



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

**INTERIOR DESIGNERS INSTITUTE  
Master of Interior Architecture Program**

**COURSE SYLLABUS                      Fall 2020                      Monday 6:00pm – 9:15pm**

**Course:**    **504 Graduate Seminar: Special Topics  
“Leadership by Design“                      (6.0 units)**

**Instructor(s):**    Rick Fox, Architect [E-mail: rfox@idi.edu]

**Grade Point Summary:**

1. My Strengths (Rath):	10 pts
2. My Leadership Strategies (Bradberry):	10 pts
3. Jigsaw Maxwell Chapters	20 pts
4. Something About Leadership (Covey):	40 pts.
5. 30-minutes of Fame (selected text):	60 pts.
6. Statement of Design Leadership:	40 pts
<u>Participation:</u>	<u>20 pts.</u>
<b>Total:</b>	<b>200 pts.</b>

**Required Course Textbooks:**                      Bradberry, Travis & Jean Greaves. Leadership 2.0. TalentSmart. 2012.

Rath, Tom. Strengths Finder 2.0. New York: Gallup Press, 2007.

Maxwell, John C. Developing the Leader Within You 2.0. Nashville, 2018

Covey, Stephen R. The 8<sup>th</sup> Habit. New York: Free Press, 2004.

**Selected Texts:**    Burchard, Brendon. High Performance Habits. Hay House, Inc. 2017.

Douglas, Eric. The Leadership Equation. Greenleaf Book Group Press. 2014.

Johansen, Bob. The New Leadership Literacies. Berrett-Koehler Publishers, Inc. 2017.



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### **Selected Texts, continued:**

Karsh, Brad and Courtney Templin. Manager 3.0. AMACOM. 2013

Shirkani, Jen. Ego vs EQ: How Top Leaders Beat 8 Ego Traps with Emotional Intelligence. Bibliomotion. 2014.

Trautlein, Barbara A. Change Intelligence. Greenleaf Book Group Press. 2013.

### **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 *required* in *all* design-related disciplines. The field of interior architecture 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:



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- 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.

### **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.



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### **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.

### **Attendance**

Attendance is a responsibility. Attendance reports are submitted weekly to IDI administration and are tallied. Each student is expected to be on time and to remain for the full class meeting.

The IDI policy regarding absences is articulated in the IDI course catalog which reads as follows:

“Each student may have two total absences. However, more than two consecutive class meeting absences or three non-consecutive class meeting absences per course may result in the student being withdrawn from the course.”

Be advise the policy will be enforced.

Tardiness and early departure will accumulate toward an absence: three of either will equal one absence. Students who are tardy more than one hour after class begins will be considered absent.

Cell phones should be on VIBRATE or MUTE and shall NOT be used during class. If your cell phone rings during class, you will be deducted points. If you have an emergency and must have access to your cell phone, discuss this with the instructor. No internet browsing or use of social media will be tolerated during lecture or presentations.

### **30-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; additional references and related literature most relevant and productive for their 30-minute lecture-presentation. As soon as practical, but no later than **November 2, 2020**, students must provide to the professor, a brief synopsis of what their 30-minute lecture-presentation entails highlighting all of the relevant elements.



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## **Course Outline:**

### **CLASS 1:**

14 Sep 2020

### **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. Assign 2 chapters 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: *Maxwell jigsaw, Your 2 chapters*  
DUE week 4

Assign Activity #4: *Something About Leadership*  
Presentation of principles in Covey Appx 2  
DUE Class 5

Assign Activity #5: *SELECTED text; 30-minutes of Fame*  
DUE week 9

### **CLASS 2:**

21 Sep 2020

### **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



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**NO CLASS**

28 Sep 2020

**YOM KIPPUR**

No Class

**CLASS 3:**

05 Oct 2020

**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**

12 Oct 2020

**COLUMBUS DAY**

No Class

**CLASS 4:**

19 Oct 2020

**Developing the Leader Within You:**

Getting clear about what makes us indispensable.  
Maxwell's jigsaw: Developing the Leader Within You.

Instructor synopsis of Covey Chap 10.

*DUE this week: Assignment #3:  
Jigsaw Maxwell chapters*

20-minute presentation of your two (2) Maxwell chapters  
Submit a written/graphic synopsis of both chapters for grading.



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**CLASS 5:**

26 Oct 2020

**Four Intelligences:**

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

Instructor synopsis of Covey Chap 11, & 12

*DUE this week:*      *Assignment #4:*  
   *Something About Leadership*

20-minute presentation of the leadership theory selected from Covey Appx 2. Submit a written/graphic synopsis for grading.

**CLASS 6:**

02 Nov 2020

**Leadership versus Management:**

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

Instructor synopsis of: 1) Lencioni's Five Dysfunctions Model  
   2) Scott Belsky, *Making Ideas Happen*

*DUE this week:*      *Assignment #5a:*  
   *Outline of 30-minute topic presentation*

Assign Activity #6:      *Statement of Design Leadership*  
   Digital submission of each student's  
   statement of leadership DUE Class 10

**CLASS 7:**

09 Nov 2020

**Design Leadership, part 1:**

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

Instructor synopsis of: 1) Seth Godin's 'cottage industry'  
   2) Chris McGoff, *The Primes*  
   3) Christina Scalise, *Presentation Strategies*

**CLASS 8:**

16 Nov 2020

**Design Leadership, part 2:**

Discuss leadership *in* design, design theory and criticism.  
Legal concerns & licensure issues.

Instructor synopsis of : 1) Martin & Guerin



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**NO CLASS**

23 Nov 2020

**THANKSGIVING WEEK**

No Class

**CLASS 9:**

30 Nov 2020

**Design Leadership. Part 3:**

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 #5:*  
   *30-minutes of Fame*

Multi-media presentation of each student's selected text

**CLASS 10:**

07 Nov 2020

**YOUR Leadership Future:**

Digital submission of each student's presentation of their statement of leadership goals, aspirations, and implementation strategies to achieve them.

*DUE this week:*            *Assignment #6:*  
   *Statement of Design Leadership*  
   Digital submission

NO ATTENDANCE: prepare for Graduate Exhibition

**CLASS 11:**

14 Dec 2020

**We're done:**

NO CLASS !!!