LEAD 500: Effective Leadership Studies

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

Course: LEAD 500-700, Spring 2022
Instructor: Dr. Scott Gordon
Email: scott.gordon@wku.edu Phone: 270-745-2879
Office: WAB 207 Office hours: I am available by appointment (phone, email, Zoom) – please reach out to me at any time

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 (extra credit)   10 points
- Discussion Boards (8 @25 points each)   200 points
- Case Study Analysis (3 @ 25 points each)   75 points
- SLPI Guided Leader Behavior Reflection Paper   150 points
- Leader Analysis Paper: 200 points
- Leadership Strategic Analysis   200 points
                                                      Total: 825 points

The grading for this class is as follows: 825 - 759 points = A (92%), 758 – 676 points = B (82%), 675 - 594 points = C (72%), 593 - 536 points = D (65%), and fewer than 536 points = F.

Required Texts (3) and Assessments (3)

Texts (3):

1. Northouse, P. (2021). *Leadership: Theory and practice*, 9 ed. Sage. ISBN 978-1544397566

Do not purchase a previous edition. 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 require text, Theory and Practice 9th edition by Peter G. Northouse. By enrolling in this course, students agree to purchase this e-book. 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. Clifton, J., & Hatrter, J. (2019) *It's the manager: Moving from boss to coach.* Gallup. ISBN: 978-1595622242

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. Kouzes, J. M., & Posner, B. Z. (2017). *The Leadership Challenge,* 6 ed. Jossey-Bass. ISBN 978-1119278962

You can also use the **5th 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
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, *It's the Manager*. 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, student 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 500 and stressed throughout the Organizational Leadership program. In the capstone course, LEAD 600, students will retake the SLPI to gauge progress in developing their personal leadership. All students in LEAD 500 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 the self 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.

Instructions on how to purchase a token to take the SLPI are posted in the Start Here, Please! Area of Blackboard along with the syllabus.

Course Policies

Face Coverings for In-Person 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.

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.

Assignments

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

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 (expect 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 Style Help Folder located in the Writing Assistance are of Blackboard.

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.

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.

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) 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.

Description of Assignments

Discussion Board Questions

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 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 Analyses

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 each case study analysis to the provided link in the Lesson Folders.

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 five areas 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)

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)

2. 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)

3. 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)

4. 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)

5. 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.

Leader Analysis Paper

Students will choose and conduct a leader assessment of a public (not a relative or friend) person; the public person can be either historic or currently living. Students must have the person of their analysis approved by the instructor. Please address the following in this leader analysis paper:

1. A brief biography of the chosen leader.

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.

4. Students must cite <u>five</u> 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 directly observed the public figure.

5. Please use APA format for your paper to include cover sheet and reference page.

6. 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. (200 points)

Brief, personal, biographical sketch of the person--where they were born, when, what their childhood was like, who they married, etc. (20 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)

Speculate on this person's SLPI profile, their dominant strengths from CliftonStrengths, and the four-letter personality profile. (20 points)

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

Leadership Strategic Analysis

The Leadership Strategic Analysis provides students an opportunity to analyze the leadership within an organization. Students will select a public organization (one with readily available information) then analyze the leadership within that organization. This analysis will assist students later in the capstone course (LEAD 600) when they will create a Strategic Leadership Plan for an organization. The components of this Leadership Strategic Analysis include:

1. **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.

2. **Vision**. What is the vision of the organization? What is the vision based on, their stated values? From available evidence, does the organization believe in its vision?

3. **Mission/Purpose Statement**. What is the mission/purpose statement, and does it agree/follow/support the organization's values and vision? Provide evidence.

4. 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?

5. **Are the senior leaders in the organization authentic**? Discuss in terms of authentic leadership models.

6. **Is the organization adaptive, transformational or neither**? Please analyze according to models discussed during our course.

7. Discuss the **ethical climate** of the organization.

8. Discuss the **effects of diversity on the organization** (women, minorities, culture).

Use APA style in writing your paper, Times New Roman or Arial, 12-pitch font, double-spaced, one-inch margins top, bottom and sides. A cover sheet is required, but no running head or abstract. Place page numbers in the upper right corner. The paper length is 8 pages (+/- a page) of text (not including the cover sheet or references).

Grading Rubric for the Leadership Strategic Analysis Paper. (200 points)

1. Overview of the organization (20 points)
2. Values analysis (20 points)
3. Vision analysis (20 points)
4. Mission/purpose statement analysis (20 points)
5. Leadership Style of the organization analysis (20 points)
6. Senior leader analysis (20 points)
7. Adaptive, transformational – analysis (20 points)
8. Ethical climate – analysis (20 points)
9. Diversity – analysis (20 points)
10. APA Style, quality of writing (20 points)

Assignment Schedule

KEY

LTP = *Leadership Theory and Practice*, 9th Edition (our text)
PPT = PowerPoint slides that accompany each LTP chapter
LC = *The Leadership Challenge*
ITM = *It's the Manager*

Lesson 1: Introduction, Five Practices of Exemplary Leadership Model (January 18-23)

Course Learning Outcomes

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

To Read and Review:

- Read our syllabus and assignment schedule.
- Read Chapter 1 in LTP; watch the leadership vs management video; listen to the podcast by Kellerman.
- Read Chapters 1 and 2 in LC; watch the author's short video; watch the overview video on the five practices; review the slides on the five practices.
- Review the requirements for the SLPI Guided Leader Behavior Reflection Paper
- Read Introduction (pp. 5 - 13) in ITM

What Is Due:

- Take the syllabus quiz.
- Introductions
- Purchase and take the Student Leadership Practices Inventory (SLPI) - see syllabus for guidance - under Texts (3) and Assessments (3).
- Distribute the SLPI to at least 10 others who know you well enough to provide an accurate assessment.
- Select a public figure to conduct your leader analysis.
- Discussion for Lesson 1

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. Interpret assessment tools available for measuring and improving leadership effectiveness
5. Develop a personal and organizational leadership plan

To Read and Review:

- Read chapter 2 in LTP; review slides; watch Great Man video.
- Read articles and watch videos on emotional and social intelligence; read article on leaders born or made.
- Complete the Jung Typology personality assessment; watch the video; review information handout in folder.
- Complete the CliftonStrengths assessment in ITM; watch the video.
- Write the SLPI Guided Leader Behavior Reflection Paper - see syllabus for guidance.

What Is Due:

- Submit your Guided Leader Behavior Reflection Paper. Please keep this reflection paper and the results of your assessments as you will use then again in LEAD 600, the capstone course.

Lesson 3: Skills, Behavioral Approach, Model the Way, Values, SMART Goals (January 31-February 6)

Course Learning Outcomes

1. Apply leadership theories, models, and constructs
2. Identify behaviors of effective leaders
5. Develop a personal and organizational leadership plan

To Read and Review:

- Read chapter 3 and 4 in LTP.
- Read chapters 3 and 4 in LC.
- Read the chapter on values and the handout on SMART goals.
- Watch McChrystal video.
- Review how your selected leader Modeled the Way.

What Is Due:

- Discussion for Lesson 3

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

Course Learning Outcomes

1. Apply leadership theories, models, and constructs
2. Identify behaviors of effective leaders
5. Develop a personal and organizational leadership plan

To Read and Review:

- Read chapter 5 in LTP.
- Read chapters 5 and 6 in LC; articles on What Leaders Really Do and Can you Teach Leadership.
- Watch videos on compassion and body language.
- Read Case Study 5.1 in LTP then answer all questions at the end see our syllabus for guidance.
- Review how your selected leader Inspired a Shared Vision.

What Is Due:

- Case Study 5.1

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

Course Learning Outcomes

1. Apply leadership theories, models, and constructs
2. Identify behaviors of effective leaders
5. Develop a personal and organizational leadership plan

To Read and Review:

- Read chapter 6 in LTP.
- Read chapters 7 and 8 in LC.
- Read the article and watch the videos by Kotter on leading change.
- Watch the Simon Sinek and McRaven videos.
- Post to and participate in the discussion board.
- Review how your selected leader Challenged the Process.

What Is Due:

- Discussion for Lesson 5

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

Course Learning Outcomes

1. Apply leadership theories, models, and constructs
2. Identify behaviors of effective leaders
5. Develop a personal and organizational leadership plan

To Read and Review:

- Read chapter 7 in LTP, watch the short video.
- Read chapters 9 and 10 in LC.
- Post to and participate in the discussion board.
- Review how your selected leader Enabled Others to Act.

What Is Due:

- Discussion for Lesson 6

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

Course Learning Outcomes

1. Apply leadership theories, models, and constructs
2. Identify behaviors of effective leaders
5. Develop a personal and organizational leadership plan

To Read and Review:

- Read chapter 8 in LTP; article on Level 5 Leadership; watch the videos in the folder.
- Read chapters 11 and 12 in LC.
- Read Case Study 8.3 in LTP then answer all questions at the end
- Review how your selected leader Encouraged the Heart.

What Is Due:

- Case Study 8.3

Lesson 8: Authentic Leadership, Leader Analysis Paper (March 7-13)

Course Learning Outcomes

1. Apply leadership theories, models, and constructs
2. Identify behaviors of effective leaders
5. Develop a personal and organizational leadership plan

To Read and Review:

- Read chapter 9 in LTP.
- Read chapters 13 in LC.
- Watch the videos in the folder.
- Complete your Leader Analysis Paper.
-

What Is Due:

- Submit Leader Analysis Paper

Spring Break (March 14-20)

No assignments due this week!

Lesson 9: Servant Leadership, Humility, Strategy, Begin Leadership Strategic Analysis (March 21-27)

Course Learning Outcomes

1. Apply leadership theories, models, and constructs
2. Identify behaviors of effective leaders
5. Develop a personal and organizational leadership plan

To Read and Review:

- Read chapter 10 in LTP.
- Read the introduction and chapters 1 - 5 in ITM.
- Read two articles on humility and leadership.
- Watch the videos in the folder.
- Select an organization to conduct your Leadership Strategic Analysis.
- Read Case Study 10.3 in LTP then answer all questions at the end

What Is Due:

- Case Study 10.3
- Submit the name of the organization you chose to conduct your Leadership Strategic Analysis.

Lesson 10: Adaptive Leadership, Employment Brand, Conflict Management (March 28-April 3)

Course Learning Outcomes

1. Apply leadership theories, models, and constructs
2. Identify behaviors of effective leaders
5. Develop a personal and organizational leadership plan

To Read and Review:

- Read chapter 11 in LTP.
- Read chapters 9 - 19 in ITM.
- Read the materials on conflict management and take the MODI Self-Assessment - guidance is found in the Lesson #11 Folder in Blackboard.
- Watch the videos in the folder.
- Post to and participate in the discussion board.

What Is Due:

- Discussion for Lesson 10

Lesson 11: Gender, Inclusive Leadership, Culture in Organizations (April 4-10)

Course Learning Outcomes

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

To Read and Review:

- Read chapters 12 and 14 in LTP and the article on the glass cliff.
- Read chapters 6 - 8 in ITM.
- Watch the videos in the folder.
- Post to and participate in the discussion board.

What Is Due:

- Discussion for Lesson 11

Lesson 12: Followership, Boss to Coach, Mentoring, Human Resources, Generation Z (April 11-17)

Course Learning Outcomes

1. Apply leadership theories, models, and constructs
2. Identify behaviors of effective leaders
4. Interpret the impact of ethics, diversity, and culture on the leadership process

To Read and Review:

- Read chapter 13 in LTP.
- Read chapters 20 - 31 in ITM.
- Read the article on Leadership coaching and mentoring.
- Read the two articles on Human Resources.
- Watch the videos in the folder.

What Is Due:

- Discussion for Lesson 12

Lesson 13: Leadership Ethics, The Future of Work (April 18-24)

Course Learning Outcomes

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

To Read and Review:

- Read chapter 15 in LTP.
- Read chapters 32 - 42.
- Watch the videos in the folder.

What Is Due:

- Submit your Leadership Strategic Analysis.

Lesson 14: Team Leadership, Future of Leadership, Course Summary (April 25-May 1)

Course Learning Outcomes

1. Apply leadership theories, models, and constructs
2. Identify behaviors of effective leaders
5. Develop a personal and organizational leadership plan

To Read and Review:

- Read chapter 16 in LTP.
- Read chapters 43 - 52 in ITM.
- Watch the TedTalk video by Colin Powell and Sir Ken Robinson.
- Read the short biography on Colin Powell.
- Review the PPT on the Tenets of Leadership by Colin Powell.

What Is Due:

- Discussion for Lesson 14