# 1. General Information

1a. Submitted by the College of:   AGRICULTURE

Date Submitted: 5/6/2013

1b. Department/Division:   Community &Leadership Development

1c. Contact Person

Name:   Dr. Rosalind Harris

Email:   rharris@uky.edu

Phone:   859-257-7584

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date:   Semester following approval

1e. Should this course be a UK Core Course?   No

# 2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?:   No

2b. Prefix and Number:   CLD 630

2c. Full Title:   Individual and Group Dynamics

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

SEMINAR: 3

2g. Grading System:   Letter (A, B, C, etc.)

2h. Number of credit hours:   3.0

2i. Is this course repeatable for additional credit?   No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin:   This course is designed as an advanced course exploring the dynamics involved in individual and group situations. Specifically, students will explore basic psychological and social psychological processes shaping human behavior and learn to apply the knowledge of these processes in educational, organizational and community settings.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus?   No

   If YES, enter the off campus address:

4. Frequency of Course Offering:   Fall,

   Will the course be offered every year?:   Yes

   If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?:   Yes

   If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?:   15

7. Anticipated Student Demand

   Will this course serve students primarily within the degree program?:   Yes

   Will it be of interest to a significant number of students outside the degree pgm?:   No

   If Yes, explain:   [var7InterestExplain]

8. Check the category most applicable to this course:   Relatively New -- Now Being Widely Established,

   If No, explain:

9. Course Relationship to Program(s).

   a. Is this course part of a proposed new program?:   No

   If YES, name the proposed new program:

   b. Will this course be a new requirement for ANY program?:   Yes

   If YES, list affected programs:   Masters Community and Leadership Development

10. Information to be Placed on Syllabus.

   a. Is the course 400G or 500?:   No

   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:   Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based:   No

Interactive Video:   No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6.How do course requirements ensure that students make appropriate use of learning resources?

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components?   NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|GHANSEN|Gary L Hansen|Dept approval for ZCOURSE_NEW CLD 630|20130221

SIGNATURE|GHANSEN|Gary L Hansen|Dept approval for ZCOURSE_NEW CLD 630|20130228

SIGNATURE|GHANSEN|Gary L Hansen|CLD 630 NEW Dept Review|20130409

SIGNATURE|LGRABAU|Larry J Grabau|CLD 630 NEW College Review|20130410

SIGNATURE|ZNNIKO0|Roshan N Nikou|CLD 630 NEW Graduate Council Review|20130410

e

| Courses | Request Tracking |
|---------|------------------|

## New Course Form

Open in full window to print or save

Generate F

Attachments:

[ Browse... ] Upload File

| | ID | Attachment |
|---|----|-----------|
| Delete | 1680 | CLD630individandGrdynamics.doc |

First   1   Last

Select saved project to retrieve...           | | Get   New

(*denotes required fields)

**1. General Information**

a. * Submitted by the College of: AGRICULTURE          Today's Date:   5/6/2013

b. * Department/Division:   Community & Leadership Development

c.
    * Contact Person Name:          Dr. Rosalind Harris       Email: rharris@uky.edu      Phone: 859-257-7584
    * Responsible Faculty ID (if different from Contact)          Email:         Phone:

d. * Requested Effective Date:   ⊚ Semester following approval  OR  ○ Specific Term/Year [1]

e.
Should this course be a UK Core Course?   ○ Yes ⊚ No

**If YES, check the areas that apply:**

☐ Inquiry - Arts & Creativity           ☐ Composition & Communications - II

☐ Inquiry - Humanities                  ☐ Quantitative Foundations

☐ Inquiry - Nat/Math/Phys Sci           ☐ Statistical Inferential Reasoning

☐ Inquiry - Social Sciences             ☐ U.S. Citizenship, Community, Diversity

☐ Composition & Communications - I   ☐ Global Dynamics

**2. Designation and Description of Proposed Course.**

a. * Will this course also be offered through Distance Learning?   ○ Yes [1] ⊚ No

b. * Prefix and Number:       CLD 630

c. * Full Title:   Individual and Group Dynamics

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed [2] with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

| Lecture | Laboratory[1] | Recitation | Discussion |
|---------|---------------|------------|------------|
| Indep. Study | Clinical | Colloquium | Practicum |
| Research | Residency | 3  Seminar | Studio |
| Other | If Other, Please explain: | | |

g. * Identify a grading system:   ⊚ Letter (A, B, C, etc.) ○ Pass/Fail

h. * Number of credits:   3.0

i. * 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

j. * Course Description for Bulletin:

This course is designed as an advanced course exploring the dynamics involved in individual and group situations. Specifically, students will explore basic psychological and social psychological processes shaping human behavior and learn to apply the knowledge of these processes in educational, organizational and community settings.

k. Prerequisites, if any:

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

3. * Will this course be taught off campus?    ○ Yes ⦿ No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply):    ☑ Fall    ☐ Spring    ☐ Summer    ☐ Winter

b. * Will the course be offered every year?    ⦿ Yes ○ No

If No, explain:

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?    15

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 requirement [5] for ANY program?    ⦿ Yes ○ No

If YES [5], list affected programs::
Masters Community and Leadership Development

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) ident additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

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

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

Rev 8/09

Submit as New Proposal     Save Current Changes     Delete Form Data and Attachments

# CLD 630 – Individual & Group Dynamics
## Fall 2013

**_Course Instructor_**
Kristina G. Ricketts, Assistant Professor
Community & Leadership Development
713 Garrigus Building
University of Kentucky
Phone: 859-257-3767
Email: k.ricketts@uky.edu

**_Class Meetings_**
Tuesday evenings, 5 – 7:30 pm

**_Office Hours_**
11 – 12:30 pm, Mondays
1 – 2:30 pm, Thursdays

## Course Description[1]:
This course is designed as an advanced course exploring the dynamics involved in individual and group situations.  Specifically, students will explore basic psychological and social psychological processes shaping human behavior and learn to apply the knowledge of these processes in educational, organizational and community settings. Topics to be explored include (but are not limited to): personal vs. professional identity, culture, socialization, individual vs. group decision making, conflict resolution and team building.

## Learning Objectives:
Having successfully completed this course, you will be able to:
- Apply Social Exchange Theory (SET) into real world situations;
- Identify and appreciate your personal and professional identities, and how they interact;
- Recognize the role emerging adulthood plays in who you become;
- Appreciate primary components of individual and group dynamics – emotional intelligence, student development, motivation, trust, self-leadership, culture, team dynamics;
- Compare and contrast social situations within international settings (particularly to that which exists in the United States);
- Think deeply about contemporary issues within the context of individual and group dynamics;
- . Integrate theories & concepts into case study situations.

## List of Required Readings:
These will be provided in class:
- Cropanzano, R. & Mitchell, M.S. (2005). Social exchange theory: An interdisciplinary review. Journal of Management, 31(6), 874-900.
- Goleman, D. (2006). Emotional intelligence: Issues in paradigm building. From the book: _Emotional Intelligence_, Chapter 2.
- Houghton, J.D., & Neck, C.P. (2002). The revised self-leadership questionnaire. _The Journal of Managerial Psychology, 17_(8), 672-691.
- Lenton, A. P., Bruder, M., Slabu, L., & Sedikides, C. (2012). How does "being real" feel? _Journal of Personality._
- Paul, A. M. (n.d.) Am I normal? _Psychology Today._ Available at: http://www.psychologytoday.com
- Schein, E. H. (1990). Organizational culture. _American Psychologist, 45_(2), 109-119.
- More readings will be made available as the semester progresses.

## 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.

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[1]The 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. The MINIMUM punishment for either of these offenses is an "E" in the course.

   *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 2012-2013* 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. *No late assignments will be accepted or graded.*

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 of 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. Although I will not take attendance, 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:

Discussant, Attendance/Participation: 20%
Photo Identification Project: 20%
Case Study: 15%
Cultural Analysis: 15%
Final Project: 30%

More specific details about the primary assignments are described below:

*Discussant, Course Attendance & Participation* – 20% (200 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. In addition, throughout the course, students will volunteer for two class periods in which to serve as the "discussant." Each discussant will come to class ready to lead a discussion regarding that day's topic in contemporary society. Popular press, peer reviewed journal articles, news releases, blogs, etc. can be used for the basis of discussion. 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.

*Photo Identification Project* – 20% (200 points)
Students will illustrate who they are (personal vs. professional identity) completely with pictures. Included within this project should be 1) A collage illustrating personal identity, 2) A collage illustrating professional identity, 3) A narrative describing each collage separately, and how they overlap. The discussion should include concepts discussed in class, including (but not limited to): *Emerging Adulthood* and *Social Exchange Theory*.

*Case Study* – 15% (150 points)
Each student will develop a case study based on a chosen course topic. Case studies are meant to teach concepts through application; therefore, it should be obvious what concept(s) is/are being addressed. Within each case study, the student should develop a background story, present a problem, and include questions at the end of the case study.

Each case study will be judged on thoroughness, use of class concepts, and quality of the writing. Papers should be at least 1 page long (single-spaced) with a minimum of 4 questions at the end. Individuals must make the questions thought provoking and applicable, and be able to provide the correct answers.

*Cultural Analysis* – 15% (150 points)
***Organizational culture*** can be defined as: the collective behavior of humans within an organization that is characterized by values, norms, systems, symbols, beliefs and habits. In the long run, organizational culture affects the way people and groups interact with each other, as well as with clients and stakeholders.

Students will analyze and describe the culture at their place of work, including artifacts, norms, and activities that give meaning to the organizational culture; leadership structure/interactions; traditions; how social exchange theory is applied; vision & mission, etc. Deliverables will be a descriptive paper reflecting on the aspects listed above. Papers will be due during class the week of <u>Thanksgiving (Nov. 20<sup>th</sup>)</u>.

**Note:** To demonstrate how processes work within the studied culture, include at least one procedure, assumption or rule and develop a model of how assumptions (or procedures, or rules) arise and persist within the culture addressed.

*Final Project* – 30% (300 points)
Students will choose one of the three questions listed below, determine their stance on the question, and then be able to debate either side of the issue. All students will develop a presentation to present their "findings" during the last week of class.

Choose one of the following questions:

1) Is there always a power differential in group dynamics?
2) Is emotional intelligence necessary for successful leadership?
3) Is everyone a global citizen?

More information will be presented in class.

Total points available: 1000 points

### Grading Scale

| Grade | Points Required |
|-------|-----------------|
| A | 950-1000 |
| B | 900-949 |
| C | 850-899 |
| E | 0-849 |

## Course Outline:

| Week | Day | Topic/Due Dates | Readings |
|------|-----|-----------------|----------|
| 1 | August 27 | **Introduction**<br>**The Frame: Social Exchange Theory** | **Cropanzano & Mitchell** |
| 2 | September 3 | **Personality**<br>✓ Am I Normal?<br>✓ How Does "Being Real" Feel? The Experience of State Authenticity | **Paul**<br>**Lenton** |
| 3 | September 10 | **Emerging Adulthood**<br>**Personal vs. Professional Identity** | Ch. 1, 6 & 7 in *Emerging Adulthood* by **Arnett** |

| Week | Day | Topic/Due Dates | Readings |
|------|-----|-----------------|----------|
| 4 | September 17 | Values<br>Emotional Intelligence | Posner & Schmidt<br>Goleman |
| 5 | September 24 | Student development | Chickering, Ch. 3 |
| 6 | October 1 | Motivation<br>✓ Intrinsic<br>✓ Extrinsic | • London<br>• Fernet, Senecal, Guay, Marsh & Dowson<br>• Ryan & Deci |
| 7 | October 8 | NO F2F CLASS – CHECK BLACKBOARD FOR INSTRUCTIONS<br>Self-Leadership | Houghton & Neck |
| 8 | October 15 | The Basics of Culture<br>Organizational Culture | Hofstede<br>Schein |
| 9 | October 22 | Power<br>✓ Power differentials<br>✓ Alpha vs. Omega<br>Diversity & Oppression | Raven<br><br>Ptilleltensky |
| 10 | October 29 | Individual vs. group decision making | |
| 11 | November 5 | Group dynamics<br>✓ Group think<br>✓ Group communication<br>✓ Team building | |
| 12 | November 12 | Conflict resolution<br>Trust | • Behfar, Peterson, Mannix & Trochim<br>• Paine<br>• Wahlstrom & Louis |
| 13 | November 19 | Shared Leadership<br><br>Socially Responsible Leadership | • Lambert<br>• Maak & Pless<br>• Dugan |
| 14 | November 26 | Global citizenship | Gibson, Rimmington, Landwehr-Brown |

15      December 3                  **Presentations – last day of class!**