

LEAD 300: Leadership Theory and Application Syllabus - Fall 2021

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.

Instructor Information

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Learning Outcomes

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

1. Apply leadership theories, models, and constructs
2. Identify behaviors of effective leaders
3. Interpret assessment tools available for measuring and improving leadership effectiveness
4. Interpret the impact of ethics, diversity, and culture on the leadership process
5. Develop a personal and organizational leadership plan

Grading

Satisfactory completion of the objectives will be measured as follows:

• Syllabus Quiz:	10 points
• Discussion Boards (8 @25 points each)	200 points
• Case Study Analysis (3 @ 25 points each)	75 points
• Quizzes (3 @ 50 points each)	150 points
• SLPI Guided Leader Behavior Reflection Paper	150 points
• Draft of Senior Leader Analysis	50 points
• Organizational Leadership and Senior Leader Analysis Paper:	250 points
• Final Exam	200 points
	Total: 1085 points

The grading for this class is as follows: 1085 - 976 points = A (90%), 975 - 868 points = B (80%), 867 - 759 = C (70%); 758 - 705 = D (65%), less than 705 points = F.

Texts (3) and Assessments (3)

Texts (3):

1. *Leadership: Theory and Practice* (**9th Edition - 2021 - do not purchase a previous edition**); by Peter G. Northouse, (noted as “LTP” in homework assignments). This text provides students with explanations of leadership theories and provides a basis for theoretical leadership discussions. Organizational Leadership has entered into a partnership with Sage, Inc. to provide students an e-book for our required text, *Leadership Theory and Practice* 9th edition by Peter G. Northouse. By enrolling in this course, students agree to rent this e-book for six months. Students can still purchase their 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. Approximately two weeks into the semester after the drop/add period, students will be billed the cost of this e-book **IF YOU DO NOT OPT OUT**. If students choose to drop the course during the regular add-drop period students will not be charged for the online portion of the material.

2. *CliftonStrengths for Students* (2017). PURCHASE **ONLY A NEW AND UNUSED COPY OF THIS BOOK!!!** Students MUST purchase a new book in order to complete an online leadership CliftonStrengths assessment supplied by the authors (this is the first assessment). Each book has a specific code that allows only one person to take the CliftonStrengths online assessment. Students will receive a feedback report on their strengths and use this feedback report to complete the SLPI Guided Leader Behavior Reflection Paper.

3. *The Student Leadership Challenge* by Kouzes and Posner (**any edition**). The text explains the Leadership Challenge Model that is used throughout this course and throughout the Organizational Leadership master’s program. ***It is highly recommended that Organizational Leadership students keep this book as it will be used in other LEAD courses.***

Assessments (3):

1. **Jung Typology Personality Assessment.** Please go to this web site and complete the personality assessment: <http://www.humanmetrics.com/cgi-win/JTypes2.asp>. This is a free online personality survey. Student will complete this personality assessment and use the information to complete the SLPI Guided Leader Behavior Reflection Paper.

2. **CliftonStrengths Assessment.** This online assessment provides insights to your leadership strengths. This assessment is included in the text, *CliftonStrengths for Students*. Each book has a specific code in a paper flap at the end of the book that allows only one person to take the CliftonStrengths online assessment - this is why students must purchase a new book. Students will receive a feedback report on their strengths and use this feedback report to complete the SLPI Guided Leader Behavior Reflection Paper.

3. **Student Leadership Practices Inventory (SLPI) Assessment.** In addition to the three texts, students need to purchase and complete the Student Leadership Practices Inventory (SLPI) assessment during the first lesson. The SLPI is a leadership assessment that students take to provide feedback on the *Five Practices of Exemplary*

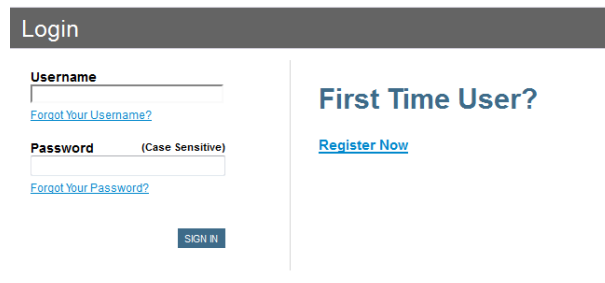
Leadership. The *Five Practices of Exemplary Leadership* is a model taught during LEAD 300 and stressed throughout the Organizational Leadership program. In the capstone course, LEAD 400, students will retake the SLPI to gauge progress in developing their personal leadership. All students in LEAD 300 regardless if you are an Organizational Leadership student must purchase and complete the SLPI assessment.

The SLPI is an online survey that consists of a self-assessment and feedback from others (observers students choose) who complete the same but anonymous online assessment. Once students and observers complete the assessment, students will receive a detailed feedback report illustrating their ratings in the five practices of the model. This feedback is then used to complete the SLPI Guided Leader Behavior Reflection Paper.

Please read the following instructions carefully! To purchase the assessment and receive a 20% discount on the assessment price (\$21.60 instead of \$27) you will need to provide a PIN and promotion code. The PIN is: **2341:31611**, the promotion code is: **WKU1**. Please follow the 5 simple steps below to take the assessment; Registering for SLPI, Redeeming your Pin Number, Purchasing a Token, Take Your Self-Assessment, and Assigning Observers.

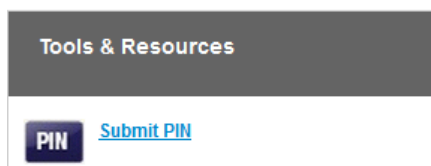
Register for SLPI

1. You will now need to create and register your SLPI account. Go here: <https://www.lpioonline.com/adminmgmt/adminapp/login/loginPage> then select “Register Now” under the First Time User?” option



Redeem your Pin Number

1. Click on Submit Pin



2. Enter in the Pin number: **2341:31611**.

Purchase a Token

1. Click on Purchase a Token. A pop-up shopping Cart will now be displayed. Under Customer Care enter **WKU1** to get the **20% discount**

Step 2. Purchase a token. This will open a new browser window. It may be blocked by your browser's popup blocker. (If you have an order number already, skip this step.)

NOTE: If you have a pop-up blocker, you will either need to allow the pop-up, or temporarily disable the pop-up blocker. Be sure to enter your promo code under the Customer Care box (optional). Then press Submit.

Item	Price	Qty.	Subtotal
Leadership Practices Inventory (LPI) Online 360 Assessment	\$	1	\$

The license term for each leader purchased is 12 months. Unused licenses expire at the end of the 12-month term. Licenses are non-refundable.

Customer Care
In order for us to better serve you, enter your web promotion code or the sales code given to you by your account representative, then click SUBMIT.

SUBMIT

CHECKOUT NOW

FASTER CHECKOUT

2. Once you see confirmation that the Promo code has been accepted, click Checkout Now.

Shopping Cart

Promotional Code has been verified and accepted.
Change in Subtotal will be displayed on the next page.

NOTE: the promo code discount will not be noted until later in the checkout process.

NOTE: If you have purchased something from wiley.com before (like a WileyPLUS code) click on Faster Checkout for Returning Customers and then login with your existing account.

3. Fill out your billing information and click Continue Secure Checkout.

Billing Information

First Name:

Last Name:

Email Address:

Email Address(again):

A verification will be sent via e-mail when your order is processed.

I would like to receive special notices from Pfeiffer. I can unsubscribe at any time, and my email address will never be sold or traded.

Address:

Address (line 2):

City:

State / Province: Please Select

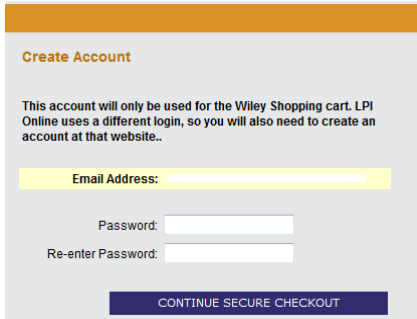
Zip / Postal Code:

Country: UNITED STATES

Phone:

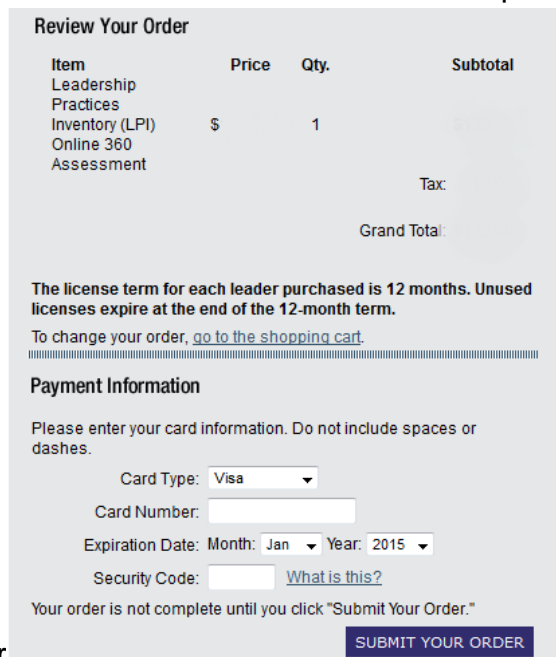
NOTE: This is all required information.

4. Fill out the Password field.



NOTE: This Screen only creates your shopping cart account. You can use the same email address/ password as your SLPI account.

5. Fill out your credit card information. Your discounted price should now appear.



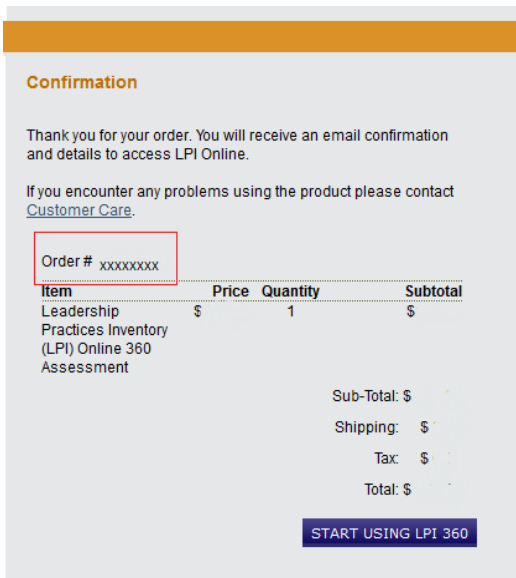
Submit your order

6. A License Agreement will then appear in another pop-up. Scroll to the bottom to accept it.

ORAL OR WRITTEN, BETWEEN YOU AND WILEY RELATING TO THE SUBJECT MATTER OF THIS LICENSE.
THIS LICENSE CANNOT BE MODIFIED OR AMENDED EXCEPT BY A FURTHER WRITTEN INSTRUMENT
EXECUTED BY YOU AND WILEY.

I accept I do not accept

Once you Accept the license Agreement, you order will be submitted, and then you will be shown this confirmation screen. Copy the order number from this screen. This order number will also be sent to you in a confirmation email.



7. Go back to the Main SLPI page (or tab in your browser) enter in the order number, and then click Continue

Step 3. Copy the order number you receive at the end of the token purchasing process.

Enter the order number here:

Take your Self Assessment

1. Your assessment is now created, and you will be taken to the Demographic Question Page. You can either answer these questions, or skip them.

Demographic Questions	
1. What is your age group?	Choose an Answer ▾
2. Please indicate whether you are:	Choose an Answer ▾
3. Which of the following categories best describes your race and/or ethnic background?	Choose an Answer ▾
4. What is your country or region of residence?	United States ▾

2. Click on Start Assessment to Begin your Assessment.

When you are ready to begin the inventory, click Start Assessment

3. Once all 30 Questions are answered, make sure to submit the Assessment.

- Once the Assessment has been submitted, click Next to proceed to the post demographic questions. Either answer, or skip these questions.

Take a brief survey

Please take a moment to participate in an anonymous survey. Your responses are NOT part of the leader's feedback report. Your answers are used by the authors for research purposes only and will not be associated with your name or the Leader's name.

Add Observers

You must add Observers who will assess your leadership behavior. (In some organizations, the Administrator may already have added them for you.) Your responses and the responses of your observers will be compiled into a feedback report that will be made available to you by Sample Administrator.

[HOME](#) [NEXT>](#)

Assign Observers

- Click on Add/ Manage Observers to proceed.

Survey Complete

Congratulations! You have successfully completed the demographic survey. Your responses will help ensure that we are able to continue to improve the statistical research that serves as the foundation for the LPI. Thank you for participating in the LPI Online experience.

[HOME](#) [ADD/MANAGE OBSERVERS](#)

- Enter in the Name, Email Address, and Relationship of the first Observer, and click on OK. (Repeat as necessary).

Add and Manage Observers

<input type="text" value="First Name"/>	<input type="text" value="Last Name"/>	<input type="text" value="Email Address"/>	Relationship Direct Report ▼	<input type="button" value="OK"/>
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(All fields are required)

- Once you have added all of your observers into the system, and confirmed that their information is correct, click on Save

[Cancel](#) **You have 1 unsaved Observer.**

- Confirm the Save. An email will be sent to the observers automatically by the system.

You are adding 1 Observer(s).
This cannot be undone.
 Email invitations will be sent.

- You are now done. If you want to check on the progress of the observers or send them reminder emails you can accomplish this by logging back into SLPI and clicking on Manage Observers from the Dashboard.

Note:

- Only your professor can provide you with your pin number.
- To protect Confidentiality you will not be able to tell which observers have/ have not completed the survey.
- Your instructor will provide you with a copy of the report, you cannot generate it.

Class Policy

The following describes class requirements and the organization of the LEAD 300 class.

Face Coverings for 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 the Assignments Schedule found in the START HERE - Administrative 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 format 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 located in the START HERE - Administrative tab.

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 300. If you have technical issues, please call (270) 745-7000, the WKU IT Help Desk.

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 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.

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_discriminaton_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 (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.

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 270-745-3004 [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.

Description of Assignments

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 dressmaker 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 these 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 25 points. To receive up to 22 of the 25 points for each discussion board question, students must: 1) answer the question(s), 2) apply an appropriate leadership theory/aspect/practice (construct) 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 22 points. Students **MUST** post their response to the discussion question before they can see responses from other students. Students earn the other 3 points by their active participation regarding the question by posting comments to other student posts. Online discussion is generally looser and freer 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.

SLPI Guided Leader Behavior Reflection Paper

Students will compare the SLPI, CiftonStrengths assessment, and Jung Typology personality assessments (taken during Lessons 1 and 2) to their current leadership approach then write a summary paper regarding their current leadership approach. ***PLEASE DO NOT USE ANY OTHER SOURCES OTHER THAN THE THREE ASSESSMENTS AND PERSONAL REFLECTIONS and please do not research leadership constructs when completing this assignment.*** The intent is to capture student perceptions of their current leadership approach to establish a benchmark for future leader development without assistance from outside sources of information. Please address the following questions in the reflection paper:

1. Analyze the self and observer ratings from the SLPI. Is there a difference in

any of the ratings between self and observer? Please comment on why these differences may exist. (20 points)

2. Please summarize your understanding of the Leadership Challenge Model:

- a. Model the Way (10 points)
- b. Inspire a Shared Vision (10 points)
- c. Challenge the Process (10 points)
- d. Enable Others to Act (10 points)
- e. Encourage the Heart (10 points)

3. Analyze the identified strengths from the CliftonStrengths assessment. List your strengths identified in the feedback report. Please comment on the results and their validity compared to your present leadership approach. Do these strengths support the SLPI assessment or are there differences? Please comment on any differences or similarities. (20 points)

4. How does the personality assessment compare to the SLPI and CliftonStrengths assessments? List your four-letter code. Please comment on the linkages perceived among the three assessments (SLPI, CliftonStrengths, personality). Are there themes or similarities that appear in all three? Are there disconnects among the three? Please comment on why similarities and/or disconnect exist among the three assessments. (20 points)

5. Write a summary of your perceived leadership approach. Based on the three assessments, success and failures as a leader, and personal reflections describe your overall leadership approach. Please cite specific leadership models, theories, or known approaches that best describe your current leadership approach. (20 points)

6. Write a summary of the leadership approach that you want to achieve in the near future. Please cite specific leadership models, theories, or known approaches that best describe the leadership approach desired in the future. (20 points)

Please use APA format (7th edition) with cover sheet and references (ensure to cite the assessments). The total length should be approximately five pages of text.

Draft of Senior Leader Analysis

Students will submit a draft of their leader analysis. The leader analysis is the second part of the Organizational Leadership and Senior Leader Analysis Paper (see below for details on what to submit for this senior leader analysis). The purpose of the draft is for instructors to review the progress students have done on their senior leader analysis. At this point in the course students will have enough information to conduct their analysis and the purpose of submitting a draft is to ensure students are making progress and have not made a major error in their analysis. Specific comments are not provided by instructors; comments regarding major omissions will be provided.

Organizational Leadership and Senior Leader Analysis Paper

Students will choose and conduct a leadership assessment of an organization and an analysis of a senior leader within that organization. Students must have the chosen organization and senior leader approved by the instructor. Students will submit the name of the chosen organization and senior leader within the organization during Lesson 1. Please address the following in this Organizational Leadership and Senior Leader Analysis Paper:

1. Overview of the organization.
2. Values. What are the identified values and how does the organization define the values? Cite evidence (from published articles, internet articles, other sources) that either confirm that the organization embraces their stated values or does not follow their value. Evidence is available by analyzing the actions, policies and reputation of the organization.
3. Vision. What is the vision of the organization? Is the vision based on, their stated values? From available evidence, does the organization believe in its vision?
4. Mission/Purpose Statement. What is the mission/purpose statement, and does it agree/follow/support the organization's values and vision? Provide evidence.
5. What is the overall leadership *style* of the organization? Do they follow a servant leadership, hierarchal/authoritarian, shared/participative, team or some other style of leadership?
6. Is the organization adaptive, transformational or neither? Please analyze according to models discussed during our course.
7. Discuss the ethics of the organization - is it an ethical organization or have ethical issues occurred within the organization.
8. Discuss the effects of diversity on the organization (women, minorities, culture).

Each of the above aspects should be addressed in approximately half a page of text.

Address the following aspects when analyzing the chosen senior leader within the organization:

1. A brief biography of the chosen leader (half a page).
2. Analyze the leader's behaviors using the Five Practices of Effective Leaders by Kouzes and Posner. Ensure you **analyze** each practice. The key is analysis, not to prove the leaders exhibited the practice. Often leaders do well in several practices but fall short in others. Please ensure you cite evidence of the leader's behavior to validate your analysis. Students should have approximately one page of analysis for each practice.

3. **Speculate** on this person's SLPI profile (what practices they were high and low), their dominant strengths from CliftonStrengths, and the four-letter personality profile. Although this is speculation it should be based on the research conducted for this leader analysis (half a page).

4. Students must cite five primary sources in the bibliography excluding any texts for this course. 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 have direct knowledge of the organization and who have directly observed the senior leader.

5. Total length of the paper is approximately 10 pages of text (plus cover sheet and references). Please use APA format for your paper and use headings (first and second if needed) to organize your paper).

Grading Rubric for the Organizational Leadership and Senior Leader Analysis Paper. (200 points)

1. Overview of the organization (15 points)
2. Values analysis (15 points)
3. Vision analysis (15 points)
4. Mission/purpose statement analysis (15 points)
5. Leadership Style of the organization analysis (15 points)
6. Adaptive, transformational – analysis (15 points)
7. Ethical climate – analysis (15 points)
8. Diversity – analysis (15 points)
9. Brief, personal, biographical sketch of the person--where they were born, when, what their childhood was like, who they married, etc. (10 points)
10. Analysis of the person's leadership according to the Five Exemplary Practices of Leaders:
 - Model the Way: (20 points)
 - Inspire a shared Vision: (20 points)
 - Challenge the Process: (20 points)
 - Enable Others to Act: (20 points)
 - Encourage the Heart: (20 points)

11. Speculate on this person's SLPI profile, their dominant strengths from CliftonStrengths, and the four-letter personality profile. (10 points)

12. Format, grammar, five sources. (10 points).

Final Exam. The final exam is online and conducted during finals week - details on the exam and time period to take the exam are provided to students before the exam.