

NEW COURSE FORM

1. General Information.

- a. Submitted by the College of: Agriculture Today's Date: 9/17/2010
- b. Department/Division: Community & Leadership Development
- c. Contact person name: Dr. Kris Ricketts Email: k.ricketts@uky.edu Phone: 7-3767
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: _____

2. Designation and Description of Proposed Course.

- a. Prefix and Number: CLD 530
- b. Full Title: Fundamentals of Organizational Leadership
- c. Transcript Title (if full title is more than 40 characters): _____
- d. To be Cross-Listed² with (Prefix and Number): _____

e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

(3 hrs) Lecture Laboratory¹ Recitation Discussion Indep. Study
 Clinical Colloquium Practicum Research Residency
 Seminar Studio Other – Please explain: _____

f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail

g. Number of credits: 3

h. 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

i. Course Description for Bulletin:

This course examines the existing and emerging knowledge base for leadership within organizations. Leadership and motivation of others requires individuals to go beyond their basic knowledge of managing others and learn how cultures, structures, and individuals in organizations interact within the system. This course highlights correlations with organizational behavior, team building, and collaborative leadership styles. In this class, students will explore organizational culture, team synergy and individual leadership capital.

j. Prerequisites, if any: Major standing in CLD or graduate student status.

k. Will this course also be offered through Distance Learning? YES⁴ NO

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

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, represents at least 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.

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3. Will this course be taught off campus? YES NO
4. Frequency of Course Offering.
- a. Course will be offered (check all that apply): Fall Spring Summer
- b. Will the course be offered every year? YES NO
- If NO, explain: This course will be offered every other year as part of the "additional courses" that CLD students will select from for a total of 18 hours in the program.
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? 35
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 requirement⁵ for ANY program? YES NO
- If YES⁵, list affected programs: _____
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) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)
- 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.

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

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Signature Routing Log

General Information:

Course Prefix and Number: CLD 530

Proposal Contact Person Name: Dr. Rick Maurer

Phone: 7-7582

Email:
richard.maurer@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Dept. Faculty	8/20/10	Cory Hansen 7-7586 jhansen@uky.edu	[Signature]
UCC-COA	10/29/10	Larry Grabau 718851 @ uky.edu	[Signature] 10/27/10
		1 1	
GCC-COA	10/29/10	" " " "	[Signature]
(Graduate)		1 1	11/27/10

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council	2/15/2011		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

CLD 530 – Fundamentals of Organizational Leadership

Spring 2013

Course Instructor

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

Class Meetings

Tuesdays & Thursdays
11:00 – 12:15 PM
N10, Ag North

Office Hours

10 – 11:30 AM, Mondays
1 – 2:30 PM, Tuesdays

Course Description¹:

The primary focus of this course is to examine the existing and emerging knowledge base for leadership within organizations. Leadership and motivation of others requires individuals to go beyond their basic knowledge of managing others and learn how cultures, structures, and individuals in organizations interact within the system. This course relies on the foundation of theoretical concepts and structures learned in prior CLD leadership courses. This course expands on the theories to highlight correlations with organizational behavior, team building, and collaborative leadership styles. In this class, students will explore organizational culture, team synergy, and individual leadership capital.

Student Learning Outcomes:

Having successfully completed this course, you will be able to:

- Identify, define, and develop personal vision, mission, and goals.
- Discriminate among essential components and stages of team development.
- Examine the advantages and disadvantages of working with others.
- Identify elements of effective and ineffective leadership behaviors within the context of organizations.
- Identify elements of organizational culture, as well as the important role the leader plays in organizational culture.
- Integrate main leadership concepts with case study situations.
- Employ effective skills in the areas of communications, group dynamics, team building, and other areas related to leadership development.

Required Textbooks:

- Collins, J. C. (2001). *Good to great*. New York: Harper Business. ISBN: 0066620996
- Robbins, S. P., & Judge, T. A. (2010). *Organizational behavior (14th ed.)*. Upper Saddle River, NJ: Prentice-Hall, Inc. ISBN: 0136124011

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.

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

¹The 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.

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.

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 2009-2010* 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.
- 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 or 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. I expect you to be here for class because we have in-class discussions and activities.

Class Structure

In order to achieve the course learning objectives, this course incorporates a Team-Based Learning (TBL) approach. TBL is a special type of small group facilitation, which differs from cooperative learning or group activities. The strategy integrates a case study and applied learning approach throughout the entire semester, with student teams remaining intact for all of the small group discussions and assignments. One of the advantages of the TBL approach is that class time is more engaging and interactive with less time spent on lecture and more time working on case studies and group assignments.

Summary of Expectations:

Show up on time. Be prepared. Listen. Participate. Think. Challenge. Submit your best work. Grow.

Reading Assignments: - Additional Readings may be added during the semester

You will want to have all reading assignments complete before the date listed for the Readiness Assurance Test (RAT). "OB" is the abbreviation for the *Organizational Behavior* textbook; "GTG" is the abbreviation for *Good to Great*. Additional readings and resources will be posted in *Blackboard*.

Unit #1 – Introduction to Organizational Leadership – RAT WEEK 2

OB, Chapter 1: What is Organizational Behavior?

GTG, Chapter 1: Good is the Enemy of Great

Turner & Haslam (2001): "The Nature of Organizational Leadership" (Chapter 1)

Unit #2 – Dynamic One: The Individual – RAT WEEK 4

OB, Chapter 2: Foundations of Individual Behavior

OB, Chapter 4: Personality and Values

OB, Chapter 5: Perception and Individual Decision Making

OB, Chapter 6: Motivation Concepts

OB, Chapter 8: Emotions and Moods

Unit #3 – Dynamic Two: The Group – RAT WEEK 6

OB, Chapter 9: Foundations of Group Behavior

OB, Chapter 10: Understanding Work Teams

OB, Chapter 12: Basic Approaches to Leadership

OB, Chapter 13: Contemporary Issues in Leadership

OB, Chapter 15: Conflict and Negotiation

Unit #4 – Dynamic Three: The Organization– RAT WEEK 9

OB, Chapter 16: Foundations of Organizational Structure

OB, Chapter 17: Organizational Culture

OB, Chapter 19: Organizational Change and Stress Management

Yukl (2008): "How Leaders Influence Organizational Effectiveness"

Unit #5 – From Good to Great – WEEK 11

GTG, Chapter 2: Level 5 Leadership

GTG, Chapter 3: First Who... Then What

GTG, Chapter 4: Confront the Brutal Facts

GTG, Chapter 5: The Hedgehog Concept

GTG, Chapter 6: A Culture of Discipline

GTG, Chapter 7: Technology Accelerators

GTG, Chapter 8: The Flywheel and the Doom Loop

Course Assignments and Expectations:

Individual Assignments

1. Readiness Assurance Tests

The first in-class activity in each instructional unit is the Readiness Assurance Test (RAT) over the set of assigned readings for that unit. The RATs will typically consist of short true-false or multiple choice questions that assess awareness and understanding of the key concepts from the readings. Each RAT will first be taken individually and then as a team. The individual test will be submitted for scoring prior to starting the team test.

2. Leadership Blog

Throughout the semester, you will observe leadership in action, through both case studies and your team's organization review. Your learning from these experiences will be enhanced with critical reflection. The leadership blog assignment is intended to facilitate and capture those reflections. At least one blog entry is required for each unit of the course, and that entry should reflect concepts from the unit. Blog entries should follow a "what?", "so what?", "now what?" format. Specific expectations will be shared in class and on *Blackboard*.

3. Reel Leadership Paper

During the final weeks of the course, we will watch (in class) a movie that highlights many of the concepts addressed in this course. In response to the movie, you will write a paper (of about 1500 words) that discusses the points of the movie that are relevant to this class. This paper will serve as your final exam. Accordingly, you should highlight concepts from all units of the course. A detailed rubric will be provided on *Blackboard*.

Team Assignments

1. Readiness Assurance Tests

During the team test, group members must reach agreement on each question. The discussion required to choose a team answer serves both as an excellent review of readings and provides the opportunity for peer teaching.

2. Case Study Responses and Group Activities

Case studies and group activities will be used throughout the semester to reinforce key concepts from the readings. Your team will be evaluated based on responses to the case studies and activities. In some instances, the responses will be written and evaluated with a grading rubric; in other instances credit will be given for participation (without any written submission required.)

3. Organization Review Project

As a team, you will conduct an in-depth examination of a local organization. The selected organization must be approved by the instructor. The organization review should include interviews with the organization's leadership, investigation of the organization's culture, and analysis of the structure of the organization. In order to obtain a complete picture of the organization, multiple visits will be necessary. Your team should approach this project from the perspective of a consultant group, analyzing the organization in light the concepts learned from this class. The final report should include recommendations for how to move the organization from good to great.

Team Contribution – Peer Evaluation

At the midpoint and end of the semester, each individual will anonymously rate the helpfulness of all the **other** members of their team. Individual Team Contribution scores will be the average of the points they receive from the members of their team. The criteria for rating will include the following:

- *Contribution (Team Player)*: knows when to be a leader and a follower; keeps an open mind; compromises when appropriate; can take criticism; respects others.

- *Passion (Helps Group Excel)*: expresses great interest in group success by evaluating ideas and suggestions; initiates problem solving; influences and encourages other to set high standards; doesn't accept just any idea but looks for the best ideas; stays motivated from beginning to end of projects.
- *Participation & Communication*: articulates ideas effectively when speaking or writing; submits papers without grammatical errors; listens to others; encourages others to talk; persuasive when appropriate.
- *Preparation*: prepared for class/team meetings; has read course material and understands the issues and subject matter; completes team assignments on time; attends and is on time for class/team meetings.

GRADUATE STUDENTS ONLY:

Organizational Case Study Development

Within this course, graduate students get the unique opportunity to explore organizations and leadership a bit more thoroughly through this project. For the project, each student will choose a business and design a working case study surrounding the leadership, change, organizational culture, and other aspects that impact major leadership decisions. The final product will be a case study, discussion questions and answers that can be used as a class exercise. More details will be forthcoming within class.

This activity will be assigned a percentage grade and will count for 20% of your total grade.

Grading Requirements and Procedures:

Grading Criteria

Scores in three major performance areas will determine the grades in this class: **Individual Performance**, **Team Performance**, and **Team Contribution**. The percentage of the final course grade that will be determined by each performance area will be determined through class discussion during the first class meeting. The procedure will be as follows:

- 1) Teams set preliminary weights in each area and select a member to meet with other team representatives.
- 2) Team representatives will meet in the center of the room and develop a **consensus** (i.e. each representative has to be in agreement) about the grade weights for the class as a whole.
- 3) The only limitations on your grade weight decisions are those identified in the chart below.

Grade Weights:	% within area	% of total
1. Individual Performance (40-80%)		<u>50</u> %
a. Individual Readiness Assurance Tests (0-60%)	<u>30</u> %	
b. Leadership Blog (10-40%)	<u>30</u> %	
c. Reel Leadership Paper (20-80%)	<u>40</u> %	
	100%	
2. Team Performance (10-50%)		<u>30</u> %
a. Team Readiness Assurance Tests	25%	
b. Case Study Responses and Group Activities	25%	
c. Organization Review Project	50%	
	100%	
3. Team Contribution (10-50%)		<u>20</u> %
Total		100%

Determination of Final Grades

The final grades will be determined for each student as follows: 1) a percentage score total will be computed in each performance, 2) the student's total score will be computed by multiplying the percentage score in each area by the grade "weight" set by the class, 3) the resulting percentages in each major performance area will be added and reported as a letter grade, based on the following scale:

Graduate students: A = 100% - 94%; B = 93% - 85%; C = 84% - 75%; E = 74% or below.

Undergraduate students: A = 100% - 90%; B = 89% - 80%; C = 79% - 70%; D = 69% - 60%; E = 59% or below.