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MAY 6 2013

OFFICE OF THE  
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: AGRICULTURE

Date Submitted: 5/6/2013

1b. Department/Division: Community &amp; Leadership Development

1c. Contact Person

Name: Dr. Rosalind Harris

Email: rharris@uky.edu

Phone: 859-257-7584

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

**2. Designation and Description of Proposed Course**

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: CLD 660

2c. Full Title: Advanced Leadership Theory and Practice

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

SEMINAR: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course has been designed to introduce the theoretical and research foundation of leadership studies through current journal articles and text chapters and also emphasizes multiple dimensions and contexts that influence leadership dynamics.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 15

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: Community & Leadership Development

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

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: No

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|GHANSEN|Gary L Hansen|Dept approval for ZCOURSE\_NEW CLD 660|20130221

SIGNATURE|LGRABAU|Larry J Grabau|College approval for ZCOURSE\_NEW CLD 660|20130221

SIGNATURE|ZNNIKO0|Roshan N Nikou|Graduate Council approval for ZCOURSE\_NEW CLD 660|20130413

Courses	Request Tracking
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### New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate F

Attachments:

Upload File

	ID	Attachment
Delete	1401	CLD 660 Syllabus.docx

First 1 Last

Select saved project to retrieve...

(\*denotes required fields)

#### 1. General Information

- a. \* Submitted by the College of: AGRICULTURE Today's Date: 5/6/2013
- b. \* Department/Division: Community & Leadership Development
- c.
  - \* Contact Person Name: Dr. Rosalind Harris Email: rharris@uky.edu Phone: 859-257-7584
  - \* Responsible Faculty ID (if different from Contact): Email: Phone:
- d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year<sup>1</sup>
- e. Should this course be a UK Core Course?  Yes  No  
 If YES, check the areas that apply:
  - Inquiry - Arts & Creativity  Composition & Communications - II
  - Inquiry - Humanities  Quantitative Foundations
  - Inquiry - Nat/Math/Phys Sci  Statistical Inferential Reasoning
  - Inquiry - Social Sciences  U.S. Citizenship, Community, Diversity
  - Composition & Communications - I  Global Dynamics

#### 2. Designation and Description of Proposed Course.

- a. \* Will this course also be offered through Distance Learning?  Yes<sup>1</sup>  No
- b. \* Prefix and Number: CLD 660
- c. \* Full Title: Advanced Leadership Theory and Practice
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed<sup>2</sup> with (Prefix and Number):
- f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.
 

Lecture	Laboratory <sup>4</sup>	Recitation	Discussion
Indep. Study	Clinical	Colloquium	Practicum
Research	Residency	3 Seminar	Studio
Other	If Other, Please explain:		
- g. \* Identify a grading system:  Letter (A, B, C, etc.)  Pass/Fail
- h. \* Number of credits: 3
- i. \* 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

## j. \* Course Description for Bulletin:

This course has been designed to introduce the theoretical and research foundation of leadership studies through current journal articles and text chapters and also emphasizes multiple dimensions and contexts that influence leadership dynamics.

## k. Prerequisites, if any:

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

3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address:

## 4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain:

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? 15

## 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 requirement<sup>2</sup> for ANY program?  Yes  No

If YES<sup>2</sup>, list affected programs:

Community & Leadership Development

## 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) Ident additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if app 10.a above) are attached.

- Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- The chair of the cross-listing department must sign off on the Signature Roving Log.
- 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, are two hours per week for a semester for one credit hour. (from SR 6.2.1)
- You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- In order to change a program, a program change form must also be submitted.

Rev 8/09

[Submit as New Proposal](#)   [Save Current Changes](#)   [Delete Form Data and Attachments](#)

**ADVANCED LEADERSHIP THEORY AND PRACTICE  
CLD 660-001**

**Instructor: Dr. Patricia Dyk  
709 Garrigus Building  
Email: [pdyk@uky.edu](mailto:pdyk@uky.edu)  
Phone: 859-257-3228  
Office Hours: By appointment**

**TIME AND LOCATION: Tuesday 5:00 – 7:30 p.m.  
108 Garrigus Building**

**COURSE DESCRIPTION:**

This course explores the theoretical and research foundation of leadership studies while emphasizing individual, group and organizational dimensions and contexts that influence leadership dynamics.

**STUDENT LEARNING OUTCOMES:**

This graduate level leadership course will:

- Ground participants in the scholarship of leadership studies, including theoretical discussions, interdisciplinary approaches, and methodological issues
- Expand appreciation of the dynamics of leadership development, and
- Blend discussions of research and theory with practical suggestions for improving students' leadership effectiveness.

This course has been designed to introduce the theoretical and research foundation of leadership studies through current journal articles and text chapters and also emphasizes multiple dimensions and contexts that influence leadership dynamics. Hence, it is hoped that students will be engaged in their own personal leadership development journey through reflection on course content and application assignments. Students are strongly encouraged to keep a Leadership Journal during the course. The journal entries will be the personal work of each student and not shared with the class or instructor. By noting insights, scores on various assessments, reflections on group processes each course participant will document their own development process.

**REQUIRED MATERIALS:**

Course Text: *Leadership: A Communication Perspective, Fifth Edition* Michael Z. Hackman and Craig E. Johnson (2008) ISBN 13: 978-1-57766-579-3

Additional articles will be placed on e-reserves.

Participation in a Leadership Dynamics workshop during Week Ten to implement frameworks and skills discussed during the course.

Assignments will be due at the beginning of the class period indicated in the syllabus. Late assignments will be penalized by a 10% reduction in grade for each day late except in the case of an excused absence in accordance with Senate Policy.

## SUMMARY DESCRIPTION OF COURSE ASSIGNMENTS

### Application Assignments:

1. Autobiographical Leadership Inventory – a self survey instrument will be distributed for completion prior to class discussion to focus your attention on your own skills and prior experiences.
2. Organization Mission and Vision Analysis

**Objective:** To analyze the vision and mission of an organization that you are associated with and to consider how well leaders have communicated these to the group members.

This assignment stems from Chapter 4 on Transformational and Charismatic Leadership. Product: 4-5 page paper addressing items in detailed assignment instructions to be distributed.

3. Leadership in You: Web Mapping Tool

**Objective:** To identify 7 essential leadership characteristics and analyze your and two others' assessment of your leadership development. There are four steps to this project:

- a. Review the lecture notes posted by MIT Professor Ghosh through MIT's OpenCourseWare website. This will give you an interesting perspective on leadership from an engineering point of view and provide another framework of leadership concepts.
- b. The last section of this presentation includes the "web" mapping tool (slides 26-28). <http://ocw.mit.edu/NR/rdonlyres/Engineering-Systems-Division/ESD-801Fall-2005/C1439DA4-98E4-4A94-83AD-FA68665128F3/0/mitleaderexhibit.pdf>
- c. Design your Web
- d. Web analysis written product

4. Reflections on Equine Guided Leadership Education

**Objective:** To gain insights into leadership development through an experiential education Leadership Dynamics workshop.

- a. Review the Executive Summary of Otto Scharmer's book on the Theory U process: [http://www.theoryu.com/documents/Theory\\_U\\_Exec\\_Summary.pdf](http://www.theoryu.com/documents/Theory_U_Exec_Summary.pdf)
- b. Written product – 4+ pages Several questions will be provided to guide you as you prepare your reflective paper.

### Book Analysis:

**Objective:** To become a more critical thinker with respect to leadership publications by applying your knowledge of theoretical frameworks as a tool in the analysis of a popular leadership book.

The argument has been made that many 'pop' leadership books lack a research base or theoretical framework. Your task is to read a leadership book, identify the key leadership concepts and determine which framework might best be used to explain the information conveyed.



- Select a popular (animal/fish/other metaphor related) leadership book to read and critique.
- Identify the intended audience and key leadership message of the book.
- Describe key concepts (behaviors, traits, processes, relationships, etc.) that the book focuses on.
- Utilize the readings through Week Six to compare theoretical frameworks to your identified key concepts.
- Write a 4-6 page paper discussing your findings.
- Prepare a one page summary chart of key concepts identified in the book linked to the key concepts of the theoretical approach that most closely fits your findings.

### Capstone Project:

**Objectives:** Through this capstone project students will have the opportunity to:

- Synthesize material covered during the semester
- Gain experience developing a theoretically based leadership development presentation
- Reflect on their own process of communicating leadership dynamics

This is a multi-faceted capstone project that is designed to integrate the *Leadership Theory and Dynamics* course material with your own professional interests and provide you with a module that you can use in future educational/training opportunities. It will socialize you into the culture of grant proposals and master's level creative projects.

Detailed specifics of the assignment will be distributed by the third week of classes but components of the project will include:

1. Capstone Proposal – This one-page document needs to identify:

- Audience
- 2 key learning objectives - Think about your answer to the following:  
*At the end of this session, participants will be able to .....*
- Theoretical framework
- Why this topic is important
- The direction you're planning on taking for the participatory exercise

2. Paper (7-10 pages) This written product will have two sections:

Part A: Description of the topic

Theoretical framework – Describe the framework you are relying upon to explain the centrality/importance of the leadership concept(s) you are focusing on.

Literature review – how have other scholars and/or practitioners approached the topic. What evidence exists for this being an aspect of leadership development that should be taught, reinforced, and practiced?

Objectives - What are the objectives of your participatory exercise?

Process - How will you teach/train the participants?

Impact - How will you know if you've been successful in communicating the leadership concept(s) to the audience?

Part B: Reflection (2 pages) Consider your own journey through the assignment.

3. Handout – 1 page (can be front/back) for distribution to presentation attendees either as you make your presentation or at the conclusion. This should contain information that will be useful as a reference document. So include a brief summary of your topic, learning objectives, key references/resources, and anything you think is pertinent to the presentation.

4. Oral presentation (PowerPoint presentations can be accommodated)

You will have 45 minutes (take the whole time and do not go over)

Lead the group in a participatory exercise that reinforces, puts into practice, and/or develops critical thinking about the topic  
Engage in a discussion with faculty/graduate students in attendance

**COURSE EVALUATION:**

Weekly class participation 12 x 3	36%
4 Application assignments	24%
Book Analysis (theoretical critique)	10%
Capstone Project - Leadership Development Module	<u>30%</u> 100%

Grading: A: 92-100%; B: 84-91%; C: 76-83%; E: < 76%

**COURSE POLICIES:**

Excused Absences: Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences: Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity: Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability: If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

## TENTATIVE COURSE SCHEDULE:

### Week One Leadership Overview

*An Intellectual History of Leadership Studies: The Role of James MacGregor Burns* by Georgia Sorenson

*The Search for Worthy Leadership* by A. Dale Thompson, Myranda Grahek, Ryan Phillips & Cara L. Fay (Leadership Worth Following, LLC)

Chapter 1 – *Leadership and Communication* (Hackman & Johnson text)

### Week Two Leadership Theory Overview

*The Theory and Metatheory of Leadership: The Important but Contested Nature of Theory* by Mark C. Walker

Theory U - [http://www.theoryu.com/documents/Theory\\_U\\_Exec\\_Summary.pdf](http://www.theoryu.com/documents/Theory_U_Exec_Summary.pdf)

**Assignment #1 Due – Autobiographic Leadership Inventory**

### Week Three Leadership Dimensions

Chapter 2 – Leadership and Followership Communication Styles

Chapter 3 – Traits, Situational, and Functional Leadership

### Week Four Transformational and Charismatic Leadership

Chapter 4 – Transformational and Charismatic Leadership

*Authentic Leadership Development: Getting to the root of positive forms of leadership* by Avolio and Gardner

*Charisma, Positive Emotions and Mood Contagion* by Bono and Ilies

*The Role, Function, and Contribution of Attribution Theory to Leadership: A Review* by Martinko, Harvey & Douglas

### Week Five Leadership and Diversity

Chapter 10 – Leadership and Diversity

*Disrupting Gender, Revising Leadership* by Meyerson, Ely, & Wernick

*Best Practices in Cross-Cultural Leadership* by Teagarden

### Week Six Leadership Analysis

*Leadership and Levels of Analysis: A state-of-the-science review* by Yammarino, Dionne, Chun & Dansereau

**Assignment #2 - Organization Mission and Vision Analysis**

### Week Seven

Read and analyze book selected for theoretical critique

**Book Analysis due**

### Week Eight Leadership and Power

*The Toxic Triangle: Destructive leaders, susceptible followers, and conducive environments* by Padilla, Hogan & Kaiser

Chapter 5 – Leadership and Power

**Assignment #3 Due – Leadership in You: Web Mapping Tool**

**Week Nine Interpersonal Dimensions**

Chapter 6 – Leadership and Influence

Chapter 7 – Leadership in Groups and Teams

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**Spring Break**

**Week Ten**

**Saturday Meeting: 9am – 3pm – Leadership Dynamics Workshop**

**Week Eleven Organizational Leadership**

Chapter 8 – Leadership in Organizations

*The Ties that Lead: A social network approach to leadership* by Balkundi & Kilduff

*Distinctive Characteristics of Successful Leaders of Voluntary Organizations* by O'Connell

**Assignment #4 – Due - Reflections on Leadership Dynamics Workshop**

**Week Twelve Public Leadership**

Chapter 9 – Public Leadership

Chapter 11 – Ethical Leadership and Followership

Additional weblinks

**Week Thirteen Leadership Development**

*A New Paradigm for a New Leadership* by Margaret Wheatley

Chapter 12 – Leadership Development

**Week Fourteen**

**Capstone Projects presentations and papers due**