

LEAD 200-700: Introduction to Leadership ***Fall 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 on line for an updated syllabus the day before the class begins.

Instructor Information:

Name: Catie Weaver

Email: catie.weaver@wku.edu

Office Phone: 270-745-4732

Office Hours: Virtually and by appointment. Please email me to schedule.

Communication Policy:

Email is the preferred method of communication. Expect a response time within 24 hours Monday – Friday, and 48 hours on the weekends. Expectations for email require that you provide your name, Lead 200 course, and 800# in the subject line of all correspondence. Professional emails should have proper spelling and grammar and have a greeting and salutation.

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:

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|---|------------|
| • Syllabus/APA Quiz: | 10 points |
| • Quizzes (6 quizzes @20pts) | 120 points |
| • Discussions/participation (10@15 points each) | 150 points |
| • Case Study Analysis (2 @ 50 points each) | 100 points |
| • Personality and Traits Reflection Paper | 125 points |
| ○ Short DISC Reflection | 20 points |
| ○ Short Jung Typology Reflection | 20 points |
| ○ Short 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
○ Short Style Analysis	20 points
○ Short 5 Practices Analysis	20 points
○ Short Culture/Climate Analysis	20 points
○ Leader Analysis Outline	20 points
• Leader Analysis Presentation	75 points
Total: 1000 points	

The letter grade for the course will be based on 1000 point: 1000-900 points = A, 899-800 points = B, 799-700 = C, 699-600 = D, and less than 599 = F.

Grading Timeline:

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

Texts:

Introduction to Leadership Concepts and Practice, 4th Edition – E-book version by Peter Northouse available through Blackboard. **ISBN: 9781506356891**

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:

Assignments will be accepted up to one week late, with 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 7 days must have a medical excuse or extreme circumstance reason that the instructor approves.

All Papers and Homework:

Format for all papers is double-spaced, Times New Roman font, 12 pitch, one-inch margins and APA style. If you prefer to use another style (Chicago, MLA, etc.), please indicate the style on the cover sheet/first page.

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 your opinion in a real-world context. Each case study is worth 50 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.

- **Jung Typology Personality Assessment:**
<http://www.humanmetrics.com/cgi-win/JTypes2.asp>
- **3.2 Leadership Strengths Questionnaire:**
End of Chapter 3 page 71
- **DISC Behavioral Assessment:**
<https://www.tonyrobbins.com/disc/>

In addition, students will submit each component of their Reflection Paper separately before submitting their paper as a whole. Each of these submissions will be smaller, one page reflections, and will each be worth 20 points. Students will also submit an outline for their 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. 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.

- **Short DISC Reflection:** a short, one-page reflection summarizing the results of your DISC assessment **(Due in Lesson 2, worth 20 points)**
- **Short JUNG Typology Reflection:** a short, one-page reflection summarizing the results of your Jung Typology assessment **(Due in Lesson 2, worth 20 points)**
- **Short 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)**
- **Short Values/Vision/Ethics Reflection:** this is a one-page reflection of your 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 your Personality and Traits Reflection which will include an APA title page and reference page, headings, topic sentences, supporting points, and transition sentences **(Due in Lesson 7, worth 20 points)**

- **Personality and Traits Reflection Paper:** your full reflection of your 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, short style analysis, short 5 practices analysis, and short climate/culture analysis are all elements of the larger Leader Analysis Final Paper. These short assignments will be turned in throughout the class, and given feedback when they are graded. Students can then choose to apply this feedback to improve the quality of your 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 your leader's life that supports one of the five practices of exemplary leaders.
3. A potential source you may use to research your chosen leader.

Before students post on the discussion board they should ensure to review leaders chosen by other classmates as **each student must have a unique leader (two students cannot analyze the same leader) - due in lesson 7, worth 20 points.**

Short Culture/Climate Analysis

A short, one-page analysis of how your 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**)

Short Style Analysis

Students will write a Short Style Analysis in lesson 10. The Short Style Analysis will be a 1-2 page analysis over your 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 this 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.**

Short 5 Practices Analysis

Students will write a Short 5 Practices Analysis in Lesson 11. The Short 5 Practices Analysis will be a 2-3 page analysis over how the chosen leader has exhibited (or hasn't) the 5 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 5 practices of exemplary leaders. Use each

practice as a header to organize your 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 your thoughts for the final paper. For each main points, include a topic sentence and a transition sentence into the next part of your paper. At the very minimum topics should include: Introduction, the 5 Practices of Exemplary Leaders, leadership style, and leader culture/climate, conclusion. This should be between 1 and 2 pages in length - **due in lesson 12, worth 20 points.**

Leader Analysis Final Paper:

Use APA style writing in your paper, Times New Roman, 12-pitch font, double-spaced, one inch margins top, bottom, and sides. Include a cover page, but no abstract. Ensure that you use in-text citations and a reference page. Students must cite a minimum of **three** primary source in the reference page.

Students evaluate their chosen leader by analyzing the leader's behavior using the **Five Practices of Exemplary Leaders by Kouzes and Posner**. Students should have approximately one page of analysis for each practice.

Students will also describe how their leader illustrated one **leadership style** studied during the semester. For example, Abraham Lincoln used a democratic leadership style by... This analysis should be approximately one page in length.

Students will analyze the culture and climate that the leader both created, and led in. Use evidence to show how the culture effected your chosen leader's decisions and style. This analysis should be at least one page in length.

Students should also provide a brief introduction to your leader, a historical overview, and a conclusion to your paper as a whole. Both the introduction and conclusion should be no more than one page in total.

The total length of this paper should be six pages of written text plus or minus one page. This does not include your title page and your references - **due in Lesson 13, worth 200 points.**

Leader Analysis Final Presentation:

Students will submit a video presentation over their chosen leader and the topics in the Leader Analysis Final Paper. Use your paper to build your presentation. Make sure you include your 5 practice analysis, style analysis, and culture analysis in your presentation. The presentation will be submitted in Blackboard on the last week of classes on Lesson 14. The student presentation should be no longer than 7 minutes in length - **due in Lesson 14, worth 75 points.**

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, 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 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 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, 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 your 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 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.

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](#) (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 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 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.