

**PROPOSAL FOR
AN INTERDISCIPLINARY UNDERGRADUATE MINOR
IN LEADERSHIP STUDIES**

The University of Utah

Fall 2005

Background, Rationale and Objectives

The Importance of Leadership Studies

Leadership is one of the central functions of society in that all sectors and all types of organizations aim to cultivate, perpetuate, and elevate leadership roles. Associated first with genetic and trait models in the 19th century, the multi-disciplinary studies of leadership gradually came to understand the conditions, styles, processes, and best practices of leadership. Most recently, the theory and practice of leadership has featured themes such as team facilitation, mentoring, the transformation of situations and people, the “framing” of ideas and visions, and even mediation or alternative dispute resolution. In fact, the gradual movement of leadership study has been away from the notion that “great leaders are born” and toward a much more interactive and contingent view of leadership behavior in a variety of social contexts.

“Leadership,” like power, is a term which has resonance both in lay vocabularies and in academic discourse. This makes the concepts, principles, and practices of leadership especially amenable to analysis by students. Also like power, leadership is examined from the standpoints of diverse disciplines: including anthropology, communication, education, history, management and organizational behavior, military science, philosophy, political science, psychology, and sociology. Another reason we mention leadership in conjunction with power here is that the former term has been biased in such a way as to neglect the *relationships* between leaders and others (the term “followers” is woefully inadequate). Current models of leadership, such as Burns’ (1978) now-famous formulation of “transformational leadership,” stress the capacity of leaders to cultivate the leadership qualities of others and to encourage leadership to emerge in a variety of ways and situations.

Until fairly recently, the study of “great leaders” has been centered on political, military, religious, and business figures with considerable authority and resources. At the same time, there is no doubt that leadership texts have featured white male western figures (and mostly dead ones). While we have learned a great deal from these cases—and will continue to do so—today we find that the study of leadership is broadening to incorporate knowledge of gender, non-western cultures, and even informal contexts such as neighborhood networks. Especially, it is important that the privilege associated with entrenched notions of leadership be challenged by consideration of the empowerment of disadvantaged groups. This means that the study of leadership should be broadened to encompass issues of difference, the analysis of social movements, and alternative organizational arrangements. The contemporary study of leadership must now come face to face with diverse cultural assumptions underlying our very notions of what “good” or “effective” leadership is. This study requires a deep understanding of social forces and trends as much as it does personal biography.

On the practical level, our society laments the lack of “great leaders,” of admirable role models, of “good examples.” In fact, this complaint is heard about diverse professions from politics to sports to business to entertainment. There is great need to bring together vast multi-disciplinary knowledge to bear on this problem. Bringing together a variety of scholar-teachers for the discussion of leadership issues advances this study far beyond its usual treatment as a topic in a textbook. This is exactly why a number of universities in North America and Europe have created interdisciplinary minors, majors, and even graduate degree programs in leadership studies.

Need at the University of Utah

During Fall 2003, the Office of Orientation and Leadership Development conducted a survey of undergraduate student leaders on campus to assess their interest in earning a minor in Leadership Studies at the University of Utah. Of the 113 respondents, 63.4% were in support of such a minor, while 26.1% were unsure based on the information they currently had about such a program. There appears to be strong interest and support among students and a desire to learn more about such an opportunity. The proposed minor would aim to substantiate the knowledge and experience of students on campus who are already aligned with the practices and study of leadership; namely, ASUU representatives, while reaching a much wider student audience.

Employers and graduate schools are consistently looking for graduates who demonstrate competency and knowledge in leadership specific areas. This minor will seek to provide students with the information and expertise in leadership that will suit them in their pursuits after graduation. Several areas throughout the University campus conduct assessments of students regarding their leadership experiences at the U. One area where students consistently comment on desiring additional opportunities and training is in leadership studies. Offering this minor at the University of Utah will meet the need students have expressed by providing students with an option for gaining academic knowledge in leadership studies.

Specific Request

This proposal seeks to establish an interdisciplinary undergraduate minor in Leadership Studies that is coordinated through the Office of Undergraduate Studies. The proposed minor will offer undergraduate students focused learning opportunities in leadership. Student interest and support of this proposed minor is evident from several assessments conducted at the University since 2000. Currently there is not an undergraduate program offered at the University in this area to meet this need. The minor in Leadership Studies will take advantage of faculty and courses already in place while connecting students with a variety of departments and programs on campus. The Leadership minor could be completed by students to supplement many bachelor degree programs offered at the University of Utah. A stand-alone minor in this area will encourage students to utilize many courses already offered at this institution and thereby strengthen their college transcript as well as enhancing students' development as citizens. In addition, the program will institute creative introductory/gateway and capstone courses.

Program Description

Overview

We propose to create an interdisciplinary minor in Leadership Studies for undergraduate students at the University of Utah. The minor will utilize expertise and courses throughout the university community in an effort to provide students with a variety of opportunities to explore leadership philosophies, theories, case examples, and practices.

Program Goals

- To provide students with the opportunity to engage in discussions surrounding leadership practices
- To allow for students actively to apply what they have learned in a classroom setting to leadership experience
- To provide an innovative, cross-disciplinary experience for students
- To provide a forum for students to engage in service, experiential education and community involvement

Learning Outcomes

→The students will:

- Gain an understanding and exposure to a variety of leadership theories and practices
- Gain opportunities to apply the information they are learning to a practical setting
- Be exposed to the roles ethics, citizenship, integrity and social justice play in leadership
- Demonstrate critical thinking and effective reasoning through their oral and written communication
- Engage in a diverse learning community, increasing their awareness and capability of working in multicultural and global environments.

Program Structure

Prefatory note: The three required courses were developed by the Leadership Studies Minor Steering Committee in 2005, after reviewing related programs and courses at over 20 other universities (**please see Appendix A**) and in consultation with other faculty and with the Office of Student Affairs. Electives were determined through a three stage-process. First, the committee generated a preliminary list of courses and created three categories of courses (ethical and cultural foundations; group, organizational, and community contexts; and practical skills, instruments, and processes). Second, committee representatives contacted deans and department chairs of their respective units to obtain feedback. Third, departments not represented on the committee but perhaps having an interest in the minor, were contacted. Fourth, the list of electives was reviewed by the committee for inclusiveness, balance, and relevance.

Total: 19 credit hours: 10 required; 9 elective

- Required courses – 10 credit hours
 - 1) *Introductory course:* UGS 2020 Foundations in Leadership – 3 credit hours

- 2) *Field Experience*: a new course in Education Leadership and Policy – 4 credit hours
- 3) *Capstone Course*: new course in Undergraduate Studies – 3 credit hours

Please see appendices B, C, and D for course descriptions and outlines.

- Electives – 9 credit hours
Students will complete the minor by choosing one course from each of the following thematic areas or clusters:
 - 1) *Ethical and Cultural Foundations*;
 - 2) *Group, Organizational and Community Contexts*; and
 - 3) *Practical Skills, Instruments, and Processes*. A list of classes in these three areas will be provided for students.

Please see appendix E for a list of these courses.

- Students should work in conjunction with their major advisor and the advisor for the Leadership Studies program in Undergraduate Studies to find courses in this area that best complement their major or fulfill major requirements. To complete the minor in Leadership Studies, the student can take one elective course from their major discipline. The other two elective courses must be from outside their major discipline.

Faculty Staffing

- The core introductory course, UGS 2020, will be taught by an array of faculty from various disciplines who will visit the class throughout the semester. The course will be coordinated by an instructor of record from Undergraduate Studies who will provide continuity and coherence for the course. That course is being redesigned this semester as a foundation for the prospective new minor.
- The field experience course will be taught through Educational Leadership and Policy (ELP). Under the supervision of a regular faculty member, doctoral students in the ELP program will lead a course which will focus on assisting students in making connections between the information gained through their coursework and the practical applications of this information in the field experience. Through assignments and discussion students will have the opportunity to critically examine what they observe at their field experience site and how these experiences link to the theoretical concepts included in their classes.
- The capstone course will be taught by a faculty member from a participating department or program, with opportunities for rotation.

Note: The Office of Undergraduate Studies will take responsibility for ensuring that departments and programs are appropriately compensated for the involvement of their faculty members in any direct teaching in the required courses of the Leadership Studies minor.

Advisory Committee

An interdisciplinary advisory committee will succeed the current steering committee to oversee the establishment and progress of the minor. The membership will include college and departmental representatives, individuals from Undergraduate Studies, and student representatives. There will be no more than 10 members, and not more than one member from a participating program or department at any given time. This committee will meet at least once per semester to provide support and guidance to advisors for the minor, approve field experiences, and oversee the various components of the minor, including approving courses being used to fulfill the requirements of the minor. The same committee will review each year the list of electives, working with data on student enrollment and being aware of new courses that should be added to the list. The same committee will take general responsibility for quality control and will have the authority to remove courses from the list of electives that do not seem to be appropriate to the minor.

Student Advising

Academic advising for the Leadership Studies minor, including the processing of petitions and exceptions, will be conducted by Undergraduate Studies. The interdisciplinary advisory committee will provide general guidance to advisors who are responsible for approving each individual student's courses. Advisors will report to the advisory committee each semester. Additionally, students will be encouraged to work with their major advisor in an effort to take courses that will fulfill major requirements, minor requirements, and offer the student the best possible experience.

Institutional Impact

Overview

The addition of a minor in Leadership Studies will have minimal impact on institutional resources. The current programs and resources available to students will be sufficient for this minor, with the caveat that some existing resources within Student Affairs will be redistributed.

Relationship to Existing Programs at the University of Utah

The minor in Leadership Studies is not a duplication of an existing program and will be unique in the State of Utah.

Faculty

Current faculty can accommodate the creation of a Leadership Studies minor.

Staff

Current staff can accommodate the resource needs of the Leadership Studies minor.

Library

The Marriott Library currently has a substantial number of journals and resources to meet the needs of the minor. Therefore, no additional resources will need to be purchased to support this program. ***Please see Appendix F for a listing of relevant journal and book holdings.***

Budgeting and Program Assessment

Budget

Minimal additional funds are required for the implementation of this minor at this time. Many of the courses for this minor are currently being offered through many departments across campus. One additional course will be taught through Undergraduate Studies and one additional course will be taught through Educational Leadership and Policy.

Ongoing Program Assessment

The quality of the Leadership Studies minor will be continually assessed through feedback from students participating in the minor. The data and information collected through course evaluations, student surveys, and other assessment measures will serve to improve the program and ensure students are receiving a valuable experience. With the assistance of the Directors of Assessment in both Student Affairs and Undergraduate Studies, a more in depth assessment and tracking of these students is possible. Following the students who complete this minor and gaining information concerning how the minor impacted their college experience and their post college opportunities enables us to make adjustments and changes to the program. A longitudinal study which investigates the long-term effects of the minor on their professional and personal experiences and choices will provide invaluable data for evaluating the effectiveness of the minor in developing leadership skills.

Letters of Support

Letters of support from participating departments and programs can be found in Appendix G.

APPENDIX A: SURVEY OF RELEVANT PROGRAMS AT OTHER U.S. UNIVERSITIES

Institutions currently offering a minor in leadership include:

University of Minnesota

16 credit hours; 11 required credit hours; 5 elective credit hours
Personal Leadership in the University – 3 credit hours
Leadership, You, and Your Community – 3 credit hours
Leadership in the World – 3 credits hours
Required Field Experience – 2 credit hours
Electives – 5 credit hours

University of Denver

24 credit hours (quarter system); 16 required credit hours; 8 elective hours
The Leadership Process – 2 credit hours
Self as Leader – 2 credit hours
Leading Teams – 2 credit hours
Collaborative Leadership – 4 credit hours
Collaborative Service Learning – 2 credit hours
Leadership Capstone – 4 credit hours
Leadership Electives – 6 credit hours

Penn State

Penn State offers to minors that are attached to a specific discipline but are open to all Penn State Students.

Engineering Leadership Development Minor

18 credit hours; 12 required credit hours; 6 elective credit hours
Leadership Principles – 3 credit hours
Technology-Based Entrepreneurship – 3 credit hours
Leadership in Organizations – 3 credit hours
Creativity, Innovation and Change – 3 credit hours
Electives – 6 credit hours

Leadership Development Minor offered through the College of Agricultural Sciences.

18 credit hours; 12 required credit hours; 6 elective credit hours
Leadership for Small Groups – 3 credit hours
Developing Professional Leadership – 3 credit hours
Foundations of Leadership Development – 3 credit hours
Internship – 3 credit hours
Electives – 6 credit hours

Institutions currently developing a minor in leadership include:

University of Maryland – College Park

University of Arizona

Institutions that currently have a formalized leadership program or component for undergraduate students include:

Arizona State University

Student Leadership Programs are part of Student Development and the Memorial Union. Offers a Leadership Certificate for completion of the Emerging Leaders Program. ASU offers many 1-credit leadership classes.

University of Arizona

Arizona offers a leadership transcript.

University of California-Irvine

The Dean of Students has a Leadership Development Office, which offers internships, a conference, a symposium, and seminars. There is certificate for attending the seminars.

University of California-San Diego

There is an Office of Student Organizations and Leadership Opportunities (SOLO). A UCSD Leadership Certificate Program is offered through the Department of Extended Studies.

University of Cincinnati-Main Campus

There is a Student Activities and Leadership Development Office. The Leadership Education and Development Program (LEAD) offers courses, a winter leadership conference, and an Organizational Development Program. There is a major in Organizational Leadership that combines liberal arts and business.

University of Colorado-Boulder

CU Boulder offers a several leadership programs for students that are certificate programs.

University of North Carolina-Chapel Hill

Carolina Leadership Development offers the Emerging Leaders Program, the North Carolina Fellows program, and the Women tutoring Program. The office also offers course, assessment, consultation, and a library.

University of Pittsburgh-Main Campus

The Berg Center for Ethics and Leadership is working on an undergraduate certificate program in leadership and ethics for the Fall 2004. This certificate will only be available to business students.

APPENDIX B: SYLLABUS FOR INTRODUCTORY COURSE

Undergraduate Studies 2020

Foundations in Leadership: Multi-Disciplinary Investigations
Beginning Fall 2006

- Credit Hours:** 3
- Prerequisites:** None, except for enrollment in the Leadership Minor Program
- Instructors:** To be coordinated each fall by an instructor of record, with visiting faculty from various departments and colleges. Each visitor will address a leadership-related theme from the standpoint of her/his field. The instructor of record will take responsibility for providing an overview, synthesizing material, and managing assignments. As the course grows in size, a TA will be assigned. This student will be an advanced undergraduate or graduate student who is strongly interested in leadership studies.
- Class Meetings:** The course will meet twice a week, with lecture on one day; discussion and exercises on the other.
- Course Text:** A reading packet will be created for the course, with the process allowing for some input by the steering committee and guest faculty. This packet may evolve into a published reader.

Course Overview:

A leader is someone who is able to effect significant change for the betterment of others, community and society. Leadership involves not only direction and coordination but also collaboration, teamwork, and conflict management. Contemporary perspectives on leadership emphasize building relationships that can lead to transformational change for the individuals and for others.

The leadership minor offers learning opportunities and experiences to provide students with the knowledge, mind-set, and skills to assume key leadership positions on campus and in the community. This foundational course draws upon a broad multi-disciplinary knowledge base about leadership in contemporary societies. It treats instances of informal as well as formal leadership and spans sectors. Thus, leadership in social movements is examined alongside leadership in business, government, and other established organizations. Throughout the semester students will become acquainted with a variety of leadership theories and practices that will increase their effectiveness as a leader both at the University and in the community. In addition, students will learn a great deal about themselves, their peers and the University.

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If accommodations in this class are needed, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD) to make arrangements for accommodations.

All printed information for this course can be made available in alternative format with prior notification to the Center for Disability Services.

Course Objectives:

Cognitive goals:

1. To understand the complex nature of leadership in today's society
2. To understand the existing and emerging philosophies, theories and models of leadership
3. To understand the principles of leadership as they apply to and are shaped by various academic disciplines
4. To understand ethical issues facing leaders and the enactment of values such as responsibility, democracy, fairness, and justice
5. To understand their own leadership styles and implications associated with these styles

Attitudinal goals:

1. To increase the self-awareness of students as individuals, leaders, and team members
2. To respect the worth and dignity of all people and understand the premise of inclusive leadership
3. To be sensitive to their impact on others
4. To gain an understanding of ethical responsibilities as leaders

Behavioral goals:

1. To demonstrate the ability to work effectively with others in a group
2. To demonstrate the ability use and integrate various theoretical approaches to leadership in analyzing and solving problems
3. To demonstrate effective skills in reading, writing and oral presentation
4. To demonstrate the ability to effectively use computer technology to collect, disseminate and present information, including web, email, PowerPoint, etc.

Grading/Assignments:

Grading: A letter grade (A,B,C,D,E) will be given for this course. The grade you receive will depend on the time and effort you invest in the class. The following is a breakdown of the factors considered in the grading process:

Class Participation		20%
Team Service Project	20	
Thought Papers/Quizzes		15
Exams	15	
Book Review		10

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Leadership on Campus	10
Being a Leader	10

Note: We would keep assignments largely as they are described here, although we would give students concrete examples of thought papers, book reviews, and team service projects. The number and types of assignments may be fewer in practice.

Class Participation and Discussion of Readings: (20%)

Because this is a seminar class and is experiential in nature, regular attendance and participation is expected and essential to successful completion of the course. Consequently, this will be a major factor in grades. **The more students miss class the lower their grade will be.**

The assigned readings play an important role in the class. Please come to class prepared to discuss what you have read. This may require you to read the assignment more than once and take notes. It is expected that when we discuss a reading, each student will be familiar enough with the material to take an active role in that discussion.

Team Service Projects: (20%)

The purpose of this assignment is to provide an experience through which students will gain a greater understanding of their roles as leaders and their responsibility for serving the community. Students will work in small groups to identify and complete a community service project on campus or in the local area that would, in some small way, make a difference in the community. The emphasis of this assignment is on both the community service itself and on the process used to complete the project. Especially, students will focus on formal and informal (emergent) leadership roles in these projects. Groups will work on their project outside of class to complete the community service and are required to submit a one-page proposal and plan for the service project. Each group member will submit an individual paper describing the community service project and their observations of other members of the group during the development and completion of the project. The paper will link experience to theory, with a stress on analysis over mere description. Each group will give a formal presentation about their service project in class. The grade will be determined in equally weighted parts.

Thought Papers/Quizzes: (15%)

Students are expected to read the assigned chapters of the class text. In addition, other articles from journals may be used periodically throughout the semester. It is expected that all students read the information as assigned. Information from the readings will be on quizzes (periodically administered during the semester), the midterm, and final exam (see below).

Students will complete a weekly one to two page "thought paper" or other writing activity relating to either a reading or activity in class. A list of questions will be provided for some of these papers. Five thought papers are due during the semester; due dates are listed in the syllabus.

Exams: (15%)

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There will be two exams, one given at midterm and the other at the conclusion of the semester. Material on the exams will include class discussions and activities as well as information from the readings.

Leadership on Campus: (10%)

Students will create a poster presentation about a leadership opportunity on the University of Utah campus. The poster will be informative, creative, and professional. Poster board will be provided. The posters will be presented in class.

Being a Leader: (10%)

This is a group activity where students are expected to lead two or three of their classmates in an activity that you have not led before. For example, students could lead a cooking class, group hike, build a structure, lead an hour of team builders, or teach something academic. Students will be expected to write a detailed summary of the experience of leading the group, as well as a summary evaluating the leadership skills of the other students.

Book Review: (10%)

In addition the course texts, each student will select and read a leadership book of interest to them. A two-page summary of the major points of the book should be made and copies provided to all class participants. Books will be selected from the leadership resource center; each student should read a different book. Book summaries will be shared with the class.

Extra Credit:

Extra credit will be offered at times for participating in campus and community events that are related to Leadership Development. Students will be asked to present information, write a short paper, or answer questions about the event. The first extra credit opportunity will be PlazaFest. Up to five extra credit points can be added to the final grade.

Key Topics:

- Defining and recognizing leadership
 - Good and bad examples of leadership from history
 - Traditional/conventional theories of leadership, including Leadership traits, functions and styles; contingency approaches
 - Power, authority, and influence
 - The role of persuasion and “framing” in leadership
 - The role of ethics in leadership
 - Leadership and conflict management
 - Contemporary approaches to leadership, including transformational leadership, stewardship, and team-based leadership
 - Leadership and formal authority in established institutions
 - Leadership within and between sectors
 - Gender and models of leadership
 - International and multi-cultural approaches to leadership
 - Leadership and social-movement organizing
 - Developing your own leadership philosophy and practice
- Leadership applications in this community

APPENDIX C: SYLLABUS FOR CAPSTONE COURSE

Prefatory note: This draft syllabus is modeled largely on a course in the University of Minnesota's Leadership Studies Undergraduate Sequence. It has been adapted by permission from the program director.

From Community to Global Leadership

3 Credits

Spring 2007

Seminar Description: This seminar, the capstone academic experience in the Undergraduate Leadership Studies minor, is designed to focus student learning that has been developed in earlier leadership seminars. Leadership theory, social change, and interdisciplinary approaches to complex global issues will be the main components in this seminar. Students will be expected to demonstrate skill in analysis of pertinent literature, write with purpose and clarity, and lead thoughtful group discussion. In this seminar, students will submit scholarly products to demonstrate a mature understanding of personal leadership in a changing global context.

Seminar Texts: Possible texts:

- 1) Barbara C. Crosby, *Leadership for Global Citizenship*
- 2) Harlan Cleveland, *Nobody in Charge*
- 3) Jean Lipman-Blumen, *Connective Leadership*

Other Resources: The seminar will employ many handouts on current issues and topics. These will come from popular as well as academic publications. You are encouraged to search for relevant materials yourselves and to bring them to class for discussion. You will be guided in the use of these resources as they are assigned.

Learning Objectives:

- Analyze leadership practice personally and in diverse social and cultural systems
- Define and defend components of a personal leadership model
- Adapt the personal leadership model for future work in globalized contexts
- Explore and apply the principles of connective leadership to the global context
- Employ "scenario planning" to leadership in globalizing contexts
- Adhere to the principles of scholarly review of the leadership literature
- Express understanding of the changing roles of leadership and intelligent "followership" in globalizing contexts

Assignments & Grading:

Students will complete two term papers:

I Conceptual leadership within a regional and global context. In this paper students are asked to reflect on the leadership needs in the 21st century for a particular region, in a global context. The paper requires that students look at the challenges confronting a selected geographic region (such as demographics, economics, health, environment) and the influence they have on the development of effective leadership models in the future (10 to 50 years in the future). The paper should be supported with references from course texts and outside sources. It should draw on class lectures and discussion, at least five supplementary readings (e.g. a book, research journal article), and all assigned readings from the seminar syllabus.

II Personal innovative leadership model. This paper should demonstrate an integration of concepts learned, within a context chosen by the student. For example, students majoring in education may write a paper on how their personal leadership model will be implemented with regard to issues such as curriculum reform. Students majoring in marketing may choose to write about consumerism. A virtual resume is required that will document your career at least ten years into the future.

Topics for the Semester:

- Introduction and Orientation
- Contemporary case studies
- Written reflections by students
- Changing nature of leadership in a global world
- Global citizenship
- Examples of leaders on the global scene
- Envisioning scenarios for the future
- Intercultural and international leadership
- Collaboration across sectors
- Leadership projects for the future

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APPENDIX D: FIELD EXPERIENCE FOR LEADERSHIP MINOR

Time Frame: Following coursework but before Capstone course

Credit Hours: 4 Hours (3 on-site, 1 in-class)

Requirements:

1. 10-15 hours/week in approved internship site
2. 8-10 page paper (described below)
3. Reflective journal (described below)
4. Attendance at class sessions (described below)

What counts as an "approved" site:

1. Students will locate their own internship sites; the site may be either on- or off-campus.
2. Students must have site approved in advanced.
3. The internship must provide a new experience for students. Students already involved in leadership activities on campus may select a new site, or may pursue a new position within an existing leadership environment.
4. For approval, students must write a proposal outlining the leadership experiences that they will gain through the internship. The proposal will include the following elements: name and contact information for site supervisor, description of projects or areas of interest students will pursue on-site, a plan for meeting the time requirements for being on-site, and specific learning objectives.

Grades: Because the course involves multiple locations and both a seminar instructor and on-site supervisor, the grading for the course will be a cooperative effort including both supervisors and the students. The following criteria will be included in students' grades for the course:

1. 8-10 page paper
2. Attendance at class sessions
3. Reflective journal
4. On-site supervisor evaluation
5. Instructor evaluation
6. Student evaluation of internship and how well it met learning objectives

Paper: The seminar instructor will provide students with a list of books focused on different approaches to leadership theory. Students will select a book or theory which they think explains (or does not explain) the leadership dynamics in their field experience site. Students will apply their chosen theory to their site, attempting to connect the theory to a practical setting. Students will be asked to use the lens of their selected theory to develop ideas for how leadership could be improved at their field experience site.

Reflective Journal: Students will maintain an on-going journal throughout their internship experience, detailing what they are learning about leadership and how it relates to the concepts of leadership learned in their coursework (with particular emphasis on their electives.) The seminar instructor will provide students with ideas on how to maintain a reflective journal as well as questions to answer within their journal as a way of keeping the journal focused on applications of coursework to a practical setting.

Attendance: The class will meet four times during the course of the semester for 2.5 hours. These sessions will occur at the following weeks during the semester and address the following questions:

- | | |
|------------------------|--|
| 1 st week: | Why did you choose this internship site and what do you hope to learn? |
| 4 th week: | What did you anticipate experiencing at your site and how does that compare with reality? |
| 9 th week: | What are you gaining from your internship? |
| 14 th week: | Summary of paper and if you had it to do over, what would you do differently, if anything? |

SUPERVISION: Students will have both an on-site supervisor and a faculty supervisor, who will ensure that the internship is offering the leadership experiences necessary to complete the requirements of the Leadership minor.

On-site: Who and how often must be determined as part of the field experience approval process. The on-site supervisor will be provided with a copy of the student's learning objectives as well as the program's expectations of on-site supervisors. On-site supervisors will sign the students' proposals as an indication of their willingness and ability to assist students in meeting their learning objectives.

Faculty supervisor: The faculty supervisor will meet with students individually at least four times during the course of the field experience to determine whether it is meeting the learning objectives outlined by them. If possible, an on-site visit by the supervisor is preferred.

Class: The field experience seminar will be facilitated by ELP doctoral students, who have extensive experience in leadership positions in educational settings. The doctoral students will be supervised by the faculty supervisor to provide continuity from semester to semester.

APPENDIX E: PROPOSED COURSES FOR LEADERSHIP MINOR

Last Reviewed: August, 2005

Prefatory Note: These courses are grouped in the three general categories explained earlier and are listed within each category in alphabetical order by department. Please see the previous descriptions of the process of course selection and review.

~Category I: Ethical and Cultural Foundations~

Communication 5350/6350: Ethical Practices in Communication: Special Topic—Communication and Professional Ethics (no prerequisite, but strong background in the humanities and the social sciences is recommended) (3 credit hours)

The course treats communication and ethics within the contexts of organizational, institutional, and professional issues. The course assists students in analyzing how ethical issues are *framed* or typically discussed (e.g., the aphorisms “Get a real job,” “It’s just business” and “Act like a professional”) as well as consideration of particular ethical issues and cases (for example, the influences of careerism and consumerism in the public sphere, arguments for and against corporate social responsibility, and expectations for emotional control at work). The course is multi-disciplinary, yet it will emphasize the analysis of messages and discourses surrounding ethical issues in worklife and beyond. The course treats historical as well as contemporary cases but stresses the latter.

Communication 5450/6450-01; ETHN 5450-01: Communication and Culture (some lower-division courses in COMM are required) (3)

This course is designed to foster critical awareness of how communication shapes culture and how culture, in turn, shapes communication. The course will take a “cultural studies” approach to contemporary cultural discourses in order to assess how certain discourses establish and maintain dominant status and how other discourses are marginalized; as well as how these marginalized discourses intersect and compete with said dominant discourses. We will examine the relationship of media to culture as well as engage in analyses of media fare. The second half of the course will focus on mediated discourses about race, class, gender, and sexuality.

Communication 5660/6660: Media Ethics (COMM 1500 required, and strong background in humanities, social sciences, and media studies is recommended) (3)

This course focuses on ethical questions involved in the production of news, advertising, public relations, and entertainment programming. The course has several goals: first, to introduce the student to the major ethical issues confronting media practitioners. Second is to develop the students’ analytical capabilities, teaching students to recognize ethical questions when they arise and to develop their ability to effectively resolve ethical conflicts. Third is to stimulate the student to consider his or her responsibilities to both the media institution he/she serves and to society in general, and to develop a strong, personal Philosophy of and commitment to media ethics.

Gender Studies 3100: Movements & Protests: A Contemporary History (3)

(Prerequisite: GNDR 1100 or 2100 or 3690) Fulfills Upper Division Communication/Writing.

Required core course for Gender Studies majors and minors. This course serves as an introduction to the history of social movements and the search for social justice in post-WW II

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United States. Focusing on feminism and the rights of women, we will also explore the civil rights movements of ethnic minorities and the gay/lesbian/transgendered communities. What has been the relationship between these movements, and what has shaped their relative successes and failures? This is a writing intensive course.

History 4370: History of American Social Movements (3)

Fulfills Diversity

Analyses the history of American social movements to understand how they are founded, who joins, and the variables in success of social movement activism.

History 4610: Women in American History Since 1870 (3)

Cross listed as GNDR 4610. Fulfills Diversity

Struggle for women's entrance into colleges and professions; lives of Black, Native American, Hispanic, and immigrant women; women's suffrage movement; 1920's revolt against Victorian passionlessness; transformation of women's wage-work; domestic life of women in 1950s, and rebirth of modern feminism in 1970s.

Management 3800: Business & Society (3)

Role of private enterprise in modern society. Economic, structural and ethical underpinnings of modern business. Corporate social responsibility in areas such as the environment, consumer protection, employee safety and discrimination, and energy conservation. Required course for management majors.

Naval Sciences 2000: Leadership and Management (3)

The course examines organizational behavior, and management and leadership principles in the context of the naval or marine corps organization. Management theory, ethics, tactical and strategic planning, decision making, motivational techniques, group dynamics and analytical skills are examined with the goal of developing effective managerial skills and leadership fundamentals.

Naval Sciences 4020: Leadership and Ethics (3)

Prerequisite NV SC 2000

This course is designed as the capstone course of the NROTC academic sequence. The course is an overview of the duties, responsibilities and expectations of a junior officer. Through the use of in-class discussion, panels, role playing and out-of-class projects, the course addresses personal ethics, code of conduct, military law, and administrative skills required of the junior Navy or Marine Corps Officer.

Philosophy 3500: Ethics (3)

Fulfills Humanities Exploration

Philosophical approaches to the nature of right and wrong, moral obligation, the source of moral rights and duties, ultimate moral values, etc.

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Philosophy 3510: Business and Professional Ethics

Fulfills Humanities Exploration (3)

Moral issues in business such as justification of market allocation, problem of public goods, duties to consumers and employees, advertising, secrecy, and truth justifications for governmental regulation. Also satisfies business ethics requirement for Management, David Eccles School of Business.

Philosophy 3530: Environmental Ethics

Fulfills Humanities Exploration (3)

Basic theories of environmental ethics, issues in environmental ethics (e.g., wilderness/species preservation, animal rights, pollution control, development vs. preservation) distributive justice in relation to the environment.

Philosophy 3700: Political Philosophy

Fulfills Humanities Exploration (3)

Major political Philosophers such as Hobbes, Locke, and Marx; important political concepts such as liberty, democracy, and justice.

~Category II: Group, Organizational and Community Contexts~

Communication 3170: Introduction to Organizational Communication

(This is the gateway course for COMM majors who are in the organizational sequence; however, it is available to non-majors as well.) (3)

This is the study of work and organizational life, emphasizing history as well as contemporary practices. The organizations we study certainly include corporations and work related entities but also include volunteer, social, and other member directed associations. Students are invited to explore topics such as communication networks, leadership and relationships, the expressions of power and of resistance, teamwork and employee participation, the roles of new technologies, debates over globalization, and ethical issues such as diversity and social responsibility. The organizational communication student will learn to think critically about work/professional/associational practices and situations, as well as acquiring specific skills for the analysis of messages in organizations.

Educational Leadership and Policy 4540: Cultural Diversity in American Colleges and Universities (3) Fulfills Diversity

This course is designed to help learners develop a better understanding of the complex issues related to cultural diversity in American colleges and universities. The analytical framework for the course centers on the intersection of class, race/ethnicity, gender, and sexuality in order to develop a better understanding of the common and distinct educational experiences that typically affect women and other historically underrepresented cultural groups in higher education.

Management 3680: Human Behavior in Organizations (3)

Examination of behavioral theories and research. Application to human-resource problems and administrative processes in service and production-oriented organizations. Focuses on the individual in such areas as socialization, motivation, communications, leadership, decision-making, conflict resolution, and adaptation to change. Application is demonstrated through the consideration of the impact of the individual on the overall performance of the organization.

Philosophy 3730: Justice and International Affairs (3)

This course will examine ethical questions about the relations among states and citizens throughout the world. Its prime focus is global distributive justice. It will examine conflicting views about the obligations of wealthy nations and citizens to those who are poor. It will also examine ethical issues that arise from increasing globalization. It will also ask when war is justifiable and what acts are justifiable in war, and it will consider the possibilities of greater global democracy.

Political Science 3150: Political Executives (3)

Structure, function, powers, and politics of the American presidency and governorship. Examines both intra-executive branch and legislative relations.

Psychology 3410: Introduction to Social Psychology (3)

Prerequisite: PSYCH 1010

The psychology of everyday social interaction. Topics may include impression formation, attitudes, persuasion, conformity, attraction, aggression, and altruistic behavior.

Psychology 4410: Advanced Topics in Personality and Social Psychology (3)

Prerequisite: PSYCH 3410 or 3440 or instructor's consent

Each course deals in depth with a selected topic in personality or social psychology, such as attitudes, stereotyping, motivation, the self, aggression, traits, and dispositions.

Psychology 4450: Intergroup Relations: Our Prejudices and Stereotypes (3)

Cross listed as ETHNC 3450. Prerequisite: PSYCH 1010. Fulfills Diversity.

Provides an overview of research and theories on the topic of prejudice and stereotyping.

Discussions will include the origins, maintenance, and function of prejudice and stereotypes of groups (e.g., racial, gender, ethnic). In addition, how prejudice and stereotypes affect group members and group relations will be covered.

Sociology 3020: Social Psychology (3)

Prerequisite: SOC 1010 or PSYCH 1010 or instructor's consent.

This introductory course has three inter-related focal points: (1) interactive human experiences in social settings, (2) social influence and networking processes, and (3) social behavior in intimate relationships, groups, organizations, and diverse cultures. Using a sociological perspective, lectures and readings draw upon research findings from surveys, experiments, and observational studies to explore these three focal points together with specific applications in the areas of criminal justice, public health, and the human environment. Internet-based student research projects are integrated with the course's theoretical content.

~Category III: Practical Skills, Instruments and Processes~

Aerospace Studies 3010: Leadership Studies I (3)

Writing, speaking, and listening as communication skills; management concepts; responsibilities and ethics for an Air Force junior officer.

Aerospace Studies 3011: Leadership Studies II (3)

Principles of leadership, problem solving, decisions, discipline, and human relations. Emphasis on career planning as an Air Force junior officer.

Communication 1270: Analysis of Argument (3)

The purpose of this course is to provide students with a basic understanding of some of the foundational theories and practices associated with various types of argumentation. The course is designed to assist students in becoming critical consumers of public, technical, and private argumentation. Students will learn some of the key assumptions of formal and informal processes of argumentation. Students then learn how these arguments are applied in a variety of contexts, fields and disciplines.

Communication 4170: Applied Organizational Communication (3)

Prerequisite: COMM 3170

This course develops students' knowledge of organizational communication by exploring and enacting the application of materials learned in the introductory course (COMM3 3170). We will emphasize how "real-life" organizational communication systems can be improved by the transformation of theory into practice. Specifically, we will highlight issues surrounding the process of organizational communication consulting. We will do much more than read and reflect on such matters. As a class, we will undertake a consulting project that entails conducting and delivering an analysis to an actual client. In this sense, the course is structured as a service learning course: All students are required to volunteer for our nonprofit client, and all are required to participate in generating and presenting our collective analysis.

Communication 5170: Contemporary Issues in Organizational Communication (3)

This course is an advanced reading and discussion seminar. The course treats a variety of issues, ranging from gender to quality of work life to environmental sustainability. Also, the course occasionally focuses entirely on issues such as leadership, culture and socialization.

Educational Leadership and Policy 3510: Student Leadership in Higher Education (3)

For students interested in leadership in universities and in influencing policy issues that affect students. Focus is on leadership and the nature of universities as well as policy issues.

Management 4860: Managing Organizational Conflict (3)

Prerequisite: Mgt 3680

Theory and process of managing conflict. Development of analytical and behavioral skills through reading, cases, and role plays. Representative topics include negotiation, group decision making, inter-organizational disputes and the design of dispute resolution systems.

Management 5810 Managing Diversity through Communication (3)

Prerequisite: Mgt 3680

Development of interpersonal competence including effective communication, feedback, interpersonal conflict-resolution and developing effective work and personal relationships.

Management 5830: Leadership, Power, and Supervisory Behavior in Organizations

(3) Prerequisite: Mgt 3680

Leadership behaviors and styles and their implications for successful managerial performance. Usefulness of current theories in describing and predicting group and leader performance.

Military Science 1010: Leadership Discovery I (2)

Acquaints students with leadership, management, and life skills. Strong focus on assessing an individual's leadership strengths and weakness through classroom instruction and hands-on application via a wide variety of activities including rappelling, land navigation, rifle marksmanship, leadership reaction course and water survival. Introduces students to the Army culture and lifestyle through basic soldier skills including drill and ceremony and the wearing of the army battle dress uniform. Students must participate in a one or two hour lab each week which gives hands-on training for the above.

Military Science 1020: Leadership Discovery II (2)

Continued leadership development and confidence building through practical exercises. Activities include helicopter assault and squad and platoon situational exercises. Includes the use of basic military skills as a vehicle for leader development. Introduces students to Army customs and traditions. Capstone events include a military dining-in and a combined military exercise with Weber State and BYU. Students are required to participate in a one or two hour lab each week which gives hands-on training for the above.

Military Science 2010: Leadership Challenge I (3)

Development of leadership and management skills through practical exercises, adventure training, and basic military skills. Emphasis on problem-solving and decision-making skills at the team level. Training exercises include land navigation, rappelling, mountaineering, water safety, and rifle marksmanship.

Military Science 2020: Leadership Challenge II (3)

Continued progressive development of leadership and management skills. Implementation of decision-making procedures in a classroom and field environment. Practical application in leadership principles. Provides an assessment of skills learned. Leadership development is evaluated through execution of basic military skills. Exercises include practical field training experience.

Philosophy 1250: Reasoning and Rational Decision Making (3)

Fulfills Quantitative Reasoning GenEd.

Analyzing and evaluating arguments, basic logical framework, Aristotelian logic and beginning logic of sentences, fallacies, fundamentals of probability, decision theory, and game theory.

PRT 3320/4: Programming and Leadership

Prerequisites: PRT 3100; PRT 3310

Development and leadership of park, recreation, and tourism programs and services and facilitation of experiences of visitors and recreationists.

PRT 5390: Parks, Recreation, and Tourism Management (3)

During this course, we will cover principles and practices of planning, organizing, implementing, and monitoring management practices and theories in parks, recreation, and tourism organizations. We will also study legal issues and risk management topics relevant to PRT.

Psychology 2125: Everyday Decision Making (3)

Multidisciplinary examination of individual decision making. Focuses on the everyday context in which decisions are made, the basic processes underlying choice, the functions of emotion, and the common errors that individuals make. Special emphasis on decision making in consumer and business contexts.

Psychology 3440: Personality Traits (3)

Prerequisite: PSYCH 1010

Work of the major personality theorists with emphasis on supporting research.

APPENDIX F: RELEVANT HOLDINGS IN THE MARRIOTT LIBRARY

The library currently has two journals that have an explicit leadership focus. These journals are not specific to a field but rather treat leadership in an interdisciplinary intellectual context (please see below). In addition, there are three other journals with similar content that are available through the library as electronic journals (also see below). There are an additional five journals related to general leadership available at the library and 44 other leadership-related journals dealing with specific areas ranging from non-profit and organizational leadership to governmental and corporate leadership. There are dozens of journals available both as hard copy and electronic that deal with leadership subjects that are related to management and organizational theory.

For a limited bibliography of relevant books, please see the end of Appendix B.

Journals in the Marriott Library with "Leadership" in the Title:

Hard Copy

Advances in Global Leadership

Strategy & Leadership

Electronic

Leadership & Organization Development Journal

Leadership for the Front Lines

The Leadership Quarterly

Additionally, there are 357 titles listed with the Ulrich database. This data-base lists periodicals available and their cost. It is used as a reference mechanism for the Marriott Library in ordering journals and periodicals for University use. Prices of these journals vary from no cost to several thousand dollars, although the average is between \$50 and \$200 per journal subscription.

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**APPENDIX G: LETTERS OF SUPPORT FROM PARTICIPATING
DEPARTMENTS, PROGRAMS, AND COLLEGES**