

LEAD 500: Effective Leadership Studies

Syllabus – Web

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:

Course: LEAD 500-704, Spring 2021

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Office Hours: I am available by appointment by phone or videoconference, or by email – please reach out to me at any time

Learning Outcomes: upon the conclusion of this course, students will gain the ability to:

- Describe basic leadership theories and concepts
- analyze behaviors of effective leaders
- describe leadership theories and models through in-class exercises
- understand tools available for measuring and improving leadership effectiveness
- recognize differences between leadership behaviors across time periods and cultural dimensions
- utilize the knowledge and experiences gained from this course to continue developing their leadership competencies
- apply leadership knowledge to various contexts and situations

Grading. Satisfactory completion of the objectives will be measured as follows:

• Syllabus Quiz:	10 points
• Discussion Boards (6 @15 points each)	90 points
• Case Study Analysis (10 @ 25 points each)	250 points
• Leadership Program Assessment Survey:	25 points
• Individual Reflection Paper:	75 points
• Values Worksheet:	25 points
• Goals Worksheet:	50 points
• Ethical Decision-Making Analysis Paper	50 points
• Leader as Mentor Paper:	75 points
• Decision Memo:	50 points
• Leader Analysis Paper:	300 points
• Leader Analysis Presentation:	100 points
Total: 1100 points	

The grading for this class is as follows: 1100 – 1012 points = A (92%), 1011 – 902 points = B (82%), 901 – 792 points = C (72%), 791 – 715 points = D (65%), and less 715 points = F.

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 **ONLY A NEW AND UNUSED COPY OF THIS BOOK!!!** Students MUST purchase a new book because students do an on line 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 less than \$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://strengths.gallup.com/110440/About-StrengthsFinder-20.aspx>

DISC Assessment:

<https://www.tonyrobbins.com/ue/disc-profile.php>

Class Policy. The following describes class requirements and the organization of the LEAD 500 class.

Face Coverings for Fall Classes. Out of respect for the health and safety of the WKU community and in adherence with the CDC guidelines, the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations to face coverings must be determined by the Student Accessibility Resource Center and documented before a student may attend class.

Assignments. All assignments are due according to the Assignments Schedule – please pay close attention to our Assignments Schedule found in the Administrative Blackboard tab.

Late Submission Policy. Students have until the next assignment to submit late assignments for 90% 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 10% 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 (except for Discussion Boards and unless a different style is specified) is APA Format, 7th edition: double-spaced, Times New Roman or Arial font, 12 pitch, one inch margins, cover sheet, and reference page – see the guidance found in the **APA Assistance Folder** in the **Administrative Folder** in our Blackboard course site.

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.

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 “Effective Leadership Studies – (term)” to enter LEAD 500. If you have technical issues, please call (270) 745-7000, the WKU IT Help Desk.

Leadership Program Assessment Survey. The leadership assessment survey consists of multiple choice questions (select ALL correct answers) used as a pre-test for our Organizational Leadership programs. Students will receive full credit for completing

the survey. Those students who participate in any of our programs will take this same survey as a post survey when they complete their capstone course. Please see the Lesson #1 Folder for instructions on how to complete the Leadership Program Assessment.

Individual Summary Assessment Paper. Students will compare the Strengthsfinder 2.0, DISC, and Jung Typology personality assessments to their leadership style then write a two-page summary paper. 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. Use APA format for the paper with a cover sheet and reference page (if references are used).

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 up to 13 of the 15 points for each discussion board question, students must: 1) answer the question(s), 2) apply an appropriate leadership theory/aspect/practice to the answer that was discussed during the lesson, and 3) provide an example (if appropriate - can be personal) that illustrates your answer. Although most questions are reflective, students must incorporate lessons learned from the reading material for the lesson in their response. Providing these three aspects in their response to the discussion question(s), student can earn up to 13 points. Students **MUST** post their response to the discussion question before they can see responses from other students. Students earn the other 2 points by their active participation regarding the question by posting 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. Student 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 and not just answer the question. Each case study is worth 25 points. Please use APA format for your case studies to include cover sheet and reference page (if references are used). Students will post case study analysis to the provided link in the Lesson Folder.

Goals Worksheet. Students will read the materials found in the Lesson Folders, Lesson #3 folder, then complete the SMART Goals worksheet, ensuring they create SMART goals. Completed assignments are submitted using the link provided in the Lesson Folder. Submission of the Goals Worksheet and adherence to creating SMART Goals is worth 50 points. APA format is not used for this assignment.

Values Exercise and Worksheet. Values are critical on both a personal and organizational level. In this exercise students will identify 10, then 7, then 5, then 3 values and define their top 3 values; submission of the Values Worksheet is worth 25 points. APA format is not used for this assignment.

Ethical Analysis Paper. Students will write a two-page (plus a cover page, and reference page) summary of their ethical perspective when making decisions. A discussion of the teleological and deontological perspectives is provided in the text. Students will reflect on past decisions then determine if their perspective is more teleological or deontological and if teleological, which of the three primary ethical perspectives they tend to follow. Please use APA format for this paper to include cover sheet and reference page (if references are used).

Mentor Paper. Please read this information on mentoring found in this folder then prepare a two-page, double-spaced analysis (APA format to include - cover page and reference page) of your chosen leader (from lesson one) as a mentor. Questions to answer in your analysis include:

- 1) who did your leader mentor?
- 2) how did they mentor that person?
- 3) were they a good mentor?
- 4) did your leader display emotional and social intelligence with the mentee?

To answer the above questions, conduct a review of literature to find examples of where your chosen leader was a mentor. This can also serve as initial research on your leader analysis paper due later in the course. Please post your analysis using the link found in the Lesson Folder.

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 Lesson Folder. APA format is not used for this assignment.

Leader Analysis Paper. LEAD 500 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. Please use APA format for your paper to include cover sheet and reference page (if references are used).

2. Students must cite five 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 page of analysis for each practice.

4. Students must describe how their leader illustrated 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 page.

5. Speculate on this person's DISC profile, their dominant 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 one 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. This should be no more than one page for both the introduction and conclusion.

7. The total length of this analysis is eight pages of written text, (plus or minus one page), plus the cover sheet, and references.

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: eight pages of text (+/- one page)_____

50 Points: Overall impression: APA Style, quality of writing_____

Leader Analysis Presentation. Students will create a presentation on the leadership of their chosen leader based on their leader analysis paper. Students have the option of creating a video presentation or creating a PowerPoint set of slides with notes (use the Notes option in PowerPoint). Students will post the video or PowerPoint presentation to the link provided in the appropriate Lesson Folder in Blackboard. The video should provide an overview of the chosen leader analysis and no more then eight minutes in length. If students do not want to create a video, they must submit a PowerPoint presentation, in notes format, on their chosen leader. Similar to the video, students post their presentation to the link provided in the Lesson Folder.

Accommodations. In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a Faculty Notification Letter (FNL) from The Student Accessibility Resource Center.

The Learning Center (TLC). Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, 2141) provides free supplemental education programs for all currently enrolled WKU students. The Learning Center at Downing Student Union 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 a computer lab to complete academic coursework. Please call TLC in the Downing Student Union at (270) 745-5065 for more information or to schedule a tutoring appointment. www.wku.edu/tlc.

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.

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.

Title IX Policy. 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.