

LEAD 300: Leadership Theory and Application ON DEMAND

Instructor

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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 in the morning on weekends. You should normally get an email answer within 24 hours (often within minutes during the week). If you leave a voicemail, unless I am on campus (normally Tuesdays and Thursdays) you will receive an email in return since my cell phone does not work well in my rural location. If I will 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

Prerequisites

None

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

Texts (3) and Assessments (2)

Texts (3):

- Kouzes, J. M., & Posner, B. Z. (2018). *The student leadership challenge*. Jossey-Bass. (Any edition will work)
- Northouse, P. G. (2021). *Leadership: Theory and practice 9th ed.* Sage.
- Rath, T. (2017). *CliftonStrengths for students*. (2017). Gallup. ISBN: 978-1-59562-015-6
 - You must purchase a new copy of this book to receive the code for the survey you'll do for one of your papers.

Assessments

You will complete 2 assessments in this course that will lead to writing your Personal Assessment Reflection. 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*.

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

Course Policies

Read This Syllabus

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 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](#) are in this guide (<http://www.wku.edu/registrar>) or provided in your [student 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.**

WKU ITS Service Desk

Occasionally technical problems may occur. You should not hesitate to contact the [WKU IT Service Desk](#), phone (270) 745-7000 or chat at <https://www.wku.edu/its/service-desk/>

Grading

• Syllabus Quiz:	5 points (extra credit)
• APA Quiz	10 points (extra credit)
• Introduce Yourself	10 points
• Lesson Reflections (8 @25 points each)	200 points
• Case Study Analysis (4 @ 25 points each)	100 points
• Quizzes (16 @ 10 points each)	160 points
• Personal Assessment Reflection	150 points
• Draft of Senior Leader Analysis	30 points
• Organizational Leadership and Senior Leader Analysis Paper:	200 points
• <u>Final Exam</u>	150 points
Total: 1000 points	

The grading for this class is as follows: 1000-895 points = A (90%), 894-795 points = B (80%), 794-695 = C (70%); 694-595 = D (65%), fewer than 595 points = F.

Grading Timeline

You can expect your work to be returned to you within 7-14 days.

Format for all Assignments

Format for all assignments (except for Lesson Reflections 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 APA help section found in the Writing Assistance area of Blackboard.

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 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 (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>

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.

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 1st 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](http://www.wku.edu/tlc) (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](http://www.wku.edu/tlc). www.wku.edu/tlc (270) 745-5065

Assignment Descriptions

Detailed rubrics for all assignments are available in Blackboard.

Lesson Reflections

Each of the 8 Lesson Reflections is worth 25 points. To receive 25 points, you must 1) answer the question; 2) apply an appropriate leadership theory/aspect/practice to the answer; and 3) provide an example (can be personal) that illustrates your answer. You ***MUST use correct grammar, spelling, and punctuation!***

Chapter Quizzes

There is a quiz for each chapter in your text as we cover it. Each quiz is worth 10 points and consist of 20 true/false and multiple-choice questions. You have 30 minutes to complete the quizzes.

Case Study Analyses

You will read the three assigned case studies (25 points each) then answer the questions at the end of the case study. When answering the questions, you **MUST** incorporate key concepts of the lesson into your answers and cite the text and not just answer the question. Answers that do not do this will not be eligible to earn an A on the case. Please use APA format for your case studies to include cover sheet and references page.

Draft of Senior Leader Analysis

You will submit a draft of your leader analysis, which is 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 your instructor to review the progress you have done on your senior leader analysis and ensure you have not made any major errors in your analysis. Comments regarding major omissions will be provided. If you'd like more detailed feedback on your draft, you are encouraged to use the [Writing Center](#).

Organizational Leadership and Senior Leader Analysis Paper

You will choose and conduct a leadership assessment of an organization and an analysis of a senior leader within that organization. You must have the chosen organization and senior leader approved by your instructor. You 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 1-2 well-developed and detailed paragraphs.

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 dominant strengths from CliftonStrengths and the four-letter Jung Typology 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 News 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).

Personal Assessment Reflection

The intent of this paper is to capture students' perceptions of their current status on various leadership and leadership-related assessments to establish a benchmark for future leader development.

Please address the following five areas in a reflective essay. The manner in which you organize this paper isn't as important as sharing the information over each component below. The components do NOT have to be in this specific order and can be intermingled vs separate sections/paragraphs.

1. **Please have an introductory and concluding paragraph and use APA style for paper set up** with cover sheet, in-text documentation, and references (to cite the assessments). The anticipated length is 4-6 pages of text.
2. **Summarize your current approach to leadership.** Remind your reader of your personal leadership philosophy.
3. **Analyze the identified strengths from the CliftonStrengths assessment.** Share and define your strengths identified in the feedback report. Cite the CliftonStrengths text as appropriate. Discuss whether or not you agree with the results and why.
4. **Analyze your Jung Typology results.** Share your four-letter code and describe what that means about you. Cite the Jung website (or any other sources you use to help with this part) as appropriate. Discuss whether or not you agree with the results and why.
5. **Compare and contrast the results of both assessments.** Please comment on the linkages perceived between the two assessments (CliftonStrengths, Jung Typology). Are there themes or similarities? Are there disconnects?
6. **Summarize the leadership approach that you want to achieve in the future or explain why you will stay on your current path.** Please share what approach to leadership approach you want to develop going forward, or explain why you'd like to stay the path of the approach you use now. Include in this discussion **how your assessment results can help you with your development going forward.**

Final Exam

Your final exam will be 50 multiple choice and true-false questions and 2 essay questions from all chapters of your text. You will have 3 hours to complete it in one sitting.

Assignments “Schedule”

This schedule is arranged into 14 lessons. A “normal semester” course would do one a week, and a summer course or biterm course would do 2 a week. You, of course, in this On Demand course, can do them on a schedule that works best for you!

LTP = Leadership Theory and Practice, 9th Edition
SLC = The Student Leadership Challenge

PPT = slides for each LTP chapter
SF = CliftonStrengths for Students

Lesson 1: Introduction

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

What Is Due:

1. Syllabus Quiz
2. APA Quiz
3. Chapter 1 Quiz
4. Introduce Yourself
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. Read the Introduction to SLC
7. Lesson 1 Reflection

Lesson 2: Personal Assessments; Creating Awareness of Leadership Strengths and Areas to Improve; Trait Approach

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. Chapter 2 Quiz
2. Submit your Personal Assessment Reflection

Lesson 3: Skills Approach, Behavioral Approach, Model the Way

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 Reflection
2. Chapter 3 Quiz
3. Chapter 4 Quiz

Lesson 4: Situational Approach, Inspire a Shared Vision, Values, Compassion

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. Chapter 5 Quiz
2. Case Study 5.1

Lesson 5: Path-Goal Theory, Challenge the Process, Leading Change, SMART Goals

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. Chapter 6 Quiz
2. Lesson 5 Reflection

Lesson 6: Leader-Member Exchange Theory, Enable Others to Act

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. Chapter 7 Quiz
2. Case Study 7.1

Lesson 7: Transformational Leadership, Encourage the Heart

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. Chapter 8 Quiz
2. Lesson 7 Reflection

Lesson 8: Authentic Leadership, Draft of Senior Leader Analysis Paper

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. Chapter 9 Quiz
2. Submit the Draft of your Senior Leader Analysis

Lesson 9: Servant Leadership, Emotional and Social Intelligence, Humility, Empathy

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. Chapter 10 Quiz
2. Case Study 10.1

Lesson 10: Adaptive Leadership, Conflict Management

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. Chapter 11 Quiz
2. Lesson 10 Reflection.

Lesson 11: Inclusive Leadership, Gender, and Leadership

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. Chapter 12 Quiz
2. Chapter 14 Quiz
3. Case Study 14.1
4. Lesson 11 Reflection

Lesson 12: Followership, Mentoring

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. Chapter 13 Quiz
2. Lesson 12 Reflection

Lesson 13: Leadership Ethics, Human Resources

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. Chapter 15 Quiz
2. Submit your Organizational Leadership and Senior Leader Analysis Paper

Lesson 14: Team Leadership, Course Summary

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. Chapter 16 Quiz
2. Lesson 14 Reflection.

Final Exam

Once you have completed all 14 Lessons and had the work returned, you can take the final exam.