

LEAD 500: Effective Leadership Studies

Instructor

Dr. Will Perry

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GRH 2027

Please note that using Blackboard messages is NOT a method of communication for this course. I do not receive notifications if you send a message through Blackboard. Therefore, I will never know to respond.

Office Hours

Office: GRH 2027

Tuesday: 10:00am 12:00pm–2:30-3:30pm

Wednesday: 10:00am – 3:00pm

Thursday: 10:00am – 3:00pm

I am generally on campus during my office hours, but it is best to make sure I don't have another appointment if you want to stop by. I can also set up a Zoom session to talk outside of office hours. 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 in the morning on weekends. You should normally get an email answer within 24 hours (often within minutes during the week), whereas with a voicemail, you will have to wait until I am in my office. If I will be out of town or have no email access for some reason, I'll alert you to this before it happens unless it's an emergency. **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 class that uses Blackboard, I *highly* recommend 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 TOOLS link on the right side navigation. Look for ITS Blackboard Student User Training. 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:

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

Required 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 Start Here 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. 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.***

3. Covey, S. (2020). *The 7 habits of highly effective people: 30th anniversary edition (The Covey Habits Series)*. Simon and Schuster. ISBN: 978-1982137274

Course Activities and Your Grade

Satisfactory completion of the objectives will be measured as follows:

• Syllabus Quiz (extra credit)	10 points
• Discussion Boards (8 @25 points each)	200 points
• Paper 1: Personal Leadership Philosophy	50 points
• Case Study Analysis	50 points
• Paper 2: Leader Analysis Paper:	250 points
• Paper 3: Transformational Model Comparative Analysis	250 points
• <u>Paper 4: Personal Assessment Reflection</u>	<u>200 points</u>
Total: 1000 points	

The grading for this class is as follows: 100-90% = A, 89-80%= B, 79-70%=C, 69-60%=D, Below 60% = F.

Course Policies

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.

Assignment Due Dates

All assignments are due according to the Assignments Schedule at the end of this syllabus. In general, all work listed for a week is due on Sunday at 11:59pm CT.

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 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 (including for Discussion Boards and unless a different format is specified) is APA Format, 7th edition.

The WKU Writing Center

Cherry Hall 123 and Cravens Library Commons (4th 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>

Academic Integrity: SLPS Departmental Policy

The School of Leadership & Professional Studies expects all undergraduate, graduate, and doctoral students to demonstrate academic integrity and not participate in academic misconduct as defined by the University (<https://www.wku.edu/studentconduct/process-for-academic-dishonesty.php>). The SLPS has developed two tiers for academic misconduct. Examples of academic offenses include (but are not limited to) any act of plagiarism, cheating, or falsification or misuse of academic records.

Tier 1 Violations

Acts of plagiarism that involve not citing all sources and/or using papers previously written and submitted in other courses (aka Recycled Writing) is considered a Tier 1 violation. Students committing violations in Tier 1 will meet with the instructor to discuss the incident and work toward a resolution. Students may receive a zero on the submitted work with feedback stating the issue; students are responsible for checking grades and reading feedback. Instructors will follow the policy for Tier 2 violations for additional Tier 1 violations.

Tier 2 Violations

Tier 2 violations include but are not limited to using artificial intelligence programs, content generators or websites to complete an assignment in ways not allowed by the instructor, as described by the course syllabus, sharing passwords and login information with individuals not enrolled in the course, failing to cite any sources in submitted work when outside sources were obviously used, cheating on an assignment or test, employing a person, to complete an assignment, and/or committing a second Tier 1 violation. Students committing violations in Tier 2 will meet with the instructor to discuss the incident and review evidential materials. If the instructor determines a Tier 2 violation has occurred, the instructor should report the student to the Office of Student Conduct and request that the Office of the Registrar issue a failing grade for the course. If the academic misconduct is severe and flagrant, the student may be dismissed from the program. Students who wish to dispute the allegation, dismissal, or grade should [follow the Student Complaint Policy](https://www.wku.edu/handbook/academic-complaint.php) (<https://www.wku.edu/handbook/academic-complaint.php>).

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.

ADA 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, Room 1074. The 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.

Title IX, Discrimination, Harassment, and Sexual Misconduct Policy

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Sex and Gender-Based Discrimination, Harassment, and Retaliation](#) (#0.070) and [Discrimination and Harassment Policy](#) (#0.2040). 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 Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 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.

Regular and Substantive Interaction (RSI)

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#). In this course, regular and substantive interaction will take place in the following ways:

- Individualized feedback on coursework
- Weekly Announcements

Description of Assignments

Discussion Boards

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

To receive full credit on discussion, **by SUNDAY of a given week**, you must make your own posting. *First*, answer the question(s), *then* apply and cite an appropriate leadership theory/concept/practice to the answer that was discussed during the lesson, and *last* provide an example (if appropriate - can be personal) that illustrates your answer.

Then, **by Wednesday of the following week, post your response to at least one classmate**. Note that you MUST make your own post before you can see responses from other students. You are expected to be an active participant by responding to other students' posts. Online discussion is generally looser and freer flowing than face-to-face. You should exercise a basic respect for one another and not engage in derogatory arguments. Although free flowing and somewhat informal, you MUST use correct grammar, spelling, and punctuation, and APA citations of sources are expected.

Questionnaires from Text

Throughout the course, you will complete a number of questionnaires (assessments) about certain leadership ideas from your textbook. When you take these, take a moment to reflect on the results, how accurate you feel they are if they show an area of strength or an area for improvement, and how you can use them to improve your leadership skills going forward. You will use the results in your final paper, but you will not submit the individual results or your notes.

Case Study Analysis

You will read the assigned case study in your text then answer the questions at the end of the case study. When answering the questions, you must incorporate and cite key aspects of the course materials into answers and not just answer the question. Please use APA style for paper set up and citations.

Paper 1: Personal Leadership Philosophy

In a brief paper (1-2 pages), you will share your personal leadership philosophy. You should include what experience(s) led you to your ideas and cite your sources if you incorporate any. The intent of this assignment is to capture your perceptions of your current leadership approach to establish a benchmark that you will revisit later in this course, in other LEAD courses, and in LEAD 600, so be sure to keep a copy of it where you can easily reference or resubmit it.

Paper 2: Leader Analysis

Using either the Kouzes and Posner or the Covey model, you will choose and analyze the leadership of a currently living public person (not a relative or friend) in the field in which you currently work or the field in which you hope to work after graduation. You must have your choice approved by the instructor (Lesson 2).

Paper 3: Transformational Model Comparative Analysis

After reading both the Covey and the Kouzes and Posner texts, you will draft a comparative synthesis that summarizes each model, compares and contrasts them, and discuss which feels the best fit for your leadership style.

Paper 4: Personal Assessments Reflection

Using a traditional essay format, you will analyze the High5 Strengths assessment, Jung Typology, and other course assessments and compare/contrast them to each other and to their current leadership philosophy. You will also create a leadership development plan in the form of 3 SMART goals.

Extra Credit

The syllabus quiz is extra credit.

There is a single extra credit discussion in the course. If you choose to complete it, it is due no later than the end of Lesson 8. It is worth up to 15 points.

Assignment Schedule

Lesson 0: Getting Started (August 14-27)

To Read and Review:

- Read our syllabus and assignment schedule in Start Here
- Review the Paper Guidance in Start Here

What Is Due:

- Syllabus quiz (extra credit)
- Introductions
- Extra Credit Discussion (due by Lesson 8)

Lesson 1: Leadership v. Management (August 21-27)

To Read and Review:

- Read Chapter 1 in Northouse
- Watch the leadership vs management video
- Listen to podcast by Kellerman, The Foundation of Leadership
- Read Part 1: Paradigms and Principles in Covey
- Read Chapter 1 in Kouzes and Posner
- Complete the Conceptualizing Leadership Questionnaire in your text

What Is Due:

- Lesson 1 Discussion

Lesson 2: Trait Theory and Strengths (August 28-September 3)

To Read and Review:

- Read Chapter 2 in Northouse; review slides
- Watch the Great Man video
- Read article “Are Leaders Born or Made?”
- Complete the Jung Typology personality assessment
- Complete the High 5 Strengths assessment
- Read Chapter 2-3 (Practice 1) in Kouzes and Posner
- Complete the Leadership Trait Questionnaire in your text.

What Is Due:

- **Paper 1: Personal Leadership Philosophy**
- Select a public figure for Paper 2
- On your own: consider your Jung Typology and High 5 results in light of what you’ve read in Chapters 1 and 2 (and next week for Chapter 3). If you like, draft their components of Paper 3 now. It is not due until the end of the course.

Lesson 3: Skills & Behavioral Approaches, Values, SMART Goals (September 4-10)

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 Northouse
- Read Part 2: Habits 1, 2, and 3 in Covey
- Read the chapter on values and the handout on SMART goals
- Read the materials over Social and Emotional Intelligence
- Watch McChrystal video
- Complete the Skills Inventory from your text
- Complete the Leadership Behavior Questionnaire from your text

What Is Due:

- Lesson 3 Discussion

Lesson 4: Situational Approach (September 11-17)

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 Northouse
- Read Chapters 4 and 5 (Practice 2) in Kouzes and Posner
- Read What Leaders Really Do
- Read Can you Teach Leadership
- Watch Ted Talk by Daniel Goleman on compassion
- Watch Ted Talk by Amy Cuddy on body language

What Is Due:

- Case Study 5.1 “Marathon Runners at Different Levels”

Lesson 5: Path-Goal Theory, Challenge the Process, Leading Change (September 18-24)

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:

- Watch the video by Northouse on Path-Goal Theory before you read
- Read Chapter 6 in Northouse
- Read Part 3: Habits 4, 5, and 6 in Covey
- Read the article by Kotter on leading change
- Watch the videos by Simon Sinek and ADM (ret) McRaven
- Complete the Path-Goal Leadership Questionnaire from your text

What Is Due:

- Lesson 5 Discussion

Lesson 6: Leader-Member Exchange Theory (Sept 25-October 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:

- Watch the video by Northouse on LMX Theory before you read
- Read Chapter 7 in Northouse
- Read Chapters 6 and 7 (Practice 3) in Kouzes and Posner
- Complete the LMX-7 Questionnaire from your text

What Is Due:

- Lesson 6 Discussion

Lesson 7: Transformational Leadership (October 2-8)

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 Northouse
- Read the Level 5 Leadership article
- Watch the video by Riggio on Transformational Leadership
- Watch the first 3 minutes of the video “Transactional vs. Transformational Leadership Definition”
- Watch the Ted Talk by Simon Sinek
- Read Part 4: Habit 7 in Covey
- Read Chapters 8 and 9 (Practice 4) in Kouzes and Posner
- Complete the Transformational Leadership Inventory from your text

What Is Due:

- Nothing Due: Begin to Draft Paper 2 (due Lesson 9)

Lesson 8: Authentic Leadership, Paper 2 due (October 9-15)

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 Northouse
- Watch the Ted Talk by Irving Washington III
- Watch the video by Neil Crofts
- Read Chapters 10, 11, and 12 (Practice 5) in Kouzes and Posner
- Complete the Authentic Leadership Self-Assessment Questionnaire from your text

What Is Due:

- Finish Drafting Paper 2: Leader Analysis

Lesson 9: Servant Leadership & Paper 2 Due(October 16-22)

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 Northouse
- Read two articles on humility and leadership
- Watch the videos in the folder
- Complete the Servant Leadership Questionnaire from your text

What Is Due:

- **Paper 2: Leader Analysis**

Lesson 10: Adaptive Leadership (October 22-29)

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 Northouse
- Watch the Ronald Heifetz video
- Read the Heifetz and Laurie article
- Complete the Adaptive Leadership Questionnaire from your text

What Is Due:

- Lesson 10 Discussion

Lesson 11: Gender & Leadership, Inclusive Leadership (Oct 30-Nov 5)

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 Northouse
- Watch Madeleine Albright video
- Watch the TedTalk by Sheryl Sandberg
- Read the article on the Glass Cliff
- Complete the Inclusive Leadership Reflection Instrument from your text
- Complete the Gender-Leader Bias Questionnaire from your text
- OPTIONAL: Implicit Bias Tests (linked in Blackboard)

What Is Due:

- Lesson 11 Discussion

Lesson 12: Followership, HR, Generation Z (November 6-12)

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 Northouse
- Read the Human Resources Overview
- Watch the TedTalk by Dr. Seemiller on Generation Z
- Complete the Followership Questionnaire from your text

What Is Due:

- Lesson 12 Discussion

Lesson 13: Leadership Ethics (November 13-19)

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 Northouse
- Review the PPT slides from Johnson's *Organizational Ethics* text
- Watch the Video: CEO Tim Cook on Ethical Leadership
- Listen to the podcast on ethics, culture, and leadership
- Complete the Ethical Leadership Style Questionnaire (Short Form) from your text

What Is Due:

- **Paper 3: Transformational Model Comparative Analysis**

Thanksgiving Break (November 20-26)

Lesson 14: Team Leadership (November 27-December 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 16 in Northouse

What Is Due:

- Lesson 14 Discussion
- **Paper 4: Personal Assessment Reflection**