**UNIVERSITY COLLEGE**

**University College Curriculum Committee**

**Contact: Nevil Speer**

DATE: September 20, 2011

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| Type of Item | Description of Item |
| Action | Proposal To Create A New Course  Item: LEAD 440 Leading Teams  Contact: John Baker  John.baker1@wku.edu  745 - 5149 |
| Action | Proposal To Create A New Course  Item: LEAD 450 Leadership in Global Contexts  Contact: Cecile Garmon  Cecile.garmon@wku.edu  745-6673 |
| Action | Proposal To Create A New Minor Program  Item: Leadership Studies  Contact: John Baker  John.baker1@wku.edu  745 - 5149 |

Proposal Date: September 19, 2011

**University College**

**Leadership Studies Program**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: John Baker, john.baker1@wku.edu, 745-5149

**1. Identification of proposed course:**

* 1. Course prefix (subject area) and number: LEAD 440
  2. Course title: Leading Teams
  3. Abbreviated course title: Leading Teams

1.4 Credit hours and contact hours: 3 credit hours

1.5 Type of course: S—Seminar

1.6 Prerequisites: LEAD 200, Introduction to Leadership Studies, or

instructor’s permission

1.7 Course catalog listing: Study of issues impacting team leaders and members; emphasis on examining and analyzing solutions for effective team leadership.

**2. Rationale:**

* 1. Reason for developing the proposed course: LEAD 440 would provide students a deliberate focus on aspects of effective team leadership useful when students engage in club, intramural, and varsity teams. Many potential employers utilize a team-concept organization; LEAD 440 would provide students competencies and skills to interact and lead teams in professional contexts. A 400 level leadership elective would provide students needed options when pursuing an Organizational Leadership major at WKU’s regional campuses. This course will be primarily offered online and targeted towards the regional campuses.
  2. Projected enrollment in the proposed course: 20 to 30 per semester based on previous experience with upper-division electives in Leadership Studies. The course will be available to the entire campus and is expected to tap into regional campus enrollment.
  3. Relationship of the proposed course to courses now offered by the

department: Students receive an overview of team leadership when enrolled in LEAD 200. This particular course is designed to build upon the concepts of team leadership in a deeper, more meaningful manner as compared to LEAD 200.

* 1. Relationship of the proposed course to courses offered in other departments: MIL 202, Team Building and Military Doctrine is content specific; SOCL 310, Behavior in Small Groups does not provide a deliberate focus on leadership. Leadership Studies has made contact with the respective departments regarding this proposal and no objections about duplication have been raised.
  2. Relationship of the proposed course to courses offered in other institutions: After examining premier leadership studies programs across the country, we have identified the following institutions as having courses that are similar:

Penn State University

AEE 370 Leadership Development for Small Groups

University of Richmond, Jepson School of Leadership

LDST 351 Group Dynamics

**Purdue University**

**OLS 388 Leadership Through Teams**

**3. Discussion of proposed course:**

* 1. Course objectives: Upon completion of the course students will be able to:
* analyze team processes to enhance the effectiveness of team leaders and team members in organizations;
* gain an understanding of effective team leader behaviors to mold team members into high performance teams;
* apply conflict management strategies to solve issues among team members;
* evaluate interpersonal skills in leading team members;
* analyze and evaluate dysfunctional teams.
  1. Content outline:
* Classical readings in leadership theory, approaches and models;
* Models of team leadership;
* Models of conflict management;
* Effective team leader behaviors;
* Team leader interpersonal competencies and skills;
* Dysfunctional teams;
* Current team leadership cases and topics;
* Other topics as determined by student interest and current events.
  1. Student expectations and requirements: Student expectations may include reading assigned academic journal articles and text materials, participating actively in class discussions, leading class discussions on assigned topics, completing written reviews of literature, and conducting analyses of team leadership case studies. A midterm and a final exam may assess student understanding of course content.
  2. Tentative texts and course materials:

Huszczo, G.E. (2004). *Tools for team leadership*. London: Nichols Bealey

Publishing

Lencioni, P.(2002). *The five dysfunctions of a team.* San Francisco: John

Wiley & Sons

Runde, C.E. & Flanagan, T.A. (2008). *Building conflict competent teams*.

San Francisco: John Wiley & Sons

Other readings (e.g., journal articles, book chapters) assigned as appropriate.

**4. Resources:** adequate.

* 1. Library resources: Currently inadequate but necessary titles have been ordered and will be added to the collection at which point resources will be considered “adequate” - see Library Resource Form.
  2. Computer resources: adequate.

**5. Budget implications:** none.

* 1. Proposed method of staffing: Current Leadership Studies faculty will be responsible for teaching the course. The University College has committed to providing additional resources to support LEAD 440 should the teaching and advising requirements exceed the capacity of the Leadership Studies program.
  2. Special equipment needed: none.
  3. Expendable materials needed: none.
  4. Laboratory materials needed: none.

**6. Proposed term for implementation:** Fall 2012.

**7. Dates of prior committee approvals:**

Leadership Studies Program 9/15/11

University College Curriculum Committee 10/3/11

Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_

University Senate \_\_\_\_\_\_\_\_\_\_\_

**Attachment: Bibliography, Library Resources Form**, **Course Inventory Form**

**Bibliography**

**Lead 440**

Barge, J. K. (1994). *Leadership: Communication Skills for Organizations and Groups.*

New York: St. Martin’s Press.

Barna, G. (2001). *The Power of Team Leadership: Achieving Success Through Shared*

*Responsibility*. New York: Random House Inc..

Bellman, G. M. (1992). *Getting Things Done When You Are Not in Charge: How to*

*Succeed from A Support Position*. San Francisco: Berrett-Koehler Publishers.

Bennis, W. G. (1985). *Leaders: The Strategies for Taking Charge*. New York: Harper &

Row.

Harrington-Mackin, D. (1994). *The Team Building Tool Kit*. New York: American

Management Association.

Hesselbein, F. and Johnston, R., editors (2002). *A Leader to Leader Guide On High-*

*Performance Organizations*. New York: Jossey-Bass.

Isgar, T. (1995). *The Ten Minute Team: 10 Steps to Building High Performing Teams*.

Boulder, CO: Seluera Press.

Maddux, R. B. (1992). *Team Building: An Exercise in Leadership* (rev. ed.). Menlo Park,

CA: Crisp.

Maxwell, John C.(2001). *The 17 Indisputable Laws of Teamwork: Embrace Them and*

*Empower Your Team*. Nashville: Thomas Nelson.

Miller, C. (1995). *The Empowered Leader*. Nashville: Broadman & Holman.

Montebello, A. R. (1994). *Work Teams That Work: Skills for Managing Across the*

*Organization*. Minneapolis: Best Sellers Publishing.

Parker, G. (1999). *Team Players and Teamwork*, San Francisco: Jossey-Bass.

Sanborn, M. (1992) *Teambuilt: Making Teamwork Work*. New York: Mastermedia

Limited.

Scholtes, P. (1988). *The Team Handbook*. Joiner Associates.

Proposal Date: 9/19/11

**University College**

**Department of Leadership Studies**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Cecile Garmon, [cecile.garmon@wku.edu](mailto:cecile.garmon@wku.edu), 745 6673

**1. Identification of proposed course:**

* 1. Course prefix (subject area) and number: LEAD 450
  2. Course title: Leadership in Global Contexts
  3. Abbreviated course title: LeadGlobalContexts
  4. Credit hours and contact hours: 3
  5. Type of course: S
  6. Prerequisites/corequisites: either LEAD 200 or LEAD 300 or permission of instructor
  7. Course catalog listing: Study and analysis of cultural impacts on successful leadership in various global areas. Focus on cultural theories and models which influence leadership across contexts.

**2. Rationale:**

* 1. Reason for developing the proposed course: This course supports the WKU mission of leadership and international reach. WKU graduates should have an understanding of the ways in which leadership varies depending on cultural and environmental factors. This course supports the growing focus on leadership in the globalized world and in multiple contexts, e.g., political, business, education, non-profit sectors. This course will be primarily offered online and targeted towards the regional campuses.
  2. Projected enrollment in the proposed course: 20 to 30 per semester based on previous experience with upper-division electives in Leadership Studies. The course will be available to the entire campus and is expected to tap into regional campus enrollment.
  3. Relationship of the proposed course to courses now offered by the department: Provides support for a new BS in Organizational Leadership, and a proposed minor in Leadership Studies. Contributes greater range of focus to the study of leadership. Adds a new 400-level course to complement the current set of courses. This particular course is designed to build upon the concepts of cultural impacts on leadership in a deeper, more meaningful manner as compared to LEAD 200.
  4. Relationship of the proposed course to courses offered in other departments:

No other similar course is offered at WKU. Leadership Studies has made contact with the respective departments regarding this proposal and no objections about duplication have been raised.

* 1. Relationship of the proposed course to courses offered in other institutions:

Other institutions which offer such courses include:

Massachusetts Institute of Technology: 15.996 Cross-cultural Leadership

University of Maryland: EDCP 318K: Leadership in a Global Context

**3. Discussion of proposed course:**

3.1 Course objectives:

* Learn to recognize the cultural impact on leadership styles and behaviors.
* Learn to analyze and discuss cultural differences,
* Learn to understand the role of environmental factors on leadership,
* Know the current research on global leadership skills and competencies, and
* Be able to prepare and deliver oral and written reports analyzing the working styles of well known global leaders.
  1. Content outline:
* Cultural theories and models
* Cultural impact on leadership theories and models
* Impact of culture on leadership styles
* Analysis of specific successful leaders in individual global contexts
* Comparison of leadership across cultural boundaries in identified contexts
* Identification and development of individual research topics related to selected global leaders
* Presentation of individual research projects that focus on individual leaders
  1. Student expectations and requirements:

Students will be evaluated on their analyses of assigned leaders. They will have regular online discussions on assigned topics and group projects developed especially for meeting the objectives. Mid-term and final exams and a term project or paper will also be assigned.

* 1. Tentative texts and course materials: Texts such as the following may serve for the course:

Crosby, B. C.( 1990). *Leadership for global citizenship: Building transnational   
 community*. Thousand Oaks. CA: Sage.

Lewis, R. D. (2006). *When cultures collide: Leading across cultures.* Boston: Nicholas  
 Brealey.

Link, W. Corral, T, & Gerzon, M*. Leadership is global: Co-creating a more humane  
 and sustainable world.* Shinnyooen Foundation. Global Leadership Network.

Marquardt, M. J., Berger, N. O. ((2000). Global leaders for the 21st century. Albany,  
 N.Y.: State University of New York.

**4. Resources:**

* 1. Library resources: adequate
  2. Computer resources: adequate

**5. Budget implications:**

* 1. Proposed method of staffing: Current Leadership Studies faculty will be responsible for teaching the course. The University College has committed to providing additional resources to support LEAD 450 should the teaching and advising requirements exceed the capacity of the Leadership Studies program
  2. Special equipment needed: n/a
  3. Expendable materials needed: n/a
  4. Laboratory materials needed: n/a

**6. Proposed term for implementation:** fall 2012

**7. Dates of prior committee approvals:**

Leadership Studies Program 9/15/11

University College Curriculum Committee 10/3/11

Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_

University Senate \_\_\_\_\_\_\_\_\_\_\_

**Attachment: Bibliography, Library Resources Form**, **Course Inventory Form**

References

Hames, R. D. (2007) *The five literacies of global leadership.* San Francisco: Jossey-Bass.

Heifetz, R. A. & Linsky, M*. Leadership on the line: staying alive through the dangers of leading.* Boston:   
 Harvard University Press.

Hisrich, R. D. (2010). International entrepreneurship. Thousand Oaks, CA.: Sage.

Hofstede, G. (1997). *Culture and organizations: software of the mind.* New York: McGraw Hill.

House, R.J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (2007). *Culture, leadership, and  
 organizations: The GLOBE study of 62 societies.* Thousand Oaks, CA: Sage.

Lumby, J. & Coleman, M*.* (2007). *Leadership and diversity: Challenging theory and practice in education.* Thousand Oaks, CA: Sage.

Lederach, J. P. (2004*). Building peace: Sustainable reconciliation in divided societies*. Washington:  
U.S. Institute of Peace Press.

Lengel , L. & Warren, J. T. (2009). *Casting gender: Women and performance in the intercultural   
 contexts.* New York: Peter Lang.

Moodian, M. A. (2009). *Contemporary leadership and intercultural competence: Exploring the cross-   
 cultural dynamics within organizations*. Thousand Oaks, CA.: Sage.

Mooij, M. (1998). *Global marketing and advertising: Understanding global paradoxes*. Thousand Oaks,   
 CA: Sage.

Trompenaars, F. & Hampden-Turner, C. (1998). *Riding the waves of culture: Understanding cultural   
 diversity in global business* (2nd ed). New York: McGraw-Hill.

Proposal Date: September 19, 2011

**University College**

**Leadership Studies Program**

**Proposal to Create a New Minor Program**

**(Action Item)**

Contact Person: John Baker, [john.baker1@wku.edu](file:///C:\Curriculum\Minor%20in%20LS\%20john.baker1@wku.edu), 745-5149

**1. Identification of program:**

* 1. Program title: Leadership Studies
  2. Required hours in minor program: 21 hours
  3. Special information: None.
  4. Catalog description: The minor in Leadership Studies requires 21 semester hours and is applicable to any undergraduate student desiring a minor. Students must earn a grade of “C” or above in the following courses required for this minor: LEAD 200, 325, 330, 395, 400, and two electives chosen in consultation with Leadership Studies advisor.

**2. Rationale:**

* 1. Reason for developing the proposed minor program: Leadership is a subject of importance in all academic disciplines. Kouzes and Posner (2007) stated “Leadership is everyone’s business” illustrating that leadership is a topic that cuts across time and place, as well as traditional disciplinary boundaries.  Leadership is extremely relevant in a broad range of contexts in both the sciences and humanities.  This minor offers students a conceptual understanding of leadership that, when combined with experiential components, provides them with an increased awareness of their role in a world of multi-layered change.
  2. Basis for the projected enrollment: Data collected from 85 undergraduate students enrolled in LEAD 200 during the Spring Term, 2009, indicated that 55% of all students indicated interest in a Moreover, 25% of surveyed students indicated a likelihood of choosing a Leadership Studies as a minor if offered. Overall, 63% of survey students perceived a minor in Leadership Studies as either *Valuable* or *Extremely Valuable*.
  3. Projected enrollment in the proposed minor program: Based on the enrollment in the Leadership Certificate program, we expect 10-20 students per academic year initially, with possible increases over time.
  4. Relationship of the proposed minor program to other programs now offered by the department: The Leadership Studies minor incorporates the Certificate of Leadership Studies and provides a more deliberate focus on leadership-specific content and constructs. Students earning a minor in Leadership Studies are ineligible for the Certificate of Leadership Studies.
  5. Relationship of the proposed minor program to other university programs: The proposed Leadership Studies minor does not duplicate any other program in the university. The Department of Kinesology, Recreation and Sport offers a minor in Outdoor Leadership, but the program is context specific focusing on *theoretical and practical skills necessary to become outdoor professionals and to lead groups responsibly in the backcountry*.
  6. Similar minor programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions). Northern Kentucky University offers a minor in Organizational Leadership consisting of 15 credits. And while several Kentucky and benchmark institutions offer military leadership minors, this minor focuses upon a non-military context and thus does not duplicate that type of content-specific program.

Universities outside of Kentucky, such as Ball State University, California State University - Chico, Middle Tennessee State University, Montclair State University, Missouri State University, and Northern Iowa University offer minor programs in Leadership Studies. Very few institutions offer a minor in Leadership Studies – and only one other in the Commonwealth of Kentucky; such an offering would potentially prove to be a distinct recruitment advantage.

* 1. Relationship of the proposed minor program to the university mission and objectives: The proposed minor is within the vision and mission of WKU and supportive of WKU’s Strategic Guide for 2010 -2012, the broad category of Academic Quality.

**3. Objectives of the proposed minor:**

Students completing a minor in Leadership Studies will:

* + - * + gain an understanding of leadership theories, models, and concepts;
        + apply and analyze personal leadership assessments in various contexts to improve personal leadership competencies and skills;
        + analyze and evaluate effective leadership practices pertaining to change and ethics;
        + examine the impact of culture on leadership in modern contexts;
        + develop effective leadership practices through experiential learning.

**4. Curriculum:** All courses for the proposed Leadership Studies minor are approved and existing courses, scheduled to be offered on an ongoing basis. The minor in Leadership Studies requires a minimum of 21 semester hours. A grade of “C” or above must be earned in all courses required (including electives) for the minor.

LEAD 200 Introduction to Leadership Studies 3 hours

LEAD 325 Leading Change 3 hours

LEAD 330 Leadership Ethics and Decision Making 3 hours

LEAD 395 Contemporary Leadership Issues 3 hours

LEAD 400 Practicum in Leadership 3 hours

Restricted electives chosen in consultation with departmental advisor 6 hours

Total 21 hours

**5. Budget implications:** Leadership Studies relies on faculty from other departments and adjunct faculty to teach LEAD courses and will continue this method of staffing. The University College will provide additional resources to support the minor in Leadership Studies when the teaching and advising requirements exceed the capacity of the Leadership Studies program.

**6. Proposed term for implementation:** Fall 2012

**7. Dates of prior committee approvals:**

Leadership Studies Program 9/15/11

University College Curriculum Committee 10/3/11

Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_

University Senate \_\_\_\_\_\_\_\_\_\_\_

**Attachment: Program Inventory Form**