

NEW COURSE FORM

1. General Information.

- a. Submitted by the College of: Agriculture Today's Date: 9/17/2010
- b. Department/Division: Community & Leadership Development
- c. Contact person name: Dr. Kris Ricketts Email: k.ricketts@uky.edu Phone: 7-3767
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: _____

2. Designation and Description of Proposed Course.

- a. Prefix and Number: CLD 330
- b. Full Title: Interpersonal Skills for Tomorrow's Leaders
- c. Transcript Title (if full title is more than 40 characters): Interpersonal Leadership Skills
- d. To be Cross-Listed² with (Prefix and Number): N/A

e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

x (3 hrs) Lecture	_____ Laboratory ¹	_____ Recitation	_____ Discussion	_____ Indep. Study
_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
_____ Seminar	_____ Studio	_____ Other – Please explain: _____		

f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail

g. Number of credits: 3

h. Is this course repeatable for additional credit? YES NO

If YES: Maximum number of credit hours: _____

If YES: Will this course allow multiple registrations during the same semester? YES NO

i. Course Description for Bulletin: This course provides fundamental leadership theories, models, and perspectives to aid students in conducting interpersonal relationships in their daily lives, and help students acquire skills basic to becoming a leader in their professional lives. Each student will begin developing a foundation of practical leadership applications.

j. Prerequisites, if any: Major standing in CLD

k. Will this course also be offered through Distance Learning? YES⁴ NO

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. Will this course be taught off campus? YES NO

4. Frequency of Course Offering.

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

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- a. Course will be offered (check all that apply): Fall Spring Summer
- b. Will the course be offered every year? YES NO

If NO, explain: This course will be offered every other year as part of the "additional courses" that CLD students will select from for a total of 18 hours in the program.

5. Are facilities and personnel necessary for the proposed new course available? YES NO

If NO, explain: _____

6. What enrollment (per section per semester) may reasonably be expected? 35

7. Anticipated Student Demand.

- a. Will this course serve students primarily within the degree program? YES NO
- b. Will it be of interest to a significant number of students outside the degree pgm? YES NO

If YES, explain: _____

8. Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

- a. Is this course part of a proposed new program? YES NO

If YES, name the proposed new program: _____

- b. Will this course be a new requirement⁵ for ANY program? YES NO

If YES⁵, list affected programs: _____

10. Information to be Placed on Syllabus.

- a. Is the course 400G or 500? YES NO

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

- b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

⁵ In order to change a program, a program change form must also be submitted.

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Signature Routing Log

General Information:

Course Prefix and Number: CLD 330

Proposal Contact Person Name: Dr. Rick Maurer Phone: 7-7582 Email: richard.maurer@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Dept. Faculty	8/20/10	Comp Hansen 1-7-7586 jhansen@uky.edu	[Signature]
UCC-COA	10/29/10	Larry Grabau 7-7855 @uky.edu	[Signature] 11/27/10
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External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council	2/15/2011	Sharon Gill <small>Digitally signed by Sharon Gill DN: cn=Sharon Gill, o=Undergraduate Education, ou=Undergraduate Council, email=sgill@uky.edu, c=US Date: 2011.02.16 09:17:35 -0500</small>	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

CLD 330 – Interpersonal Skills for Tomorrow's Leaders

Fall 2011

Course Instructor

Kristina G. Ricketts, Assistant Professor
Community & Leadership Development
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University of Kentucky
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Class Meetings

Tuesdays & Thursdays
11:00 – 12:15 PM
TBD

Office Hours

TBD

Course Description¹:

Bernard Montgomery, a British Field Marshal, once said "Leadership is the capacity and will to rally men and women to a common purpose and the character which inspires confidence." This course is designed to provide the fundamental leadership theories, models and perspectives needed to provide a foundation for everything from basic leadership interaction to further leadership study. The purpose of the course is to aid students in becoming competent in conducting interpersonal relationships in their daily lives, and help students acquire skills basic to becoming a leader in their professional lives. Through dynamic interactions between the instructor, students and other experiences, each student will begin developing a foundation of practical leadership applications. Over the course of the semester, individuals will have different opportunities to practice and apply what they have learned.

Student Learning Outcomes:

Having successfully completed this course, you will be able to:

- Appreciate your own leadership characteristics, as well as how to effectively interact with others.
- Recognize and appreciate individual and demographic differences.
- Distinguish among power, influence and influence tactics.
- Apply motivation theories and concepts and express an understanding of personal motivation.
- Employ decision-making/problem-solving principles, and work within a team to make decisions collaboratively.
- Assess leadership skills and formulate an action plan to develop these skills.
- Integrate your personal values into leadership and service.
- Recognize contemporary leadership issues and provide appropriate solutions.
- Apply practical leadership skill and knowledge into interaction with a specific community organization and the community it serves.

Required Textbook:

- Dubrin, A. J. (2009). *Human relations: Interpersonal job-oriented skills (10th ed.)* New York: Prentice Hall. ISBN: 0135019443

Course Policies:

The instructor will impart respect, as well as encouraging mutual respect among students. In addition, it is the expectation of the instructor that each student will come to class prepared to learn, discuss, interact, and at times, teach.

¹The syllabus is a guide for the course, but it is subject to change at the discretion of the instructor. Any changes in assignments and expectations will be announced during class and on Blackboard.

My expectations for you are:

- 1) **Academic integrity:** Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. The University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others. Academic dishonesty includes, but is not limited to: cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Cheating and Plagiarism: Such behavior is intolerable. Students found guilty of these offenses will be punished to the fullest extent, given the penalties outlined in *Student Rights and Responsibilities* §6.4.0.

Additional Information related to policies for excused absences, cheating, plagiarism, withdrawal, incompletes, exams, and grading can be found in *Student Rights and Responsibilities* www.uky.edu/StudentAffairs/Code/ and *University of Kentucky Bulletin 2009-2010* www.uky.edu/Registrar/Bulletin.htm.

- 2) **Electronic Communication Devices:** All electronic communications devices (cell phones, pagers, Blackberries, etc.) should be turned off during lecture and lab sessions. Visible presence of electronic communication devices during exams will be considered evidence of cheating. Computers (laptops, i-phones, i-pads, etc.) are not allowed to be in use during the class session.
- 3) Submit assignments to the instructor by the end of class, on the date due.
- 4) Come to class prepared and ready to contribute, with readings and assignments completed.
- 5) Be willing to ask and answer questions, and contribute to the overall learning of the entire class.

Note to students with disabilities

The University of Kentucky welcomes students with disabilities into the University's educational programs. Early in the semester, students with disabilities should provide the instructor with a letter from the UK Disability Resource Center that certifies the need for exam or classroom accommodations. It is the student's responsibility to register with the DRC who will verify the disability and need for accommodations. For additional information, contact the DRC at <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Statement of Nondiscrimination

The University of Kentucky is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. The University of Kentucky does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status.

Attendance Policy

Class attendance and participation are keys to learning. Class attendance and participation are keys to learning. Class attendance is taken very seriously, as is attendance in the workplace. I expect you to be here for class because we have in-class discussions and activities.

Summary of Expectations:

Show up on time. Be prepared. Listen. Participate. Think. Challenge. Submit your best work. Grow.

Assignments:

All assignments are based upon a percentage of the overall course grade. Below is the breakdown:

Service learning: 40 %

Attendance/Participation: 25%

(Including Case Studies, Interview, Leadership Plan, etc.)

Tests: 35%

More specific details about the primary assignments are described below:

Course Attendance & Participation – 25% (250 points)

Students will receive points for showing up to class prepared to discuss core concepts, by participating and providing examples that illustrate original and critical thought. Throughout the course, regular attendance will not be taken; however, there will be in-class and take-home assignments given on a regular basis. These assignments may or may not be announced, and they will all contribute towards the final grade. All assignments will be graded based on a percentage of earned versus possible points. In-class assignments **cannot** be made up; take-home assignments will only be able to be made up with by those with an excused absence. Some of the assignments are detailed below:

- **Case Studies** – Throughout the course of the class, different case studies will be provided. These studies are designed to assist students in synthesizing the leadership concepts and theories into real life situations. Case study application may include: reading and discussing within groups, analyzing and answering basic questions independently, researching and developing one's own case study on a specific topic, etc.
- **Leadership Interview** – Throughout the semester, students will be learning about a variety of leadership practices and concepts. Toward the end of the semester, students will be asked to participate in developing an interview guide to use in interviewing a leader of their choice. Students will be responsible for identifying and then interviewing a local leader (i.e. local government, agriculture, non-profits, etc.) . Students will justify their choice of leader within their reports (NOTE: No peer interviews please.). Finally, students will summarize their interview through a 3-4 page (double-spaced) typed report which addresses the following items:
 1. Explanation of why the individual was selected (10 points).
 2. Their perceptions of the person during the interview (20 points).
 3. Key leadership characteristics displayed by this person (30 points).
 4. Evaluation of the leadership tendencies of this person (20 points).
 5. Your perception of the individual as a leader, after the interview (10 points).
 6. Spelling and grammar (10 points).

Service-Learning Project – 40% (200 pts – culminating paper and log; 200 pts – final presentation)

The purpose of this project is to help students appreciate and recognize the connection between leadership and community service. This project is meant to be meaningful for each student; therefore, time and attention will be given to each student in selecting an appropriate site. Students can choose to work individually, or in groups

of up to three people. A minimum of 20 hours of community service, throughout the semester, will be required for each student. Students will have the option of completing 15 hours at the primary service site, and using the final 5 hours to dedicate to participating in a service project with a student activity/association in which they are currently involved.

Assignments associated with this project:

- **Personal log** - Students are to keep a dated log of their community service that includes activities, accomplishments, reactions and learning outcomes for each week. (50 points)
- **Needs assessment paper** – During the project, each student should interview someone with a leadership capacity within the chosen group or organization. The interview should focus on the strengths of the organization, as well as the weaknesses and organizational needs. This should help each student to gain a better understanding of the perspectives of the community or organization being served. The student will then synthesize the information and develop a written assessment of the strengths, as well as the needs of the community service organization and community it serves. (150 points)
- **Presentation** – The final presentation of the project will be a 15-20 minute presentation focusing on the most important aspects of the service-learning project. Each individual/group should reflect back on important leadership aspects learned, as well as the results of their needs assessment paper. Ultimately, each group should present important needs for each of the service organizations, as well as the things they learned through the project. (200 points)

At the end of the semester, the service site supervisor must provide a statement verifying the completion of the service requirement.

Specific grading criteria, as well as additional details will be provided later in the course

Tests (Dates) – 35%

Three tests throughout the semester will be administered to examine overall retention and application of the leadership theories and concepts taught within the course. There will be no midterm exam; however the final test will be given within the final two weeks of the course, and will be cumulative. (100, 100, 150 points)

Total points available: 1000 points

Grading Scale

<u>Grade</u>	<u>Points Required</u>
A	940-1000
B	850-939
C	750-849
D	650-749
E	Below 649

Course Outline:

Week	Day/Date	Topic/Due Dates	Readings
1	TH	Introduction; Framework for interpersonal skill development	
2	T TH	Understanding individual difference Service learning	Ch. 1 Ch. 2
3	T TH	Developing a service learning project Interpersonal communication	Ch. 3
4	T TH	TEST #1	
5	T TH	Developing teamwork skills	Ch. 4
6	T TH	Group problem-solving/decision-making	Ch. 5
7	T TH	Cross-cultural relations and diversity Leadership interview development	Ch. 6
8	T TH	Assessing leadership potential Kirsey-Bates Temperament sorter	Ch. 7 Handout
9	T TH	Motivating others TEST #2	Ch. 8
10	T TH	Building relationships with others	Ch. 9
11	T TH	Coaching, counseling & teaching	Ch. 10
12	T TH	Enhancing ethical behavior	Ch. 11
13	T TH	Using power and influence for constructive purposes TEST #3	Ch. 12
14	T TH	Presentations/ FINAL PROJECT DUE Presentations	
15	T TH	Presentations Presentations – last day of class!	