Courses submitted for inclusion in the HMVV Curriculum must already exist and/or have been approved by the Undergraduate Council.

Course title: Basic Leadership Theory and Skills  
Department and Course Number: Psyc 20333  
Instructor: Dianna Newbern, Ph. D.

Please indicate below which Learning Outcomes* and Student Action Steps** best represent the focus of your course, keeping in mind that your course only needs to meet one of the Learning Outcomes to be approved. Using the bulleted instructions on page 2 of this form, please provide examples that explain how students will, through the use of Student Action Steps, achieve the Learning Outcomes in your course.

**Competency:**
TCU graduates will demonstrate an understanding of individual rights and responsibilities and an ability to assess critically the intentions and consequences of personal, professional or societal actions.

<table>
<thead>
<tr>
<th>Learning Outcomes: Indicate one or more as appropriate to your course.</th>
<th>Student Action Steps: Indicate which are to be used in your course or add others you will use to reach the selected Learning Outcome(s).</th>
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<tr>
<td>Students will demonstrate a capacity for informed participation in civic discourse and decision-making. [ ]</td>
<td>Students will examine civic issues as public policy choices. [ ] Students will examine and articulate the rights and responsibilities of individuals and groups in various political/social contexts. [ ] Other:</td>
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<tr>
<td>Students will demonstrate an understanding of theories and practices of leadership. [ x ]</td>
<td>Students will develop an understanding of the different forms and contexts of leader-follower relations. [ x ] Students will develop and apply criteria for the evaluation of leaders in varying contexts. [ x ] Other:</td>
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<tr>
<td>Students will demonstrate an understanding of one or more traditions of normative inquiry and an ability to assess the ethical dimensions of individual, professional or civic life. [ ]</td>
<td>Students will examine and apply theories of ethical decision-making to competing normative claims in public and/or private contexts. [ ] Students will examine and compare the implications that follow from the adoption of differing normative/ethical systems. [ ] Other:</td>
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*The Learning Outcomes are statements of what we expect our students to know or be able to do upon completion of a course in that category.

**The Student Action Steps identify the process(es) that will lead to the intended Learning Outcome. As such, Student Action Steps must specify an action(s) to be taken by a student to fulfill a specific Learning Outcome and be reasonable within the context and time frame of the course. The Student Action Steps above are provided as examples of how students might achieve the Learning Outcomes.
- Please provide 2 or 3 examples below that explain how students will, through the use of *Student Action Steps*, achieve the HMVV *Learning Outcomes* in your course. Although useful, reference to your syllabus does not substitute for a written explanation on this page. To facilitate understanding, please use language accessible both to faculty who might be outside your discipline as well as to students who might see such language in a course syllabus.
- Please attach a syllabus as a supporting document for your submission. Syllabi for HMVV courses should reflect the *Learning Outcomes* and the use of *Student Action Steps* that correlate with HMVV requirements.
- Please attach an additional HMVV course submission form if this course is being submitted for a second HMVV category.

1. Students will develop and apply criteria for the evaluation of leaders in varying contexts.
   a. Students will investigate a variety of psychological theories of leadership such as Manz and Neck’s recent model of Self-Leadership or Hershey and Blanchard’s model of Situational Leadership. The models serve as perspectives through which current American or global leaders may be assessed or evaluated.
   
b. An example evaluation is a project in which students assess a well-known leader who has generated enough cultural influence so that written documents are available (e.g., a biography). Elements of evaluation task are to prepare a “term paper” and an in-class presentation that critically analyzes the leader and his or her contributions based on one or more perspectives.

2. Students will develop an understanding of different forms and contexts of leader-follower relations.
   a. Students will gain a general understanding of a Levels of Leadership model with deeper analysis of the lower levels of development. The levels are (a) follower-ship or self-leadership; (b) team leadership; (c) direct leadership; (d) leading leaders; and (e) leading organizations. Psychological factors that influence movement upward in the hierarchy will be examined. Students will complete out of class assignments and be tested using traditional methods (i.e., multiple choice and essay exams).
   
b. An example assignment is a Leadership Self Assessment paper. Students analyze the self in relation to the first two levels of development. Students include knowledge of personal strengths and preferences gained through standardized testing (e.g., Myers Briggs Type Indicator; Communication Styles Inventory). They also include development challenges with potential remedies to facilitate growth and improvement of leadership skills.