

# LEAD 300: Leadership Theory and Application

## Instructor

Mr. Kent Johnson

## Email

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## Phone

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## Office Location & Hours

Gary Ransdell Hall, room 2052

Office Hours by appointment, but generally available M-F 8:00am-4:30pm (Central)

## Communication Policy

In general, ***email is the best way to contact me***. I always have my email open when I am at my desk during the week, and I check it at least a few times during the weekends. You should normally get an email answer within 24 hours (often within minutes during the week). If you call and do not get me, please leave a voicemail, and I will return your call as soon as I can. If I am out of the office, voicemails come to my email, but I may not have a good way to call you right back, so please also leave me your email address in the message. If I will have no email access for some reason, I'll alert you to this before it happens unless it's an emergency.

Also, when emailing, please include LEAD 300 in the subject line, so that it will stand out clearly in my inbox as an email from a student in our class. Also, please include your name and student ID number.

**I am happy to help you, so don't be afraid to ask.**

## Blackboard Help/WKU IT Help Desk

270-745-7000

## Make Sure You Know How to Use Blackboard

### Bb Student User Training

If you have not used Blackboard a lot, or if this is your first online class, I *highly* recommend signing up for and completing the Blackboard Student User Training. These are topical modules that even those who have used Blackboard a lot have told me are helpful.

To sign up, go to Blackboard and sign in, and click the IT TRAINING tab (top, toward the right, black with white writing). Look for IT Blackboard Student User Training... you will gain instant access upon signing up. This is not required, but it could be very helpful for you and important for your success!

WKU Student Resource Portal: Tools for Online Learners

You may also want to visit the [WKU Student Resource Portal](https://www.wku.edu/online/srp/): <https://www.wku.edu/online/srp/>

### **Learning Outcomes**

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

Apply leadership theories, models, and constructs

Identify behaviors of effective leaders

Interpret assessment tools available for measuring and improving leadership effectiveness

Interpret the impact of ethics, diversity, and culture on the leadership process

Develop a personal and organizational leadership plan

### **Course Texts (3, required)**

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 both in class. Organizational Leadership has entered into a partnership with Sage, Inc. to provide students an e-book for our required text, Theory and Practice 9<sup>th</sup> 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):**

You will complete 3 assessments in this course that will lead to writing your SLPI Guided Leader Behavior Reflection Paper. In Lesson 2, you’ll do the free [Jung Typology Personality Assessment](#). Also in Lesson 2, you’ll complete the **CliftonStrengths Assessment**. An access code for this assessment is included in new copies of the text, *CliftonStrengths for Students*. The

third is the **Student Leadership Practices Inventory (SLPI) Assessment**. Details on how to purchase and complete this are posted in the Start Here area.

### **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](http://office.microsoft.com/en-us/office-in-education-FX104367920.aspx/) is provided through WKU's enterprise licensing agreement with Microsoft. (<http://office.microsoft.com/en-us/office-in-education-FX104367920.aspx/>)

### **Grading**

Satisfactory completion of the objectives will be measured as follows:

Syllabus Quiz	5 points
APA 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
<u>Final Exam</u>	<u>200 points</u>
Total: 1090 points	

The grading scale for this class is as follows: 1090-975 points = A (90%), 974- 866 points = B (80%), 865 - 757 = C (70%); 756 - 703 = D (65%), fewer than 703 points = F.

### **Grading Timeline**

You can expect your work to be returned to you within 7-10 days.

## **Class Policies**

### **Read This Syllabus**

The key document for this course is this *Syllabus and Schedule*. Please review this document in detail as it provides all assignments and other requirements for this course.

### **WKU Enrollment Policies**

Information concerning, drop dates, withdrawals, etc. is located in the [registration guide](https://www.wku.edu/registrationguide) (<https://www.wku.edu/registrationguide>), which is updated for each semester. Also, all [institutional policies](http://www.wku.edu/registrar) are in this guide (<http://www.wku.edu/registrar>) or provided in your [student handbook](https://www.wku.edu/handbook) (<https://www.wku.edu/handbook>).

### **WKU Email**

You should check your **WKU Toppermail account at least weekly**. The only email address used in this course is the WKU email.

## **Assignment Due Dates**

All assignments are due according to the Assignments Schedule at the end of this syllabus

## **Late Work 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. I understand that life happens, and I am flexible, so if you do have something come up and might not be able to turn an assignment in on time, please reach out to me and we will try to work something out.

## **Format for all Assignments**

Format for all assignments (except for Discussion Boards and unless a different format is specified) is APA Format, 7<sup>th</sup> 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 area of Blackboard.

## **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 cannot legally send to that student his/her grade through e-mail without a legal signature from that student on a permission form. (An instructor may e-mail the typical group listing with obscured names.)

- Participants are expected to represent their course identities in a truthful manner. Falsifying your identity is grounds for disciplinary action of all parties involved.

### **My Plagiarism Policy**

I do not tolerate plagiarism or academic dishonesty of any kind, and students WILL receive a zero on any assignment completed in a manner that is not considered honest and be reported to the Office of Student Conduct should they do this. Your papers are submitted to plagiarism detection software, as well, as are any suspect coursework. If you feel cheating is your only option, schedule an appointment to get help! I expect you to do your own work in this course—on all work! Please refer to the “academic offenses” section of the [WKU Student Handbook](http://www.wku.edu/judicialaffairs/2004-05Handbook/12_AcademicOffenses.pdf): [http://www.wku.edu/judicialaffairs/2004-05Handbook/12\\_AcademicOffenses.pdf](http://www.wku.edu/judicialaffairs/2004-05Handbook/12_AcademicOffenses.pdf) for more details.

### **Recycled Writing**

Students who wish to pass this course will submit ONLY writing that has been written by the student and produced during the current semester and only writing that has been written for LEAD 300. All writing submitted for LEAD 300 must be produced this semester. Students who submit writing completed during previous attempts at LEAD 300 or writing submitted for other courses will receive zero points for the first instance. Students who continue after initial warning to submit writing completed during previous attempts at LEAD 300 or for other courses will receive a failing grade for the course.

### **The WKU Writing Center**

Cherry Hall 123 and Cravens Library Commons (4<sup>th</sup> Floor)

I encourage you to utilize the services of [The Writing Center](http://www.wku.edu/english/writingcenter/writingcenter.php) in planning, drafting, and revising your work! They do offer online services! <http://www.wku.edu/english/writingcenter/writingcenter.php>

### **Title IX, Discrimination, Harassment, and Sexual Misconduct Policy**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding

- [WKU's Title IX Sexual Misconduct/Assault Policy \(#0.2070\)](https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and
- [Discrimination and Harassment Policy \(#0.2040\)](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf) at [https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](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.

## **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 1<sup>st</sup> 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.

## **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](http://www.wku.edu/tlc) (270) 745-5065

## **Description of Assignments**

### **Discussion Boards**

Each student will participate in discussions frequently. Guidance on acceptable discussion board responses can be found in the Start Here area of Blackboard.

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**

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 and not just answer the question. Each case study is worth 25 points.

## **SLPI Guided Leader Behavior Reflection Paper**

Students will compare the SLPI, CliftonStrengths 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)

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:**

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:
  - a. Model the Way: (20 points)
  - b. Inspire a shared Vision: (20 points)
  - c. Challenge the Process: (20 points)
  - d. Enable Others to Act: (20 points)
  - e. 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.

## Assignments Schedule

Key: LTP = Leadership Theory and Practice, 9<sup>th</sup> Edition  
SLC = The Student Leadership Challenge SF = CliftonStrengths for Students

### Lesson 1: Introduction (January 18-23)

#### **Course Learning Outcomes**

1. Examine basic leadership theories, models, and constructs
2. Identify behaviors of effective leaders

#### **To Read, Review, and Do:**

1. Read our syllabus and assignment schedule
2. Watch the video: What is SafeAssign?
3. Read Chapter 1 in LTP; review the slides
4. Read the article The State of Leadership Studies by Perucci and McManus
5. Watch the video Leadership vs Management
6. Read the preface and introduction in the SLC (*The Student Leadership Challenge*)
7. Review and watch the Kouzes and Posner Materials to Review
8. Watch the video Overview of the SLPI Assessment
9. Review the requirements for the SLPI Guided Leader Behavior Reflection Paper
10. Purchase and take the Student Leadership Practices Inventory (SLPI) - see Lesson 1 folder for guidance

#### **What Is Due:**

1. Syllabus Quiz
2. APA Quiz
3. Introduce Yourself
4. Complete the SLPI self-assessment then distribute the SLPI to at least 10 others who know you well enough to provide an accurate assessment - see the syllabus for guidance.
5. Select an organization to conduct your Organizational Leadership and Senior Leader Analysis Paper - submit the name of the organization and senior leader within that organization.
6. Lesson 1 Discussion

## **Lesson 2: Personal Assessments; Creating Awareness of Leadership Strengths and Areas to Improve; Trait Approach (January 24-30)**

### **Course Learning Outcomes**

2. Identify behaviors of effective leaders
3. Utilize assessment tools available for measuring and improving leadership effectiveness
5. Examine personal and organizational leadership development plans

### **To Read and Review:**

1. Read Chapter 2 in LTP; review slides
2. Read article, Leaders- Born or Made?
3. Watch the video, Great Man Theory
4. Complete the Jung Typology personality assessment; review information handout in folder.
5. Read *CliftonStrengths for Students* then take the *Strengthsfinder* assessment; watch the video.

### **What Is Due:**

1. Submit your Guided Leader Behavior Reflection Paper (Please keep this paper and the results of your assessments as you will use then again in LEAD 400, the capstone course.)

## **Lesson 3: Skills Approach, Behavioral Approach, Model the Way (February 1-6)**

### **Course Learning Outcomes**

1. Examine basic leadership theories, models, and constructs
2. Identify behaviors of effective leaders
5. Examine personal and organizational leadership development plans

### **To Read and Review:**

1. Read Chapters 3 and 4 in LTP; review the slides
2. Read the *Practice 1: Model the Way*, Chapters 1-2 in the SLC
3. Watch McChrystal video

### **What Is Due:**

1. Lesson 3 Discussion

## **Lesson 4: Situational Approach, Inspire a Shared Vision, Values, Compassion (February 7-13)**

### **Course Learning Outcomes**

1. Examine basic leadership theories, models, and constructs
2. Identify behaviors of effective leaders
5. Examine personal and organizational leadership development plans

### **To Read and Review:**

1. Read Chapter 5 in LTP; review the slides
2. Read *Practice 2: Inspire a Shared Vision* , Chapters 3-4 in the SLC
3. Watch videos on compassion and body language
4. Read article, Make Your Values Mean Something
5. Review how your selected leader Inspired a Shared Vision. Nothing to submit but a good opportunity to analyze your chosen leader for the term paper.

### **What Is Due:**

1. Quiz #1 (LTP Chapter 1-5)
2. Case Study 5.1

## **Lesson 5: Path-Goal Theory, Challenge the Process, Leading Change, SMART Goals (February 14-20)**

### **Course Learning Outcomes**

1. Examine basic leadership theories, models, and constructs
2. Identify behaviors of effective leaders
5. Examine personal and organizational leadership development plans

### **To Read and Review:**

1. Watch the video: Overview of Path Goal Theory
2. Read Chapter 6 in LTP; review the slides
3. Watch the Video: Leadership Styles: Geese, Eagles, and Turkeys
4. Read *Practice 3: Challenge the Process*, Chapters 5-6 in the SLC
5. Watch the videos by Kotter on leading change
6. Read the handouts on SMART Goals
7. Review how your selected leader Challenged the Process. Nothing to submit but a good opportunity to analyze your chosen leader for the term paper.

### **What Is Due:**

1. Lesson 5 Discussion

## **Lesson 6: Leader-Member Exchange Theory, Enable Others to Act (February 21-27)**

### **Course Learning Outcomes**

1. Examine basic leadership theories, models, and constructs
2. Identify behaviors of effective leaders
5. Examine personal and organizational leadership development plans

### **To Read and Review:**

1. Watch the video: Overview of LMX Theory
2. Read Chapter 7 in LTP; review the slides
3. Watch the video: Creativity and Leadership - Education
4. Read *Practice 4: Enable Others to Act*, Chapters 7-8 in the SLC.
5. Watch the Sir Ken Robinson video on creativity and education.
6. Review how your selected leader Enabled Others to Act. Nothing to submit but a good opportunity to analyze your chosen leader for the term paper.

### **What Is Due:**

1. Case Study 7.1

## **Lesson 7: Transformational Leadership, Encourage the Heart (February 28-March 6)**

### **Course Learning Outcomes**

1. Examine basic leadership theories, models, and constructs
2. Identify behaviors of effective leaders
5. Examine personal and organizational leadership development plans

### **To Read and Review:**

1. Read Chapter 8 in LTP; review the slides
2. Watch the video: Inspiring Leaders, Vision
3. Watch the video: Admiral (Ret) McRaven on Leadership
4. Read *Practice 5: Encourage the Heart*, Chapters 9-10 in the SLC
5. Review how your selected leader Encouraged the Heart. Nothing to submit but a good opportunity to analyze your chosen leader for the term paper.

### **What Is Due:**

1. Lesson 7 Discussion

## **Lesson 8: Authentic Leadership, Draft of Senior Leader Analysis Paper (March 7-13)**

### **Course Learning Outcomes**

1. Examine basic leadership theories, models, and constructs
2. Identify behaviors of effective leaders
5. Examine personal and organizational leadership development plans

### **To Read and Review:**

1. Read Chapter 9 in LTP; review the slides
2. Read *Afterword: A Call to Action for Leaders* in the SLC

### **What Is Due:**

1. Quiz #2 (LTP Chapters 6-9)
2. Submit the Draft of your Senior Leader Analysis

**WKU SPRING BREAK: MARCH 14-18**

## **Lesson 9: Servant Leadership, Emotional and Social Intelligence, Humility, Empathy (March 20-27)**

### **Course Learning Outcomes**

1. Examine basic leadership theories, models, and constructs
2. Identify behaviors of effective leaders
5. Examine personal and organizational leadership development plans

### **To Read and Review:**

1. Read Chapter 10 in LTP; review the slides
2. Read the articles and watch videos on emotional and social intelligence
3. Read the article and watch the videos on humility, empathy, and leadership

### **What Is Due:**

1. Case Study 10.1

## **Lesson 10: Adaptive Leadership, Conflict Management**

**(March 28-April 3)**

### **Course Learning Outcomes**

1. Examine basic leadership theories, models, and constructs
2. Identify behaviors of effective leaders
5. Examine personal and organizational leadership development plans

### **To Read and Review:**

1. Read Chapter 11 in LTP; review the slides
2. Watch the video: The Nature of Adaptive Leadership
3. Read the Managing Conflict Materials
4. Watch the video: Conflict Management (Funny)
5. Watch the video: Thomas-Kilmann Model of Conflict Management
6. Take the MODI Self-Assessment

### **What Is Due:**

1. Lesson 10 Discussion

## **Lesson 11: Inclusive Leadership, Gender, and Leadership**

**(April 4-10)**

### **Course Learning Outcomes**

2. Identify behaviors of effective leaders
4. Identify the impact of ethics, diversity, and culture on the leadership process

### **To Read and Review:**

1. Read Chapters 12 and 14 in LTP; review the slides
2. Watch videos and read the article on Women and Leadership
3. Watch the videos on Globalization and Cultural Differences

### **What Is Due:**

1. Lesson 11 Discussion

## **Lesson 12: Followership, Mentoring (April 11-17)**

### **Course Learning Outcomes**

1. Examine basic leadership theories, models, and constructs
2. Identify behaviors of effective leaders

### **To Read and Review:**

1. Read Chapter 13 in LTP; review the slides
2. Read: Coaching and Mentoring for Leadership Development in Civil Society
3. Listen: Dr. Cory Seemiller - A Generational Optimist

### **What Is Due:**

1. Lesson 12 Discussion

## **Lesson 13: Leadership Ethics, Human Resources (April 18-24)**

### **Course Learning Outcomes**

1. Examine basic leadership theories, models, and constructs
4. Identify the impact of ethics, diversity, and culture on the leadership process
5. Examine personal and organizational leadership development plans

### **To Read and Review:**

1. Read chapter 15 in LTP; review the slides
2. Read: Human Resource Strategy by SHRM

### **What Is Due:**

1. Submit your Organizational Leadership and Senior Leader Analysis Paper

## **Lesson 14: Team Leadership, Course Summary (April 25-May 1)**

### **Course Learning Outcomes**

1. Examine basic leadership theories, models, and constructs
2. Identify behaviors of effective leaders
5. Examine personal and organizational leadership development plans

### **To Read and Review:**

1. Read Chapter 16 in LTP; review the slides
2. Read, Watch, and Review the materials on Gen. Colin Powell

### **What Is Due:**

1. Quiz #3 (LTP Chapters 10-16)
2. Lesson 14 Discussion



## **Final Exam (May 2-6)**

You will have 3 hours to take the final exam in one sitting during Finals Week. Details of the exam will be shared in Blackboard before then.