

Emerging Leader Institute
UK 100
SPRING 2009

Course Instructors:

Lauren Goodpaster
Program Director, Leadership & Service
Student Involvement
University of Kentucky
106 Student Center
Office: 859-257-7243
goodpaster@uky.edu
Office Hours: By Appointment

Chris Crumrine
Graduate Assistant
Leadership Development
University of Kentucky
106 Student Center
Office: 859-257-3589
Cjcrum2@uky.edu
Office Hours: By Appointment

Class ListServ Email Address: ELIspring2009@lsv.uky.edu

Course Time and Location:

- Tuesdays and Thursdays, 2:30-4:30 PM; 357 Student Center, unless otherwise noted on the schedule.

Required Text:

- Readings as provided by the instructors.

Course Objectives- By successfully completing this class, students should be able to:

- Examine and define personal leadership styles, strengths, and areas for improvement.
- Understand fundamental concepts of historical and contemporary leadership models and theories.
- Set improvement goals for personal leadership development.
- Define a preferred style/frame of reference for your leadership endeavors.
- Effectively work with group dynamics and facilitate team work.
- Understand and display a project planning and time management process.
- Examine and consider ethical elements in leadership scenarios.
- Become more aware of the impact of experience, culture, and diversity in leadership situations.

Course Expectations:

- Prompt arrival at all course sessions and meetings.
- Proper preparation for class sessions.
- Attendance, active participation, and 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.

Course Grading:

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

Participation (in class and at mentor meetings)	200 points
Expectations Paper	100 points
Issues Paper	100 points
Final Paper – Personal Leadership Philosophy	100 points
Group Project	150 points
TOTAL	650 POINTS POSSIBLE

A = 585 to 650; B = 520 to 584; C = 455 to 519; D = 390 to 454; F = below 390

Attendance:

- Because of the interactive nature of this course, attendance is vital to the successful completion of the course. Your attendance in both class and your mentor meetings is reported and counts towards your participation grade. You are allowed to have 2 excused absences from class or mentor meetings. **If you are absent from class and/or mentor meetings a 3rd time, your final grade will be dropped by 5 points per excessive absence.**
- Tardiness/lateness will not be tolerated- please respect our time together! **After two late arrivals, you will be marked absent beginning with your third late arrival and each late arrival thereafter.**

Papers:

- **For each day that papers are late, 5 points will be deducted.** Papers are due at the *beginning* of the class period on due date.

Cell Phones:

- Please turn your cell phones off. Ringing and vibrating cell phones during class is a major disruption.

ADA Statement:

- Any student with a disability who is taking this course 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. If you have any questions, please do not hesitate to let me know.

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 failing grade for this class, as well as possible suspension or expulsion from the institution. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, please consult the course instructors.

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 an alum of the Emerging Leader Institute. The purpose of these groups is to provide you with an intimate setting to further discuss our class topics, your personal leadership philosophies, and to be given some guidance on your group leadership project.

	<u>Mentors</u>	<u>Peer Mentors</u>
1.	Stephanie Aschmann Office of Student Involvement	Bri Buchanan ELI Spring 2007
2.	Rhonda Strouse Office of Student Involvement	Josh Pascua ELI Spring 2008
3.	Ryan Wagoner Violence, Intervention & Prevention Center	Ali Adkins ELI Fall 2008
4.	Leslie Woltenberg Office of Residence Life	Gretchen Gruenberg ELI Fall 2008

Emerging Leader Institute Mentor Group Leadership Project

Each mentor group will complete a leadership project throughout the course of the semester, focusing on something that will create positive change in our community (at UK or beyond in the Lexington area). Not only will this project make a positive impact in the community, it will provide you with the following:

- The opportunity for each group member to implement and practice the newly acquired skills gained in class.
- The opportunity to work in a group/team setting, working within different group dynamics while practicing successful collaboration.

* There are no limits to what type of project you do! Be creative and always remember there are limitless ways to create positive change in the community.

* It is expected that ALL group members actively participate in the project planning and implementation. Members will have the opportunity to evaluate each other at the end of the semester; however, anyone should feel free to come to a mentor or class instructor should he/she feel it necessary.

* Remember- your mentors are here to advise/support you in this important endeavor!

Presentation on Mentor Group Leadership Project:

Purpose

- To share with the class what each group learned from the Leadership Project experience.
- To demonstrate to the class how each of you has grown in your leadership skills.
- To share your projects' successes and impact in the community.

Assignment

- Each mentor group will prepare a 30 minute presentation that describes your leadership project (EVERY group member is expected to participate in the presentation). Be sure to include:
 - The **process** involved in determining your project;
 - A **history** of the group/agency with whom you are working;
 - A **description** of the actual execution of the project;
 - The **learning** that resulted from the project experience.
 - How you used what you learned in class to help shape your project.

Grading

- Each of you will be graded using the following breakdown:
 - Presentation (organization 15 pts, visual aides 10 pts, content 25 pts) – 50 points
 - Peer Evaluations – 50 points
 - Mentor Evaluations- 50 points
 - **TOTAL POSSIBLE POINTS = 150**

Writing Assignments:

All assignments should be typed, single-spaced, one inch margins, size 12 font. Whenever possible, please print on front and back of your papers to help our environment!

Expectations Paper – 100 Points

Purpose

- To reflect on your current views of leadership.
- To begin thinking about your leadership skills, strengths, and areas for improvement.

Assignment

- Look over the syllabus and develop at least 3 goals for you personally to achieve throughout the semester.
- Describe how you plan to achieve each goal.
- Think about what you want to gain from this class and who you want to become as a leader. What are you most looking forward to in this class? What are you least looking forward to in this class? Where do you think you will be most challenged in this class?
- The total length of this paper should be at least **2-3 pages, single-spaced**.

Due Date

- Please submit to instructors at the beginning of the Thursday, January 22nd class.

Issues Paper - 100 Points

Purpose

- For you to examine in more depth a topic of interest to you- either one covered in class or not.
- To learn more about current successes and challenges on working with your chosen issue.
- To perhaps begin working with the issue on an on-going basis.

Assignment

- Imagine you are asked to write an opinion/editorial piece in the Kernel, Herald Leader, or other widely-read newspaper.
- Using what you've learned in class and extended research you will do, convince others why your issue should be of importance to all citizens/community members. Why does your issue matter? Who does it affect? What are other possible viewpoints surrounding the issue? Is there any historical significance to the issue?
- This paper should be **2-3 pages, single-spaced** in length.

Due Date

- Please submit to instructors at the beginning of the Thursday, March 12th class.

Final Paper – Personal Leadership Philosophy – 100 Points

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 influence your efforts as a leader.
- To create a self-portrait of who you have become as a leader.
- To help guide you in your future leadership endeavors.

Assignment

- 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.
- Use references from our class topics/sessions. Which topics had a profound effect on you and why?
- How have you changed since the expectations paper and the beginning of the class?
- The total length of your paper should be **2-3 pages, single-spaced**.

Due Date

- Please e-mail your paper to Lauren and Stephanie by Friday, May 1st by 5:00 PM.