



INTERIOR 1061 CAMELBACK RD P.949.675.4451
DESIGNERS NEWPORT BEACH F.949.759.0667
INSTITUTE CA 92660 www.idi.edu

Recommended Texts:

Covey, Stephen R.. The 7 Habits of Highly Effective People. Free Press. 2004.

Godin, Seth. Tribes. New York: Portfolio, 2008.

Godin, Seth. Linchpin: Are You Indispensable?
New York: Portfolio, 2010.

Martin Caren S., and Denise A. Guerin. The State of the Interior Design Profession. New York: Fairchild Books, 2010.

McGoff. Chris. The Primes: How Any Group Can Solve Any Problem. John Wiley & Sons. 2012.

Course Objectives:

The social, political, cultural, legal, technological, environmental and aesthetic context within which design professionals practice is more complex than ever before, and leadership is needed in *all* design-related disciplines. The field of interior design is undergoing significant change and facing new and complex challenges as practitioners and academics seek to validate the importance of the profession and place it in a wider context of globalization.

In this seminar, we will investigate and evaluate two primary ways in which design and leadership intersect, namely:

- i) Ways in which leadership is a conscious choice that emerging professionals *must* make; and,
- ii) Ways in which design itself is an *act* of leadership.

Although effective management techniques and entrepreneurship are topics of enduring value, and closely related to our area of study, *neither* is at the core of our focus here. Rather, this seminar course is intended to:

- i) strengthen the student's understanding of their role as emerging leaders within the field of interior design;
- ii) examine leadership principles and investigate their application to design-based professions;
- iii) increase the student's understanding of ways in which contemporary design theory and criticism foster leadership in the field, and, when done properly, are themselves examples of leadership;
- iv) investigate the increasing reliance global business has on design to promote its agenda;
- v) investigate the state of the interior design profession.



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Expected Outcomes:

Upon successful completion of this course, students will:

- i) synthesize a concrete understanding of their strengths and weaknesses, and the threats and opportunities they face as emerging professionals;
- ii) be able to articulate and evaluate principles and theories of leadership and integrate those most relevant to their own action plan;
- iii) develop a personal mission statement as it relates to their professional-academic and leadership goals and a concrete action plan for reaching them;

Academic & Professional Values:

A premium will be placed on the student's professional conduct, common courtesy and collaborative spirit. The ability to take individual initiative and problem solve in the face of uncertainty and novel circumstances is a *fundamental* expectation given the level of professional development and graduate student status. Academic honesty is the cornerstone of graduate-level work and in this regard students will be expected to exercise critical and mature judgment, understand and promote time-honored standards of academic rigor; and adhere to a policy of academic honesty.

Graduate-level students are expected to make a modest *contribution* to the field of interior design, and *advance* the body of interior design knowledge as well as the ethical, aesthetic and professional standards of the discipline. To this end, this seminar seeks to:

- i) consolidate and integrate the student's knowledge and skill-set accumulated during their undergraduate education and on-going professional experience;
- ii) facilitate enhancement of the student's critical, analytical and strategic thinking processes;
- iii) facilitate student competency regarding critical issues facing the profession;
- iv) facilitate student competency in applying and extending new ideas into the field of interior design.

Grading Method

Letter grades are based on standard percentages; A- C. NO points will be given for late assignments unless prior arrangements have been made with the professor. However, to receive credit for this course **ALL** assignments must be turned in before the last day of class.

50-minutes of Fame:

In the final module of this seminar, students will significantly deepen their understanding of the current state of professional leadership through in-depth student presentations on different topics contained in the selected texts. Students are responsible for *preparing* and *delivering* the course content of this module. Using their selected text as a spring board, each student will determine the desired learning outcomes; relevant topics; teaching activities; teaching tools and techniques;



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additional references and related literature most relevant and productive for their 50-minute lecture-presentation. As soon as practical, but no later than **October 22nd**, students must provide to the professor, a brief synopsis of what their 50-minute lecture-presentation entails highlighting all of the relevant elements.

Course Outline:

CLASS 1:

06 May 2019

Introduction & Overview:

Review and discuss syllabus. Introduction to the central themes of the seminar. Discuss emerging trends in the literature on leadership. Identify the role that Rath & Bradberry will play in the first course module.

Reading Assignment: Rath, Tom. Strengths Finder 2.0.

Bradberry & Greaves. Leadership 2.0.

Maxwell, John. 2 assigned chap per student

Assign Activity #1: *My Strengths*
Complete Strengths Assessment on website
DUE next week

Assign Activity #2: *My Leadership Strategies*
DUE week 3

Assign Activity #3: *Something About Leadership*
Presentation of principles in Covey Appx 2
DUE Class 5

Assign Activity #4: SELECT text; *50-minutes of Fame*
DUE week 9



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CLASS 2:

13 May 2019

Our Strengths:

Discuss student's individual strengths. Discussion and review of: online assessment results; Briggs-Myers; initial reactions to Bradberry & Greaves.

Instructor synopsis of Covey Chap 1, 2 & 3.

DUE this week: *Assignment #1:*
 My Strengths
Bring and submit hardcopy printouts of results for grading

CLASS 3:

20 May 2019

Living Without a Map:

Our world-view *is* our road map. Discuss and evaluate the weaknesses, threats, and opportunities that arise in finding your voice. Discuss developing a personal mission statement and a concrete action plan.

Instructor synopsis of Covey Chap 4, 5, 6.

In Class Exercise: Completion of SWOT Matrix

DUE this week: *Assignment #2:*
 My Leadership Strategies
Bring and submit hardcopy printouts of results for grading

NO CLASS

27 May 2019

MEMORIAL DAY

No Class

CLASS 4:

03 Jun 2019

Getting Clear About our "Art":

Our "art" makes us indispensable.
Developing the Leader Within You.

DUE this week: *Discuss assigned chapters from Maxwell*
 Informal jigsaw sharing by all.



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CLASS 5: Four Intelligences:

10 Jun 2019

Discuss the four intelligences of Covey's "Whole Person" model—PQ, IQ, EQ, & SQ as articulated in Covey's 8th Habit.

Instructor synopsis of Covey Chap 11, 11, & 12

DUE this week:

Assignment #3:

Something About Leadership

20-minute oral synopsis for each student of the leadership principles discussed in Covey Appx 2. Submit a written synopsis for grading.

CLASS 6: Leadership versus Management:

17 Jun 2019

Distinguish principles of leadership from issues and techniques of management-entrepreneurship.

Instructor synopsis of Lencioni's Five Dysfunctions Model

DUE this week:

Assignment #4a:

Outline of 50-minute topic presentation

Assign Activity #5:

Statement of Design Leadership

30-minute presentation of each student's statement DUE Class 10

CLASS 7: Design Leadership, part 1:

24 Jun 2019

Discuss design, design theory and criticism *as* an act of leadership:

Instructor synopsis of (some/all/other):

Scott Belsky

Seth Godin

Caren Martin & Denise Guerin

Chris McGoff



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CLASS 8: Design Leadership, part 2:

01 Jul 2019

Discuss leadership *in* design, design theory and criticism.

Last week's "left-overs"

CLASS 9: The State of the Profession:

08 Jul 2019

Discuss issues related to the present state of leadership within the interior design field based on a detailed examination of selected texts.

DUE this week:

Assignment #4:

45-minutes of Fame

presentation of each student's
selected text

CLASS 10: The State of the Profession:

15 Jul 2019

Student presentations of their statements.

DUE this week:

Assignment #5:

Statement of Design Leadership

30 minute presentation of each student's
statement

CLASS 11: PREP FOR GRADUATE EXHIBITION:

22 Jul 2019

NO CLASS !!!