

The University of Southern Mississippi
The Aquila Digital Community

Southern Miss Gulf Scholars

Fall 8-21-2023

LDR 300 Southern Miss Gulf Scholars Program Module

Southern Miss Gulf Scholars Program
University of Southern Mississippi

Follow this and additional works at: <https://aquila.usm.edu/southernmissgulfscholars>



Part of the [Business Commons](#)

Recommended Citation

Southern Miss Gulf Scholars Program, "LDR 300 Southern Miss Gulf Scholars Program Module" (2023).
Southern Miss Gulf Scholars. 6.
<https://aquila.usm.edu/southernmissgulfscholars/6>

This Other is brought to you for free and open access by The Aquila Digital Community. It has been accepted for inclusion in Southern Miss Gulf Scholars by an authorized administrator of The Aquila Digital Community. For more information, please contact Joshua.Cromwell@usm.edu.

LDR 300: Leadership on the Gulf Coast

Module Curriculum Template

Module Title(s): The Importance of Leadership: Setting the Stage / Leadership Qualities, Characteristics of Followers, and Situational Factors; Leadership Ethics; The Diversity Challenge

Module Length (in hours): 9 hours

Course: LDR 300: Leadership on the Gulf Coast

Subject Area(s): Leadership

Description of Module(s): These modules work in conjunction to allow the students to understand what it means to be a leader on the Mississippi Gulf Coast.

Module Learning Outcomes(s): The introductory module introduces the Blue Economy to the students, with a goal of setting a foundation of knowledge about what business occurs on the coast. The “Leadership Ethics” module helps students understand the importance ethics and morality plays in leadership. The “Diversity Challenge” forces students to recognize the importance of diversity of thought and how difficult it is to achieve this diversity.

Assessment Blueprint [align lessons with module learning goal(s)]:

| Lesson | Objectives | Cognitive Level | Activities | Assessment |
|--|---|-----------------|---|--|
| **Introductory Lesson (personalize, localize, connect to global challenges) | | | | |
| Setting the Stage | LO1 Foundational knowledge | Low | Topic Exploration Activity | Chapter Activity (10/475 points) |
| Leader Qualities / Situational Factors | LO1 Deeper understanding of individual characteristics | Medium | Guest Speakers | NA |
| Vision/Mission | LO1 Critically think about the future of the Blue Economy | High | Self-Reflection Journal | Self-Reflection Journal Part 1 (25/475 points) |
| **Inquiry Project Lesson (personalize via values, localize relevance, globalize need) | | | | |
| Diversity Challenge – Beach Walk | LO2 Intercultural knowledge of Gulf Coast | Medium | Beach Walk Thinking Session/ Individual | Self-Reflection Journal Part 3 |

| | | | | |
|---|---|--------|--|---|
| | | | Walking Tour (Integrate into Demographics Research) | |
| Diversity Challenge – Demographics | LO2 Intercultural understanding of Gulf Coast Workers | High | Demographics of Gulf Coast Workers Assignment | Self-Reflection Journal Part 3 (Cont.) (25/475 points) |
| | | | | |
| **Communicate Results Lesson | | | | |
| Leader Ethics | LO4 Understand the civic responsibilities of local leaders | Medium | Port of Gulfport (Hurricane Funds) Debate Activity | Chapter Activity (10/475 points) |
| Role of Values at Work | LO4 Explore how workers reason and struggle with workplace values/ethics | High | Port of Gulfport (Environmental Impact) Debate Activity | Chapter Activity (Cont.) (10/475 points) |
| | | | | |
| **Critical reflection should be integrated throughout every lesson in the module. | | | | |

| | | |
|--|---|--|
| Introductory Lesson | Course: | Date: |
| <p>GSP Learning Outcomes 1. Develop knowledge of the Gulf of Mexico and its coastal zone in order to identify potential leverage points for creating a more livable, equitable, resilient, and joyful Gulf Region; 2. Employ the intercultural knowledge, mindset, and skills through active involvement with diverse Gulf communities; 3. Integrate perspectives and approaches from the humanities, engineering, social and natural sciences to develop interdisciplinary responses to complex socio-environmental challenges; 4. Practice civic responsibility and ethical reasoning in problem-solving and research; 5. Conceptualize, develop, research, and implement innovative responses to major Gulf region challenges, grounded in respect for community knowledge and expertise</p> | | |
| Location: <input checked="" type="checkbox"/> In class <input type="checkbox"/> Out-of-class location <hr style="width: 50px; margin-left: 0;"/> | GSP Framework Guidelines <ul style="list-style-type: none"> ◇ Clear learning goals ◇ Framing of inquiry question or problem as interdisciplinary ◇ Relevance of inquiry personally & Professionally ◇ Relevance of inquiry locally & globally ◇ Collaborate ◇ Communicate results, including broader impact ◇ Critical reflection of experience | Strategies/Activities <ul style="list-style-type: none"> ◇ Readings ◇ Digital Media ◇ Lecture ◇ Visual Mapping ◇ Think/Pair/Share ◇ Modeling or Simulations ◇ Writing/Speaking Exercises ◇ Problem-based learning ◇ Project-based learning ◇ Service Learning ◇ Group Work ◇ Discussion Questions |

| | | |
|---|------------------------|--|
| Introduction: Students will develop knowledge of the Gulf of Mexico and the coastal business zone as they learn how leaders impact the lives of Mississippi Gulf Coast workers. The activity includes a guest speaker (or series of guest speakers) that will speak about the importance of certain qualities of employees and the situations they work within. | | <ul style="list-style-type: none"> ◇ Photovoice ◇ DEAL Approach to Critical Reflection ◇ Other <p>Assessment for Learning</p> <ul style="list-style-type: none"> ◇ Observations ◇ Conversations ◇ Anecdotal Notes ◇ Work Sample ◇ Class Check-Ins/Quizzes ◇ Checklist ◇ Diagnostics ◇ Other <p>Assessment as Learning</p> <ul style="list-style-type: none"> ◇ Self-assessment ◇ Peer-assessment ◇ Presentation ◇ Visual Mapping ◇ Collaboration ◇ Class Check-Ins/Quizzes ◇ Homework ◇ Other <p>Assessment of Learning</p> <ul style="list-style-type: none"> ◇ Test ◇ Quiz ◇ Presentation ◇ Project Portfolio ◇ Critical Reflection ◇ Journal ◇ Essay ◇ Rubrics ◇ Other |
| Action: Students will act on these topics as they begin their self-reflection journal. Students will analyze the current state of the Mississippi Blue Economy and then reflect on a series of forward-looking questions. | | |
| Consolidation: | | |
| Reflection and Next Steps | | |
| Activities that worked | Topics to be Revisited | |
| | | |

| | | |
|--|---|--|
| Inquiry | Course: | Date: |
| <p>GSP Learning Outcomes 1. Develop knowledge of the Gulf of Mexico and its coastal zone in order to identify potential leverage points for creating a more livable, equitable, resilient, and joyful Gulf Region; 2. Employ the intercultural knowledge, mindset, and skills through active involvement with diverse Gulf communities; 3. Integrate perspectives and approaches from the humanities, engineering, social and natural sciences to develop interdisciplinary responses to complex socio-environmental challenges; 4. Practice civic responsibility and ethical reasoning in problem-solving and research; 5. Conceptualize, develop, research, and implement innovative responses to major Gulf region challenges, grounded in respect for community knowledge and expertise</p> | | |
| Location: <input checked="" type="checkbox"/> In class <input checked="" type="checkbox"/> Out-of-class location _____ | GSP Framework Guidelines <ul style="list-style-type: none"> ◇ Clear learning goals ◇ Framing of inquiry question or problem as interdisciplinary ◇ Relevance of inquiry personally & Professionally ◇ Relevance of inquiry locally & globally ◇ Collaborate ◇ Communicate results, including broader impact ◇ Critical reflection of experience | Strategies/Activities <ul style="list-style-type: none"> ◇ Readings ◇ Digital Media ◇ Lecture ◇ Visual Mapping ◇ Think/Pair/Share ◇ Modeling or Simulations ◇ Writing/Speaking Exercises ◇ Problem-based learning ◇ Project-based learning ◇ Service Learning ◇ Group Work ◇ Discussion Questions |

| | | |
|--|------------------------|--|
| Introduction: Students will begin thinking about the diversity of the Gulf Coast and how this may affect leadership on the Gulf Coast as they take part in the Beach Walk activity. | | <ul style="list-style-type: none"> ◇ Photovoice ◇ DEAL Approach to Critical Reflection ◇ Other |
| Action: Students will take part in a walking activity that forces them to observe and critically think about the coastal environment. Students will also reflect on this activity and the demographics of Mississippi Gulf Coast workers in their self-reflection journal. | | <p>Assessment for Learning</p> <ul style="list-style-type: none"> ◇ Observations ◇ Conversations ◇ Anecdotal Notes ◇ Work Sample ◇ Class Check-Ins/Quizzes ◇ Checklist ◇ Diagnostics ◇ Other |
| Consolidation | | <p>Assessment as Learning</p> <ul style="list-style-type: none"> ◇ Self-assessment ◇ Peer-assessment ◇ Presentation ◇ Visual Mapping ◇ Collaboration ◇ Class Check-Ins/Quizzes ◇ Homework ◇ Other |
| Reflection and Next Steps | | <p>Assessment of Learning</p> <ul style="list-style-type: none"> ◇ Test ◇ Quiz ◇ Presentation ◇ Project Portfolio ◇ Critical Reflection ◇ Journal ◇ Essay ◇ Rubrics ◇ Other |
| Activities that worked | Topics to be Revisited | |
| | | |

| | | |
|--|--|---|
| Communication | Course: | Date: |
| <p>GSP Learning Outcomes 1. Develop knowledge of the Gulf of Mexico and its coastal zone in order to identify potential leverage points for creating a more livable, equitable, resilient, and joyful Gulf Region; 2. Employ the intercultural knowledge, mindset, and skills through active involvement with diverse Gulf communities; 3. Integrate perspectives and approaches from the humanities, engineering, social and natural sciences to develop interdisciplinary responses to complex socio-environmental challenges; 4. Practice civic responsibility and ethical reasoning in problem-solving and research; 5. Conceptualize, develop, research, and implement innovative responses to major Gulf region challenges, grounded in respect for community knowledge and expertise</p> | | |
| <p>Location:</p> <ul style="list-style-type: none"> ✗ In class ○ Out-of-class location _____ | <p>GSP Framework Guidelines</p> <ul style="list-style-type: none"> ◇ Clear learning goals ◇ Framing of inquiry question or problem as interdisciplinary ◇ Relevance of inquiry personally & professionally ◇ Relevance of inquiry locally & globally ◇ Communicate results, including broader impact ◇ Collaborate ◇ Critical reflection of experience | <p>Strategies/Activities</p> <ul style="list-style-type: none"> ◇ Readings ◇ Digital Media ◇ Lecture ◇ Visual Mapping ◇ Think/Pair/Share ◇ Modeling or Simulations ◇ Writing/Speaking Exercises ◇ Problem-based learning ◇ Project-based learning ◇ Service Learning ◇ Group Work ◇ Discussion Questions |

| | | |
|---|------------------------|--|
| Introduction: Students will be introduced to what leadership ethics entails, how important it is to business, and the role it plays in the working lives of their future followers. Lecture content introduces the concepts. | | <ul style="list-style-type: none"> ◇ Photovoice ◇ DEAL Approach to Critical Reflection ◇ Other <p>Assessment for Learning</p> <ul style="list-style-type: none"> ◇ Observations ◇ Conversations ◇ Anecdotal Notes ◇ Work Sample ◇ Class Check-Ins/Quizzes ◇ Checklist ◇ Diagnostics ◇ Other <p>Assessment as Learning</p> <ul style="list-style-type: none"> ◇ Self-assessment ◇ Peer-assessment ◇ Presentation ◇ Visual Mapping ◇ Collaboration ◇ Class Check-Ins/Quizzes ◇ Homework ◇ Other <p>Assessment of Learning</p> <ul style="list-style-type: none"> ◇ Test ◇ Quiz ◇ Presentation ◇ Project Portfolio ◇ Critical Reflection ◇ Journal ◇ Essay ◇ Rubrics ◇ Other |
| Action: Students employ this new knowledge by critically thinking about the repercussions of the Port of Gulfport. Students will read about use of Hurricane funds and the environmental impact of the port before contemplating the civic responsibility of leaders and problem-solving through an ethical lens in an in-class activity. | | |
| Consolidation | | |
| Reflection and Next Steps | | |
| Activities that worked | Topics to be Revisited | |
| | | |