

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA  
ACADEMIC SENATE

**GENERAL EDUCATION COMMITTEE**

**REPORT TO**

**THE ACADEMIC SENATE**

**GE-090-156**

**AG 2480- Focus on the Future: Leadership Skills for the 21<sup>st</sup> Century  
(GE Area E)**

**General Education Committee**

**Date: 2/4/2016**

**Executive Committee  
Received and Forwarded**

**Date: 5/17/16**

**Academic Senate**

**Date: 5/25/16  
First Reading**

BACKGROUND:

The College of Agriculture introduced a new semester course to satisfy the requirements of GE Area E.

RESOURCES CONSULTED:

Faculty  
Department Chairs  
Associate Deans  
Deans  
Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the ECO for this course and found it to satisfy the GE SLO's and other requirements of GE Area E

RECOMMENDATION:

The GE Committee recommends approval of GE-090-156 (AG 2480-Focus on the Future: Leadership Skills for the 21<sup>st</sup> Century for GE Area E).


## AG - 2480 - Focus on the Future: Leadership Skills for the 21st Century

### C. Course - New General Education\* Updated

#### General Catalog Information

○ **\*\*READ BEFORE YOU BEGIN\*\***

○

1. Import curriculum data from the Catalog by clicking on the following icon . It is a BEST PRACTICE to always import data on existing courses. This will limit the opportunity for data errors.

2. Turn the help text on by clicking on the following icon .

3. All fields with an asterisk (\*) are required fields. If left blank, the request will not be launched and cannot be acted upon.

4. Run and attach an impact report by clicking  to show all courses and programs impacted by this proposal.

5. Attach additional documentation by clicking .

○ Department\*

**College of Agriculture**

○ Semester Subject Area\*

**AG**

Semester Catalog Number\*

2480

○ Quarter Subject Area

Quarter Catalog Number

○ Course Title\*

Focus on the Future: Leadership Skills for the 21st Century

○ Units\*

**(3)**

○ C/S Classification\*

**C-02 (Lecture Discussion)**

○ To view C/S Classification Long Description click: [http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix\\_C\\_CS\\_Classification.pdf](http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf)

○ Component\*

**Lecture**

○ Instruction Mode\*

**Hybrid w/Asynchronous Component**

**Hybrid w/Synchronous Component**

**Web-Assisted**

○ Grading Basis\*

**Graded Only**

○ Repeat Basis\*

**May be taken multiple times**

○ If it may be taken multiple times, limit on number of enrollments

**3**

○ Cross Listed Course Subject Area and Catalog Nbr (if offered with another department)

- **Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrd/grad)**

- **Choose appropriate type(s) of course(s)\***

- Major Course
- Service Course
- GE Course
- None of the above

- **General Education Area / Subarea\***

**E**

- **To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf>.**

- **I. Catalog Description**

- **Catalog Description**

A comprehensive exploration of the important leadership skills needed to succeed in personal and professional life in the agricultural, food, fiber, and animal health sectors. Communication, interpersonal, ethical, creative thinking, and problem solving skills that are essential to successful leadership, customer service, and teamwork in a culturally diverse world. Oral, written and role playing assignments.

- **II. Required Coursework and Background**

- **Prerequisite(s)**

Sophomore standing

- **Corequisite(s)**

- **Pre or Corequisite(s)**

- **Concurrent**

- **III. Expected Outcomes**

- **List the knowledge, skills, or abilities which students should possess upon completing the course.\***

1. Part I (Non-Violent Communication)

a. Students will be able to:

i. Demonstrate oral and written communication skills including an ability to listen and articulate with honesty and clarity in responding appropriately to the needs and feelings of others in different situations. ii. Communicate professionally in all forms of business correspondence.

iii. Listen to themselves as well as others with courtesy, sensitivity, respect, and compassion.

iv. Examine their own values, passions, motivations, and sources of satisfaction.

v. Identify and deploy personal strategies to manage the constant pressures and expectations presented daily in the diverse workforce.

vi. Describe the importance of life-long learning.

2. Part II (Interpersonal Skills)

a. Students will be able to:

- i. Demonstrate effective teamwork, oral and written communication skills
- ii. Explain the influence of diversity on teams.
- iii. Outline the importance of trust, commitment, and accountability on team results.
- iv. Demonstrate critical thinking skills to think creatively, make decisions, and solve problems in team decision making in the workplace.
- v. Show a team commitment to serve the public through community service.
- vi. Describe the difference between external and internal customer service.

3. Part III (Leadership, Ethical Behavior and Professionalism)

a. Students will be able to:

- i. Interpret ethical behavior in personal and professional settings.
- ii. Demonstrate integrity and honesty in independent and group work.
- iii. Examine the importance of time management in the workplace.
- iv. Analyze the consequences of actions and behaviors in personal and professional settings and the impact on career advancement.
- v. Demonstrate proper workplace etiquette.

- **If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.**
- **Explain how the course meets the description of the GE SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping.**

Through this course students learn appropriate oral and written communication skills, interpersonal skills, leadership skills and the importance of lifelong learning.

- **Describe how these outcomes relate to the associated GE Learning Outcomes listed below.\***

Ia. Write effectively for various audiences.

Students will write reports on current stories in their fields, learn professional business correspondence, including letters, memos, emails, and formatting of slide show presentations (e.g. PowerPoint) and write reflective pieces on their learning experiences for their ePortfolio.

Ib. Speak effectively to various audiences.

Students will make prepared and ad hoc oral presentations to class and to camera, with and without supporting media such as PowerPoint.

IVa. Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental)

Written, oral and role playing assignments where students learn to apply the principals of non-violent communication, team-building, leadership and time management will build self-esteem, self-confidence asnd promote their professional and personal success.

IVb. Demonstrate activities, techniques, or behaviors that promote intellectual or cultural growth.

In the course, students will work in teams with fellow students from different backgrounds. They will follow current events nationally and internationally, and report on the news.

IVc. Engage in communities (campus, regional, etc.) or participate in civic activities for the betterment of personal and public life.

Students will actively participate in campus clubs or societies and volunteer at campus events such as the Pumpkin Festival.

○ **General Education Outcomes\***

**Ia. Write effectively for various audiences**

**Ib. Speak effectively to various audiences.**

**IVa. Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental)**

**IVb. Demonstrate activities, techniques, or behaviors that promote intellectual or cultural growth.**

**IVc. Engage in communities (campus, regional, etc.) or participate in civic activities for the betterment of personal and public life.**

- To view the mapping, click <https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf>

○ **IV. Instructional Materials**

- **Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.**
- **Instructional Materials\***

Materials\* Recommended reading. Materials are available via the Focus on the Future Collection in the Library.

Part I:

· Rosenberg, Marshall B. Nonviolent Communication, (2005). A PuddleDancer Press Book, CA.

· Lucy, Leu. Nonviolent Communication Companion Workbook, (2005). A PuddleDancer Press Book, CA.

· George, B. & Peter Sims. (2007). True north. San Francisco, CA:

Jossey-Bass

· George, Bill, Mclean Andrew, & Craig Nick, Finding Your True North: A personal guide, (2008). Jossey-Bass, CA.

· Multiple Communication Articles in the Workplace

· Additional resources in the Focus on the Future Collection in the university library

· Current Events via- Youtube, TV, Internet

Part II:

· Covey S. M.R. Covey & Covey S.R The SPEED of Trust: The One Thing That Changes Everything (2008).

· Gustavson, P & Liff, S. A Team of Leaders: Empowering every member to take ownership, demonstrate initiative, and deliver results, (2014)

AMACOM.

· LaFasto, Frank, & Carl Larson. (2001). When teams work best. Thousand Oaks, CA: Sage Publications, Inc.

1/20/16, 2:04 PMCurriculog

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· Lencioni, P. The FIVE Dysfunctions of a Team, (2002). Jossey-Bass, CA.

· Lencioni, P. Overcoming the Five Dysfunctions of a Team, (2005).

Jossey-Bass, CA

· Levi, D. Group Dynamics of Teams, (2001). Sage Publications, CA.

· Multiple Team Articles in the Workplace

· Online soft skills training

Part III

1. DVDs (At the Focus on the Future Leadership Collection at the university library)

a. Erin Brockovich DVD

b. Smartest Guys in the Room DVD

c. North Country DVD

d. Inconvenient Truth DVD

2. Black R & W. Workplace Etiquette; How to Create Civil Workplace

(2015)

3. Burdon, B. (2015). The New Rules of Business Etiquette

4. Collins, J. Good to Great

5. Covey, S. 7 Habits of Highly Effective People

6. Farrell O.C. & Fraedich, J (2014). 20Business Ethics Ethical Decision

Making and Cases

7. Gini, A. (2008) Case Studies in Business Ethics
8. Gini A. Ethics of Business; A Concise Introduction
9. Isaacson, W. Steve Jobs
10. Mitchell, M. Complete Idiots Guide to Etiquette
11. Northouse, P. (2015) Leadership Theory and Practice
12. Post, E. Emily Post Etiquette (2013)
13. Sandberg. C. Lean In
14. Instructor assigned case studies
15. Online soft skills training

- **Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility>**
- **V. Minimum Student Material**
- **List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.**
- **Minimum Student Material\***

Writing materials including paper, notebooks, pen, pencil and/or computer

- **VI. Minimum College Facilities**
- **List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.**
- **Minimum College Facilities\***

Classroom, Computer Labs, Library, Blackboard, Adobe Connect.

- **VII. Course Outline**
- **Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.**
- **Course Outline\***

Course Outline\*

Part I

1. Nonviolent Communication (NVC)



- The NVC process
- Applying NVC in Our Lives and World

## 2. Communication That Block Compassion

- Moralistic Judgments o Making Comparisons
- Denial of Responsibility

## 3. Observing Without Evaluation

- The Highest Form of Human Intelligence
- Distinguishing Observations from Evaluations

## 4. Identifying and Expressing Feelings

- The Heavy Cost of Unexpressed Feelings
- Feelings Versus Non-Feelings
- Building a Vocabulary for Feeling

## 5. Taking Responsibility for Our Feelings

- Hearing a Negative Message: Four Options
- The Needs at the Root of Feelings
- The Pain of Expressing Needs versus the Pain of Not Expressing Needs

## 6. Requesting That Which Would Enrich Life

- Using Positive Action Language
- Making Requests Consciously
- Asking for a Reflection
- Requesting Honesty
- Defining Our Objective When Making Requests

## 7. Receiving Empathically

- Listening for Feelings and Needs & Paraphrasing
- When Pain Blocks our Ability to Empathize

## 8. The Power of Empathy

- Empathy that Heals
- Empathy and the Ability to be Vulnerable
- Using Empathy to Defuse Danger
- Empathy in Hearing Someone’s “No”
- Empathy for Silence

#### 9. Connecting Compassionately with Ourselves

- Remembering the Specialness of What We Are
- Evaluating Ourselves When We’ve Been Less Than Perfect
- Self-Forgiveness

#### 10. Expressing Anger Fully

- All Anger Has a Life-Serving Core
- Four Steps of Expressing Anger

#### 11. Expressing Appreciation in Nonviolent Communication

- The Intention Behind the Appreciation
- Receiving Appreciation
- The Hunger for Appreciation
- Overcoming the Reluctance to Express Appreciation

#### 12. Applying Communication Skills in the Workplace

- Business letters
- Emails
- Social Media

#### 13. Leadership as a Journey

- Authentic Leadership
- Why Leaders Lose Their Way

#### 14. Discovering Your Authentic Leadership

- Practicing Your Ethical Values and Principles

- Building a Support Team
- Staying Grounded: Integrating Your Life

#### 15. Empowering People to Lead

- Leadership with Purpose and Passion

#### 16. Online soft skills certification program

#### 17. Module Feedback

- Student reflection essay

### Part II

#### 1. Understanding Teams

- Defining Teams and Team Norms
- Part of a Larger Organization
- Types and Purposes of Teams
- Why Organizations Are Using Teams
- History of Teams and Group Dynamics

#### 2. What is Team Success

- Conditions for Team Success
- Characteristics of Successful Teams
- Increasing Group Motivation

#### 3. Managing Team Conflict

- Sources of Conflict
- Expect Conflict and It Is Normal
- Conflict Resolution Approaches

#### 4. Creativity in Teams

- Individual Versus Group Creativity
- Organization Environment and Creativity
- Group Creativity Techniques

## 5. Team Building

- Group Cohesion
- Task and Social Behaviors
- Diversity
- The Nature of Diversity
- Causes of Diversity Problems
- Effects of Diversity

## 6. Customer Service

- External customer service relations between organizations and customers, suppliers, and regulatory agencies

### 7. Internal customer service relations within the organization

### 8. Online soft skills certification program

### 9. Module Feedback

- Student reflection essay

## Part III

### 1. Introduction

- Introduction to Leadership
- Power and Position
- Leadership vs Management

### 3. Women and Leadership

### 4. Leadership in a Global Economy

### 5. Leadership Ethics

### 6. Introduction to Ethics

### 7. Ethical Issues and Dilemmas in Business

### 8. Role of Corporate Culture in Business Decision Making

### 9. Responsibility of the corporation as a moral agent

### 10. Corporate social responsibility

11. Framework for ethical decision making in business

12. Employee Workplace ethics and etiquette

13. Time management

14. On line soft skills certification

15. Module and Course Feedback

- Student reflection essay
- Course Exit Survey

○ **VIII. Instructional Methods**

- **Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.**
- **Instructional Methods\***

The course will utilize in-class and online Pedagogical/Andragogical methods:

a. Flipped Classroom

b. Lectures

a. Face-to-face

b. Recorded Lectures

c. Writing Assignments

d. Case studies

e. Homework Activities

f. Projects

g. Presentations

h. Student Discussion

i. Feedback

j. Participation in Class

k. Small group activities

l. Oral presentations

m. Discussion Board and Postings

n. Media clips, video, DVD, Youtube

o. Email

p. Blackboard

○ **IX. Evaluation of Outcomes**

- **Describe the methods to be used to evaluate students’ learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.\***

Students’ learning of course content will be evaluated by:

1. Tests
2. Quizzes
3. In class assignments
4. Participation in discussions of course topics (both in class and online).
5. Oral presentation review (360’, instructor, self, peer)
6. Written assignments.

Written assignments will demonstrate ability to write in a professional manner, with good spelling and grammar, and articulate key points from an assignment.

Test and quizzes will be used to evaluate whether students have completed assigned reading or paid attention in class.

In class assignments will require students to demonstrate leadership, teamwork and oral communication skills.

On time attendance is mandatory as part of developing students’ professional skills.

- **Describe the meaningful writing assignments to be included.\***

Students will write a weekly report on items in the news. These will be focused primarily on their area of professional interest. Students will also be required to take notes during a presentation and then formalize them to develop a report that makes sense to a colleague who did not attend the presentation. They will also write reflective piece on overall course learning that can be used for their ePortfolio.

- **Discuss how these methods may be used to address the course and program outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes.\***

Evaluation Methods					
<b>Outcomes</b>	Written Assignment	Test/Quiz	In-Class Assignment	Participation in Discussion	Oral Presentation

Part I					
i	X	X	X	X	X
ii	X	X	X	X	X
iii		X	X	X	X
iv	X	X	X	X	X
v			X	X	X
vi	X	X	X	X	X
Part II					
i	X	X	X	X	X
ii	X	X	X	X	X
iii	X	X	X	X	X
iv	X	X	X	X	X
v	X				X
vi	X		X	X	X
Part III					
i	X	X	X	X	X
ii		X	X	X	X
iii	X	X	X	X	X
iv	X	X	X	X	X
v		X		X	X

- **If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.\***

Evaluation Methods					
GE Outcomes	Written Assignment	Test/Quiz	In-Class Assignment	Participation in Discussion	Oral Presentation
1a	X		X		
1b			X	X	X

4a	X	X		X	X
4b			X	X	X
4c	X				X

○ **X. Free Response**

	1a.	1b.	4a	4b	4c
<b>Part I</b>					
i	X	X			X
ii	X				
iii		X	X		X
iv	X	X	X		
v			X		
vi				X	
<b>Part II</b>					
i	X	X	X		
ii	X	X	X		X
iii			X		
iv			X		
v					X
vi	X	X	X		
<b>Part III</b>					
i	X	X	X	X	
ii	X	X	X	X	
iii	X	X	X	X	
iv	X	X	X	X	X
v	X	X	X	X	

- **X. This OPTIONAL Section is for describing Course/Department/College specific requirements.**
- **Department/ College Required ECO Information (Optional)**