

LEAD 500: Effective Leadership Studies

Spring 2023, Online course, January 17-April 30

Instructor

Wren Mills, Ph.D.

[My Pronouns](#): she/her/hers

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Office Hours

GRH 2015: Tuesdays, 9:00-12:30pm, 2:05-3:30pm, Thursdays, 9:00-11:00am, 2:05-3:30pm
Fridays, 10:00-11:00am

I am generally on campus during my office hours, but it is best to make sure I don't have another appointment if you want to stop by. I can also set up a Zoom session to talk outside of office hours. In general, *email is the best way to contact me*. I always have my email open when I am at my desk during the week, and I check it at least in the morning on weekends. You should normally get an email answer within 24 hours (often within minutes during the week), whereas with a voicemail, you will have to wait until I am in my office. If I will be out of town or have no email access for some reason, I'll alert you to this before it happens unless it's an emergency. **I am happy to help you, so don't be afraid to ask.**

Blackboard Help/WKU IT Help Desk

270-745-7000

Make Sure You Know How to Use Blackboard

Bb Student User Training

If you have not used Blackboard a lot, or if this is your first class that uses Blackboard, I *highly* recommend completing the Blackboard Student User Training. These are topical modules that even those who have used Blackboard a lot have told me are helpful.

To sign up, go to Blackboard and sign in, and click the TOOLS link on the right-side navigation. Look for ITS Blackboard Student User Training. This is not required, but it could be very helpful for you and important for your success!

WKU Student Resource Portal: Tools for Online Learners

You may also want to visit the [WKU Student Resource Portal](https://www.wku.edu/online/srp/): <https://www.wku.edu/online/srp/>

Learning Outcomes

Upon the conclusion of this course, you should be able to:

1. Apply leadership theories, models, and constructs
2. Identify behaviors of effective leaders
3. Interpret assessment tools available for measuring and improving leadership effectiveness
4. Interpret the impact of ethics, diversity, and culture on the leadership process
5. Develop a personal and organizational leadership plan

Grading

Satisfactory completion of the objectives will be measured as follows:

• Syllabus Quiz (extra credit)	10 points
• Introductions	10 points
• Public Leader's Name	20 points
• Discussion Boards (8 @25 points each)	200 points
• Case Study Analysis (3 @ 50 points each)	150 points
• Paper 1 SLPI Guided Leader Behavior Reflection	200 points
• Paper 2: Leader Analysis	200 points
• Organization's Name	20 points
• Paper 3: Leadership Strategic Analysis	200 points
Total: 1000 points	

The letter grade for the course will be as follows: 1000 - 915 = A (92%), 914 - 815 = B (82%), 814-715 = C (72%), 714 - 645 = D (65%), and fewer than 645 points = F.

Required Texts (3) and Assessments (3)

Texts (3):

1. Northouse, P. (2021). *Leadership: Theory and practice*, 9 ed. Sage. ISBN 978-1544397566

Do not purchase a previous edition. Noted as "LTP" in homework assignments. Organizational Leadership has entered into a partnership with Sage, Inc. to provide you with an e-book for this text. By enrolling in this course, you agree to purchase this e-book. You can still purchase your own copy and opt out of the e-book. To opt out of the e-book, please use this [LINK](#) (also found in the Start Here area of Blackboard) and complete the required form. Approximately two weeks into the semester after the drop/add period, you will be billed the cost of this e-book **IF YOU DO NOT OPT OUT**. If you choose to drop the course during the regular add-drop period you will not be charged for the e-book.

2. Clifton, J., & Harter, J. (2019) *It's the manager: Moving from boss to coach*. Gallup. ISBN: 978-1595622242

PURCHASE ONLY A NEW AND UNUSED COPY OF THIS BOOK! It comes with a code you will need for Paper 1.

3. Kouzes, J. M., & Posner, B. Z. (2017). *The leadership challenge*, 6 ed. Jossey-Bass. ISBN 978-1119278962

You can also use the **5th edition**. ***It is highly recommended that Organizational Leadership students keep this book as it will be used in other LEAD courses.***

Assessments (3):

1. [Jung Typology Personality Assessment](#)

This is a free online personality survey that you will use in Paper 1.

2. CliftonStrengths Assessment

This online assessment provides insights into your leadership strengths. The code for this assessment is included in the text, *It's the Manager*. **Each book has a specific code in a paper flap at the end of the book that allows only one person to take the CliftonStrengths online assessment - this is why you must purchase a new book.** You will receive a report on your strengths and use this to complete Paper 1.

3. Student Leadership Practices Inventory (SLPI) Assessment

The final assessment you'll need for Paper 1 is the Student Leadership Practices Inventory. You will need to purchase and complete the SLPI during the first week.

Instructions on how to purchase a token to take the SLPI are posted in the Start Here, Please! Area of Blackboard.

If your copy of *The Leadership Challenge* comes with a code, that is NOT the assessment you need; you will still have to follow the directions in Start Here to purchase the correct version of the SLPI to use for Paper 1.

Course Policies

Course Software Standards

The course software standards are Word for word processing, PowerPoint for presentations, Excel for presentations, and Adobe Acrobat for viewing PDF files.

Assignments

All assignments are due according to the Assignments Schedule at the end of this syllabus.

Late Work

While I know you'll do your best to submit all of your work on time... sometimes life happens. If you are not able to submit work on time, please let me know this as soon as possible so that we can make a plan for you to submit up to one week late. If I do not hear from you, then the late penalties below apply.

Work not submitted by the deadline that you have contacted me about prior to its being late will have a 1-week grace period. After that, you will receive a 10% penalty on the grade earned. It is the student's responsibility to keep up with class assignments. *Note: work not submitted by the deadline will receive a 0 in My Grades, but if submitted WILL be graded.* No work other than the final exam will be accepted beyond the last date listed for Lesson 14.

A Word about Due Dates of Assignments

All official due dates are listed on the schedule at the end of this syllabus. All assignments are due by 11:59pm Central Time on the date that they are listed unless we agree as a class to another deadline. The schedule of assignments has clear due date for each assignment on it. If the schedule changes, a new schedule will be announced and distributed via email and Blackboard.

Formatting for Papers and Case Studies

The format to be used for all Papers and Case Studies is APA Style, 7th edition: double-spaced, Times New Roman or Arial font, 12 pitch, one-inch margins, cover sheet, and reference page – see the guidance found in the APA Style Help Folder located in the Writing Assistance area of Blackboard.

My Plagiarism Policy

I do not tolerate plagiarism or academic dishonesty of any kind, and you WILL receive a zero on any assignment completed in a manner that is not considered honest and be reported to the Office of Student Conduct should you do this. If you submit work more than once that is not your own or deemed to be cheating of any kind, you will receive an F for the course. Your work is submitted to plagiarism detection software, as well. If you feel cheating is your only option, schedule an appointment to get help! I expect you to do your own work in this course—work that is intended to help you to become a better leader.

Recycled Writing

If you wish to pass this course, you will submit ONLY writing that has been written by you and produced during the current semester and only writing that has been written for LEAD 500. All writing submitted for LEAD 500 must be produced this semester. If you submit writing completed during previous attempts at LEAD 500 or writing submitted for other courses, you will receive zero points for the first instance. If you continue after initial warning, you will receive a failing grade for the course.

Incompletes

Incompletes (grades of “X”) are given only for documented, extreme circumstances when you have completed the majority of the work assigned. If you meet the guidelines for an X grade, you will submit a timeline for completion to your instructor for approval.

The WKU Writing Center

Cherry Hall 123 and Cravens Library Commons (4th Floor)

I encourage you to utilize the services of [The Writing Center](#) in planning, drafting, and revising your work. They do offer online services!

<http://www.wku.edu/english/writingcenter/writingcenter.php>

ADA Notice: Disability and Accommodations

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, room 1074 of the Student Success Center. The phone number is 270-745-5004 or [email](mailto:sarc.connect@wku.edu) at sarc.connect@wku.edu.

Please do not request accommodations directly from the professor or instructor without a letter of accommodation from The Student Accessibility Resource Center.

Title IX, Discrimination, Harassment, and Sexual Misconduct Policy

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU’s [Sex and Gender-Based Discrimination, Harassment, and Retaliation](#) (#0.070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s [Counseling and Testing Center](#) at 270-745-3159.

Diversity, Equity, Inclusion and General Civility Statement

We talk a lot in leadership courses about how everything we do goes back to our personal values and that we feel and perform our best when we live a life aligned with them. While I could not have named the value of “inclusiveness” as such when I was younger, I have come to realize that this, alongside diversity is what I value highly in my classrooms, whether they be in-person or online. I love learning about others’ values because of this—it helps us to find commonalities when some of our personal beliefs may not align. Good leaders know more about the people around them than what tasks they are assigned to do, and I hope to demonstrate this and equity through my course design, my teaching, and the feedback I provide on work you submit.

Every student in this class is a valued and equal member of our learning community, regardless of socio-economic background, sex, gender identity, sexual orientation, race, ethnicity, political or religious affiliation (or lack thereof), physical or mental ability, or any identity category. The voice of every person in this course is important, and I hope hearing others' thoughts and experiences is important to you, too. I want everyone to feel comfortable sharing their ideas freely and giving feedback to others with good intention. (If this means using emojis in discussions to help convey a sentiment that online text does not, or giving a framing/context statement of your intent before sharing your ideas, please do these things!) I recognize that it is not likely that we will always agree, but we can disagree and still be mindful and respectful of others' points of view and personhood. We are all part of a learning community in this course and program, and I want to promote a space—real or virtual—where everyone is comfortable. This is a tall order, I know, but as leaders we all need a vision to work to achieve!

With these ideas in mind, if someone chooses to use hateful, bigoted, or inappropriate language (e.g., racist, misogynist, homo- or transphobic, discrimination against religious preferences), I will report him/her to the Office of Student Conduct for further action. If the infringement happens in a virtual learning space where points are to be assigned, 0 points will be awarded for assignments on such a breach occurs. Repeated violations of the ideas expressed in this statement may result in permanent removal from the course or possibly the program.

My Pledges to You

- ✓ To be available to you either in a real or virtual environment to help you as you need it.
- ✓ To do my best to have assignments graded and posted back to you within 5-7 days after their due dates. Papers might take longer.
- ✓ To answer reasonable questions in person or by phone at my office during office hours or by e-mail within 24 hours.

Descriptions of Assignments

Preparing for the Leadership Capstone

For Organizational Leadership students only: To help you prepare for LEAD 600 at the end of your program, you will be placed in the Blackboard Organization called MA Organizational Leadership. For each of the courses in your program of study, you'll submit work to use later. Submit your Case Studies and Papers 1, 2, and 3 in the folder for this course to have on hand when you take LEAD 600.

Discussion Boards

Each student will participate in discussions frequently. Guidance on acceptable discussion board responses can be found in the Start Here area of Blackboard, and the grading rubric is linked in My Grades.

In graduate-level discussions, your posts should be substantial—paragraphs with citations to the material in each lesson. Each discussion question is worth 25 points. To have a chance at full credit on each discussion, you must: 1) answer the question(s), 2) apply an appropriate leadership theory/aspect/practice to the answer that was discussed during the lesson, and 3) provide an example (if appropriate - can be personal) that illustrates your answer. Although most questions are reflective, you must incorporate lessons learned from the reading material for the lesson in their response.

You **MUST** post to the discussion question before you can see responses from other students. You earn points for your active participation by posting meaningful responses to other students' posts. Online discussion is generally looser and freer flowing than face-to-face. You should exercise a basic respect for one another and not engage in derogatory arguments. Although somewhat informal, you **MUST** use correct grammar, spelling, and punctuation during the postings, and since sources should be cited in each posting, a references list at the end is appropriate.

Case Study Analyses

You will read the assigned case studies then answer the questions at the end of the case study. Keep in mind that the cases are attached to certain concepts within your text to encourage you to integrate those ideas into your answers (and cite those concepts/ideas). Superior answers (A-grade) will cite the course text and/or other sources relevant to the case to support answers to the questions. Without citing the text and/or other sources, the highest possible grade on a case study is 40/50.

Paper 1: Guided Leader Behavior Reflection

You will compare the SLPI, CliftonStrengths assessment, and Jung Typology personality assessments (taken during Lessons 0, 1, and 2) to your current leadership approach then write a summary paper regarding their current leadership approach. Full guidance can be found in Start Here.

Paper 2: Leader Analysis

You will choose and conduct a leader assessment of a public person (not a relative or friend) who works in the field you work in or the field you desire to work in after graduation. This person can be either historic or currently living. You must have the person approved by the instructor. You will analyze this leader using the Five Practices of Effective Leaders and also speculate on the results of the same assessments you completed for Paper 1. Full guidance can be found in Start Here.

Paper 3: Leadership Strategic Analysis

The Leadership Strategic Analysis provides you with an opportunity to analyze the leadership within an organization. You will select a public organization (one with readily available information) within the field that you work or desire to work and then analyze the leadership within that organization. Full guidance can be found in Start Here.

Assignments Schedule

KEY

LTP = *Leadership theory and practice*, 9th Edition (our text)

PPT = PowerPoint slides that accompany each LTP chapter

LC = *The leadership challenge*

ITM = *It's the manager*

Lesson 0: Getting Started (through January 29)

Note: This lesson runs concurrently with Lessons 1 and 2.

To Read:

- Read our syllabus and assignment schedule.
- Read the guidance for Paper 1: SLPI Guided Leader Behavior Reflection in Start Here

What Is Due:

- Syllabus quiz.
- Introductions
- Purchase and take the Student Leadership Practices Inventory (SLPI) - see syllabus for guidance - under Texts (3) and Assessments (3).
- Distribute the SLPI to at least 10 others who know you well enough to provide an accurate assessment.

Lesson 1: Introduction, Five Practices of Exemplary Leadership Model (January 17-22)

To Read and Review:

- Read Chapter 1 in LTP; watch the leadership vs management video; listen to the podcast by Kellerman.
- Read Chapters 1 and 2 in LC; watch the author's short video; watch the overview video on the five practices; review the slides on the five practices.
- Read Introduction (pp 5-13) in ITM

What Is Due:

- Lesson 1 Discussion

Lesson 2: Personal assessments; creating awareness of leadership strengths and areas to improve; trait approach (January 23-29)

To Read, Do, and Review:

- Read Chapter 2 in LTP; review slides; watch Great Man video.
- Read articles and watch videos on emotional and social intelligence; read article on leaders born or made.
- Complete the Jung Typology personality assessment; watch the video; review information handout in folder.
- Complete the CliftonStrengths assessment in ITM; watch the video.
- Read the guidance for Paper 2 in Start Here.

What Is Due:

- Submit Paper 2 Leader Name
- Begin drafting Paper 1. See Start Here for the guidance sheet.

Lesson 3: Skills, Behavioral Approach, Model the Way, Values, SMART Goals (January 30-February 5)

To Read and Review:

- Read Chapter 3 and 4 in LTP.
- Read Chapters 3 and 4 in LC.
- Read the chapter on values and the handout on SMART goals.
- Watch McChrystal video.

What Is Due:

- Lesson 3 Discussion
- Research how your selected Paper 2 leader Modeled the Way. Draft that portion of Paper 2.
- Continue to work on Paper 1

Lesson 4: Situational Approach, Inspire a Shared Vision, Compassion (February 6-12)

To Read and Review:

- Read Chapter 5 in LTP.
- Read Chapters 5 and 6 in LC; articles on What Leaders Really Do and Can you Teach Leadership.
- Watch videos on compassion and body language.

What Is Due:

- Case Study 5.1 (answer all questions; see syllabus or rubric for expectations)
- Research and draft how your selected Paper 2 leader Inspired a Shared Vision.
- Continue to work on Paper 1

Lesson 5: Path-Goal Theory, Challenge the Process, Leading Change (February 13-19)

To Read and Review:

- Read Chapter 6 in LTP.
- Read Chapters 7 and 8 in LC.
- Read the article and watch the videos by Kotter on leading change.
- Watch the Simon Sinek and McRaven videos.

What Is Due:

- Lesson 5 Discussion
- Submit Paper 1: Guided Leader Behavior Reflection
 - **If you are an Organizational Leadership student**, also go to your Blackboard Organizations, find MA Organizational Leadership, and submit the paper in the LEAD 500 folder there. If you are not enrolled in this Organization, email wren.mills@wku.edu with your WKU ID # (800#), and she will add you in!
- Research how your selected Paper 2 leader Challenged the Process. Draft that portion of Paper 2.

Lesson 6: Leader-Member Exchange Theory, Enable Others to Act (February 20-26)

To Read and Review:

- Read Chapter 7 in LTP, watch the short video.
- Read Chapters 9 and 10 in LC.

What Is Due:

- Lesson 6 Discussion
- Research and draft how your selected Paper 2 leader Enabled Others to Act.

Lesson 7: Transformational Leadership, Encourage the Heart (February 27-March 5)

To Read and Review:

- Read Chapter 8 in LTP; article on Level 5 Leadership; watch the videos in the folder.
- Read Chapters 11 and 12 in LC.

What Is Due:

- Case Study 8.3 (answer all questions)
- Research and draft how your selected Paper 2 leader Encouraged the Heart

Lesson 8: Authentic Leadership, Leader Analysis Paper (March 6-12)

To Read and Review:

- Read chapter 9 in LTP.
- Read chapters 13 in LC.
- Watch the videos in the folder.
- Complete your Leader Analysis Paper.
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What Is Due:

- Submit Paper 2: Leader Analysis
 - **If you are an Organizational Leadership student**, also go to your Blackboard Organizations, find MA Organizational Leadership, and submit the paper in the LEAD 500 folder there.

SPRING BREAK (March 13-19)

Lesson 9: Servant Leadership, Humility, Strategy, Begin Leadership Strategic Analysis (March 20-26)

To Read and Review:

- Read chapter 10 in LTP.
- Read the introduction and chapters 1 - 5 in ITM.
- Read two articles on humility and leadership.
- Watch the videos in the folder.
- Select an organization to conduct your Leadership Strategic Analysis.
- Read Case Study 10.3 in LTP then answer all questions at the end

What Is Due:

- Case Study 10.3 (answer all questions)
- Submit the name of the organization you have chosen for your Leadership Strategic Analysis.

Lesson 10: Adaptive Leadership, Employment Brand, Conflict Management (March 27-April 2)

To Read and Review:

- Read chapter 11 in LTP.
- Read chapters 9 - 19 in ITM.
- Read the materials on conflict management and take the MODI Self-Assessment - guidance is found in the Lesson #11 Folder in Blackboard.
- Watch the videos in the folder.

What Is Due:

- Lesson 10 Discussion

Lesson 11: Gender, Inclusive Leadership, Culture in Organizations (April 3-9)

To Read and Review:

- Read chapters 12 and 14 in LTP and the article on the glass cliff.
- Read chapters 6 - 8 in ITM.
- Watch the videos in the folder.

What Is Due:

- Lesson 11 Discussion

Lesson 12: Followership, Boss to Coach, Mentoring, Human Resources, Generation Z (April 10-16)

To Read and Review:

- Read chapter 13 in LTP.
- Read chapters 20 - 31 in ITM.
- Read the article on Leadership coaching and mentoring.
- Read the two articles on Human Resources.
- Watch the videos in the folder.

What Is Due:

- Lesson 12 Discussion

Lesson 13: Leadership Ethics, The Future of Work (April 17-23)

To Read and Review:

- Read chapter 15 in LTP.
- Read chapters 32 - 42.
- Watch the videos in the folder.

What Is Due:

- Submit Paper 3: Leadership Strategic Analysis
 - **If you are an Organizational Leadership student**, also go to your Blackboard Organizations, find MA Organizational Leadership, and submit the paper in the LEAD 500 folder there.

Lesson 14: Team Leadership, Future of Leadership, Course Summary (April 24-30)

To Read and Review:

- Read chapter 16 in LTP.
- Read chapters 43 - 52 in ITM.
- Watch the TedTalk video by Colin Powell and Sir Ken Robinson.
- Read the short biography on Colin Powell.
- Review the PPT on the Tenets of Leadership by Colin Powell.

What Is Due:

- Lesson 14 Discussion