New Course EFD Template

TO: The Engineering Faculty

FROM: The Faculty of the Agricultural and Biological Engineering Department

RE: New graduate course – ABE 61700 – Global Leadership in BIRS

The Faculty of the department has approved the following new graduate course. This action is now submitted to the Engineering Faculty with a recommendation for approval.

FROM (IF ALREADY OFFERED WITH TEMPORARY NUMBER)**:**

ABE 59100

Fall, Spring, Summer

3 total credits; LEC/50/2/16 and LAB/50/1/16

Prerequisites: None

This course has been taught 2-3 times since transferring the program to the Agricultural and Biological Engineering Department in fall 2019 with approximately 40 domestic students enrolled. There is also an increased global demand for this course with 100+ enrollments in recent course offerings.

TO:

ABE 61700 – Global Leadership in BIRS
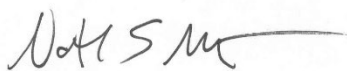
Fall, Spring, Summer

3 total credits; LEC/50/2/16 and LAB/50/1/16

Prerequisites: None

This course provides a foundation to the theoretical foundation and empirical research associated with emerging strategies and theories in the study of global leadership. The course also addresses the practical application of leadership to the biotechnology industry including activities to help encourage collaboration and innovation. Students will build self-awareness and learn about the evolution of leadership as a process that requires vision, passion and discipline. Guest lecturers from both industry and regulatory organizations will provide applications of the topics above within the biotechnology manufacturing and regulatory industry.

RATIONALE:

Today, pharmaceutical companies must conduct drug discovery, development, and sales in a highly regulated environment with competition and pricing pressures increasing. Integrated management systems for quality control, quality assurance, compliance, and business improvement are critical elements for success in this complex and evolving environment. The cost of poor quality and the penalties for non-compliance are unacceptable in today's drug development business. Knowledge of effective quality management principles and practices is a critical part of getting things "right the first time." This course is an important part component of the M.S. concentration in Biotechnology Innovation and Regulatory Science. The purpose of the M.S. degree is to provide graduate students with an education in the important aspects of regulatory affairs, quality control and quality assurance. Individuals completing this program will be qualified for employment in regulatory affairs, quality control, and quality assurance departments in corporations or in analogous departments in academic institutions. This program also provides an enrichment in quality control and quality assurance to people who are already working in the field and seeking ways to improve their skills or differentiate themselves from their counterparts. The rationale of the course ties to the program's purpose. High quality and appropriate compliance (QA/QC) are essential for the viability of American industry, and academia as well. Almost daily, examples come to light showing the downside of poor quality or compliance: operations or organization closed, fines levied, careers affected, public images besmirched, credibility lost. Interestingly, the pharmaceutical industry staff for QC and QA are most often recruited from operations areas; few have any formal education on the policy and regulations and core principles of their new professions...and most all have no detailed knowledge on specific skills for the job. In fact, only a few formal QA/QC education programs exist in America. The initial target audience for the Biotechnology Innovation and Regulatory Science M.S. program includes regulatory affairs, quality control, or quality assurance professionals who are already in the field and seeking a continuing education experience in order to grow their knowledge or a way to differentiate themselves from their counterparts in an organization. This course builds on our core technical strengths, integrates professional competencies, and capitalizes on biotechnology and innovation to equip the next generation of leaders in regulatory science.

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Head/Director of the Department

Link to Curriculog entry: [Paste link to Curriculog entry.]

Spring 2024: ABE 59100-026: Global Leadership in BIRS

- Course credit hours: 3
- Course will be asynchronous and managed in the Brightspace learning system

1. Instructor(s) Contact Information

- **Faculty Instructors**
  - Dr. Kari Clase
    - Professor, Department of Agricultural & Biological Engineering
    - Phone: 765-494-4649
    - Email: kclase@purdue.edu

  - Dr. Stephen Byrn
    - Charles B. Jordan Professor of Medicinal Chemistry, Dept of Industrial and Physical Pharmacy
    - Phone: 765-714-2808
    - Email: sbyrn@purdue.edu

Office hours available by appointment. Please don't hesitate to reach out to the course leadership team with questions or concerns. We are happy to schedule a time to meet with you.

2. Course Description

This course provides a foundation to the theoretical foundation and empirical research associated with emerging strategies and theories in the study of global leadership. The course also addresses the practical application of leadership to the biotechnology industry including activities to help encourage collaboration and innovation. Students will build self-awareness and learn about the evolution of leadership as a process that requires vision, passion and discipline.

Guest lecturers from both industry and regulatory organizations will provide applications of the topics above within the biotechnology manufacturing and regulatory industry.

This course is required for the M.S. degree in Biotechnology Innovation and Regulatory

Science. Program Learning Goals

The overall learning goals for the program include:

Comprehension: The student shall comprehend strategies used for biotechnology innovation: regulatory and quality documents, statistics, and materials in the areas of drug development and discovery.

Integrative competence: The student shall be able to meld theory and practice

Critical thinking and decision making abilities: The student shall examine issues rationally, logically, and coherently; and shall acquire, evaluate, and synthesize information and knowledge relevant to an identified problem; and shall make sound decisions in both familiar and unfamiliar contexts.

Communication abilities: The student shall read, write, speak, listen, and use data, media and computers to send and respond effectively to communications for varied audiences and purposes.

Responsible use of values and ethical principles: The student shall demonstrate sensitivity to and facility with personal values and ethical principles in professional and social contexts.

3. Course Learning Goals

This course exposes graduate students to the theoretical foundation and empirical research associated with emerging strategies and theories in the study of world-class leadership. The structure of the course is four fold: the discovery of critical leadership skills and behaviors, discovery of critical world-class leadership strategies, encouragement of self-analysis, discovery of leadership strengths, and conducting research on leadership issues.

By the end of this course, you will be able to:

- Describe foundational theories of leadership, including the history and development of the leadership theories over time, and relate leadership theories to current events
- Explain major components of key leadership models and approaches, identifying strengths and weaknesses of each model and applying knowledge to practical uses of leadership theories in global biotechnology organizations
- Apply methods of self-analysis to discover leadership strengths and abilities and integrate knowledge of self-analysis and leadership models to the context of your current organization
- Explore the human dimension of leadership and develop awareness of yourself, your strengths and abilities, and how to apply this knowledge to a life-long leadership development plan

4. Learning Resources, Technology & Texts

- Required Textbook: Northouse, P. G. (2018). *Leadership: Theory and Practice*. 7th ed. Thousand Oaks, CA: Sage. (please note the book is available in the resources folder in Brightspace.
- Online lectures and assignments as well as other current reading material and resources will be provided through the Purdue course management system, Brightspace
- Optional learning sessions may be delivered via Zoom (https://zoom.us)

- Purdue students can access primary literature and databases online through the Purdue Libraries: https://www.lib.purdue.edu/.
- You may also find the following book with its corresponding Strengths-based Leadership survey helpful, too, but it is not required: *Rath, T. & Conchie, B. (2008). Strength Based Leadership from Gallup* (https://www.amazon.com/Strengths-Based-Leadership-Leaders-People/dp/1595620257/ref=sr_1_1?crid=MWVC3ROXOIYK&keywords=strength+based+leaders hip&qid=1642513770&sprefix=strength+based+leadership%2Caps%2C87&sr=8-1

5. Supplementary Resources:

- Personal Leadership Development:
  - "Managing oneself" Peter Drucker, Best of Harvard Business Review (https://hbr.org/2005/01/managing-oneself)
  - "Discovering your authentic leadership" Harvard Business Review Bill George, Peter Sims, Andrew McLean, Diana Mayer (https://hbr.org/2007/02/discovering-your- authentic-leadership)
  -
- Leadership Definitions and Taxonomies:
  - Jago, A. (1982) Leadership: Perspectives in theory and research. *Management Science, 28*(3), 315-336.
  - Bass & Bass, *The Bass Handbook of Leadership* Chapter 2
- Leadership Research:
  - Avolio, et al. (2009). A meta-analytic review of leadership impact research: Experimental and quasi-experimental studies. The Leadership Quarterly, 20 764-784.
  - Parry, K., Mumford, M. D., Bower, I., & Watts, L.L. (2014). Qualitative and historiometric methods in leadership research: A review of the first 25 years of *The Leadership Quarterly*. *The Leadership Quarterly*, 25, 132-151.
  - Kellerman (2012) *The End of Leadership.* Introduction and Chapter 7
- Leadership Education and Development:
  - Kellerman (2012) *The End of Leadership.* Chapter 8
  - Day, D. V. (2001). Leadership development: A review in context. *The Leadership Quarterly*, *11*(4), 581-613.
  - Mumford, M. D., Zaccaro, S. J., Harding, F. D., Jacobs, T. D., & Fleishman, E. A. (2000). Leadership skills for a changing world: Solving complex social problems. *The Leadership Quarterly*, *11*(1), 11-25.

- Charismatic Leadership; Complexity Leadership:
  - Walter, F., & Bruch, H. (2009). An affective events model of charismatic leadership behavior: A review, theoretical integration, and research agenda. *Journal of Management*, *35*(6), 14-20-1452.
  - Lichtenstein, B., Uhl-Bien, M., Marion, R., Seers, A., Orton, D., & Schreiber, C. (2006). Complexity leadership theory: An interactive perspective on

leading in complex adaptive systems. *Emergence: Complexity and Organization, 8*(4), 2–12.
  - o Wheatley, M. J. (2006) *Leadership and the New Science.* Chapter 9
- Leadership and Teams:
  - o Burke, et al. (2006). What type of leadership behaviors are functional in teams? A meta- analysis. *The Leadership Quarterly*, 17, 288-307
- Assessment:
  - o Bass and Bass, *The Bass Handbook of Leadership* Chapter 35
  - o Dries, N., & Pepermans, R. (2012). How to identify leadership potential: Development and testing of a consensus model. *Human Resource Management, 51*(3), 361-385.
- Emergent Areas; Leadership Self-Analysis
  - o Avolio, B., Walumbwa, F., & Weber, T. (2009). Leadership: Current theories, research, and future directions. *Annual Review of Psychology*, *60*, 421-449.
  - o Kellerman (2014) *Hard Times.* Prologue

6. Assignments

Your learning will be assessed through a combination of participation, reflections, discussions, homework assignments based upon readings/supplemental resources, and a final semester project spread throughout the academic period. Details on these assignments, including a schedule of due dates, rubrics to guide evaluation, and guidelines on discussion participation and evaluation will be posted on the course website. Details are also shared later in this document.

Recommended readings and lectures will be assigned to provide more information and background on the course concepts. We will use a discussion board to support a forum for class discussion and relection asynchronously over the readings, recordings, and other course resources.

Reflections and Reading responses (60%) – throughout the semester you will be asked to respond to the readings and submit reflections in various formats. Please note that each discussion post and reflection is an INDIVIDUAL submission---this is not a group assignment. You may have conversations about the assignments with classmates, but your final submission must be written in your own words. *Sharing word-for-word answers on assignments constitutes academic dishonesty*. Please see the course policies later in the syllabus for more details.

a. Discussion Forum Writing and Reflection Assignments (30% of your grade):

Since this class is asynchronous and online, we would like to facilitate interaction and sharing among your peers and colleagues through the Discussion Board in Brightspace to encourage reflection, professional engagement, and strengthen learning and growth throughout the semester.

You will write regular posts throughout the semester to demonstrate your knowledge of leadership theory and practice and the critical application of related leadership concepts; they also require you to construct a sustained argument about an area of leadership and to marshal evidence effectively supporting that argument. Your post should include a clear thesis statement (please note resources in the Purdue Online Writing Lab here: https://owl.purdue.edu/owl/general_writing/academic_writing/establishing_arguments/index.html). You should also include a direct quote from the paper or book you read, or an excerpt from the video you reviewed, with additional supporting evidence from outside sources to support your statement (please note multiple references are included at the end of each chapter in the textbook, in addition to the numerous references and resources available through Purdue libraries). Clearly communicate how you are bringing those two sources together to support your position and cite your sources using APA format.

After the posts have been shared in the discussion board forum, you will identify a colleague's post for response. As you prepare your response, you should include evidence to support your responding statements, including a quote from a separate journal article or book, and context to the thesis statement in the original post.

The posts must follow formatting guidelines in the APA Formatting and Style Guide posted on Purdue OWL.

Students will complete writing exercises to build a course discussion forum focused on topics in leadership theory and practice **every 4 weeks (February 1, March 1, March 29, and April 19)** by submitting posts and "response" posts (to other students' work) on a Discussion board in

Brightspace. Responses should be completed **within 2 weeks after the initial post (February 15, March 15, April 12, and May 3)**.

Your participation in these topics demonstrates--through writing--your knowledge of leadership theory and practice (and the language and terms used to express those concepts) and your ability to apply the leadership concepts and content focused on in each module. Your participation will also facilitate adapting and adopting content from the course towards professional applications within the professional biotechnology industry composed of manufacturing and regulatory organizations governed by systems to ensure quality medical products to patients around the world.

b. Chapter Reading and Reflection Assignments (30% of your grade):

For each set of two chapters (Chapters 1-16 in the Northouse textbook), you will *select one internet activity and one article assignment from the assignment list (please see appendix at the end of the syllabus)*. You sholud prepare a reflection based upon the guiding questions provided in the appendix for each article and internet activity, submitting your completed assignments via the assignment links in Brightspace.

Final Semester Project: Personal Leadership Development Plan with Leadership Analysis and Reflection (40%)—students will utilize methods to discover leadership strengths and abilities, prepare a self-analysis that describes their leadership philosophy, and apply their analysis to develop a leadership development and growth plan. The final project will be used to evaluate your understanding of course material and provide you with an additional opportunity to apply knowledge from the course resources and readings to a project that is relevant to your professional growth, learning, and development.

Please note: When submitting work to Brightspace, you are affirming that it is your individual work per Purdue University's academic dishonesty policy. *If your answers match with another student's, you will both receive a 0 and you could be reported to the Dean of Students, per Purdue University guidelines (please see below for more details regarding university policies).*

7. Grading

The course is online and you are responsible for your own progress**.**

Updates will be posted on Brightspace with upcoming due dates and information. You should check these updates and the course schedule to make sure you are doing everything required. There will be recorded lectures to review as well as supplemental information exploring a variety of topics. *You should make sure you are checking Brightspace weekly.*

The final grades for the course will be determined by a total accumulation of points from all activities and assignments.

You will have a number of individual assignments throughout the semester. Details on these assignments will be posted on the course website. Individual progress toward course learning outcomes and final grades will be computed based on the following weights:

Assignments	Due	Percentage
○ **Discussion Forum Writing and Relection Assignments**	*see course*	30
○ **Chapter Reading and Reflection Assignments**	*schedule*	30
○ **Final Semester Project: Personal Leadership Development Plan with Leadership Analysis and Reflection**		40

Total		100

8. Participation and Professionalism:

A portion of your grade will depend on your professionalism and participation within the course. For synchronous course delivery, you are expected to participate and attend the

online learning sessions weekly, participate in the individual meeting with the course leadership team throughout the semester, and present your final semester project at the end of the semester.

Since the course will meet asynchrously this semester, participation will be assessed primarily through the virtual discussion board forum.

Professionalism includes how you conduct yourself in online discussion posts and emails, and in learning session meetings (through WebEx or Zoom). This includes:

- *Attendance and punctuality:* You should plan to show up to the video meetings on time, and you must attend them. If you cannot make it to class or a meeting, you must reach out to the course leadership team so that we can work with you per the attendance policies detailed above.
- *Be Prepared:* You should have read the assigned readings, reviewed the recorded lectures, and come to the class learning sessions ready to participate in conversation.
- *Following the Protect Purdue Pledge:* Purdue has clear guidance and policies for Protect Purdue but since we are meeting online and will not be on campus, this does not apply directly to our course and plan for the semester.
- *Be Professional: Remember to use professional communication as you* write emails, answer reflection questions, or reach out and speak with your course leadership team. You should conduct yourself in a respectable manner.

If you become ill and as a result, you will miss any class learning sessions or assignment due dates, you must contact the course leadership team as soon as possible. Arrangements for alternative activities to make up work as needed will be made based upon your unique situation and circumstances.

9. Grading Scale:

Grade	GPA Value	% Range
A	4.0	93-100
A-	3.7	90.0-92.9
B+	3.3	87.0-89.9
B	3.0	83.0-86.9
B-	2.7	80.0-82.9
C+	2.3	77.0-79.9

| C | 2.0 | 73.0-76.9 |

C-	1.7	70.0-72.9
D+	1.3	67.0-69.9
D	1.0	63.0-66.9
D-	0.7	60.0-62.9
F	0.0	<60.0

Course Policies

DISCLAIMER: *This syllabus and the course schedule are subject to change. We may adapt the course based on the situation with COVID19 and may need to make changes as we go. You will be notified of any changes via Brightspace announcements.*

10. Participation policies

If you want to a successful online student, be sure the following qualities:
- Be self-motivated and self-disciplined.
- Be willing to "speak up" if problems arise.
- Be willing and able to commit to 4 to 15 hours per week per course.
- Be able to communicate through writing.
- Be able to meet the minimum requirements for the course.
- Accept critical thinking and decision making as part of the

learning process. In contrast, here are some common behaviors
that lead to failing the course.
- Don't read until the night before the discussion or assignment due date.
- Forget about deadlines.
- Ignore emails from the instructor and/or your peers regarding course activities.
- Don't get familiar with the grade book and syllabus.

11. Netiquette

Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Our differences, some of which are outlined in the University's nondiscrimination statement below, will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions.
Working as a community of learners, we can build a polite and respectful course ambience. Please read the Netiquette rules for this course:
- Do not dominate any discussion. Give other students the opportunity to join in the discussion.

- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Keep an "open-mind" and be willing to express even your minority opinion.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.

12. Diversity and Inclusion Statement

In our discussions, structured and unstructured, we will explore a variety of challenging issues, which can help us enhance our understanding of different experiences and perspectives. This can be challenging, but in overcoming these challenges we find the greatest rewards. While we will design guidelines as a group, everyone should remember the following points:

- We are all in the process of learning about others and their experiences. Please speak with me, anonymously if needed, if something has made you uncomfortable.
- Intention and impact are not always aligned, and we should respect the impact something may have on someone even if it was not the speaker's intention.
- We all come to the class with a variety of experiences and a range of expertise, we should respect these in others while critically examining them in ourselves.

Grade Concerns: Grade concerns must be emailed to the course leadership team within a week of receiving the grade.

Class Participation: You should attend all live learning classe sessions and participate actively and professionally on the course discussion boards within Brightspace, but we will have a relaxed attendance policy. If you feel sick in any way, email the course BEFORE the class period and we may provide you with another assignment to make up for any missed in person activity. **You MUST tell us in advance, otherwise we will mark you as absent.**

Missed or Late Work: Assignments must be turned in by the due date and time noted on the assignment link, generally by 11:59 pm EST on the date it is due. *Late assignments will be evaluated on a case by case basis, please contact the course leadership team if you have any issues submitting assignments BEFORE the due date.*

Late assignments will be accepted up to one week past the due date with a 5% penalty. Late assignments beyond one week and up to one month will be accepted with a 10% penalty. Late assignments that are over one month will not be accepted unless special arrangements have been made with the instructor, preferably in advance.

13. Incompletes

A grade of Incomplete (I) will be given only in unusual circumstances. To receive an "I" grade, a written request must be submitted prior to Finals Week and approved by the instructor. Requests are accepted for consideration but in no way ensure that an incomplete grade will be granted. The request must describe the circumstances, along with a proposed timeline for completing the course work. You will be required to fill out and sign an "Incomplete Contract" form that will be turned in with the course grades. Any requests made after the course is completed will not be considered for an incomplete grade.

14. Course Schedule

Subject to change

	Required Readings (from Northouse, P. G. (2021). *Leadership: Theory and practice*. Sage publications)	Due Dates
	1. Introduction 2. Trait Approach	Chapter Reading and Reflection Assignment due Tuesday February 1
		Discussion Forum Writing and Reflection Assignment 1 due Tuesday February 1
	3. Skills Approach 4. Behavioral Approach	Chapter Reading and Reflection Assignment due Tuesday February 15
		Response to Discussion Forum Writing and Reflection Assignment 1 due Tuesday February 15
	5. Situational Approach 6. Path-Goal Theory	Chapter Reading and Reflection Assignment due Tuesday March 1
		Discussion Forum Writing and Reflection Assignment 2 due Tuesday March 1
	7. Leader-Member Exchange Theory 8. Transformational Leadership	Chapter Reading and Reflection Assignment due Tuesday March 15
		Response to Discussion Forum Writing and Reflection Assignment 2 due Tuesday March 15
	9. Authentic Leadership 10. Servant Leadership	Chapter Reading and Reflection Assignment due Tuesday March 29
		Discussion Forum Writing and Reflection Assignment 3 due Tuesday March 29
	11. Adaptive Leadership 12. Followership	Chapter Reading and Reflection Assignment due Tuesday April 12
		Response to Discussion Forum Writing and Reflection Assignment 3 due Tuesday April 12
		Discussion Forum Writing and Reflection Assignment 3 due Tuesday April 19
	13. Leadership Ethics 14. Team Leadership 15. Gender and Leadership 16. Culture and Leadership	Chapter Reading and Reflection Assignment due Tuesday April 26
		Response to Discussion Forum Writing and Reflection Assignment 4 due Tuesday May 3
		Final Semester Project: Personal Leadership Development Plan due Tuesday May 3

* Schedule and assignments subject to change. Any changes will be posted
in the Brightspace learning management system.

Please note the link to the Purdue *Academic Calendar* and the following key University dates for the Fall 2021 semester:

- January 10 – Classes begin
- January 17 – MLK day (No classes)
- March 14-19 – Spring vacation
- April 30 – Classes ends
- May 2-7—Final exams
- May 10 – Grades due

15. Attendance Policy during COVID-19
Academic Guidance in the Event a Student is Quarantined/Isolated

Although most of the below is not directly applicable to our course this semester since it is meeting by distance and will not have residential, on-campus, face to face components, we would like you to be aware of the modified attendance and classroom guidance policies.

16. Attendance Policy during COVID-19:

Students should stay home and contact the Protect Purdue Health Center (496-INFO) if they feel ill, have any symptoms associated with COVID-19, or suspect they have been exposed to the virus*.*

In the current context of COVID-19, absences will have no negative effect on your grades. You will be provided with a small assignment to make up for any missed lab activities or research meetings.

When conflicts can be anticipated, such as for many University-sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible.

For unanticipated or emergency conflict, when advance notification to an instructor is not possible, the student should contact the course leadership team as soon as possible by email. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor's department because of circumstances beyond the student's control, and in cases of bereavement, quarantine, or isolation, the student or the student's representative should contact the Office of the Dean of Students via email or phone at 765-494-1747.

17. Classroom Guidance Regarding Protect Purdue

The Protect Purdue Plan, which includes the Protect Purdue Pledge, is campus policy and as such all members of the Purdue community must comply with the required health and safety guidelines.

Required behaviors in this class include: staying home and contacting the Protect Purdue Health Center (496-INFO) if you feel ill or know you have been exposed to the virus, properly wearing a mask in classrooms and campus building, at all times (e.g., mask covers nose and mouth, no eating/drinking in the classroom), disinfecting desk/workspace prior to and after use, maintaining appropriate social distancing with peers and instructors (including when entering/exiting classrooms), refraining from moving furniture, avoiding shared use of personal items, maintaining robust hygiene (e.g., handwashing, disposal of tissues) prior to, during and after class, and following all safety directions from the instructor.

Students who are not engaging in these behaviors (e.g., wearing a mask) will be offered the opportunity to comply. If non-compliance continues, possible results include instructors asking the student to leave class and instructors dismissing the whole class. Students who do not comply with the required health behaviors are violating the University Code of Conduct and will be reported to the Dean of Students Office with sanctions ranging from educational requirements to dismissal from the university.

Any student who has substantial reason to believe that another person in a campus room (e.g., classroom) is threatening the safety of others by not complying (e.g., not wearing a mask) may leave the room without consequence. The student is encouraged to report the behavior to and discuss next steps with their instructor. Students also have the option of reporting the behavior to the Office of the Student Rights and Responsibilities. See also Purdue University Bill of Student Rights.

Related Considerations:

1. *A listing of recommended safe practices for the specific class or laboratory setting (other PPE or safety behavior) can be found at the links below.*
   - Overarching SOP for Classrooms, Instructional Laboratories, and Experiential Courses
2. *References Supporting Protect Purdue Compliance:*
   - Office of the Dean of Students Protect Purdue Compliance Plan: Ask, Offer, Leave, Report
   - Office of the Dean of Students Managing Classroom Behavior and Expectations

18. Academic Integrity

Please note the link in Brightspace to Purdue's Student Guide for Academic Integrity under University Policies.

Purdue's Honor Pledge: "As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue."

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information is submitted the greater the opportunity for the university to investigate the concern. More details are available on our course Brightspace table of contents, under University Policies.

Please note that notes from the course are "considered to be 'derivative works' of the instructor's presentations and materials, and they are thus subject to the instructor's copyright in such presentations and materials." As such, they cannot be sold or bartered without the express written permission of the course instructors and guest faculty. See the policy below which can also be accessed at the following link (see part J of the Purdue student miscellaneous conduct regulations).

J. *Commercial Note Taking in Classes (University Senate Document 03-9, April 19, 2004.)*

> *As used in this paragraph, the term "instructor" is defined as the individual who authored the material being presented as part of the course.*
>
> *Among the materials that may be protected by copyright law are the lectures, notes, and other material presented in class or as part of the course. Always assume the materials presented by an instructor are protected by copyright unless the instructor has stated otherwise. Students enrolled in, and authorized visitors to, Purdue University courses are permitted to take notes, which they may use for individual/group study or for other non-commercial purposes reasonably arising from enrollment in the course or the University generally.*
>
> *Notes taken in class are, however, generally considered to be "derivative works" of the instructor's presentations and materials, and they are thus subject to the instructor's copyright in such presentations and materials. No individual is permitted to sell or otherwise barter notes, either to other students or to any commercial concern, for a course without the express written permission of the course instructor. To obtain permission to sell or barter notes, the individual wishing to sell or barter the notes must be registered in the course or must be an approved visitor to the class. Course instructors may choose to grant or not grant such permission at their own discretion, and may require a review of the notes prior to their being sold or bartered. If they do grant such permission, they may revoke it at any time, if they so choose.*

19. Nondiscrimination Statement

A link to Purdue's nondiscrimination policy is included in the Brightspace template and can also be found here. Here is the first paragraph of the policy.

> Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity,

understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. More details are available on our course Brightspace table of contents, under University Policies.

20. Accessibility

The Brightspace template includes detailed information from the Office of Institutional Equity, and links to the Disability Resource Center website, Purdue's Web Accessibility Policy, and Brightspace's Accessibility Compliance statement.

The Disability Resource Center (DRC) is a resource for students. Students may present a "Letter of Accommodation" to us at any point in the semester. Should you have questions about accommodations, please contact the DRC at 765-494-1247 or email*.*

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247. More details are available on our course Brightspace under Accessibility Information.

21. Mental Health Statement

A link to CAPS (listed as Purdue Counseling and Psychological Services) is on the Brightspace template, under the Student Services and Resources section.

If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try WellTrack. Sign in and find information and tools at your fingertips, available to you at any time.

If you need support and information about options and resources, please contact or see the Office of the Dean of Students. Call 765-494-1747. Hours of operation are M-F, 8 am- 5 pm.

If you find yourself struggling to find a healthy balance between academics, social life, stress, etc. sign up for free one-on-one virtual or in-person sessions with a Purdue Wellness Coach at RecWell. Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is completely free and can be done on BoilerConnect. If you have any questions, please contact Purdue Wellness at evans240@purdue.edu.

If you're struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours.

22. Emergency Preparation

A link to Purdue's Emergency Preparedness resources is located on the Brightspace shell under University Policies; this webpage includes a link to resources on COVID-19

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors or TAs via email or phone. You are expected to read your @purdue.edu email on a frequent basis.

23. References

Heer, R. (n.d.). A Model of Learning Objectives–based on *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.* Center for Excellence in Learning and Teaching, Iowa State University. https://www.celt.iastate.edu/wp- content/uploads/2015/09/RevisedBloomsHandout-1.pdf

Stanny, C.J. (2016). Reevaluating Bloom's Taxonomy: What Measurable Verbs Can and Cannot Say about Student Learning. *Educ. Science, 6*(4), 37. https://doi.org/10.3390/educsci6040037.

24. Appendix: Semester Assignment Summary

I.   **Final Semester Project: Personal Leadership Development Plan**

- As you read the chapters from the textbook during the semester, ***complete each leadership questionnaire within the textbook***: Northouse, P. G. (2021). *Leadership: Theory and practice*. Sage publications (please note the book is available in the resources folder in Brightspace. You may also find the following book with its corresponding Strengths-based Leadership survey helpful, too, but it is not required: *Rath, T. & Conchie, B. (2008). Strength Based Leadership from Gallup* (https://www.amazon.com/Strengths-Based-Leadership-Leaders-People/dp/1595620257/ref=sr_1_1?crid=MWVC3ROXOIYK&keywords=strength+based+leaders

- ***Set aside time to reflect*** as you complete the inventories for each chapter. Building your leadership knowledge, skills, and capabilities can be strengthened by regular reflection as you develop self-awareness through the surveys and inventories, coupled with the knowledge gained through the chapter readings and assignments, and careful consideration of what you will adopt and adapt to achieve your leadership goals and long-term professional development plans. The structured assignments below with review of various sources beyond the textbook and writing assignments will also encourage reflection and scaffolding of the knowledge and skills you will apply for the final semester project.

- **For your final project: prepare a leadership analysis** that describes your leadership philosophy, utilizing the methods noted above to discover leadership strengths and abilities. You should use the your outcomes from the inventories and personal reflections you completed above throughout the semester, using the following reflection questions as a guide:
    - What similarities and differences did you notice among the inventories?
    - How do you make sense of the outcomes in your leadership pursuits?
    - What about your results stands out to you? What result(s) did you get that was surprising? Not surprising?
    - What do the results suggest about your leadership style? Strengths? Weaknesses? Are strengths and weaknesses always distinct?
    - How do you think your strengths have benefited you in the past? How do you think they can benefit you in the future, particularly with respect to leading your MS project and/or projects in your organization?
    - What strengths do you think would be complementary to yours in working with others?
    - How do the results compare to your awareness and understanding of your leadership style prior to taking the course?
    - Has your leadership style changed as a result of the concepts learned from the course?
    - Do you need to make some changes? What are they? How will you measure the success (or failure) of the changes?
    - What are you doing well and will keep doing? How do you know that you are doing these leadership activities well? How do you measure success? How do you identify areas for improvement and opportunities for growth and continued learning?

Now **use the Personal Development Plan template to develop your personal leadership plan** with measurable outcomes to help you adopt and adapt the concepts from the course towards your continued growth and leadership development.

25. Your final project should include leadership analysis, reflection narrative (approximately 5-7 pages) and the completed personal leadership development template.

Since this class is asynchronous and online, we would like to facilitate interaction and sharing among your peers and colleagues through the Discussion Board in Brightspace to encourage reflection, professional engagement, and strengthen learning and growth throughout the semester.

You will write regular posts throughout the semester to demonstrate your knowledge of leadership theory and practice and the critical application of related leadership concepts; they also require you to construct a sustained argument about an area of leadership and to marshal evidence effectively supporting that argument. Your post should include a clear thesis statement (please note resources in the Purdue Online Writing Lab here: https://owl.purdue.edu/owl/general_writing/academic_writing/establishing_arguments/index.html). You should also include a direct quote from the paper or book you read, or an excerpt from the video you reviewed, with additional supporting evidence from outside sources to support your statement (please note multiple references are included at the end of each chapter in the textbook, in addition to the numerous references and resources available through Purdue libraries). Clearly communicate how you are bringing those two sources together to support your position and cite your sources using APA format.

After the posts have been shared in the discussion board forum, you will identify a colleague's post for response. As you prepare your response, you should include evidence to support your responding statements, including a quote from a separate journal article or book, and context to the thesis statement in the original post.

The posts must follow formatting guidelines in the APA Formatting and Style Guide posted on Purdue OWL.

Students will complete writing exercises to build a course discussion forum focused on topics in leadership theory and practice **every 4 weeks (February 1, March 1, March 29, and April 19**) by submitting posts and "response" posts (to other students' work) on a Discussion board in

Brightspace. Responses should be completed **within 2 weeks after the initial post (February 15, March 15, April 12, and May 3)**.

Your participation in these topics demonstrates--through writing--your knowledge of leadership theory and practice (and the language and terms used to express those concepts) and your ability to apply the leadership concepts and content focused on in each module. Your participation will also facilitate adapting and adopting content from the course towards professional applications within the professional biotechnology industry composed of

manufacturing and regulatory organizations governed by systems to ensure quality medical products to patients around the world.

III. **Chapter Reading and Reflection Assignments:**

For each set of chapters, *select one internet activity and one article assignment from the following list*. Then prepare a reflection based upon the guiding questions provided below for each and submit your completed assignments via the assignment links in Brightspace.

A. Chapter 1 and 2: Due Tuesday February 1

INTERNET ACTIVITY OPTION 1: LOLLIPOP MOMENTS (A)

Watch the TED talk by Drew Dudley on "Everyday Leadership" http://www.ted.com/talks/drew_dudley_everyday_leadership?language=en and reflect on the following questions: (1) Have you had a lollipop moment? (2) How comfortable are you taking credit for your leadership or something else you do well? How easily do you give credit to others? Is drawing attention to oneself ever a useful strategy?

INTERNET ACTIVITY OPTION 2: EMOTIONAL INTELLIGENCE (A, I, H)

Listen to the podcast from "This American Life" (NPR) from August 11, 2012, on amusement parks (http://www.thisamericanlife.org/radio-archives/episode/443/amusement-park?act=0#play). The segment profiles Cole Lindbergh, a full-time employee of a Kansas City amusement park, who runs the games department. He delights in his job and excels at motivating employees. Consider the following questions as you listen:
• What traits does Lindbergh have?
• What is he doing well?
• How is he managing his and others' emotions?
• What can you learn from him?

ARTICLE ACTIVITY OPTION 1

• Article 2: McCabe, K. O. and Fleeson, W. (2012). What is extraversion for? Integrating trait and motivational perspectives and identifying the purpose of extraversion. *Psychological Science*23(12), 1498-1505.

26. Questions that apply to this article:

• How does this article combine the research into traits with psychological domains of motivation and social cognition?

• What is the fundamental weakness of the Big Five model that is discussed in the article, and how is this weakness related to the trait approach in leadership?

• Judge et al. described in their meta-analysis that extraversion has the highest correlation with leadership of all of the five factors. What does this article say about extraversion that adds to Judge's information about extraversion and leadership?

- Article 5: Kotze´, M. and Venter, I. (2011). Differences in emotional intelligence between effective and ineffective leaders in the public sector: An empirical study. *International Review of Administrative Sciences* 77(2), 397-427.

27. Questions that apply to this article:

- Is emotional intelligence more of a trait or a skill that can be developed? Defend your answer using information in this article.
- Results of the study showed a "significant difference between effective and ineffective leaders emerged with regard to their overall emotional intelligence scores (p=02)." Describe the differences in findings within all of the emotional intelligence composite scales.

- Discuss the pros and cons of using emotional intelligence measures as a way to decide hiring and promotion practices.

B. Chapter 3 and 4: Due Tuesday February 15

INTERNET ACTIVITY OPTION 1: SPEAKING LIKE A LEADER (A, H)

In the Mumford Skills Model, the Individual Attribute of motivation has three components: The willingness to tackle complex organizational problems, the willingness to express dominance and to influence others, and commitment to the social good of the organization. Public speaking is an important expression of the willingness to express dominance. Go online and take a communication apprehension test (https://www.jamescmccroskey.com/measures/prca24.htm or http://www.jamescmccroskey.com/measures/prpsa.htm). Reflect on your results and develop a plan to practice reducing speaking anxiety in safe settings in order to become more a willing speaker in future leadership settings.

INTERNET ACTIVITY OPTION 2: THE FIVE LS (A, I, H, L)

Look up and view "Leadership Skills: Qualities of a Great Leader," on YouTube (https://www.youtube.com/watch?v=VaolytQFDPI). The speaker is a British rock musician. Ask: (a) According to the musician, what is the essential task of leadership? (b) What are the five L "qualities"? (c) Would you consider these "qualities" to be individual attributes, personal competencies, or something else? (d) How might these qualities be expressed by people in the music industry? (e) How might they be expressed by leaders in your field of study? Create a learning plan for someone who wants to develop these five qualities over the next year.

ARTICLE ACTIVITY OPTION 1

- Article 5: Holmberg, I. and Tyrstrup, M. (2010). Well then-What now? An everyday approach to managerial leadership. *Leadership* 6(4), 353-372.

28. Questions that apply to this article:

- The article identifies both "managerial work" and "leadership" and sometimes "managerial leadership." How do these terms differ from the descriptions of

management and leadership outlined in Chapter 1 of the Northouse text?
- Describe the qualitative methodology used to gather data from the subjects in this study.
- How do you see components of the two skills models in the text in the sense-making theme "What are the narratives about?" in the article. Use both Katz and Mumford's model in your answer.

ARTICLE ACTIVITY OPTION 2

- Article 1: Chan, S.C. H. (2014). Paternalistic leadership and employee voice: Does information sharing matter? *Human Relations* 67(6), *667-693.*

29. Questions that apply to this article:

- Paternalism is a term that Blake and Mouton described in their behavioral leadership research. How does the definition/description of paternalism used in the article compare to the description of paternalism in Blake and Mouton's research?
- What is the effect of paternalistic leader behaviors (authoritarian, benevolent, morality) on employee voice?
- Describe the main methodological procedures and main analytical processes used in the study. Were these procedures appropriate for this type of research?

c. Chapter 5 and 6: Due Tuesday March 1

INTERNET ACTIVITY OPTION 1 – WEB SEARCH (A, I, L)

Go to Purdue Libraries online journals and access Harvard Business Review. In the search box, enter one of the key terms from the chapter, such as expectancy theory, employee motivation, group norms, formal authority or supportive leadership. Read two or three of the articles and write a short summary of their content. How are these topics relevant for workers today? What is the role of communication in these processes? What does the new information contribute to our understanding of path-goal theory?

INTERNET ACTIVITY OPTION 2 – LOCUS OF CONTROL (A, H, L)

Go online and complete Rotter's Locus of Control Scale Test (http://www.mccc.edu/~jenningh/Courses/documents/Rotter-locusofcontrolhandout.pdf).
Based on your results, is your locus of control external or internal? What do you think about the accuracy of your results? The items on the scale? Reflect on how your locus of control affects your leadership behavior and your responses to others' leadership styles.

INTERNET ACTIVITY OPTION 3 – DECISION-MAKING STYLE (A)

There are resources at Purdue for planning your career: (https://www.cco.purdue.edu/Notices/VirtualResources or assessments available here: https://www.cco.purdue.edu/Students/CareerCompass)

One part of planning your career is learning about yourself and there are many online resources available for assessing yourself.

Here is a brief article about one of these assessments that focuses on "Decision-

Making Style" (http://lifehacker.com/learn-your-decision-making-style-with-this-assessment-1728815550)

For this activity, go online and complete a Decision-Making Style Test:
http://www.yesornobook.com/#assessment
Decision making is influenced by one's traits (such as introversion/extraversion), skills (such as problem solving and critical thinking), and experiences (career, personal). Based on your results, how well would the path-goal approach work for you? Would you need a lot of time to weigh different options before taking action? Would you seek out the advice of others before acting? Would you be tempted to take shortcuts and not analyze subordinate characteristics very carefully and just make a "gut call"?

ARTICLE ACTIVITY OPTION 1

- Article 2: Bienefeld, N. and Grote, G. (2014). Shared leadership in multi-team systems: How cockpit and cabin crews lead each other to safety. *Human Factors: The Journal of Human Factors and Ergonomics Society* 56(2), 270-286. DOI: 10.1177/0018720813488137.

30. Questions that apply to this article:

- Cockpit crews have varying levels of competence or ability in emergency situations. What does the article say about shared leadership that could help crews be successful (competent) in emergency situations?
- Which teams were more successful? What leader behaviors contributed to their success?
- Is this research generalizable to leadership in other contexts (situations)? Why or why not?

ARTICLE ACTIVITY OPTION 2

- Article 1: Konradt, U. (2014). Toward a theory of dispersed leadership in teams: Model, findings, and directions for future research. *Leadership* 10(3), 289-307.

31. Questions that apply to this article:

- Describe how the structural type of leadership (task, organizational structures, and customers) is similar to the task and follower characteristics in path–goal theory.
- Which leader behaviors in the interactional leadership type are similar to the leader behaviors used in path-goal leadership?
- How does this article describe similarities in path-goal leadership concepts to situational leadership concepts?

D. Chapter 7 and 8: Due Tuesday March 15

INTERNET ACTIVITY OPTION 1 – WEB SEARCH (A, I, L)

Go to Purdue Libraries online journals and access Harvard Business Review. In the search box, enter one of the key terms from the chapter, such as trust, empowerment, or in-groups. Read two or three of the articles and write a short summary of their content. How are these issues playing out in the workplace today? What does the new information contribute to our

understanding of leader-member
exchange? Include the citations for the articles that you selected for review in a list of
references with your reflection.

Go online and take a modified OCB inventory
(e.g.,http://shell.cas.usf.edu/~pspector/scales/ocbcpage.html). Consider your results and how
relevant the items are to your experiences as employees. What motivates you to engage in
extra-role behaviors? Does member motivation affect how the behavior is perceived by the
leader? How are citizenship behaviors in college similar to or different from citizenship
behaviors in the workplace?

INTERNET ACTIVITY OPTION 3 – WEB SEARCH (A, I, L)

Go to Purdue Libraries online journals and access Harvard Business Review. In the search box,
enter one of the key terms from the chapter, such as transformational leadership,
transactional leadership, charisma, idealized influence, or inspirational motivation. Read two
or three of the articles that you find and write a short summary of their content. How are
these topics relevant for workers today? What is the role of communication in these
processes? What does the new information contribute to our understanding of
transformational leadership? Include the citations for the articles that you selected for review
in a list of references with your reflection.

ARTICLE ACTIVITY OPTION 1

- Article 3: Brunetto, Y., Farr-Wharton, R., Ramsay, S. and Shacklock, K. (2010). Supervisor relationships and perceptions of work-family conflict. *Asia Pacific Journal of Human Resources*48(2), 212-232.

32. Questions that apply to this article:
- Why is work-family conflict being studied in the context of leader-member exchange?
- Describe the difference between police officers and nurses' perception of LMX and its predicted perception of work-family conflict. Why are these two work groups so different?
- Using LMX principles, what could nurse managers in the public sector do to decrease nurse turnover?

ARTICLE ACTIVITY OPTION 2

- Article 4: Smith, B.N., Montagno, R.V. and Kuzmenko, T.N. (2004). Transformational and servant leadership: Content and contextual comparisons. *Journal of Leadership and Organizational Studies*10(4), 80-92.

33. Questions that apply to this article:
- Describe the similarities between servant and transformational leadership in the charismatic component of leadership.
- In Table 1 there is not much overlap between servant and transformational leadership related to intellectual stimulation. Why do you think this is the case? Based on your knowledge of transformational and servant leadership, could there

be an overlap in shares leadership, builds community and values people? Give an example of an overlap in one of these categories.

• Which model, servant or transformational, did the authors find worked best in a not-for-profit or religious organizational context? What do the authors say about the importance of "context" for each model?

- Article 5: Mulla, Z.R. and Krishnan, V.R. (2011). Transformational leadership: Do the leader's morals matter and do the follower's morals change? *Journal of Human Values* 17(2), 129-143.

34. Questions that apply to this article:

1. Describe the components of moral development. How are these different from moral judgment?
2. Describe how transformational leaders can positively impact moral sensitivity and development in their followers.
3. What was the effect of the leader-follower relationship duration on transformational leadership effecting follower's moral sensitivity?

E. **Chapter 9 and 10: Due Tuesday March 29**

Log into NPR's website www.storycorps.org/ and search for "Griot." Look up the meaning of the term "Griot." How does it apply to this collection of stories? Listen to as many of the stories as you like, but at least four or five. Choose a person who models authentic leadership and write a one-page explanation, using criteria from either the intrapersonal, developmental or interpersonal
approaches. What social value does this collection of stories have for us? Provide a list of the stories you selected.

Write your own personal mission statement using the guidelines here: https://www.lifehack.org/348754/write-personal-mission-statement-achieve-your-goal-more- easily andhttp://literacy.kent.edu/Oasis/Leadership/mission.htm and examples found here: http://www.fastcompany.com/3026791/dialed/personal-mission-statements-of-5-famous-ceos- and-why-you-should-write-one-too) and writing a personal statement provided by Purdue Online Writing Lab here:
https://owl.purdue.edu/owl/job_search_writing/preparing_an_application/writing_the_perso nal_state ment/index.html .

Reflect on your mission statement: What was the hardest part about writing the mission statement? How useful was the process? How will you use this statement in the coming days? Weeks? Are mission statements overrated?

ARTICLE ACTIVITY OPTION 1

- Article 1: Nyberg, D. and Sveningsson, S. (2014). Paradoxes of authentic leadership: Leader identity struggles. *Leadership* 10(4), 437-455.

35. Questions that apply to this article:

• Caza and Jackson (2011) share three authentic leadership themes (self-awareness, self-consistency, relational transparency) in the article. How are the leader behaviors or characteristics described in the text similar to these themes?

• How does the article describe the social constructivist view of leadership?

• Describe the paradoxes some leaders face when they try to be authentic but followers do not respond in a way the leader anticipated.

ARTICLE ACTIVITY OPTION 2

- Article 2: Peterson, S. J., Walumbwa, F. O., Byron, K. and Myrowitz, J. (2009). CEO Positive psychological traits, transformational leadership and firm performance in high-technology start- up and established firms. *Journal of Management* 35(2): 348-368.

36. Questions that apply to this article:

4. Describe the relationship between optimism and transformational leadership.
5. How are the positive psychological traits of hope, optimism, and resiliency mediated by transformational leadership?
6. Why is transformational leadership more strongly related to start-up companies than established companies?

ARTICLE ACTIVITY OPTION 3

- Article 2: Barbuto, J. E., Gottfredson, R. K. and Searle, T. P. (2014). An examination of emotional intelligence as an antecedent of servant leadership. *Journal of Leadership & Organizational Studies* 21(3), 315-323.

37. Questions that apply to this article:

• Define emotional intelligence and then describe why it might be considered an antecedent of servant leadership.

• Why is it important to identify the antecedents of servant leadership?

• Is emotional intelligence an antecedent of servant leadership? Defend your answer based on information in this article.

Chapter 11 and 12: Due Tuesday April 12

INTERNET ACTIVITY OPTION 1 – THE HERO'S JOURNEY (A, I,)

View "What Is the Hero's Journey?" by Pat Soloman at TEDX Rock Creek Park
(https://www.youtube.com/watch?v=x8XUVqjX_IA) Pair this with "The Hero's Journey Led
Me Astray" by Colin Stokes at TEDX Beacon Hill (https://tedxboston.com/blog/the-heros-
journey-led-me-astray- colin-stokes/ and video from TedX Boston found here:
http://youtu.be/OyM-2_5cmkA
Compare and contrast and then reflect on the merits of the two perspectives.

INTERNET ACTIVITY OPTION 2 – CHALLENGING OTHERS TO FACE CHANGE (A, I, H)

There are many clips on YouTube of Ron Heifetz speaking about Adaptive Leadership. One
example is "The Nature of Adaptive Leadership" (about 8 ½ minutes long found
here: https://www.youtube.com/watch?v=QfLLDvn0pI8). After viewing the video, consider
the following questions:
- What pressures do people in positions of authority experience?
- How can we develop our capacity to solve problems?
- Most problems come bundled. How do we tease out the parts?
- What are some indicators of adaptive challenges?
- Practically speaking, how can adaptive leadership be used on a societal level?
- What "different conversation" is suggested by Adaptive Leadership?

INTERNET ACTIVITY OPTION 3 – WEB SEARCH (A, I, H, C)

Go online and look up bios and profiles of some well-known leaders who interest you (famous
coaches, CEOs, social activists, clergy, etc.). From the information provided (such as
testimonials by followers), see if you can find an example of the various archetypes. For each
example, how does the personality type affect the leader's success? Would the leader still be
successful if his/her personality type were different? Which archetype was most widely
represented among the examples you considered? Which type was hardest for you to find?
What patterns are seen in the distribution of personality types across professions? How is
personality type best determined—by psychoanalysis, self-assessment tools, follower
feedback, or . . . ? Is there much variety within types? How useful is this information? Include
the citations for the articles and resources that you selected for review in a list of references
with your reflection.

INTERNET ACTIVITY OPTION 4 – KETS DE VRIES INSTITUTE (A, I, H)

Chapter 12 was written by Manfred Kets deVries, who is both a business consultant and
psychoanalyst. You can peruse the website of his Institute (www.kdvi.com) to read about his
philosophy of consulting and the resources Watch the 16-minute TEDXAmsterdam talk—
"From Hero to Zero: When Leaders Derail.
(https://www.youtube.com/watch?v=6VEypCeMCIE)" Reflect on the questions posed in the
videos: Why do so many leaders self-destruct? Why don't they get the best out of their
people? Why don't their teams function better? Why do so many organizations have a gulag

mentality? In addition, consider: How relevant to you are the three fears of leaders? Where do you observe and feel the brunt of another's narcissism? If you were to ask for 720-degree feedback about yourself, what new perspectives about yourself would you discover? How can you practice using yourself "as an instrument" today?

ARTICLE ACTIVITY OPTION 1

- Article 2: Barton, M. A. and Bunderson, J. S. (2014). Assessing member expertise in groups: An expertise dependence perspective. *Organizational Psychology Review* 4(3), 228-257.

38. Questions that apply to this article:

- What type of challenges would people be able to solve without their leader if they had the right expertise? How does this relate to expectancy theory as described in the article?
- The concept of expertise dependence theory in the article would have what effect on the work group solving adaptive challenges?
- How does expectancy theory's effect on adaptive problems relate to the concepts of expectancy theory and motivation in path-goal approach?

ARTICLE ACTIVITY OPTION 2

- Article 4: Head, B. W. and Alford, J. (2013). Wicked problems: Implications for public policy and management. *Administration & Society* DOI: 10.1177/0095399713481601

39. Questions that apply to this article:

- What is a "wicked problem"?
- How valued a part is wicked problems? How does this relate to values in the adaptive leadership model?
- What are the new leadership roles or ways that might be used to solve wicked problems?

G. Chapter 13 and 14: Due Tuesday April 26

INTERNET ACTIVITY OPTION 1 – THE DARK SIDE OF LEADERSHIP (A, I, C)

Consider the dark side of leadership. Have you ever experienced any of these distressing leader behaviors? How did you and other followers respond? View the TED talk by Simon Sinek on "Why Good Leaders Make You Feel Safe." (http://www.ted.com/talks/simon_sinek_why_good_leaders_make_you_feel_safe?language=en) Summarize Sinek's points. What other suggestions do you have for how leaders can watch out for their followers?

INTERNET ACTIVITY OPTION 2 – WEB SEARCH (A, I, L)

Go to Purdue Libraries online journals and access Harvard Business Review. In the search box, enter one of the key terms from the chapter, such as ethics, distributive justice, servant

leadership, altruism, or virtues. Read two or three of the articles and write a short summary of their content. How are these topics relevant for workers today? What is the role of communication in these processes? What does the new information contribute to our understanding of ethical leadership? Include the citations for the articles that you selected for review in a list of references with your reflection.

ARTICLE ACTIVITY OPTION 1

- Article 2: Huang, L. & Paterson, T. A. (2014). Group ethical voice: Influence of ethical leadership and impact on ethical performance. *Journal of Management* DOI: 10.1177/0149206314546195.

40. Questions that apply to this article:
- Describe what group ethical voice means.
- How does ethical leadership influence the group ethical voice?
- How do the mediating role of ethical culture and the centrality of ethics to leadership compare and contrast?

ARTICLE ACTIVITY OPTION 2

- Article 5: Johnson, C. The rise and fall of Carly Fiorina. *Journal of Leadership and Organizational Studies* 15(2), 188-196.

41. Questions that apply to this article:
- When Carly Fiorina took over as CEO of Hewlett Packard and pushed financial performance over the "HP Way", what type of leadership was she using? Explain your answer.
- Explain the ethical leadership construct described in the article as a two-part process.
- What behaviors, actions and decision-making process did Ms. Fiorina use that did not follow the ethical leadership construct?

ARTICLE ACTIVITY OPTION 3

- Article 1: Heldal, F. and Antonsen, S. (2014). Team leadership in a high-risk organization: The role of contextual factors. *Small Group Research* 45(4), 376-399.

42. Questions that apply to this article:
- What is meant by the dynamic and high-risk environments in which some groups do their work? How does this affect the team dynamic?
- What contextual factors influence small groups in this case study?
- Choose four of the leadership behaviors in Table 1 of the article and describe how they are similar to internal or external leadership actions in Hill's model in the text.

43. Chapter 15 and 16:

Go online and watch the following TED talks from Sheryl Sandberg:

"Why We Have Too Few Women Leaders" 2010 TED talk on "leaning in."
http://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders?language=en This talk started Sandberg's rise to fame as a spokesperson for women's issues in the workplace.

Summarize Sandberg's three recommendations for women who want to succeed in business and evaluate the merits of her suggestions. Why should male students be interested in this topic?

"Ban the Word Bossy" TED talk. http://blog.ted.com/sheryl_sandberg_tedwomen2013/
Summarize which information you found compelling and which you did not. Did you experience some of the gender socialization differences in childhood that Sandberg mentions? What can we do with this insight today?

INTERNET ACTIVITY OPTION 2 – INTERNATIONAL NEWS (A, I, H)

Find an international news forum online—you may use the following link to identify sources: https://inkdrop.net/news/ such as the following from Tanzania: https://www.thecitizen.co.tz/tanzania. Select a country you are interested in and read several articles

from that nation's press about world leaders. How are these leaders understood and critiqued from this culture's unique perspective? What leader behaviors are praised? Are any of GLOBE's global leadership behaviors addressed in these articles? Include the website and the citations for the articles that you selected for review in a list of references with your reflection.

ARTICLE ACTIVITY OPTION 1

- Article 5: Cliff, J.E., Langton, N. and Aldrich, H.E. (2005). Walking the talk? Gendered rhetoric vs. action in small firms. *Organization Studies* 26(1), 63-90.

44. Questions that apply to this article:

- Why do these authors feel that framing the question "Do men and women differ in their leadership styles?" is not helpful?
- Describe the masculine and feminine organizational archetypes presented in the article.
- Did the study find typical masculine and feminine archetypes existed in the organizations? Explain the results.

ARTICLE ACTIVITY OPTION 2

- Article 1: Vogelgesang, G., Clapp-Smith, R. and Osland, J. (2014). The relationship between positive psychological capital and global mindset in the context of global leadership. *Journal of Leadership & Organizational Studies* 21(2), 165-178.

45. Questions that apply to this article:

- What is PsyCap?
- Define global mind-set. How is global mind-set relevant to global leadership?
- What are the implications of this research in hiring and training global leaders?

- [Article 2: Wang, L., Turnbull James, K., Denyer, D., and Bailey, C. (2013). Western views and Chinese](#) [whispers: Re-thinking global leadership competency in multi-national corporations.](#)*Leadership* 10(4), [471-495.](#)

46. Questions that apply to this article:

- What is the "glass ceiling" described in this article? How is it different from the "glass ceiling" described in the Gender and Leadership chapter in the text?
- What is the function of charisma or charismatic leadership in this article when discussing difficulties getting local mid-level leaders into senior-level leadership positions in multi-national companies?
- What is the Chinese perspective on leadership? How does that differ from Western cultural perspective on leadership?

- [Article 3: Bird, A. and Fang, T. (2009). Cross cultural management in the age of globalization.](#) [International Journal of Cross Cultural Management 9(2), 139-143.](#)

47. Questions that apply to this article:

7. Describe the metaphors of culture as "ocean" and "onion." Who coined these phrases and what perspective led them to describe "ocean" or "onion?"
8. How is globalization affecting the management and leadership literature?
9. This is an editorial article that describes a special edition of this particular journal. What do you believe is the reason(s) that this special edition was deemed necessary in 2008 and 2009?

- [Article 4: McCrae, R.R, Realo, A. and Allik, J. (2008). Interpreting GLOBE Societal Practices](#) [Scales](#)*Journal of Cross-Cultural Psychology* 39(6), 805-810.

48. Questions that apply to this article:

- Describe the important differences between Hofstede's original work in 1980 and the GLOBE research. Why is it important to understand the differences in these two seminal studies?
- How is the Big Five Personality profile integrated into the nine dimensions of culture in the GLOBE studies?
- What do the results say about extraversion and the GLOBE studies?