

WESTERN KENTUCKY UNIVERSITY

Department of Educational Administration, Leadership & Research

READ THIS SYLLABUS THOROUGHLY BEFORE BEGINNING ANY WORK ONLINE. IT CONTAINS EXTREMELY IMPORTANT INFORMATION NECESSARY FOR SUCCESS IN THE COURSE.

ALSO, ALL COMMUNICATION FOR THE COURSE WILL USE UNIVERSITY-ASSIGNED EMAILS ONLY. MAKE SURE YOU CHECK EMAIL MESSAGES AT YOUR UNIVERSITY ADDRESS REGULARLY.

EDLD 710 – Leadership Theories and Ethics

June 2015

SYLLABUS

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FOR AN APPOINTMENT, PLEASE CALL OR EMAIL ME

NOTE: This course is a blended course (online/face-to-face meetings). I reserve the right to modify the syllabus prior to the beginning of the course if deemed necessary. If this is done, you will be notified by an announcement posted on Blackboard and by an email to your WKU account. I do not anticipate any major modifications, but I wanted to put this into the syllabus in case it became necessary.

Course Purpose

This course is the first in a series of a three-course global leadership core (coordinated leadership sequence) for all doctoral program candidates. It will engage the learner in scholarly and applied exploration of the complexities of educational leadership and the moral and ethical dimensions of leadership behavior. The focus is on gaining an understanding of one's own leadership style and strengths and that of others, developing skills and tools to examine values and beliefs that guide ethical decision making, and on enhancing capacity to further one's development as an effective educational leader.

Catalog Description

Theory and research on leadership, ethics, and managerial effectiveness. Topics include leadership and management; power and influence, trait theories; current and seminal leadership theories; delegation and shared decision making; morality and ethics for leadership; and current trends in leadership research.

Course Objectives

Upon completion of the course the student will or will be able to

- gain perspective on the historical and contemporary contexts of leadership;
- demonstrate an understanding of the key assumptions, strengths, and limitations of each of the leadership approaches presented;
- apply leadership concepts and behaviors to other ideas, people, and real-life situations;
- become familiar with research related to effective educational leadership with attention to select variables such as gender, power, ethics, motivation, personality, and culture;
- explore psychological type and its potential implications for one's own preferred leadership style and that of others;
- understand one's own leadership style and strengths and best opportunities for enhancing leadership capacity;
- examine the moral and ethical dimensions of educational leadership as they inform and affect one's ability to lead with integrity;
- utilize appropriate skills and tools in examining values/beliefs that guide ethical decision making;
- synthesize learning into a coherent and practical philosophy of leadership that reflects both personal and professional codes of ethics; and
- demonstrate continuing improvement of analytical and critical thinking skills as well as the ability to communicate ideas effectively.

Required Text

Northhouse, P. G. (2013). *Leadership: Theory and practice* (6th ed.). Los Angeles, CA: Sage Publications.

(There is newer edition of this book (7th, but I am partial to last version because students can purchase it online more cheaply than these new editions. Also, new editions tend to be 85% to 90% the same as the one before it, so we are not losing much by not going to the newer one. If you have purchased the newer one already, just make that adjustment on the readings based on the content rather than the chapter numbers—if they have changed. At this point, this book is the only source for all class readings. If this changes and I add others prior to the beginning of class, you will be notified. Those additional readings—if any—will be available on BlackBoard, most likely.)

Supplemental Readings (not required)

Day, D. V., & Antonakis, J. (2011). *The nature of leadership*. Thousand Oaks, CA: Sage Publications.

Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership*. New York: Psychology Press (Taylor and Francis).

Bolman L., & Deal, T. (2008). *Reframing organizations*. San Francisco: Jossey-Bass.

Conger, J. A., & Riggio, R. E. (2007). *The practice of leadership: Developing the next generation of leaders*. San Francisco: Jossey-Bass.

Fullan, M. (2005). *Leadership sustainability: System thinkers in action*. Thousand Oaks, CA: Sage Publications.

Gardner, J. (1990). *On leadership*. New York: Free Press, Simon & Schuster, Inc.

George, B. (2003). *Authentic leadership: Rediscovering the secrets to creating lasting values*. San Francisco: Jossey-Bass.

Kouzes, J., & Posner, B. (2010). *The leadership challenge*. New York: Jossey-Bass.

Wren, J. T. (1995). *The leadership companion: Insights on leadership through the ages*. New York: Free Press, Simon & Schuster, Inc.

Plagiarism Policy

(If you have been in the program long, the following information will not be new to you.)

Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from another source as one's own is plagiarism. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Plagiarism is an act of academic dishonesty. Students who commit any act of academic dishonesty may receive a failing grade for the course and may be subject to dismissal from the program. Student work will be subject to review and checks using plagiarism detection software.

The information below is a quick overview of the ways that students most often commit plagiarism, either ignorantly or willfully.

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not
- writer properly cites a source, but neglects to put in quotation marks text that has been copied word-for-word, or close to it

(The information above is taken from our College of Education and Behavioral Sciences Web site and printed with permission from Charlanne Pook, Dean of Students at the Providence School. The last bullet is the same source but another document under the same heading. I should also mention that the standard for copying “word-for-word” is 4 or more consecutive words.)

Before receiving a grade in this course students will be expected to verify in writing that they have completed the Harvard Graduate School of Education online tutorial:

Principles of Paraphrasing: How to Avoid Plagiarism in Three Easy Modules.

<http://isites.harvard.edu/icb/icb.do?keyword=paraphrasing>

OR

Indiana University Tutorial on Plagiarism

<https://www.indiana.edu/~istd/>

Plagiarism is an extremely serious offense. I treat it as such and I would recommend you do so as well. Thoroughly informing yourself about it is the first step in that process. Do not commit the offense and bear the consequences before you decide to arm yourself against it.

[Use the form on the next page for your verification.]

WKU

Department of Educational Administration, Leadership, and Research

Student Name (PRINT) _____

I verify that I have completed the plagiarism tutorial indicated below (only one is necessary) and that I understand what constitutes plagiarism:

_____ Harvard Graduate School of Education online tutorial: Principles of Paraphrasing: How to Avoid Plagiarism in Three Easy Modules

<http://isites.harvard.edu/icb/icb.do?keyword=paraphrasing>

Date completed: _____

OR

_____ Indiana University Tutorial on Plagiarism <https://www.indiana.edu/~istd/>

Date completed: _____

Student signature _____

Date signed _____

Grading/Evaluation

The grade for this course is based on class participation and the following performance-based outcomes. All work that includes citations and references will adhere to APA Style.

Face-to-Face Meeting (June 6 – 8:00-12:00)	
Discussion Boards – 4 grades (1/week)	50%
Weekly Reflections – 4 grades (1/week)	20%
Final Project (Due June 12)	30%

(Please know that all assignments must be completed for a final grade and credit in the course.)

Blackboard Instructions

Just a quick note about browsers. I have had online classes where we had some problems. Students were making posts, but when opened, not everyone was able to view the text of the post. It has to do with the Browser one uses, primarily. I normally use Internet Explorer for all my browsing and use it as my default for any links. It may depend on the version you are using, but for some versions, apparently these posts get blocked (at least the texts of them). So you might try downloading another Browser (Mozilla Firefox? Google Chrome?) for your online work.

On Monday, June 1, 2015, you will be able to access this course on the Internet by following these steps: Go to WKU homepage and link to Blackboard

1. Login (your NET ID and Password) and follow the directions below.
2. If you have difficulty, call the help desk: 270/745-7000.
3. You should see the Web course(s) for which you have registered. Click on this course number and title: “EDLD 710 – Leadership Theories and Ethics.” This will take you to the menu for the class.
4. Click on *Content* to see a copy of this syllabus (I will have already sent you one or you will have downloaded it from the Registration site) and other documents for the course; this will be located on the left in the black box.
5. Depending on the number of students we have in the class, we may have more than one discussion group. If not, click on *Discussions*. If we do, click on *Users and Groups* and your group (maybe *Groups*, first) should come up. Click on it and then on *Group Discussion Board*.
6. You should come to a list that includes a Forum for your Introduction and for each of the four weeks we will be interacting this session. Please do not create new forums for anything you post. Open threads under “Introductions” for your introduction and open threads under “First Week’s Readings,” etc. Your posts should be listed here and you can see what others have entered as well (Use the “Expand All” command in the upper right-hand corner if you cannot see all – indicated by a “+” beside a post). If these instructions are not sufficient, here are a couple of instructional videos on how to post a thread and reply to the posts of others:
http://www.wku.edu/infotech/atech/videotutorials/PostingThread_demo.htm
<http://www.wku.edu/infotech/atech/videotutorials/ReplyingtoThreadsMessages.htm>

The only part of these instructional videos that is not correct for this class is the part about clicking on *Discussion Board* instead of *Users and Groups*. Their instructions are for classes that only have one Discussion Board (which we may have) instead of several as we might have for this class. I'll let you know by email or announcement when you log on whether we will be using one large group or smaller ones.

Your first assignment is to get to the Group Discussion Board and post an introduction to yourself for the other members of your group. This does not need to be long and involved, just where you are located, what you do in your job, how long you have been doing it, where you are in your program, etc. – sort of like what we would do the first night of class if this course were an on-campus section. This will provide your group members with a background from which to help interpret what you offer in the online discussions. **Please take care of this activity between June 1 and June 5, the week before class meets in our one face-to-face meeting on Saturday, June 6.** Once you have accomplished this, feel free to post your responses to the prompts for Week 1 when that Forum becomes available on the Monday, the 8th.

Course Requirements

This course will require—due to its compressed nature of 4weeks—considerable reading, writing, and online discussion. I do not apologize for this. First, this is a doctoral course and second, we will not be meeting more than one time face-to-face. There are some trade-offs for not having to come to class and to have this course presented in a primarily online format. As a doctoral offering should be, this class will place considerable responsibility on the student for his or her learning. The readings in the text selected for this course should equip you to a) respond adequately to the DBs and the written assignments; b) understand the foundational literature and research on leadership; and c) be able to discuss leadership from both scholarly and practical perspectives.

I strongly suggest that you procure the textbook several weeks prior to the beginning of the course on June 6th and read it prior to the beginning of the course. At this point, there is only one text, but we will be covering several chapters per week once the course begins. You might be able to do the reading the weekend before that week's Discussion Board (DB), but again, you may not. Do yourself a favor and start the readings well before they are due. You must post an initial response to the prompts on Mondays, and there are several prompts (one for each chapter plus one concerning the inventories). To summarize, you will

1. purchase the text and read all the chapters prior to January 6 (certainly before they are due for the DBs);
2. find the prompts for each week at the end of the syllabus and prepare (in Word or other word processing program) a response for each before the start of the DB that week (You can create them on BB, but that is dangerous as BB or your computer or your online connection can unexpectedly close; if you create it in Word, it or a good portion of it will be saved);
3. post your responses (i.e., your initial posts) on Monday for that week's prompts; and
4. engage with your DB-mates during the week concerning your posts/their posts and responses/related text content.

This will be an intense learning experience, but immerse yourself in it for the four weeks of the course, close your eyes, grin and bear it, it will be over before you know it; you will have a

“baptism” in leadership theory and practice that should serve as a foundation for the rest of your course work in the program as well as your leadership career.

Postings on the Discussion Board

Students will participate in discussions each week; prompts are provided at the end of the syllabus under *Prompts for the Weekly Discussion Boards*. All right, I am admitting up front that there are several (numerous?) prompts for each week. I am not skillful enough to blend this content for multiple chapters into a few pithy prompts that effectively capture the content, require some thought/application on your part, and provide a way for you to convince me you read the chapters. So, taking the easy way out, I have a prompt for each chapter and then one that requires you to deal with the results of the instruments you will complete at the end of each chapter (except Ch. 1 – no Instrument). While these expectations may seem weighty, remember that we are compressing 14-15 weeks of a traditional semester into four weeks. And, as instructions elsewhere suggest, you are to spend a considerable amount of time during these four weeks on these DBs; they are 50% of your final grade. I have given you the structure (prompts) for a considerable amount of discussion. That said, I realize you will be preparing several initial responses and we will be having several discussions going at once, so I will understand if your initial posts might be a little “light.” Just be sure to give us enough of a response to a) convince us you read the assignment and b) provide meat for discussion based on your application of the material.

Discussion Boards each week will open on Monday mornings at 12:01 a.m. and you will have until 11:59 p.m. on Friday of each week to upload initial posts and to respond to the responses from the members of your group. The ability to post for that week will end at that time (11:59 p.m. on Friday) and is controlled electronically.

Your postings should demonstrate a familiarity with the issues and concepts found in the readings. Feel free to play “Devil’s Advocate” from time to time to make sure that alternative views are discussed even though all in the group may basically agree on a given issue. The discussions should be courteous, scholarly, and informed by your reading and personal experiences. **Since we introduce ourselves to each other and indicate where we work**, it is inevitable that “organizational laundry” from time to time might leak into the discussion. **I recommend you protect yourself by using phrases like “At an institution where I once worked . . .” or “At an institution with which I am familiar . . .” if you don’t want what you say linked directly to where you currently work. We should all practice confidentiality in these discussions, but it cannot be guaranteed.** On the other hand, please do your best to be “professional” in all communication and do what you can to keep what might be viewed as “juicy” information to yourself. It is the student’s and the group’s responsibilities to make sure that all prompts have been addressed.

You must demonstrate through your postings (original and responses to others) that you have read and understand the material within the reading materials assigned for that week’s DB. While your experiences and your opinions are important for discussion content, speaking only from your experience or your opinions will not be sufficient. Your references to what you have read and learned in the texts is one of the few ways I have to measure your acquisition of knowledge in the course. If I cannot obtain this information by your references, I’ll have to resort to other means to acquire this information, so do what you can to make these references on a semi-regular basis. It doesn’t have to be in every individual post, but enough so that I know you

are reading and learning these fundamental concepts about administration. As we are moving across several chapters, page numbers (at least chapter numbers) might be useful references for your fellow DBers should they want to review/check what you are citing for clarity.

Expectations for Postings/Responses

You must make your original post (i.e., your thoughts) on the prompts on the first day (i.e., Monday) assigned for that week. Also, I will expect you to post responses to others (your "discussion") *throughout* the week. Do not approach this class with what I will call a “minimalist” approach—in other words, “How little can I do to get by?” This will be easy enough to judge on my part and will be easy for you to know if you are falling in that category by the grade you receive the first week. You must post (original and responses to others) at least three of the five days across each week to even qualify for a “C” grade that week. For anything higher, there must be enough participation to respond to each of the others: their original postings and their responses back to you.

We are looking for an *online dialogue*, and if you don’t participate enough, a dialogue cannot take place. If I were going to make a mistake, it would be in offering too much rather than too little, just to be safe. I am looking for both depth (more than just an "I agree with your thoughts on such and such") and breadth (multiple aspects of the issue) to address the thoughts of the postings of others in your group. Naturally, you don't have to glue yourself to the DB, but do make sure that you provide me with enough data so that I can assess your contribution.

I will be looking for the following things in your original postings and responses to others and grade them accordingly. If you receive a “B,” “C,” or “F” on a DB during a week, it does not mean that every aspect of this rubric fell short. Only one aspect, if deemed insufficient enough could push a week’s effort into a lower grade category.

- Excellent postings – “A” grade level: All parts of the prompts are addressed. **The initial posts and subsequent responses demonstrate a familiarity with the readings.** The responses are connected to the student’s professional experiences. Generalizations are explained and examples given. Responses to group members are adequate to address their postings and appropriate for the topic under discussion. Also, feel free (but not required) to reference information and experiences from other courses.
[Notice the bolded sentence above. Even though a particular prompt might relate to a specific part of a chapter, I expect you to demonstrate you have read/digested other parts of that chapter through your responses to others.]
- Satisfactory postings – “B” grade level: The points of the prompts are addressed with only some detail. Generalizations are not explained. Evidence of connection to the reading is not clear. Experiences are omitted, not explained, and/or not connected to the topic at hand. There is a tendency to rely only on opinion. Generally, there was not enough depth or breadth in the posting/responses to warrant an A.
- Needs Some Work postings – “C” grade level: Participation in the discussion is minimal. Original post is not made by Monday and/or posts do not span three different days. The issues are answered in one or two sentences with no connection to readings or experience and little detail is offered. Response is based only on opinion. Generally, there was not enough in the posting/responses to warrant an A or a B.
- Unacceptable – “F” grade level: No postings are made or too few (or too weak in quality) are made to qualify for one of the grades above.

Incidentally, I will be monitoring these discussions and will be participating. Instructions for the DBs are noted at the end of the syllabus in the Class and Assignment Schedule (note that the dates listed are DUE DATES – not beginning dates). I have given you from Monday 12:01 a.m. until Friday evening at 11:59 p.m. to complete the week's DB. However, do not save your discussion time until later in the week. As noted above, your group members need regular feedback from you throughout the week. Also, you might make a habit of checking for any unread posts before you go to bed on Fridays (I assume everyone goes to bed before midnight!) for any late responses to conversations of which you are a part.

Finally, you will find that these discussions are relatively non-threatening and you should feel free to talk about the prompts especially as they relate to your experiences in educational and organizational settings. This is a chance to get to know your fellow students possibly in ways that would not be the same if we were in a face- to-face setting. Online DBs, according to the research, allow for and promote even greater and more open discussion than the regular classroom. Jump in and enjoy yourself!

Reflections on the Assigned Readings/DBs

By the end of each week (Sunday at midnight), you will be submitting electronically (**attached to an email please**) a response to designated writing prompts (i.e., *Reflections* found at the end of the syllabus). These can be completed ahead of time before the class even starts, but you might not want to submit these until you have had the benefit of that week's DB. You might gain some insights during those discussions that can change or enhance your *Reflections*. For these writing assignments, the following expectations will be enforced:

- Your Reflections will be approximately 5-10 pages in length (not including Title page if you use one – not required, by the way);
- You will use a 12-point Times New Roman font;
- You will double-space the text; you will use 1-inch margins;
- You will left-justify (only) your text; and
- You will use APA formatting and writing style
 - By now you should have purchased an APA Manual. If not, see <http://www3.wooster.edu/psychology/apa-crib.html> and/or <http://www2.liu.edu/cwis/cwp/library/workshop/citapa.htm> and/or some other resource where APA formatting details are provided. If you are not familiar with APA, make sure you spend some time on these Web sites learning the expectations for APA for citing authors, presenting reference lists, and other formatting and writing style guidelines.
 - **Please know that you do not need to include an Abstract or Headers that suggest an abbreviated title.** The APA manual is for journal article submissions and I am primarily interested in the fact that you follow the formatting for citations within the text and references at the end. It should be noted that you may not be citing any sources in your reflections. However, if you do, you **MUST** make sure that you adhere to APA guidelines.
 - I cannot stress this enough. Study these Web sites (and/or your APA Manual) and make sure you follow APA formatting (or at least use the list of references I provided above under “Bibliography” as a model for your list of “References” at

the end of your papers). It will cost you on your papers; this is not the only course that will use APA formatting for assignments. You will have to learn it sooner or later. You might as well get it under your belt now.

- Also, **I am a stickler for quality writing.** Ask other students who have had me. I “bleed” on students’ work because I want you to be good communicators in your administrative positions. If you are not aware of your weaknesses, you cannot work on them. Part of my job is to make you a better writer/communicator. We don’t need educators in the field making technical errors in their communication (e.g., spelling, punctuation, grammar, usage, structure, etc.) and making the rest of us look bad. Take this as a warning; do what you have to do to make what you turn in to me the best you can possibly make it. Students sometimes use the DB grades to recover from the writing assignment grades.

The following rubric will be used to grade the reflections. If you receive a “B,” “C,” or “F” on a paper, it does not mean that every aspect of this rubric fell short. Only one aspect, if deemed insufficient enough could push an effort into a lower grade category.

- **Excellent Paper, “A” Grade Level**
 - All directions were followed as indicated in the syllabus and all parts of the issues are fully addressed. The headings and content are clearly presented as indicated in the directions. Technically sound use of the English language is incorporated (i.e., spelling, punctuation, grammar, etc.). Clarity of writing is in evidence (I understand what you are trying to say – the words you use are appropriate and your writing is not confusing in any way). Your organization is clear (thoughts are presented in an orderly fashion and logically flow from one sentence to the next, one paragraph to the next, etc.). You support your ideas well (while I am not expecting you to use citations [although you may if you wish], support your contentions with examples or details that strengthen your argument). You demonstrate a working knowledge of the topic (a demonstration that you are “versed” on the topic and could speak authoritatively about it in intellectual circles). APA formatting and style expectations were followed.
- **Satisfactory Paper, “B” Grade Level**
 - Directions were generally followed as indicated in the syllabus and all parts of the issues are adequately addressed. The appropriate headings and subsequent content are present. Sound use of the English language is incorporated for the most part with relatively few problems in evidence (i.e., spelling, punctuation, grammar, etc.). Arguments are presented but clarity is a problem (I generally understand what you are trying to say – but the words you use are in appropriate and your writing is in some way confusing). Your organization is unclear but your argument is still understandable (thoughts are presented in more of a haphazard fashion and don’t logically flow from one sentence to the next, one paragraph to the next, etc.). The support you offer for your ideas is weak but present (you attempt to support your contentions with examples or details, but they are loosely related, not strong in content or presentation, etc.). Your working knowledge of the topic is weak (you don’t convincingly demonstrate that you are “versed” on the topic and it is doubtful that you could speak authoritatively about it in

postsecondary circles). There were some problems with APA formatting and style expectations.

- **Need More Work, “C” Grade Level**

- Few directions were followed as indicated in the syllabus. Inappropriate headings are used and content clearly does not follow the suggested issues. There are numerous problems in the use of the English language and good writing protocol (i.e., spelling, punctuation, grammar, etc.). Writing is generally unclear (it is difficult to follow your argument and understand what you are trying to say). Organization is not in evidence (thoughts are presented in a confusing fashion and do not flow from one sentence to the next, one paragraph to the next, etc.). There is little or no support for your ideas (you do not support your contentions with examples or details that strengthen your argument). You generally fail to demonstrate a clear knowledge of the topic (I would feel uncomfortable having you offer your opinions in postsecondary circles and claim you owe your understanding of the topic to this course). There were several problems with APA formatting and style expectations.

- **Unacceptable Paper, “F” Grade Level**

- You do not turn in a paper at all or what is submitted falls far below what is offered above for a “grade-able” paper. No grade of incomplete (X) will be changed to an A unless a documented emergency prevents you from completing your work on the designated due date. This will be discussed with you individually, should the need arise. There will be a 50% reduction in grade for all assignments submitted late. Feel free (it is encouraged) to submit assignments before due dates.

Final Project

(Professional Presentation: PowerPoint, Prezi, etc. – Make sure I can access it.)

This part of your course responsibilities will be worth 30% of your final grade. It is designed to be a thorough, polished presentation summarizing what you have learned about leadership during the course of this four-week seminar. Here is the scenario and assignment:

1. You have been asked to present a one-hour presentation to a group of individuals (aspiring leaders) in a setting related to your Doc Program Specialty Area (Strand). For example, the P-12 Leadership folks might consider a group of teachers who have been identified as prospective school administrators in the district. For Postsecondary Leadership folks, you might consider a group of faculty and/or staff who have been identified by their administrators or peers as those most likely to move into administrative positions within the college or university. The decision for the particular description or features of the group is entirely up to you.
2. Develop a presentation that would serve as “An Introduction to Leadership” for this designated group. You can assume that they are novices on the subject and have had little or no formal leadership preparation. The topic is relatively open and the presentation’s content is entirely up to you. Rather than indicate or suggest how you might approach this presentation, I am going to leave this up to you as well. How you introduce your topic, what aspects of leadership you want to include, how much of what you want to include,

and how you want to close your presentation . . . all of these (other?) are up to you. I want to see how you would go about covering leadership for this group of people.

3. As a general rule, keep text on your PowerPoint slides to a minimum. There are some additional rules provided from a source below. Review these and adhere to them. However, since I won't be seeing you actually make this presentation, I want you to outline at least what points you would be making through the "Click to Add Notes" window at the bottom of each slide. These would not be verbatim, word-for-word of what you would say, but more the points you would make as the slide was in view of the participants. How much of what you provide for me here is up to you, but give me enough so that I won't have to do much guessing about what types of things you would be saying while the slide was in view.
4. Here are some tips from a source I found to help guide you in your PowerPoint presentation:

The Top Eight Rules for Using PowerPoint **By Beth Ziesenis**

Go into almost any educational session, at almost any association's annual meeting, and you'll see speakers standing in front of a laptop computer with a screen looming behind them. In the best circumstances, what's on the screen emphasizes the speaker's message by showcasing relevant points, pertinent pictures, and creative charts. In the worst, the screen is a jumble of tiny type, exploding headlines, and unreadable graphics. But a bad PowerPoint presentation can muddle rather than magnify a message.

1. Remember that *you* are the presenter, not PowerPoint. Use your slides to emphasize a point, keep yourself on track, and illustrate a point with a graphic or photo. Don't just stand there and read the slides.

2. Keep text to a minimum. Think of your bullet points as headlines, not news articles. Write in phrases using key words. Ideally, each slide will contain no more than six to eight lines for a total of no more than 30 words.

3. Make sure your presentation is easy on the eyes. Make your font size 24 point or bigger. Use easy-to-read fonts such as Arial and Times New Roman for the bulk of your text. If you have to use a funky font, use it sparingly. Stay away from weird colors and busy backgrounds.

4. Never include anything that prompts you to announce, "I don't know if everyone can read this, but...." It's your job to make sure it's readable *before* you get up in front of the audience. Print out all your slides on standard paper and drop them to the floor. If you can easily make out the words while standing, the slides are probably readable.

5. Leave out the sound effects and background music *unless* they're related to the content you're presenting. If you haven't made arrangements with the conference coordinator before your presentation, your audience members might not be able to hear your

sound effects anyway. The same advice goes for animated graphics and embedded movie files.

6. Stick with simple animations if you use them at all. Sure, you *can* make words boomerang onto the slide; but you don't have to. Remember that some of your audience may have learning disabilities such as dyslexia, and swirling words can be a tough challenge. Even those who don't have reading problems may find them annoying.

7. Practice, practice, practice. The more you rehearse, the less you'll have to rely on your slides for cues and the smoother your presentation will be. Since PowerPoint software allows you to make notes on each slide, you can print out the notes version if you need help with pronunciations or remembering what comes next.

8. Proofread, proofread, proofread. Wouldn't you hate to discover that you misspelled your company's name during a presentation in front of 40 colleagues—especially with your boss in the front row?

5. On the following page is a rubric that I will use to help me grade your PowerPoint presentation. Create your PowerPoint to maximize your success according to this rubric. Please note: I am not looking for who can include the most "bells and whistles." I am looking for appealing, effective, and informative efforts that best satisfy and accomplish the intent of the assignment.

Evaluation Rubric for PowerPoint Presentation

Student _____

Topic _____

	Poor Presentation	Good Presentation	Excellent Presentation	Score
Overall Aesthetics (This refers to the look of the slides, not the information presented.)				
Overall Visual Appeal	1 point Background makes the presentation hard to read. Graphics are confusing and not related to words. Too much movement in the slides. Many slides hard to read.	2 points There are too few graphic elements. Appropriate background. Some slides hard to read.	3 points Appealing graphic elements are included appropriately. Slides are easy to read and movement is used effectively.	Score
Grammar, Punctuation and Spelling				
Readability of the Slides	1 point There are many errors in spelling, grammar, and punctuation. Bullet format is not consistent or clear. Too much information on many slides.	2 points There are some errors in spelling, grammar, and punctuation.. Bullet format is not consistent on a few slides. Too much information on some slides.	3 points There are no errors in spelling, grammar, and punctuation. Bullets are consistent and clear. Information is clear and concise on each slide.	Score
Flow of Presentation				
Effects and Transitions	1 point Images are inconsistent with design of slides. Timing and order of appearance is not consistent on many slides.	2 points Images are generally consistent with slide design. Timing and order of appearance is questionable in a few slides.	3 points All images are in an appropriate relationship to the text. Timing and order of appearance flow smoothly in each slide. All transitions are alike.	Score
Presentation Skills	1 point Presenter didn't know the information and got lost often. Diction and voice level made listening difficult. Too much reading and not enough "presenting."	2 points Presentation of information generally effective. Diction and voice level made listening difficult. Adequate balance of information and discussion of bullets.	3 points Presenter was very familiar with the information and progressed smoothly through the presentation. Diction and voice level was appropriate for the audience. Presentation and information held the audience's attention.	Score
Purpose				
Meeting Presentation Objectives	1 point Information did not meet the intent or requirements for the presentation.	2 points Information minimally met the requirements for the presentation.	3 points Information met the requirements for the presentation.	Score
Total Points				

Other Tips for Course Success

The forums each week open at just after midnight on Monday morning. If you want to write up your original post over the weekend (around writing your Reflection from the previous week) in Word and get it ready to post Monday morning, do so. However, **do not create a new forum or thread if you do not see the one that is supposed to be available**. If you try to post on Sunday, you will not see the next week's forum or if you do, it will not be accessible. That is because the timer releases it just after midnight on Sunday night/early Monday.

Do not simply "attach" your original post in a Word document; copy and paste it into the Thread Response window. When I grade at the end of the week, an attachment will not show up in what I view. I know there are formatting issues with cutting-and-pasting sometimes. Just tolerate them and read around the lack of paragraphs, too much space between paragraphs, etc.

Please do not cut-and-paste text into your posts other than your original statements from Word. If you want to point others to something found elsewhere, either include the link (if on the Internet) or attach it in a Word document. **When I grade, I want to be seeing your verbal contribution only and don't want to have to "read around" other inserted material.** Obviously, shorter pieces would be acceptable.

Consider this: a face-to-face course meets from 2 1/2 to 3 hours each week – but that is over a 15-week semester. This class is compressed into four weeks, approximately 1/3 to 1/4 of the normal time. This means that your involvement needs to be more regular and more intensive in these four weeks than it would have been for 15-week course, or at least comparable. There is no magic number of hours; much depends on your ability to organize your thoughts and to keyboard effectively. If you put in three hours during the week on these DBs, I guarantee you it will not be enough.

Also, in a face-to-face class, you can just show up (even sleep if your professor will allow it) and get by. Not in this class. Participation (regularly and with quality) is KEY. I think you will find that in an online class, you get out of it what you put into it. Our discussions as a whole will be more beneficial if EVERYONE does his or her part to make them what they can be: 1) an effective tool for learning about change in other organizations through the experiences of others and 2) a stimulating and thoughtful discussion with colleagues about the literature you have read and discussed together.

- Timing - As I have said, post your initial thoughts by Monday – early if possible. This gives others something to "chew on" and something allowing for a response. Also, participate at "across" the week. This encourages an ongoing conversation and keeps folks updated on new postings/responses.
- References to the readings - As I have said, I am not expecting a quote or a reference in every post, but "sprinkle" enough in your posts during the week so that I will a) know you are reading and b) know you are making connections - i.e., applications - between what you read and what you are discussing.
- Grading - You will have a grade for each set of chapters (one per week) based on your postings and feedback (50% of the total grade for the course) as well as a grade for each Reflection (20% of the total grade for the course). I will do my best to have these graded and sent back to you by Wednesday morning of each week. Last, there will be a Final Project that will consume the other 30% of the course grade. All parts of the course must be completed in order to receive credit for the course. I will be able to give you a "+" or a

“-” for each grade so that you will be able to better judge where your contributions are falling relative to what I expect. It is my understanding (I can’t see what the student sees) that you can check your grades for the course as we move through the semester. The grading scale for the DBs, Reflections, and Final Project will be the same (see below). Also, the Weighted Grade is just that: an accurate reflection of your grade to that point in the course.

Grading Scale

All work (discussion boards and papers) will be assigned a number grade that will follow the scale offered below.

97-100 A+	77-79 C+
94-96 A	74-76 C
90-93 A-	70-73 C-
87-89 B+	Below 70 F
84-86 B	
80-83 B-	

Academic Dishonesty

Students who commit any act of academic dishonesty may receive a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility for withdrawal. Acts of academic dishonesty shall be reported to the Department of Educational Administration, Leadership, and Research and to the Doctoral Program office for possible disciplinary action which may result in permanent disqualification from the program.

Participation

Regular classroom and/or online participation are essential for success. Students are expected to check their WKU email daily. Attentiveness and active participation are expected for all students. Any behavior that is disruptive and interferes with other students’ learning is not acceptable and will result in loss of points for class participation (DB) credit.

- Graduate students should be able and willing to share information and ideas; therefore, regular and productive participation are critical.
- Students are expected to have read all assignments prior to discussion in class or on the Web and be prepared to participate in discussion or other activities.
- As graduate students, there is an expectation that relevant literature and information beyond what is assigned will be identified, obtained, and read by the student. There may be personal or professional conflicts with scheduled class meetings. The student must prioritize and make decisions related to these conflicts.
- Absences from class participation should be discussed with the instructor prior to the absence; if circumstances do not permit prior notice, contact the instructor immediately after the absence. If a student misses a class, it is the student’s responsibility to secure materials, notes, and assignments, if applicable.

Attendance Policy

In case of documented emergencies that require an extended absence, students may be allowed to receive an incomplete (X) grade and be afforded the opportunity to make up the course during the next semester it is offered. Much of the grade is dependent upon the student's full participation in class. If the University officially cancels classes for any reason, students are expected to continue with readings and assignments as originally planned. Assignments scheduled during missed classes are due at the next regular class meeting unless other instructions are given. To confirm class cancellations, call 270.745.4045 or 888 CALL WKU.

Technology Requirements

As mentioned under participation and attendance, students will be expected to have access to the Internet and e-mail. Additionally, due to the temperamental nature of technology, the student shall have a contingency plan for connectivity and participation. In other words, perhaps the primary connection planned would be the student's home computer; a contingency plan may be to access from the student's school computer.

WKU EMAIL ADDRESS: Every student has an email address as issued by WKU. Please check your email at least once every week.

Statement of Diversity

The Department of Educational Administration, Leadership, and Research believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Students Disabilities Services

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center (270-745-5004). Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Course Adjustments

The instructor reserves the right to modify the course requirements, schedule, and syllabus. No change will occur after the beginning of the term, unless proper, timely, and prior notice is given to the students.

Schedule of Classes/Assignments/Activities

Week	Dates/Times Discussion Boards are to be completed [Writing Assignments are due by Midnight Sunday evening each week (14 th /21 st /28 th /5 th)]	Assignment (All readings are from Northhouse, P. G. (2013). <i>Leadership: Theory and practice</i> (6 th ed.). Los Angeles, CA: Sage Publications)
1	June 12 – 11:59 p.m.	<p>Login and post self-introduction before June 5!</p> <p>Read Chapters 1-4 (pp. 1-136)</p> <p>by June 8</p> <p>Participate in Blackboard Discussion, addressing the following questions/prompts provided below</p>
2	June 19 – 11:59 p.m.	<p>Read Chapters 5-8 (pp. 137-283)</p> <p>by June 15</p> <p>Participate in Blackboard Discussion, addressing the following questions/prompts provided below</p>
3	June 26 – 11:59 p.m.	<p>Read Chapters 9-12 (pp. 287-449)</p> <p>By June 22</p> <p>Participate in Blackboard Discussion, addressing the following questions/prompts provided below</p>
4	July 3 – 11:59 p.m.	<p>Read Chapters 13-16 (pp. 287-449)</p> <p>By June 29</p> <p>Participate in Blackboard Discussion, addressing the following questions/prompts provided below</p>
	July 12 – 11:59 p.m. Sunday	<p>See prompt in the Syllabus for the Final Project summarizing the knowledge gained and applied from this course.</p>

Prompts for the Weekly Discussion Boards

Week 1 – June 8-12

1. Ch. 1 – French and Raven (p. 9-11 in the text) lay out 5 different sources of power used by leaders and the text breaks them up into 2 basic classifications: *position* power and *personal* power. Briefly explain the differences in these two (in your own words) and provide the clearest example of one of these (the 5 or the 2 groupings – your call) that immediately come to mind that you have experienced in a leader with which you are familiar. [As always, no names or references that would help identify this person.]
2. Ch. 2 – Realizing that there are numerous characteristics/traits that contribute to a good leader, limit yourself to 3 of the most important (in your opinion) and make a case for their inclusion.
3. Ch. 3 – If your last name starts with a B, C, D, or E, defend the Skills Approach found in Ch. 3; if it begins with any other letter explain why it suffers as an appropriate analysis of leadership.
4. Ch. 4 – Using pseudonyms, who is a) the best leader and b) the worst leader you have ever encountered in your work? Using terminology from the chapter, describe the differences in their “styles” and explain how these account for the differences between these leaders?
5. Complete each of the inventories at the end of the chapters (2-4, none for 1) for this week (to the extent possible – you do not have to involve others). Pick out one that was particularly “revealing” for you about yourself and explain why to the others in the class.

Week 2 – June 15-19

1. Ch. 5 – Describe a leadership situation in which you currently find yourself (as a leader or a follower). Decide on the most appropriate “style” for that situation and justify your choice based on development level of the subordinates (and/or any other criteria you want to mention). Again, try to maintain anonymity of referenced individuals.
2. In a sense, Ch. 6, *Contingency Theory*, embodies several (if not all) of the chapter contents discussed in the course so far. Explain how Contingency Theory “touches” at least a few of the other theories or models.
3. Ch. 7 – A statement on p. 145 asserts, “A third strength, and perhaps its greatest, is that path-goal theory provides a model that in certain ways is very practical.” What makes this theory so “practical”? Give an example from your work experience to support your explanation.
4. Ch. 8 – *Employee empowerment* and the notion of *organizational synergy* are important concepts in the leadership effectiveness literature. How does LMX attend to these concepts?
5. Complete each of the inventories at the end of the chapters (5-8) for this week (to the extent possible – you do not have to involve others). Pick out one that was particularly “revealing” for you about yourself and explain why to the others in the class.

Week 3 – June 22-26

1. Ch. 9 – Transformational leadership and transactional leadership often occur in the same organization. How do they manifest themselves and impact one other in your organization?

2. Ch. 10 – Paradox: A statement that apparently contradicts itself and yet might be true. Using concepts/terminology from the chapter, explain how *servant leadership* could be viewed as a paradox. Be both thorough and clear in your justification.
3. Ch. 11 – Select a problem in your work experience that you feel was resolved effectively. Pick at least three of the five characteristics found on George’s Authentic Leadership Characteristics found on pp.258-259 (also Figure 11.2) and explain how they emerged in your problem’s resolution.
4. Ch. 12 – In your own words, what is *principled leadership* (found on p. 302)? Choose one of the four processes that influence team effectiveness and give a description of how this process affected a situation where you were a member of a team.
5. Complete each of the inventories at the end of the chapters (9-12) for this week. Pick out one that was particularly “revealing” for you about yourself and explain why to the others in the class.

Week 4 – June 29-July 3

1. Ch. 13 – In your years of experience in organizations, you have undoubtedly encountered individuals operating in the ego states of adult, parent, and child (Transactional Analysis, pp. 322-325). Isolate an example from your experiences where these states apparently came into play and how they impacted the outcome of the situation.
2. Ch. 14 – Statement on p. 352: “Additionally, women exceed men in the use of democratic or participatory styles, and they are more likely to use transformational leadership behaviors and contingent reward, styles that are associated with contemporary notions of effective leadership.” Has this been your experience? Support with examples (anonymity, please). If this is true, what might be some of the reasons you think this phenomenon exists?
3. Ch. 15 – This chapter goes into considerable detail concerning leadership and cultures across the globe. Malcolm Gladwell, in his book “Outliers,” recounts how a deferent attitude toward leadership and authority most likely contributed to airplane disasters. I’ve posted this chapter under “Contents” on BlackBoard if you are interested. Question: Do you have any examples (not this drastic, I hope) from your experience where culture (general or specific to that organization) got in the way of effective decision making? If not, create an example about how it *could* and explain.
4. Ch. 16 – Table 16.1 and the paragraphs below it lay out three theoretical approaches. Which comes closest to your view of ethical leadership? Give at least one example to support your preferred approach. [Granted, this may not be a black-and-white, all-cases, do-or-die approach. But generally . . .]
5. Complete each of the inventories at the end of the chapters (7-11) for this week. Pick out one that was particularly “revealing” for you about yourself and explain why to the others in the class.

Prompts for the Weekly Reflections
(5-10 pages each)

Due each Sunday at midnight

Week 1 – June 14

As you reflect back over the first four chapters in our text, to the best of your ability *synthesize* the concepts covered and *mold* them into a “statement about leadership” (**based solely on these chapters**, not the rest of the book or what you brought to the class in the way of knowledge about leadership). Do not simply summarize chapter by chapter for me; *merge* these theories/models into something that convinces me you know/understand this content.

Week 2 – June 21

View the video found at the following link [Cut and paste into browser if link does not work.]: http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action.html. Explain how Sinek’s explanation fits into these chapters’ (5-8) discussions of motivating employees more effectively.

Week 3 – June 28

Chapters 9-12 discuss four of the “more recent” types of leadership that have emerged in our leadership literature. Pick out and discuss the most impressive feature of each of these to help you explain why they have evolved from earlier notions of leadership styles.

Week 4 – July 5

Based on your knowledge and understanding of the concepts primarily in Ch. 13 (but feel free to borrow from other chapters in this section (14-16), play the role of an artist (verbal, of course) and create for me the “perfect” leadership *personality*. “In general, the perfect leader is one who (is/does what?) . . .” Intellectually, justify your creation → provide rationale.