

**Emerging Leader Institute**  
UK 100  
SPRING 2006

**Course Instructors:**

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**Class ListServ Email Address:** [ELISpring2006@LSV.UKY.EDU](mailto:ELISpring2006@LSV.UKY.EDU)

**Course Time and Location:**

- Tuesdays and Thursdays from 2:30 pm – 4:30 pm
- 357 Student Center, unless otherwise noted on the syllabus.

**Required Text:**

- Kouzes, J.M., & Posner, B.Z. (2003). *The leadership challenge: How to keep getting extraordinary things done in organizations* (3<sup>rd</sup> Edition). San Francisco: Jossey-Bass.

**Course Objectives:**

- Be able to articulate fundamental elements and applications of contemporary leadership models and theories.
- Examine and define personal leadership styles, strengths, and liabilities.
- Set improvement goals for personal leadership development.
- Define a preferred sphere of influence for future leadership endeavors.
- Be able to effectively assess group dynamics and facilitate team work.
- Understand and display a project planning and time management process.
- Define a process for considering ethical elements of leadership scenarios.
- Become more aware of the impact of experience and culture in leadership situations.

**Course Requirements:**

- Prompt arrival at all course sessions and meetings.
- Attendance, participation, respectful behavior in all sessions.
- Meeting with mentor groups on a weekly basis.
- Completion of all mentor group activities.
- Satisfactory completion of all course assignments.

- Participation in 360-degree feedback process for course.

**Course Grading:**

- Grades will be assessed based upon the follow point structure:

Attendance (Class Sessions)	29 Classes x 15 points each	435 points possible
Attendance (Mentor Meetings)	13 Meetings x 15 points each	195 points possible
Individual Leadership Project Proposal		30 points possible
Mid-term Paper		30 points possible
Final Paper – Personal Leadership Philosophy		60 points possible
Individual Leadership Project		100 points possible
Group Project Planning & Participation		<u>50 points possible</u>
	<b>TOTAL</b>	<b>900 POINTS POSSIBLE</b>

**IN ORDER TO PASS THE COURSE, YOU MUST EARN MORE THAN 841 POINTS.**

**Attendance:**

- Because of the nature of a Pass / Fail course, attendance is vital to the successful completion of the course. Your attendance in your mentor meetings is also reported and counts towards your attendance record. You are allowed to have 3 excused, or unexcused, absences from class and/or mentor meetings. If you are absent from class and/or mentor meetings a fourth time, you will not be able to pass the course.
- For every class absence, either excused or unexcused, you will be required to write a 3-page, double-spaced, paper on the topic of that class session.

**Cell Phones:**

- Please turn your cell phones to silence or vibrate position. Ringing cell phones during class is a major disruption and will not be tolerated.

**ADA Statement:**

- Any student with a disability who is taking this course (or these courses) and needs an accommodation to complete the course requirements should contact the associate dean and director of the Disability Resource Center at (859) 257-2754.

**Academic Integrity:**

- Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Violating academic honesty is an extremely serious matter, and will result in a “**Fail**” in this class, as well as possible suspension or expulsion from the institution. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructors.

**ELI Ground Rules:**

- Respect yourself and others ideas/perspectives.
- Take risks “**out of comfort zone**”.
- Courtesy toward others.

- Volunteer to participate.
- Don't be critical of one another.
- Come to class with a positive outlook.
- Don't be afraid to state your opinion "**Agree to Disagree**".
- Be open to new ideas.
- Be Honest.
- Follow Through on all commitments.
- Have a good time while paying attention to the serious things.
- Be On time.
- Be excited for class.

## **Mentor Groups:**

Each of you will be placed into a Mentor Group. Each Mentor Group is led by a full time faculty or staff member and a peer mentor, who is a previous graduate of the Emerging Leader Institute. The purpose of these groups is to provide you with an intimate setting to further discuss your personal leadership philosophies and be given some guidance on your personal leadership project.

- |    | <b><u>Mentors</u></b>  | <b><u>Peer Mentors</u></b>  |
|----|--|---|
| 1. | Keith Ellis<br>Student Activities, Leadership & Involvement<br>859-257-8867<br>keith.ellis@uky.edu       | Amberlee Kempf<br>Fall 2004<br>859-312-5720<br>amberlee@uky.edu     |
|    | William Ajello, Ashley Stevens, Adam Mesaros, Elizabeth Petrun, Katy Spetrino                            |   |
| 2. | Heather Yattaw<br>Student Activities, Leadership & Involvement<br>859-257-8867<br>heather.yattaw@uky.edu | Kenton Lanham<br>Fall 2004<br>859-806-1051<br>Kenton.lanham@uky.edu |
|    | Forrest Harrison, Erin Priddy, Andrew Trimble, Emily Jones, Julianne Steiner                             |   |
| 3. | Lee Edgerton<br>Department of Animal Science<br>859-257-7530<br>asc017@uky.edu                           | Grace Hahn<br>Spring 2005<br>502-264-1719<br>gracehahn2@uky.edu     |
|    | Sierra Fowler, Nicholas Zellich, Kari MacDonell, Justin Eichinger, Ann Rogers                            |   |
| 4. | Tammy Howard<br>New Student and Parent Programs<br>859-257-6597<br>tmhowa0@email.uky.edu                 | Brent Ocker<br>Spring 2005<br>859-494-7220<br>Brentin.Ocker@uky.edu |
|    | Danielle Rose, Christopher Crumrine, Natalie Glover, Jesse Parrish, Anna Reynolds                        |   |
| 5. | Nancy Stephens<br>New Student and Parent Programs<br>859-257-6597<br>nstephens@uky.edu                   | Alex McIlvaine<br>Spring 2005<br>330-414-4083<br>ajmcil2@uky.edu    |
|    | Kristen Fulcher, Grant Mills, Amanda Isaacs, Adam French, Maggie Roberts, Bradley Heil                   |   |

## Course Schedule:

1	January 12 Thursday	Orientation (Small Ballroom in Stud Center from 2:30pm – 8:00pm) - Select date for class project	Jared Tippetts Angel Lee
2	January 17 Tuesday	What is Leadership? - Personal definitions of leadership - Differences between leadership and being a leader - Differences between leadership and management	Jared Tippetts Angel Lee
3	January 19 Thursday	Ropes Course	Jared Tippetts Angel Lee
4	January 24 Tuesday	Views of Leadership - Historical views of leadership - Modern views of leadership	Jared Tippetts Angel Lee
5	January 26 Thursday	Views of Leadership - Gender views of Leadership - Organizational views of leadership	Jared Tippetts Angel Lee
6	January 31 Tuesday	Diversity and Leadership - Cultural views of Leadership - Discussing all forms of diversity (race, gender, age, religious, sexual orientation, ethnicity, etc.)	Winn Stephens
7	February 2 Thursday	Chapter 1: The Five Practices of Exemplary Leadership.	Dr. Gordon Holbein
8	February 7 Tuesday	Chapter 2: Credibility Is the Foundation of Leadership. - Credibility as leaders - Traits of admired leaders	Dr. Steven Voss
9	February 9 Thursday	Project Planning - Decide on a group project - Assign contact persons and tasks <b>Individual Project Proposals due to mentors and course instructors by 8:00 pm.</b>	Jared Tippetts Angel Lee
10	February 14 Tuesday	What is your Leadership Style? (Part 1) - The DISC	Rhonda Strouse
11	February 16 Thursday	What is your Leadership Style? (Part 2) - The DISC	Rhonda Strouse
12	February 21 Tuesday	Chapter 3: Find Your Voice - Clarifying your personal values - Expressing yourself - Ethics	Dr. Lee Edgerton
13	February 23 Thursday	Chapter 4: Set the Example - Aligning your actions with your values	Ricardo Nazario-Colon
14	February 28 Tuesday	Chapter 5: Envision the Future - The Importance of having a vision - Setting a direction for the future	Dr. John Thelin
15	March 2 Thursday	Chapter 6: Enlist Others - Communication Skills and communicating your vision. - Effective Presentation skills - Persuasive public speaking skills	Chris Thuringer

16	March 7 Tuesday	Chapter 7: Search for Opportunities - Change - Motivation - Stepping outside of your comfort zone	Dr. David Bettez
17	March 9 Thursday	Chapter 8: Experiment and Take Risks - The importance of taking risks <b>Midterm reports due to mentors and course instructors due by 8:00 pm.</b>	Dr. Lance Brunner
	March 14 Tuesday	Spring Break – NO CLASS!	
	March 16 Thursday	Spring Break – NO CLASS!	
18	March 21 Tuesday	Chapter 9: Foster Collaboration - Collaboration vs. Cooperation - Building trusting relationships - Conflict Management	Dr. Dorothy Edwards
19	March 23 Thursday	Chapter 10: Strengthen Others - Power vs. empowerment - Delegation and shared power - Foster an environment of accountability	Dr. Carol Elam
20	March 28 Tuesday	Chapter 11: Recognize Contributions - Linking rewards with performance - Setting expectations - Rewarding your team	Jared Tippets Angel Lee
21	March 30 Thursday	Chapter 12: Celebrate the Values and Victories - Celebrating success	Keith Ellis Heather Yattaw
22	April 4 Tuesday	Chapter 13: Leadership is Everyone's Business - Personal Goal Setting / Personal Mission Statements - Making a difference	Peer Mentors
23	April 6 Thursday	What is your Leadership Style? - The Leadership Practices Inventory	Jared Tippets Angel Lee
24	April 11 Tuesday	Project Presentations	Class Members
25	April 13 Thursday	Project Presentations	Class Members
26	April 18 Tuesday	Project Presentations	Class Members
27	April 20 Thursday	Project Presentations	Class Members
28	April 25 Tuesday	Project Presentations <b>Final Papers due to mentors and course instructors by 8:00 pm.</b>	Class Members
29	April 27 Thursday	Final class session and Closing Ceremony	Jared Tippets Angel Lee

**Assignments:**

All assignments should be typed, double-spaced, size 12 font, with page numbers on each page.

<b>Emerging Leader Institute Individual Leadership Project</b>
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Each of you will be required to COMPLETE an Individual Leadership Project this semester, creating change in our community (Somewhere on UK's campus or in the Lexington community). The purpose of this project is to give you an opportunity to implement and practice the newly acquired skills you have gained as a result of being in the class.

In a nutshell, this complex project requires:

1. Becoming educated about an issue and finding a way to make a contribution to that issue.
2. Deciding on a project that you are going to focus on.
3. Writing an Individual Leadership Project Proposal.
4. Writing a Mid-Term Progress Report Paper.
5. Completing the project.
6. Giving a 10 minute Class Presentation.

<b>Project Proposal</b>
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**Purpose**

- To define and outline your idea for your individual leadership project.

**Assignment**

- This should be a well-written summary about your proposed project and should be about 2-4 pages in length.
- Your proposal should outline 1) the subject matter for your project and why you chose it, 2) the improvements that you hope to make within yourself through your participation in the project (your personal goals) and 3) the impact you hope to make on your topic through your commitment to your chosen project (your leadership goals).

**Due Date**

- Please submit to Jared [jaredtippets@uky.edu](mailto:jaredtippets@uky.edu), Angel [angel.lee@uky.edu](mailto:angel.lee@uky.edu), your mentors, and peer mentors via e-mail by **Thursday, February 9, 2006 at 8:00 pm**.

<b>Mid-Term Progress Report Paper</b>
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**Purpose**

- To identify skills you were hoping to learn before the start of this class and whether or not you have yet developed these skills.
- To identify where you are in your individual leadership project.

**Assignment**

- This should be a well-written summary about your mid-term progress and should be about 2-4 pages in length.
- Reflect on your personal development you have made thus far. What skills did you want to develop before beginning this class? What progress have you made thus far? What goals can you set for the remainder of the semester, which will help you to develop specific skills? What are these skills? In what ways have you developed as a leader and

what led to this development? Elaborate on your personal progress thus far and what remains to be done toward reaching your personal goals.

- Reflect on the impact you believe you are making in your defined project area. Specifically outline the steps that you have taken thus far and the results achieved. Comment on the results you expected and the results achieved. Is there a discrepancy between what you expected and how things have turned out? If so, why do you think this is? If you have made “mistakes” along the way or if there have been some “a-ha!” moments, relay these and what you have learned.
- Reflect on the future impact that you wish to make. What remains to be done? How do you see yourself making progress toward these future goals?

**Due Date**

- Please submit to Jared [jaredtippets@uky.edu](mailto:jaredtippets@uky.edu), Angel [angel.lee@uky.edu](mailto:angel.lee@uky.edu), your mentors, and peer mentors via e-mail by **Thursday, March 9, 2006 at 8:00 pm**.

**Presentation on Project**

**Purpose**

- To share with the class what you learned from your Individual Leadership Project experience.
- To demonstrate to the class that you have grown in your leadership skills.

**Assignment**

- Prepare a 10-minute presentation that describes your leadership project. Be sure to include:
  - The process involved in determining your project
  - A history of the agency or group that you are working with
  - A description of the actual execution of the project
  - The learning that resulted from the project.
- You will be graded on the following breakdown:

- Time – Take up 10 minutes, but don’t go over	5 Points
- Visual Aid – Poster, PowerPoint, Handout, etc.	5 Points
- Presentation – Appearance, Poise, Speaking Ability	10 Points
- Content – Focus on what you learned as a result of your project	15 Points
- Project – Quality, complexity, and completion of project	65 Points

**Due Date**

- You are scheduled to give your presentation on \_\_\_\_\_.

## Class Community Service Project

The class community service project is a major course requirement. The successful completion of this portion of the course is strictly dependent upon how well you, as a team, are able to demonstrate a commitment to service and citizenship through your collective efforts.

### PROJECT GUIDELINES:

- The project will occur on \_\_\_\_\_. All members of the Institute should plan to spend a minimum of 4 hours on the date designated for the project. This does not include planning, setting up, or driving time.
- Each mentor group should begin by exploring project possibilities in their designated community niche. Each student will contact one agency to find out what service possibilities will be available on your chosen date.
  - Questions to ask:
    - Agency contact info: Agency Name, Volunteer Coordinator, Address
    - Agency History: What do they do? What population is served? What do you know about the resources of the agency?
    - Needs Assessment: What needs does the agency currently have? Can the ELI service project meet any of these needs? What will this project accomplish? Can the agency work with you on the day selected by the class?

### HOW IS THE PROJECT CHOSEN?

- Each mentor group will then choose one feasible project idea to present to the class during the “Project Planning” session. When investigating project sites you’ll need to consider time and resources issues as well as the suitability of the project for accommodating 25+ individuals in the planning and implementation phase. The presentation to the class should address the following points:
  - Who: What agency do you propose working with, and what population does it serve? Will the class be in direct contact with this population? How does this relate to leadership, citizenship, and community service?
  - What: What will the project entail?
  - When: What time of day will the project take place?
  - Where: Will the project take place at the agency? Where is that? If not, where will you go?
  - How many: What is the ideal number of ELI’ers to work on the proposed project? Can the project be expanded to involve more class members?
  - Why: Why should the class choose this project? **Justify your choice!**
- The class as a whole will consider the goals and purpose of the community service project course requirement during the “Project Planning” session and chose a project for implementation.
- The project will be finalized, planned, and implemented by ALL Institute participants.

## Final Paper – Personal Leadership Philosophy

*NOTE:* This assignment will be posted on the SPRING 2006 ELI class website unless you request otherwise.

### **Purpose**

- To reflect on and summarize your ELI experience.
- To develop a personal definition of leadership that incorporates contemporary leadership ideas.
- To identify the core principles that influences your efforts as a leader.
- To create a self-portrait of who you have become as a leader.

### **Assignment**

- Imagine that you were writing a book on leadership, destined to become a New York Times bestseller. In a minimum of 5 pages, describe your Personal Leadership Philosophy. (Double spaced, 1 inch margins)
- Use this assignment to synthesize and articulate who you have become as a leader, and describe your personal leadership philosophy that guides your efforts as a leader.
- This is a PERSONAL statement and should represent your UNIQUE philosophy of leadership.

### **Due Date**

- E-mail your assignment to Jared [jaredtippets@uky.edu](mailto:jaredtippets@uky.edu), Angel [angel.lee@uky.edu](mailto:angel.lee@uky.edu), your mentors, and peer mentors by **Tuesday, April 25, 2006 at 8:00 pm.**