LEAD 200: Introduction to Leadership - *Syllabus*

This syllabus is subject to modification up until the first day of the semester in which the course is taught. It is made available for general information purposes only and any or all parts of it may change before the course begins. Please check on line for an updated syllabus the day before the class begins.

Jan Duvall- Instructor of Record
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Communication Policy: Email is the preferred method of communication. My response time is within 24 hours Monday – Friday, and 48 hours on the weekends. My expectation for email requires that the students provide his or her name, Lead 200 course, and 800#. Professional emails should have proper spelling and grammar and have greeting and salutation for each email.

Purpose of the Course: An introduction to the basics of effective leadership including an investigation of leadership theories and assessment of leadership styles.

Learning Outcomes: Upon the conclusion of this course, students will gain the ability to:
- Identify and describe leadership concepts and styles of leadership.
- Apply strategies of leadership to various situations and contexts.
- Analyze individual styles of leadership within ourselves and others.
- Illustrate issues within the culture of leadership.

Grading. *Satisfactory completion of the objectives will be measured as follows:*
- Syllabus/APA Quiz: 10 points
- Quizzes (6 quizzes @ 20pts)   120 points
- In class discussions/participation (10 @15 points each)   150 points
- Case Study Analysis (2 @ 25 points each)   50 points
- Personality and Traits Reflection Paper   125 points
  - Jung Typology & DISC Reflection   40 points
  - Strengths Reflection   20 points
  - Values/Vision/Ethics   20 points
  - SMART Goals Worksheet   20 points
  - Personality/Traits Reflection Outline   20 points
- Leader Analysis Final Paper   200 points
  - Leader Analysis Proposal   20 points
  - Style Analysis   20 points
  - Culture and Climate   20 points
  - Five Practices Analysis   20 points
  - Leader Analysis Outline   20 points
                                                                Total: 875 points

The letter grade for the course will be based on 875 points.

Grading Timeline: Papers typically take up to two weeks to be graded. Everything else is usually graded within a week.

Text: Introduction to Leadership Concepts and Practice, 4th Edition – E-book version by Peter Northouse available through Blackboard. ISBN: 9781506371221

Class Policy: The following describes class requirements and the organization of the LEAD 200 class. All assignments are due by midnight on Sunday. For example, the assignments for lesson 1 are due by midnight on the Sunday following the first week of classes.

Late work: Up to one week late, with a 5% of the value of the assignment deducted for each day late for up to one week/7 days. After the 7th day, the assignment will not be accepted. Anything beyond those 7 days must have a medical excuse or extreme circumstance reason that I approve.

All Papers and Homework: Format for all papers is double-spaced, Times New Roman font, 12 pitch, one inch margins and APA style. *Purdue Owl On-line is a great resource for APA format.

Case Study Analysis Paper: Student will read the assigned case studies then in APA paper format address the questions at the end of the case study. When addressing the questions, students should incorporate key aspects of the lesson as evidence to the student's analysis of the case through proper in-text citations. This is not just answering the questions; this is **analyzing, defending, and supporting personal opinions in a real-world context**. Each case study is worth 25 points. Students will post case study analysis paper to the provided link in the lesson folder selection in Blackboard.

Personality and Traits Reflection Paper: Students will compare the DISC and Jung Typology personality assessments, along with the Leadership Strengths Questionnaire on page 71 of the Northouse text, to their personal values, vision, ethics and SMART Goals. Students should reflect on the results of their assessments and how they apply to their personal values, vision, ethics, and SMART Goals. This paper, worth 125 points, should be 4-5 pages (not including a title page and reference page), double-spaced, 12 pt. Times New Roman font, in APA format, and will be **due in Lesson 8**. *Remember the foundation of this paper has been built in previous assignments,

- Jung Typology Personality Assessment: http://www.humanmetrics.com/cgi-win/JTypes2.asp

- **Leadership Strengths Questionnaire:** end of Chapter 3 page 71

- DISC Behavioral Assessment: https://www.tonyrobbins.com/ue/disc-profile.php

In addition, students will submit each component of the Reflection Paper separately before submitting the paper as a whole. Each of these submissions will be smaller, one – two page reflections, and will each be worth 20 - 40 points. Students will also submit an outline for the Personality and Traits Reflection paper that will be worth 20 points and a worksheet highlighting their SMART Goals which will be worth 20 points. The 120 points associated with each of these smaller reflections and the SMART Goals worksheet is separate from the 125 points earned

through the Personality and Traits Reflection paper. <u>By submitting each component separately in Lessons 2-7, students can receive feedback on each part of their paper before submitting it as a whole.</u>

- **JUNG Typology and DISC Reflection:** a short, two-page reflection summarizing the results of the Jung Typology and DISC reflect **(Due in Lesson 2, worth 40 points)**
- **Strengths Reflection:** a short, one-page reflection summarizing the results of the Leadership Strengths Questionnaire on page 71 of the Northouse text **(Due in Lesson 3, worth 20 points)**
- **Values/Vision/Ethics Reflection:** this is a one-page reflection of the student's own personal values, vision, and ethics, as covered in Lesson 5 **(Due in Lesson 5, worth 20 points)**
- **SMART Goals Worksheet:** students will complete a worksheet identifying their SMART Goals **(Due in Lesson 6, worth 20 points)**
- **Personality and Traits Reflection Paper Outline:** outline of students' personality and traits reflection which will include an APA title page and reference page, headings, topic sentences, supporting points, and transition sentences. Examples of an outline is provided in the administrative tab **(Due in Lesson 7, worth 20 points)**
- **Personality and Traits Reflection Paper:** This is a full reflection of the student's DISC and Jung Typology assessments, values, vision, ethics, and SMART Goals **(Due in Lesson 8, worth 125 points)**

Total: 245 points

**The following assignment descriptions are all for writing the leader analysis final paper. The proposal, outline, style analysis, five practices analysis, culture and climate are all elements of the larger leader analysis final paper. These short assignments will be turned in throughout the class, and the student will be given feedback when the papers are graded. Students can then choose to apply this feedback to improve the quality of the leader analysis final paper.

Leader Analysis Proposal

Students will propose a leader to write their leader analysis final paper about. This leader needs to be a **Public Person** (not a relative or friend). The leader is either historic or currently living. Students must have their chosen leader approved by their instructor before the final paper can be written. Students will post their proposals in the *Leader Analysis Proposal* Discussion Board in lesson 7.
The proposal should include:
1. The Leader's name.
2. A short description of an example from the leader's life that supports each of the five practices of exemplary leaders.
3. Potential sources used to research the chosen leader.
Students may not select the same leader. Please review what classmates have already chosen.
(Due in lesson 7, worth 20 points)

Leader Culture/Climate Analysis. A short, one - page analysis of how the chosen leader used culture and climate. What culture or climate did they create? What culture or climate did they lead in? **(Due in Lesson 9, worth 20 points)**

Style Analysis. Students will write a style analysis in lesson 10. The style analysis will be a 1-2 page **analysis** over the chosen leader's leadership style. Leadership style is addressed in lesson 4. Give multiple examples from the chosen leader's life as evidence to show how the chosen leader consistently used a particular leadership style. Use proper APA format for this paper, along with a title page and reference sheet. **(Due in lesson 10, worth 20 points)**

Five Practices Analysis. Students will write a five practices analysis in Lesson 11. The five practices **analysis** will be a 2-3 page analysis over how the chosen leader has exhibited (or hasn't) the five practices of exemplary leaders addressed in chapter 7. Use examples from the leader's life as evidence to show how they did or did not exhibit each of the five practices of exemplary leaders. Use each practice as a header to organize the paper. Use proper APA format for this paper, along with a title page and reference sheet. **(Due in Lesson 11, worth 20 points)**

Leader Analysis Outline. Students will outline their Leader Analysis Final Paper in lesson 12. The outline will be in APA format with a proper title page and reference page. The content of the outline will be a header and main idea chart to organize thoughts for the final paper. For each of the main points, include *a topic sentence and a transition sentence* into the next part of the paper. At the very minimum, topics should include: Introduction, the five practices of exemplary leaders, leadership style, culture and climate, and conclusion. An example is provided under the Adm. Tab, APA section. **(Due in lesson 12, worth 20 points)**

Leader Analysis Final Paper. Paper requirements:
- Cover sheet (include leader's name – sample paper under Adm Tab, APA).
- APA format (TNR size 12, double spaced, one-inch margins, top, bottom, and sides – the header is also TNR size 12).
- No abstract
- Use in-text citations (properly cite) *** Use Purdue Owl on-line for APA format.
- Reference page – must be three **primary** sources ***Purdue Owl is a great resource.

The paper should include:
- Introduction – about ½ page (historical overview)
- Five practices - minimum of three pages for the five practices
- Leadership style – ½ to 1 pages
- Culture & Climate ½ to 1 pages
- Conclusion ½ page
- The paper's length should be **<u>five pages minimum</u>** <u>without the cover sheet and conclusion</u>.
- **Due in Lesson 13, worth 200 points** (Scoring rubric – under the Adm. Tab, APA section)

Accommodations. Students with disabilities who require accommodations (academic adjustments, and/or auxiliary aids or services) for this course must contact The Student Accessibility Resource Center (SARC) in DSU 1st floor Room 1074 Downing Student Union.

Please do not request accommodations directly from the professor or instructor without a letter of accommodations from the Office of Student Disability Services.

Course Software Standards. The course software standards are Word for word processing, and Adobe Acrobat for viewing PDF files. WKU faculty, staff, and students can download and install Microsoft Office 365 ProPlus free of charge. Microsoft Office 365 is provided through WKU's enterprise licensing agreement with Microsoft found here.

Blackboard. Blackboard serves as a repository for course documents and communication in mass--please visit Blackboard. Once logged in students will see a list of all courses that they are enrolled that are also using Blackboard. Select "Effective Leadership Studies" to enter LEAD 200. If there are technical issues, please call (270) 745-7000, the WKU IT Help Desk. The most used aspect for the class is the "Course Documents" section of Blackboard where electronic copies of course documents reside.

WKU policies. This link will provide the student with information concerning, drop dates, withdrawals which are located in the registration guide which is updated for each semester. Also, all institutional policies are in this guide or provided in the student handbook.

Title IX. Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If the student experiences an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, the student is encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.Please note that while the student 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 was shared to WKU's Title IX Coordinator or Title IX Investigator. If the student would like to speak with someone who may be able to afford confidentiality, please contact WKU's Counseling and Testing Center at 270-745-3159.

The Learning Center. The Learning Center (located in the Downing Student Union, Room 2141) provides free supplemental education programs for all currently enrolled WKU students. TLC @ Downing Student Union and TLC @ FAC offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and offers a thirty-two machine Dell computer lab to complete academic coursework. Additionally, TLC has four satellite locations. Each satellite location is a quiet study center and is equipped with a small computer lab. Please contact TLC @ Downing Student Union for more information or to schedule a tutoring appointment (270) 745-5065.

TLC @ DSU - https://www.wku.edu/tlc/

The Writing Center (WC). The Writing Center can provide feedback to writers. Tutors will talk with students about the assignments to help with: writing content, brainstorm ideas, clarify main points, strengthen logic and support, smooth out organization, integrate sources and credit them properly, fine-tune sentence style, and learn to proofread. The WC helps the learner to become a better writer; they _won't_ edit or proofread the paper. WC helps the learner learn to revise and edit so he or she will be better able to catch his or her own errors and improve content, organization, and style.

Schedule an Appointment:

- Visit Appointment Scheduler Please take note of the location at which the appointment is scheduled.
- Email to find out about scheduling an Adobe Connect Conference for a conversation with a tutor in real-time at **writingcenter@wku.edu**
  - **Submit the paper here** if students need help from our online resource.*
  - After the paper is submitted, WC tries to respond on the next business day via email with an estimated return time for feedback (generally returned within 72 hours--not counting weekends). Please submit the request as soon as possible. Do not wait until the deadline is looming, there may be others who submitted earlier (first come, first served), plus the student needs time to read and utilize the suggestions.
  - *The WC will give feedback by email, but will not proofread the entire paper (see below for details).
  - Primary location in 123 Cherry Hall at (270) 745-5719 during our operating hours. Appointments maybe scheduled by phone.

Cheating and Plagiarism. To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a very serious offense and not tolerated. The academic work of students must be their own. _Students must give the author(s) credit for any source material used._ To copy 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. Works submitted for any other class is also not acceptable. Assignments that have been plagiarized receive a grade of "F" and could result in a student failing the course. The instructor may check student work by using plagiarism software. Please refer to the "academic offenses" section of the WKU Student Handbook: http://www.wku.edu/judicialaffairs/2004-05Handbook/12_AcademicOffenses.pdf for more details.

Incompletes. A grader of "X" (incomplete) is given only when a relatively small amount of work is not completed because of illness or other reason satisfactory to the professor. A grade of "X" received by a student will automatically become an F unless removed within twelve weeks of the next full term (summer term excluded). Incompletes must be pre-approved by the instructor.

Privacy Matters. The Internet may change or challenge notions of what are private and what is not. The instructor prefers to provide disclosure up front so students know what the possibilities are. Although the course is protected by a password, such tools are not perfect as human beings are using them. Students are relatively protected by the password but no one can guarantee

privacy on-line. Part of the privacy for every student depends on the actions of each individual student.

- The course software used enables the instructor to know which students have logged in, where in the course site they have visited, and how long they have stayed. The technology support people have access to information posted at the site.
- Course Security: In the event students use a public terminal (say at a hotel or library) completely close the browser software when finished. This will prevent another person from accessing the course using the students' identification, doing mischief in the student's name, and violating the privacy of other students.
- Do not allow access to the course to those not registered in the course.
- Guard the password and change it from the one assigned at the start of the term. (Go to Student Tools).
- Students sometimes want to discuss their grade via e-mail. E-mail is NOT secure or private. If an individual student requests his/her grade, the instructor cannot legally send to that student his/her grade through e-mail without a legal signature from that student on a permission form. (An instructor may e-mail the typical group listing with obscured names.)
- Participants are expected to represent their course identities in a truthful manner. Falsifying the identity is grounds for disciplinary action of all parties involved.

Intellectual Property. It is a common misconception that material on the Internet is free. Even if a copyright notice is not present, work is the property of the creator. The instructor expects students to post only material that is the students by right of creation unless the student gives proper credit and indications. The plagiarism policy applies on the Internet too. Images, sounds and other multimedia are included in copyright law. (For example, professionally done photos as for high school yearbooks belong to the photographer. People only purchase copies.) It is common to receive E-mails with amusing articles or other materials. Be aware that it might be an illegal copy and exercise caution in forwarding it. It may also contain a virus.
On the plus side, ideas cannot be copyrighted. Students can share the most important part of a website as long as it is in the student's own words or interpretation.