

COURSE SPECIFICATION DOCUMENT

Academic School / Department:	School of Liberal Arts
Programme:	Various
FHEQ Level:	5
Course Title:	Service Learning: Leadership in a Changing World
Course Code:	GEP 5102
Student Engagement Hours:	120 (standard 3- credit BA course)
Lectures:	10
Seminar / Tutorials:	35
Independent / Guided Learning:	75 – (of this Approx. 30 hrs field work)
Semester:	Fall, Spring
Credits:	12 UK CATS credits 6 ECTS credits 3 US credits

Course Description:

This is a Service Learning course that focuses on emerging forms of leadership. It aims to introduce students from all majors to the professional, intellectual and personal skills to enable them to understand different approaches to leadership and function well in culturally diverse communities globally. The students will reflect on the application of their specialist knowledge, the skills they are learning, and the benefits gained from the service-learning experience. It will also help them determine if their current career goals are the correct fit for them. This course enables students to engage with organizations and communities outside of the university. During the semester, students will consider topics such as negotiation and behavioral influence. They will devise, plan and carry out their own engagement project for Charities, NGO's and non-profit organisations. This course combines design thinking and behavioural design theories with global service learning theory, across different employment sectors and aspects of society. It equips students to identify opportunities for influence, leadership and employment both in and adjacent to their field. The course is underpinned by JEDI approaches to justice, equality, diversity and inclusion across the global community.

Prerequisites:

GEP 4180 Research and Writing II and GEP 4105 Social Change in Practice

Aims and Objectives:

The aim of this course is to enable students to combine their understanding of service learning and leadership skills gained in the Liberal Arts core, to work collaboratively with

external organisations to build professional skills in real world environments. Students will gain insight and valuable experience through live projects and community-based partnerships. They will focus on developing professional skills through considering negotiation and behaviour design to develop a self-identified service-learning experience. They will employ a structured, critically reflective practice to better understand global leadership in the context of self, culture, digital, social and environmental issues. Students will be encouraged to select their own service-learning methodology and critically evaluate the quality, range of application and ethical use of this selection in relation to their chosen partner. They will be expected to contextualise and evaluate this through appropriate examples of global leadership theory. By maintaining a reflective progressive report that tracks learning, students will build a reference point for problem solving in the future.

Programme Outcomes:

The learning outcomes satisfy the program outcomes of the Liberal Arts Core:

- KU A1 Reflect on the process and development of one's own change and its social implication.
- KU A4 Identify the benefits and challenges that different generations and cultures experience in terms of social change
- SK B2 Critically assess, quantify and analyse issues that need to be addressed, including real-life examples.
- SK B4 Use historical knowledge and an understanding of the consequences of past actions to envision how futures may be shaped.
- AT C1 Demonstrate the capacity for independent, evidence-based integrated thinking as the foundation for developing their personal ethical code.
- AT C4 Demonstrate the capacity to be flexible and resourceful and adapt their problem-solving mindset to fit changing or unforeseen circumstances.

A detailed list of the programme outcomes are found in the Programme Specification.

This is located at the archive maintained by the Registry and found at:

<https://www.richmond.ac.uk/programme-and-course-specifications/>

Learning Outcomes:

By the end of this course, successful students should be able to:

- Demonstrate the use of self-reflection through log keeping, self-management to deadlines and interpersonal creative problem-solving skills.
- Demonstrate the ability to use appropriate research skills and self-selected methodologies to gather and organise ideas and information for a self-developed project, using critical thinking to analyse, and propose solutions.
- Demonstrate the ability to communicate effectively through written, oral and visual presentation skills, presenting a range of technologies in a 'portfolio' of work.

- Demonstrates the ability to independently design and undertake substantial investigations of contemporary civic issues, events and problems through team and independent work and by drawing upon different types of sources.
- Demonstrates an ability to relate particular phenomena and experience to wider social processes and transformations; able to critically analyse information and the consequences of actions.

Indicative Content:

- Critical theory:
 - Methodological choice and evaluation of practice
 - Leadership development theory
 - Negotiation and behaviour design
 - Critical reflection as related to future employability
- Academic skills across the curriculum:
 - Professional presentations
 - Primary research related to community-based project
- Digital fluency:
 - Incorporation of data/statistical analysis
 - Professional report templates
 - Cloud-based teamwork and collaboration
- Project Management

Assessment:

This course conforms to the University Assessment Norms approved at Academic Board and located at: <https://www.richmond.ac.uk/university-policies/>

Teaching Methodology:

This is an experiential learning program, so in addition to some classroom teaching in the form of lectures and seminars, students learn and develop new skills whilst in the community and under supervision of the faculty supervisor. The faculty supervisor acts as mentor and guide during the service learning.

The faculty supervisor will provide feedback on the learning logs on a weekly basis, and one-to-one tutorials at key points. Deadlines are set for progress report submissions as well as other forms of assessment such as reports / videos or presentations. Additional screenings viewings and field trips may be required.

Indicative Text(s):

Jacoby, B. and Howard, J., 2015. *Service-Learning Essentials*. San Francisco, CA: John Wiley & Sons

Ahmed, Z., Nawaz, A. and Khan, I. (2016). Leadership Theories and Styles: A Literature Review. *Journal of Resources Development and Management*. 16. Available at:

<https://www.researchgate.net/publication/293885908_Leadership_Theories_and_Styles_A_Literature_Review> (Accessed: 2 November 2020).

Ash S, Clayton P, (2009) 'Generating, Deepening, and Documenting Learning: The Power of Critical Reflection in Applied Learning' *Journal of Applied Learning in Higher Education* Vol. 1, Fall 2009 25-48

Manzini E, (2015) *Design, When Everybody Designs: An Introduction to Design for Social Innovation (Design Thinking, Design Theory)* MIT Press

Cauthen, T., 2016. Developing Socially Responsible Leaders in Academic Settings. *New Directions for Higher Education*, 2016(174), pp.69-78.

Conger, J., 2013. Mind the Gaps: What Limits the Impact of Leadership Education. *Journal of Leadership Studies*, [online] 6(4), pp.77-83. Available at: <<https://onlinelibrary.wiley.com/doi/epdf/10.1002/jls.21270>>.

Jackson, D., 2016. Developing pre-professional identity in undergraduates through work-integrated learning. *Higher Education*, 74(5), pp.833-853.

Mathews, J. (2016). New-Genre Leadership Theories: An Overview. *IUP HRM Review*. XII. 21-41. Available at: <https://www.researchgate.net/publication/315379961_New-Genre_Leadership_Theories_An_Overview> (Accessed 2 November 2020)

Soria, K, 2018. *Bridging the Divide: Addressing Social Class Disparities In Higher Education*. [online] Association of American Colleges & Universities. Available at: <<https://www.aacu.org/diversitydemocracy/2018/fall/soria>> [Accessed 15 June 2020].

Malhotra D, Bazerman M (2008) *Negotiation Genius: How to Overcome Obstacles and Achieve Brilliant Results at the Bargaining Table and Beyond* Bantam Dell Publishing Group, Div of Random House, Inc.

Münster M, (2021) *I'm afraid Debbie from marketing has left for the day – how to use Behavioural Design to create change in the real world.* Laurence King publishing UK.

See syllabus for complete reading list

Change Log for this CSD:

Nature of Change	Date Approved & Approval Body (School or AB)	Change Actioned by Registry Services
October 2021. Minor adjustment to course description, LOs and Indicative content to align with the other SL courses.		
