



**Wayland Baptist University
Plainview, Texas
School of Education**

WBU Mission Statement:

Wayland Baptist University exists to educate students in an academically challenging and distinctively Christian environment for professional success and service to God and humankind.

Course Prefix, Number, and Name EDUC 5353VC01 Learning to Lead

Term and Year: Fall 1 Term (August 7 – October 1, 2023)

Full Name of Instructor: Gionet Cooper, Ed.D.

Office Phone and WBU Email Address: **(806) 577-6115**
gionet.cooper@wayland.wbu.edu

Office Hours: schedule Zoom meeting upon student request.

Class Meeting Time and Location **Virtual Campus**

Course Description: Examines past and current research theory relative to leadership development. Explore major paradigms and paradoxes of organizational change and reform. Applies principles of organizational behavior in relation to organizational change.

Prerequisite: None

Required Textbooks and Resources: Northouse, Peter G. (2021), Leadership: Theory and Practice, 9th Edition, Sage Publishing,

Optional Materials: None



Course Outcome Competencies:

- 1) For graduate to unpack and understand what motivates a person to lead. What is your WHY for leading others?
- 2) Compare and contrast the similarities/differences between leaders and managers and how each play a role in the development of educational organizations.
- 3) Develop the capability to assess situations and determine the probability of success based on various leadership styles.
- 4) Describe the role of ethics in administrative decision-making.
- 5) According to the Leadership theories that are studied and discussed within this course, what type(s) of leadership theory or theories do you feel that you identify and relate with the most and why?
- 6) Integrate the leader/follower interactions and how to use this information to improve the organization.

Attendance Requirements:

As stated in the Wayland Catalog, students enrolled at one of the University's external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University's attendance policy.

Statement on Plagiarism and Academic Honesty:

Link to Academic Integrity:
<https://www.wbu.edu/academics/writing-center/Academic%20Integrity%20Statement%20Pol%208.4.1%20Attach%20Oct%202022.pdf>

Disability Statement:

"In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Disability Services Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning



accommodation requests at (806) 291-1057. Documentation of a disability must accompany any request for accommodations.”

Evaluation, Grading, and Course Policies

Course Participation: Active participation in course online discussions (generated through students’ multiple project draft email submissions and instructor email feedback through the duration of the course) is essential to ensuring a successful learning experience in this masters-level course. Course online interactions are very important because they generate multiple perspectives on the material and deepen student understandings. It is expected that students participate fully in course online project activities (including timely submission of multiple course project drafts as assigned, and project draft revisions as assigned in response to instructor email feedback).

Evaluation / Grading: (course total of 100 points possible)

Overall Course Participation: 10 points

FINAL COURSE GRADE EQUIVALENCIES:

A = 100-90 total points

B = 89-80 total points

C = 79-75 total points

D = 74-70 total points

F = 69 and below total points

N.B.: Course accommodations will be made on request to students with special needs. Please advise at beginning of the course on any special learning needs.

Student Appeal Process

“Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”



Module #1 Personal/Professional Leadership Self-Inventory

1. In your own words, perspective, and opinion, what is your definition of leadership?
 - **The expectation in defining leadership will need to be at least one paragraph.**
2. Who do you perceive or believe has had a major influence on your personal life? Why? What types of characteristics did this person exemplify that impacted you?
 - **The expectation for this component of your Leadership Self-Inventory will need to be at least one page.**
3. Who do you perceive or believe has had a major influence on your professional career and or educational career? Why? What types of characteristics did this person exemplify that impacted you?
 - **The expectation for this component of your Leadership Self-Inventory will need to be at least one page.**
4. Please describe an incident, situation, or an event in which you witnessed/experienced a leader acting in a way that was ineffective? Why do you believe this person in this leadership role/position acted in a way that was deemed “ineffective”? What would you have done differently as an “aspiring leader”?
 - **The expectation for this component of your Leadership Self-Inventory will need to be at least one page.**
5. Please describe an incident, situation, or an event in which you witnessed/experienced a leader acting in a way that was effective? Why do you believe this person within that leadership role/position acted in a way that was deemed “effective”?
 - **The expectation for this component of your Leadership Self-Inventory will need to be at least one page.**
6. Paper needs to include at least 7 citations from your assigned textbook, journal articles, or additional outside resources.
 - All submitted assignments will need to be submitted and completed in APA 7th Edition Standards which includes:
 - 12-point font size/New Times Roman
 - Proper Citations and Quotations according to APA 7th Edition Standards.
 - Title Page
 - Reference Page
 - 1-Inch margins/Bibliography/Reference Page



Module #2 Personal/Professional Leadership Interview

Purpose of Module is for graduate student to develop a personal and professional leadership insight from a leader that they respect in their desired professional field

Framing questions to help guide your interview:

1. Who and what inspired you to choose your profession/career field?
2. In your own words, how would you define the term leadership?
3. In your own words, what are the characteristics of an effective leader?
4. In your own words, what are the characteristics of an ineffective leader?
5. How do you handle conflict?
6. How would you define “power” from a leadership perspective?
7. How would you define “influence” from a leadership perspective?
8. Which term is more important to your leadership perspective “power or influence”? Why?
9. What is more important to you as a leader: to be respected, to be liked, or to be loved? Why?
10. Do you believe that leaders are born or developed over time? Why?
11. What type of legacy to you want to leave to others?
12. When you are dead and gone...who and what do you want to be remembered as “being”?

**The paper should and will need to be developed in an APA narrative essay format and not in “bullets”. This will include full sentences, full bodied paragraphs, and no misspelled words or sentence fragments.

Paper needs to include at least 7 citations from assigned textbooks, journal articles, or additional outside resources.

- All submitted assignments will need to be submitted and completed in APA 7th Edition Standards which includes:
 - 12-point font size/New Times Roman
 - Indented paragraphs
 - Proper Citations and Quotations according to APA 7th Edition Standards.
 - Title Page
 - Reference Page
 - 1-inch margins
 - Bibliography/Refence Page



Module #3 Leadership Growth Mindset Model

1. Do you think learning from others (especially those you are leading) is more important “leading” itself? Please elaborate on your thoughts.

○ **Key Quote: “When people point to some leaders as arrogant and others as humble, I think they are misdiagnosing the situation. Humility is not all that all attractive if it means meekness, timidity, submissiveness, and the like. The key distinction I think, is whether the leader is a learner. Scratch an effective “humble” leader and you will find a confident learner” (Fullan, 2011).**

○ As you reflect on the question and the quote above. Continue to ponder, reflect, and think and include the following components into your answer(s): A) How does this question and quote impact “ME” as a leader? B) How does this question and quote impact “my immediate family” as a leader? C) How does this question and quote impact “others” who follow me as a leader or those who I will potentially impact due to my leadership”?

- This portion of your paper needs to be at least 2 pages.
- Please include at least 4 quotes (2 per page minimum) from course readings.

Key quote: Why waste time proving over and over how great you are, when you could be getting better? Why hide deficiencies instead of overcoming them? Why look for friends or partners who will just shore up your self-esteem instead of ones who will also challenge you to grow? And why seek out the tried and true, instead of experiences that will stretch you? The passion for stretching yourself and sticking to it, even (or especially) when it’s not going well, is the hallmark of the growth mindset. This is the mindset that allows people to thrive during some of the most challenging times in their lives (Dweck, Carol).

2. On a scale of 1-10 from least to greatest. How would you rate yourself in being a leader who is willing to take risks for the greater good of those you are leading? Why?



- The critical importance and role of risking is known by all organizations that are consistently successful. Ready-fire-aim represents purposeful learning and taking learning risks is embedded in the psyche of successful organizations. To take risks and learn you really have to have the growth mindset that Dweck uncovered. **You take risks in order to learn.** This means that you must foster a culture and atmosphere of nonjudge-mentalism.

- **This portion of your paper needs to be at least 2 pages.**

- Paper needs to include at least 7 citations from your assigned textbook, journal articles, or additional outside resources.
- All submitted assignments will need to be submitted and completed in APA 7th Edition Standards which includes:
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Module #4 Going for Learning to Doing (Theory to Practical Application)

Purpose and Goal in completion of Module #4

- For aspiring K-12 principals and organizational leaders/candidates to define, discuss, and apply Five key Leadership Theories to their personal and professional leadership practice both personally and professionally.

Step/Section #1 Define and Discuss

- Using your “Northouse” textbook/manuscript. Clearly articulate, define, discuss, outline, and elaborate the key characteristics of at least Five Leadership Theories of your choice.
- Identify and discuss the pros and cons of each Leadership Theory from your personal and professional perspective.
- This section of your paper should be at least 3-4 pages in length.

Step/Section #2 From Theory to Practice

- Using your “Northouse” textbook/manuscript.
- Clearly articulate why, how, and when (what type of situation) would you perform and execute these leadership characteristics and behaviors with in your personal and professional/educational environment.
- This section of your paper should be at least 3-4 pages in length.
 - Paper needs to include at least 7 citations from your assigned textbook, journal articles, or additional outside resources.
 - All submitted assignments will need to be submitted and completed in APA 7th Edition Standards which includes:
 - 12-point font size/New Times Roman
 - Proper Citations and Quotations according to APA 7th Edition Standards.
 - Title Page
 - Reference Page
 - 1-Inch margins/Bibliography/Reference Page



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|---|-------------------|
| Assignment #1: Module #1: Due 8-19-2023 by 11:59 pm | 15 points |
| Assignment #2: Threaded Discussion in Blackboard: Due 8-23-2023 | 5 points |
| Assignment #3: Threaded Discussion in Blackboard: Due 8-30-2023 | 5 points |
| Assignment #4: Threaded Discussion in Blackboard: Due 9-7-2023 | 5 points |
| Assignment #5: Threaded Discussion in Blackboard: Due 9-13-2023 | 5 points |
| Assignment #6: Module #2: Due 9-14-2023 by 11:59 pm | 15 points |
| Assignment #7: Threaded Discussion in Blackboard: Due 9-20-2023 | 5 points |
| Assignment #8: Module #3: Due 9-23-2023 by 11:59 pm | 15 points |
| Assignment #9: Module #4: Due 9-30-2023 by 11:59 pm | 15 points |
| Assignment #10: Course Summary/Reflection: Due 10-1-2023 by 11:59pm | 5 points |
| ONLINE CLASS ATTENDANCE/ACTIVE PARTICIPATION | 10 points |
| TOTAL | 100 points |

Tentative Schedule:

You may read chapters at your own pace. The assignments are part of the “measured” pace of the class. However, you all turn in assignments at the same time. Please note that even if you turn in an assignment early, I grade all the assignments together at the same time.

| Due Date | Assignment | Readings should be finished by: |
|----------------------------|--|---|
| | All Papers Are Due At Midnight on the Due Date (actually 11:59pm) | |
| August 19 th | Module #1 | Chapters: 1-3; August 19 th |
| | | Chapters: 4-6; August 30 th |
| September 14 th | Module #2 | Chapters: 7-10; September 14 th |
| September 23 rd | Module #4 | Chapters: 11-13; September 23 rd |
| September 30 th | Module #4 | Chapters: 14-16; September 30 th |