group Project, start to finish 1 hour.</p> <p><u>Format</u>: TBD</p> <p><u>Deadline</u>: Prior to and during class; student preparation and participation is essential for instructional success.</p> <p><u>Submit by</u>: In class group and individual processes followed by presentation.</p> <p><u>Grade Value</u>: 10% of course grade; 5% class participation.</p>

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Class	Topic & In Class	Read	Reflect
June 22, 2016	<p>Cervantes said: “<i>the road is better than the inn.</i>” Great leadership comes from within a great leader, no person is born a great leader, and leadership development, like any journey, must begin with a very clear understanding of where you are. During Week 3 students will explore where they are on their own leadership development curve.</p> <p>Students will be expected to have completed the assigned leadership assessments and be prepared to share and synthesize their opinions on its application to their personal leadership development.</p>	The Seven Habits of Highly Effective People, Parts 1 and 2	<p>Complete the “Confidence Consulting Management 482 Work Value and Leadership Personality Assessment” and Seven Habits Profile.</p> <p><u>Form:</u> Complete two (2) leadership assessments provided by the instructor.</p> <p><u>Format:</u> Follow instructions provided.</p> <p><u>Deadline:</u> TBD</p> <p><u>Submit by:</u> Electronic Mail to kevinmhardy@hotmail.com OR hand delivery before class begins</p> <p><u>Grade Value:</u> 10% of course your grade; class participation 5%.</p>
June 29, 2016	<p>According to Wikipedia: The Seven Habits of Highly Effective People, first published in 1989, is a business and self-help book written by Stephen R. Covey. It has sold more than 15 million copies in 38 languages worldwide and remains one of the best-selling nonfiction business books. Like the Pyramid, this is a seminal work on leadership that has withstood the test of time.</p> <p>Students will be expected to have read and reflected on the 7 Habits and be able to demonstrate having begun work on their Personal Leadership Development Plan.</p>	The Seven Habits of Highly Effective People, Parts 3 and 4	<p>Reflect. Write. Consider a work related project. Think about the 7 Habits. Although themed the 7 Habits of Highly Effective People, these same principles apply in business settings both in the project planning and project execution phases. How could you have applied the some or all of the 7 Habits to improve the planning or execution of the work related project under consideration? Be specific about how application of the “Habit” would have made a difference.</p> <p><u>Form:</u> Document 300-500 words.</p> <p><u>Format:</u> name top right. 11 or 12pt font, no script or fancy fonts. 1” margins.</p> <p><u>Deadline:</u> 24 hours prior to class start.</p> <p><u>Submit by:</u> Electronic Mail to kevinmhardy@hotmail.com</p>

			<u>Grade Value:</u> 10% of course your grade; class participation 5%.
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Class	Topic	Read	Reflect
July 6, 2015	The “water industry” is comprised of an inter-related and inter-dependent set of public, private, and non-governmental enterprises each with its own role, responsibility, and “turf.” These enterprises have a variety of organizational forms. Role and form have critical implications for leaders and tend to define the array of effective leadership behaviors that can be brought to bear on any particular challenge.	Assessment Feedback	<p>Reflect. Write. Prepare a draft of your professional development plan.</p> <p><u>Form:</u> Document. Outline, bulleted or any coherent form of a draft or working document.</p> <p><u>Format:</u> name top right. 1 or 12pt font, no script or fancy fonts. 1” margins.</p> <p><u>Deadline:</u> 24 hours prior to class start.</p> <p><u>Submit by:</u> Electronic Mail to kevinmhardy@hotmail.com</p> <p><u>Grade Value:</u> <u>Grade Value:</u> 10% of course your grade; class participation 5%.</p>
July 13, 2016	<p>Final. Students will be expected to deliver their Final Project & Presentation in lieu of final examination.</p> <p>The Project will be 1, 3 and 5 Year Personal Leadership Development Plans (LDP) including specific execution strategies in a standard format.</p> <p>The Presentation will reflect Student’s insight surrounding their Final LDPs.</p>	Your Draft and instructor feedback thereon. Re-read.	<p>Reflect. Write. Final 1, 3, and 5- Year Personal LDP and Final Presentation.</p> <p><u>Form:</u> Document. Powerpoint or similar presentation software may be used for the Final Presentation.</p> <p><u>Format:</u> name top right. 1 or 12pt font, no script or fancy fonts. 1” margins.</p> <p><u>Deadline:</u> Draft due 24 hours prior to class start. Final submittal at class start.</p> <p><u>Submit by:</u> Thumb drive, Electronic Mail to kevinmhardy@hotmail.com</p> <p><u>Grade Value:</u> 25% of course grade; 20% for plan; 5% for presentation.</p>