LEAD 300: Leadership Theory and Application
Spring – 2019 - 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 online for an updated syllabus the day before the class begins.

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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 expectations for email requires that you provide your name and Lead 300-700 course. Professional emails should have proper spelling and grammar and have greeting and salutation for each email.

Purpose of the Course

The study and analysis of culture impacts on successful leadership and various geographical areas. This class focuses on cultural theories and models that influence leadership across contexts.

Prerequisites

 None (If you have taken LEAD 200 **YOU SHOULD NOT TAKE THIS COURSE**)

Learning Outcomes

Upon the conclusion of this course, students will gain the ability to:

- ***Apply*** basic leadership theories and concepts through in-class exercises
- ***Analyze and compare*** behaviors of effective leaders
- ***Apply and illustrate*** leadership theories and models
- ***Compare and contrast*** tools available for measuring and improving leadership effectiveness
- ***Synthesize*** the knowledge and experiences gained from this course to continue developing leadership competencies

Grading

Satisfactory completion of the objectives will be measured as follows:

- Syllabus Quiz: 5 points
- APA Style Quiz   7 points
- Discussion Boards (7 @15 points each)   105 points
- Case Study Analysis (7 @ 25 points each)   175 points
- Lesson Quizzes (6 @ 10 points each)   60 points

- Leadership Program Assessment Survey: 25 points
- Individual Reflection Paper: 50 points
- Goals Worksheet: 50 points
- Ethical Analysis Paper: 50 points
- Decision Memo: 100 points
- Leader Analysis Paper: 300 points
- Leader Analysis Presentation: 100 points

Total: 1027 points

The letter grade for the course: 1027-943 points = A, 942-820 points = B, 819-717 = C, 716-665 = D, and less than 665 = F.

Grading Timeline

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

Texts

Leadership: Theory and Practice (7th Edition); by Peter G. Northouse, ISBN 978-1-4833-1753-3 (noted as "LTP" in homework assignments). This text provides students with explanations of leadership theories and provides a basis for theoretical leadership discussions both in class.

Organizational Leadership has entered into a partnership with Sage, Inc. to provide you an e-book for our require text, Theory and Practice 7th edition by Peter G. Northouse. By enrolling in this course, you agree to purchase this e-book. You can still purchase your own copy of the Northouse text and opt out of the e-book. To opt out of the e-book, please use this LINK (also found in the Announcements of our Blackboard course site) and complete the required form. You also have the option to purchase a loose-leaf copy of this textbook at a greatly reduced cost. If you want a printed copy, at a reduced price, you must order that through The WKU Store during the first week of class. Approximately two weeks into the semester after the drop/add period, you will be billed the cost of this e-book. If you choose to drop the course during the regular add-drop period you will not be charged for the online portion of the material.

StrengthsFinder 2.0 (2007); by Tom Rath, ISBN: 978-1-59562-015-6 (Noted as **"SF"** in homework assignments). **ENSURE YOU PURCHASE <u>ONLY</u> A <mark>NEW</mark> AND UNUSED COPY OF THIS BOOK!!!** Students MUST purchase a new book because students do an online leadership strengths survey supplied by the authors. Each book has a specific code that allows only one person to take the StrengthsFinder on line survey. This is a key assessment and will prove very useful in leadership professional development; the cost of the book is approximately $20.

Optional texts:

The Leadership Challenge (Fifth Edition) by James M. Kouzes and Barry Z. Posner;

ISBN 978-0-470-65172-8 (noted as "**K&P**" in homework assignments). This is a recently revised edition of a best-selling text based on empirical research. This text focuses on the practices (groups of behaviors) of effective leaders.

Other References assigned, to be determined (TBD). We will use the following web sites for various class assignments:

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

Strengthsfinder 2.0 Strengths Assessment:
http://www.strengthsfinder.com/

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

General

The key documents for this course is this *Syllabus* and the *LEAD 300 Assignments Schedule* - both found in the *Administrative* menu selection in our Blackboard course site. Please review these documents in detail as they provide all assignments and other requirements for this course. Students must check their **WKU email account daily. The only email address used in this course is the WKU email.** Occasionally technical or other problems may occur; students should not hesitate to contact the instructor or email assignments to include Blackboard discussion questions. Another good source of technical assistance is the WKU IT Help Desk, phone (270) 745-7000.

Class Policy

Blackboard. Blackboard serves as a repository for course documents and communication in mass. Once logged in, students will see a list of all courses that they are enrolled that are also using Blackboard. Select the appropriate course to enter our course Blackboard site. **If you have technical issues, please call (270) 745-7000, the WKU IT Help Desk.** The two most important and used menu selections in our course are the *Administrative Folder* and *Lesson Folders*.

All assignments are due by midnight according to the *Assignments Schedule*.

Late Submission Policy. Students have up to a week to hand in late assignments for 50% of the assignment credit. Example: If you do not submit a paper by the Sunday night deadline, you have until the following Sunday to submit the assignment but will incur a 50% late penalty on that assignment. Students will receive no credit for assignments submitted after the late submission deadline unless prior coordination was done with the instructor.

Format for All Assignments. Format for all assignments (expect for Discussion Boards and unless a different style is specified) is APA Format: Double-spaced, Times New Roman font, 12 pitch, one-inch margins, cover sheet, and reference page – see the guidance found in the *APA Assistance Folder* in our Lesson Folder Blackboard tab.

Discussion Board Questions

Each student will participate in discussions frequently and will receive a grade for each discussion question based on the rubric below:

No Credit.

- "I agree."
- "Wow, that must have been really annoying!"
- "I'll check."
- "Visit www.cnn.com" [These 4 are fine to do and viewed favorably as signs of sociability, but they don't reveal thoughtfulness about the course material.]
- "In my humble opinion, this situation is one that requires a lot of thought and expertise before an answer can be achieved. It is something the experts will debate for many years, no doubt." [However lengthy, there is no content in this posting.]

Borderline Credit:

- "I agree. The theory you bring up is similar to Wechsler's original justification for his theory of intelligence (p. 100 text)." [Not enough information.]
- "Wow, that must have been really annoying! I once was trying to take a standardized test and the teacher started giving out the answers. I really question the validity of that measure." [Not clear if the person knows what validity is or is just using it because it sounds good there.]

Solid Credit:

- "Wow, that must have been really annoying! When I was in 3rd grade we were given a standardized test and the teacher started giving out the answers while we were taking the test. Since the test was supposed to tap a person's existing knowledge getting the answers would invalidate the whole thing because it wasn't our knowledge. The teacher should not have given all the correct answers. Someone looking at the results would have gotten suspicious if everyone got 100% since the tests are designed to have some very hard items that almost no one can get right." [a bit forced but does reveal that the person can think about how the material is applied.]
- "Visit http://www.cnn.com this week (right hand side click on 'Exams in the News'). They have an entire section on the controversy of standardized testing in the public schools. I particularly liked the section by Smith on test construction. It helped me understand the section in our text (p. 140) about how hard it is to write

test questions and how they have to be checked by several people." [cites sources, mentioned specifics. provides a brief review of why we should go and where.]

- [In response to a request for a definition of creativity] "I think that creativity is willingness to take risks. I have a friend who is a creative dress-maker and another who is a creative painter and they always shock me a little. I have another friend who can carve anything as long as he has a model- but he can't make up his own designs so I don't think he is creative. His work is always boring. I think this fits best with Gardner's model of intelligences, particularly the person who knows himself well (Intrapersonal). You have to know yourself in order to be different from everyone else." [Answers the asked question, not something else, gives examples and connects to course material.]

Each discussion question is worth 15 points

To receive 15 points for each discussion board question, students must 1) answer the question; 2) apply an appropriate leadership theory/aspect/practice to the answer; and 3) provide an example (can be personal) that illustrates your answer. Students are encouraged to post comments to other student posts. Online discussion is generally looser and more free-flowing than face-to-face. Students should exercise a basic respect for one another and not engage into derogatory arguments. Although free-flowing and somewhat informal, students ***MUST use correct grammar, spelling, and punctuation during the postings***!

Case Study Analysis

Students will read the assigned case studies then answer the questions at the end of the case study. When answering the questions, students should incorporate key aspects of the lesson into answers, provide creditable sources to solidify your responses, and not just answer the question. Each case study is worth 25 points. Students will post case study analysis to the provided link in the appropriate Lesson Folder week menu selection in Blackboard. Remember that proper grammar and punctuation are part of your grade.

Lesson Quizzes

There are six lesson quizzes. Each quiz is worth 10 points and consists of true/false and multiple-choice questions. Students have 30 minutes to complete each quiz.

Leadership Program Assessment Survey

The leadership assessment survey consists of short-answer questions used as a pre-test for our Organizational Leadership programs. Students will receive full credit for completing the survey and providing adequate answers. Students are asked to answer this survey honestly without the use of any references as this is the pre-test for our program assessment. Those students who participate in any of our programs will take this same survey as a post survey when they complete their capstone course.

Individual Leadership Reflection Paper

Students will compare the Strenghtsfinder 2.0, DISC, and Jung Typology personality assessments to their leadership style then write a two-page summary paper and use APA to cite material from these sources. Students should reflect on behavior or leadership patterns that form across the three assessments then compare those patterns to their leadership style. The reflection includes the student's thoughts regarding the style of leadership the student presently has and the style of leadership the student aspires to achieve. Format for the paper is as designed above, no cover sheet, place your name on the top left corner, date on the top right corner.

Goals Worksheet

Students will read the materials found in the *Lesson Folders*, then complete the SMART Goals worksheet, ensuring they create SMART goals. Completed assignments are submitted using the link provided in the appropriate Lesson Folder for that week menu selection in Blackboard.

Ethical Analysis Paper

Students will write a two-page summary of their ethical perspective, especially when making decisions. A discussion of the teleological and deontological perspectives is provided in the text. Students will reflect on past decisions and events then determine if their perspective is more teleological or deontological and if teleological, which of the three primary ethical perspectives they tend to follow and why. Please provide a recent example that you were involved to illustrate your ethical perspective.

One-Page Decision Memo

Situation: you are a division leader who needs a new position in your division to expand a growing and promising new line of sports equipment. You have already demonstrated that the new line will produce a profit, but there is still hesitancy by the CEO to commit to the new position. Your boss, the operations officer, has directed you to write a one-page memo to the CEO requesting the new position. In your memo, your boss has suggested you focus on the profitability of the new sports equipment line, how the position could further expand the new line and further increase profit, how you would utilize this person (you can get creative with this aspect) and the risk to the corporation is minimal as evident of the projected profitability.

Ensure you follow the suggestions for writing an effective memo found in the Effective Writing for Business readings (found on Blackboard). Submit your decision memo using the link provided in the appropriate week, *Lesson folder* menu selection in Blackboard.

Leader Analysis Paper

LEAD 300 students will choose and conduct a leader assessment of a **public** (not a relative or friend) **person**. The public person is either historic or currently living. Students must have the person of their analysis approved by the instructor. Here are the requirements of this leader assessment:

1. Use APA style in writing your paper, Times New Roman, 12-pitch font, double spaced, one inch margins top, bottom and sides.

2. Students must cite **three** primary sources in the bibliography. A primary source is a book on that person, an article out of an academic journal (Newsweek, US New and World Report, Time, etc. are NOT academic journals) or another written essay on that person. The key is use publications created by authors who directly observed the public figure. **Internet articles are usually not primary sources!**

3. Students evaluate their leader by analyzing the leader's behaviors using the *Five Practices of Effective Leaders* by Kouzes and Posner; Students should have approximately one half page of analysis for each practice.

4. Students must describe how their leader illustrated at least one leadership theory studied during the course of this semester. For example, Abraham Lincoln's leadership style used situational leadership by... This analysis should take approximately one half page.

5. Speculate on this person's DISC profile, their dominate three strengths from Strengthsfinder, and the four letter personality profile. Provide a summary of what you believe, based on your research, their DISC profile would represent, three strengths that Strengthsfinder may have identified, and their probable personality profile (four letter code) and why. This should take approximately half of a page.

6. Students should also provide a brief overview and conclusion of their leader. The introduction should include a short personal history of where they were born, where they grew up, challenges in their life, etc.

7. The total length of this analysis is six pages of written text, plus or minus one page. This is a short paper done on purpose to ensure students provide a concise, yet fact-filled analysis of their chosen leader. Quality is valued over quantity.

Grading Rubric for the Leader Analysis Paper

30 Points: brief, personal, biographical sketch of the person--where they were born, when, what their childhood was like, who they married, etc._____

150 Points: analysis of the person's leadership according to the Five Exemplary Practices of Leaders:

- Model the Way (30 points)_____
- Inspire a shared Vision (30 points)_____
- Challenge the Process (30 points)_____
- Enable Others to Act (30 points)_____
- Encourage the Heart (30 points)_____

For this, students may must address *each* practice and should focus on those practices that their person best illustrates. For example, Theodore Roosevelt was very charismatic and illustrated Model the Way effectively, much more than he Enabled Others to Act. Students should acknowledge that Roosevelt did not enable others to act very well and offer possible reasons why he did not, then focus his/her comments on Model the Way.

20 Points: Discussion of other leadership concepts, theories, models, or other aspects _____

30 Points: Speculate on this person's DISC profile, their dominate three strengths from Strengthsfinder, and the four letter personality profile _____

20 Points: six pages of text _____

50 Points: Overall impression: APA style, quality of writing _____

Leader Analysis Presentation

Students have the option of creating a video and posting the video to the link provided in the *Submit Assignments Here* menu of Blackboard. The video should provide an overview of the chosen leader analysis and no more than *eight minutes* in length. If students do not want to create a video, they must submit a PowerPoint presentation with an audible narration included as part of the presentation. Similar to the video, students post their presentation to the Blackboard submission site. A recommended format for this presentation is to post a video to YouTube and submit the link to that video into the lesson folder for grading.

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.

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 you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are 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 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.

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. 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. http://office.microsoft.com/en-us/office-in-education-FX104367920.aspx/

Blackboard

Blackboard serves as a repository for course documents and communication in mass--please visit Blackboard (http://ecourses.wku.edu/). 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 you have 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 you with information concerning, drop dates, withdrawls which are located in the registration guide which is updated for each semester. Also, all institutional policies are in this guide: http://www.wku.edu/registrar/ or provided in your student handbook https://www.wku.edu/handbook/.

The Learning Center

Should you require academic assistance with your WKU courses, 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. These satellite locations are located in FAC, Douglas Keen Hall, McCormack Hall, and Pearce Ford Tower. Please contact TLC @ Downing Student Union for more information or to schedule a tutoring appointment: www.wku.edu/tlc (270) 745-5065

TLC @ DSU
Monday – Thursday   8:00 am – 7:00 pm
Friday   8:00 am – 4:30 pm

The Writing Center

Writers need feedback from readers to help refine their writing. The Writing Center can give you this feedback. Tutors will talk with you about your writing to help you: 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 WLC helps you to become a better writer, they ***won't*** edit or proofread your paper for you. WLC helps you learn to revise and edit so you will be better able to catch your own errors and improve your own content, organization, and style.
Schedule an Appointment:

- Visit Appointment Scheduler Please take note of the location at which your appointment is scheduled.
- Email to find out about scheduling an Adobe Connect Conference for a conversation with a tutor in realtime at **writingcenter@wku.edu**
- **Submit your paper here** if you need help from our online resource.*
- After you submit your paper, WLC tries to respond on the next business day via email with an estimated return time for your feedback (generally returned within 72 hours--not counting weekends). Please submit your request as soon as you know you need help. If you wait until your deadline is looming, there may be others who submitted before you (first come, first served), plus you'll need time to read and utilize our suggestions.
- *We'll give you our feedback on your writing by email, but will not proofread your entire paper (see below for details).
- Call our primary location in 123 Cherry Hall at (270) 745-5719 during our operating hours if you have questions or would prefer to schedule your appointment by phone.

- Cherry Hall 123: Monday – Thursday 9-4
                        Friday 9-1
- Cravens Commons: Monday - Thursday 4-9

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 grade 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 your instructor.

Privacy Matters

The Internet may change or challenge notions of what is 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 your identification, doing mischief in your name, and violating the privacy of other students.
- Do not allow access to the course to those not registered in the course.
- Guard your 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 can not 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 your 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.