

RENCANA PEMBELAJARAN SEMESTER (RPS)

LEADERSHIP

EKM 408 (3 sks) Semester VII



Pengampu mata kuliah

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**Program Studi Manajemen
Fakultas Ekonomi
Universitas Andalas
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						UNIVERSITAS ANDALAS FAKULTAS EKONOMI PRODI. MANAJEMEN				
THEACHIG DESIGN IN SEMESTER/ RANCANGAN PEMBELAJARAN SEMESTER										
COURSE SUBJECT (CS)		CODE		CS CLASIFICATION		WEIGHT	SEMESTER	DATE		
LEADERSHIP		EKM 408		Course for HRM Concentration		3 sks	VII	21 January 2017		
Outhorization		PIC for Teaching Design		Couse Coordinator			Head of Department			
		DR. Rahmi Fahmy, SE, MBA		DR. Rahmi Fahmy, SE, MBA			DR. Verinita, SE, MSi			
Learning Outcomes (LO)		LO-Study Program								
		S5	Respect for diversity of culture, opinion, religion, faith, and argumentation of original findings of other people							
		S7	Exhibit the attitude of being responsible and indendent in doing job according the expertise							
		S10	Implement the logic, critical and sistematic of thinking and innovative in developing/implementing the							
		KU1	Able to use knowlede and technology according to the expertise							
		KU2	Studying the implication of knowledge development or implementation of tecnology according to the code							
			of conduct, values, and ethic in order to give the problem solutions							
		KK2	Able to identify the managerial problems at the level of operational organizational functions and be able to							
		KK4	take solutive actions based on a proper alternative development design							
		KK4	Able to contribute in making organizational strategic planning and interpret it to organizational operation							
		KK5	Able to make a proper managerial decision in different situations at operational level based on data analysis							
		KK7	and the relevant information							
			Able to communicate effectively in cross function of organizational levels							
			LO-Course subject							
			LO1	Be able to differentiate between leaders and managers						
			LO2	Be able to analyse and to develop leadership skills						
LO3	Be able to identify, formulate and presenting on how the leaders set their own organization and to develop the alignment with their followers									
LO4	Be able to analyze, formulate and build the relationship with their stakeholders and creating change in									

		organizations.
Couse Description	This course provides an overview of what being a leader and how to be an effective leader. It is viewed from four main perspectives, namely (1) the development of the science of leadership, (2) identify the personal side of leadership, (3) the leader as a relationship builder, and (4) leader as a social architect.	
Focus of Teaching Materials (MKKB)	Developing and exercising the skills ability to use the knowledge in clarifying, analyzing, recommending and presenting the problem solving in the context of Leadership	
References	Main Textbook 1. Richard L. Daft, <i>The Leadership Experience</i>, Third Edition, Thomson, South-Western, 2005 Additional Textbooks: 1. Richard L. Hughes, Robert C. Ginnett, and Gordon J. Curphy, <i>Leadership: enhancing the lessons of experience</i>, Fifth Edition, McGrow Hill, International Edition, 2006 2. Robert J. Allio, <i>Leadership: Myths and Realities</i>, Tata McGrow Hill Publishing Company LTD, New Delhi, 1999	
Teaching Media	Video; PPT;	
Team Teaching	1. DR. Rahmi Fahmy, SE, MBA	
Subject Pre-Requiereament	EKM 206-MKPB (Organizational Behavior)	

(1) Meeting	(2) Competency Expectation	(3) Material of studying	(4) Teaching Method	(5) Criteria and Indicators	(6) Weight (%)
1	Understanding the functions and the roles of leader in organizational success	Introduction to leadership: What does it mean to be a leader?	Lecture & Discussion	Students' participation and the relevancy of topics discussion with theoretical concept	
2-3	The ability to identify and explain about the effective leaders from the perspective of behavior, traits and relationship of leaders by having proper understanding in knowing several theoretical approaches in leadership	Various perspectives of studying or researches in leadership • Traits, behavior and relationship • Contingency approaches	Lecture & Discovery Learning	The fitness and widen of information that deliver by students in discussions as well as the richness of references that give by students in their discussions and reports	10
4-6	Knowing and be able to analyse and describe the phenomenon of leadership in the perspectives of personal, moral, mind and courage of leaders in serving and understanding their followers	Personal side on leader: • Leader as an individual • Leader: mind and heard • Leaders: courage and moral leadership • Understanding of followership	Lecture, case study & discussion	Arguments are supported by data and proper analysis. Discussions and reports are given systematically which is followed by strong and clear explanations and argumentations	10
7		UTS			15
8-12	Understanding the important of leaders existancy in organization in the sense of leader as agent of relationship builder and use it to become and effective leaders	Leader as <i>relationship</i> builder by utilizing : • Motivation & Empowerment • Communication • <i>Leading Team</i> • Leadership diversity • Power and Influence	Lecture & Self-Directed Learning	The fitness of criteria, indicators and measurement that used in analysing the current topics and the ability to evaluate the effectiveness of leadership by using theoretical concepts that	30

				have been studied.	
13-15	Understanding the theory and criticise it and relate it to the riel situation or professional works or managgerial or entrepreneurial practices.	Leader as social architec : • Setting vision and strategic direction • Buidling culture and values • Designing and leading a learning organizational	Lecture & Contextual Learning	The ability to choose the proper organization that will be used as unit of analysis and the proper support of theoretical and strong argumentations to evaluate leaders as social architectur.	20
16		UAS			15

Model Pembelajaran dengan Pendekatan Student-Centered Learning

N o	MODEL BELAJAR	YANG DILAKUKAN MAHASISWA	YANG DILAKUKAN DOSEN
1	Small Group Discussion	• membentukkelompok (5-10) • memilihbahandiskusi • mepresentasikan paper danmendiskusikan di kelas	• Membuatrancanganbahandikusidanaturandiskusi. • Menjadimderatordansekaligusmengulaspadasetiapakhirsesion diskusimahasiswa.
2	Simulasi (peer teaching, role playing &	• mempelajari dan menjalankan suatu peran yang ditugaskan kepadanya. • ataumempraktekan/mencobaberbagai model (komputer) yang telahdisiapkan.	• Merancangsituasi/kegiatan yang miripdengan yang sesungguhnya, bisaberupabermainperan, model komputer, atauberbagailatihansimulasi. • Membahaskinerjamahasiswa.

	games)		
3	Discovery Learning	mencari, mengumpulkan, dan menyusun informasi yang ada untuk mendeskripsikan suatu pengetahuan.	- Menyediakan data, atau petunjuk (metode) untuk menelusuri suatu pengetahuan yang harus dipelajari oleh mahasiswa. - Memeriksa dan memberi ulasan terhadap hasil belajar mandiri mahasiswa.
4	Self-Directed Learning	merencanakan kegiatan belajar, melaksanakan, dan menilai pengalaman belajarnya sendiri.	sebagai fasilitator.
5	Cooperative Learning	Membahas dan menyimpulkan masalah/ tugas yang diberikan dosen secara berkelompok.	- merancang dan dimonitor proses belajar dan hasil belajar kelompok mahasiswa. - Menyiapkan suatu masalah/ kasus atau bentuk tugas untuk diselesaikan oleh mahasiswa secara berkelompok.
6	Collaborative Learning	- Bekerja sama dengan anggota kelompoknya dalam mengerjakan tugas - Membuat rancangan proses dan bentuk penilaian berdasarkan konsensus kelompoknya sendiri.	- Merancang tugas yang bersifat open ended. - Sebagai fasilitator dan motivator.
7	Contextual Instruction	- Membahas konsep (teori) kaitannya dengan situasi nyata - Melakukan studi lapang/ terjun di dunia nyata untuk mempelajari kesesuaian teori.	- Menjelaskan bahan kajian yang bersifat teori dan mengkaitkannya dengan situasi nyata dalam kehidupan sehari-hari, atau kerja profesional, atau manajerial, atau entrepreneurial. - Menyusun tugas untuk studi mahasiswa terjun ke lapangan

8	Project Based Learning	• Mengerjakantugas (berupaproyek) yang telahdirancangsecarasistematis. • Menunjukankinerjadanmempertanggungjawabkan hasilkerjanya di forum.	• Merancangsuatutugas (proyek) yang sistematis agar mahasiswabelajarpengetauandanketrampilanmelalui proses pencarian/ penggalian (inquiry), yang terstrukturdankompleks. • Merumuskan dan melakukan proses pembimbingan dan asesmen.
9	Problem Based Learning	• Belajardenganmenggali/ mencariinformasi (inquiry) sertamemanfaatkaninformasitersebutuntukmemecahkanmasalahfaktual/ yang dirancangoleh dosen .	• Merancang tugas untuk mencapai kompetensi tertentu • Membuat petunjuk(metode) untuk mahasiswa dalam mencari pemecahan masalah yang dipilih oleh mahasiswa sendiri atau yang ditetapkan.

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