

## Syllabus

### Course Overview

Whether leadership is innate or a set of learnable skills is the subject of an ongoing debate. Certainly, some people naturally possess attributes that enhance leadership effectiveness, such as a flair for communication, an ability to synthesize situations, a knack for problem-solving, or a high level of charisma. But effective leadership involves much more than these qualities. It is also more than staying current on leadership theories; theories and models in and of themselves cannot enable a leader to address every organizational environment.

Leadership is grounded in core human values. The decisions that leaders make must be built on community morals. There is an old adage that expresses the moral dimension of leading ethically: "Managers do things right; leaders do the right thing."

You will begin this course with the development of a personal definition of *leadership* and continue with the study of several leadership theories. Next, you will delve more deeply into the nature and functions of leadership, applying them to a case study involving a mandate to create an assessment plan. You will explore frames of reference for an in-depth problem-solving approach, including an examination of mediation and conflict resolution. You will examine how to process information through structural, human resource, political, and cultural frames. You will conclude the course with an examination of contemporary issues and the challenges they present for higher education leaders.

Before you begin, listen to Introduction to Leadership in Higher Education.

### Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Analyze theories of leadership and leadership roles in higher education.
- 2 Evaluate the nature and function of higher education leadership.
- 3 Apply theories and models of effective leadership to professional problems and organizational issues within the context of higher education.
- 4 Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the education profession.

### Course Prerequisites

None.

## Syllabus >> Course Materials

### Required

The materials listed below are required to complete the learning activities in this course.

#### Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

#### Book

Northouse, P. G. (2019). *Leadership: Theory and practice* (8th ed.). Thousand Oaks, CA: Sage Publications. ISBN: 9781506362311.

#### Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Bolman, L. G., & Deal, T. E. (2017). *Reframing organizations: Artistry, choice, and leadership* (6th ed.). San Francisco, CA: Jossey-Bass.
- Bolman, L. G., & Gallos, J. V. (2011). *Reframing academic leadership*. San Francisco, CA: Jossey-Bass.
- Bolman, L. G., & Deal, T. E. (1999). [4 steps to keeping change efforts heading in the right direction](#). *The Journal for Quality and Participation*, 22(3), 6–11.
- Buller, J. L. (2014). *Change leadership in higher education: A practical guide to academic transformation*. San Francisco, CA: Wiley.
- Carsten, M. K., & Uhl-Bien, M. (2013). [Ethical followership: An examination of followership beliefs and crimes of obedience](#). *Journal of Leadership and Organizational Studies*, 20(1), 49–61.
- Middlehurst, R. (2008). [Not enough science or not enough learning? Exploring the gaps between leadership theory and practice](#). *Higher Education Quarterly*, 62(4), 322–339.
- [Revolutionary leadership concepts in higher education](#). (2006). *ASHE Higher Education Report*, 31(6), 137–156.
- Schyns, B., & Schilling, J. (2013). [How bad are the effects of bad leaders? A meta-analysis of destructive leadership and its outcomes](#). *The Leadership Quarterly*, 24(1), 138–158.

#### External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- MindTools. (n.d.). [Core leadership theories: Learning the foundations of leadership](#). Retrieved from <https://www.mindtools.com/pages/article/leadership-theories.htm>

#### Suggested

## Optional

## Projects

### Project >> Contemporary Issues in Higher Education

#### Project Overview

This is the foundational course for all who aspire to be college and university leaders. The course competencies are:

- Analyze theories of leadership and leadership roles in higher education.
- Evaluate the nature and function of leadership in higher education.
- Apply theories and models of effective leadership to professional problems and organizational issues within the context of higher education.
- Communicate in a manner that is scholarly, professional, and consistent with expectations for professional practice in education.

The first two assignments, due in Units 3 and 6, are designed to build these competencies and knowledge so you can successfully complete the final project, due in Unit 9. In the assignments, you will demonstrate your mastery of the course competencies as well as your in-depth understanding of the following:

- Effective leadership.
- Leadership frames as a construct to understand higher education organizations.
- Effective communications.
- Impact of leadership influences on stakeholders.
- Contemporary issues and challenges.

### Unit 3 Assignment: Leadership Theories in Practice in Higher Education

In the first course assignment, you will demonstrate an understanding of leadership theories and leadership roles in higher education by analyzing the style of a leader whom you will interview.

### Unit 6 Assignment: The Nature and Function of Leadership

In the second assignment, you will evaluate the nature and function of leadership by examining a case study from the Case Study in Higher Education media. You will identify the various frames, organizational structure, politics, stakeholders, and culture to better understand and implement effective leadership in an organization.

### Unit 9 Assignment: Contemporary Issues in Higher Education

The final project is a culmination of the competencies developed throughout the course. In this assignment, you will apply the theories and models of effective leadership to real-life professional problems and organizational issues within the context of higher education. While demonstrating the knowledge gained from the higher education leader interview, case-study analysis, synthesis of theories and effective leadership models, and study of contemporary issues, you will articulate the following:

- The effect of roles and functions of leaders in higher education on contemporary issues and challenges.
- The critical importance of communication and interpersonal skills in leading others.
- The strategies that promote collegiality.
- The use of frames to analyze and approach issues in higher education.
- The formulation of a personal metaphor for effective leadership in higher education.

## Additional Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current edition APA style and format.
- **Number of resources:** Minimum of five resources.
- **Length of paper:** 6–9 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

## Unit 1 >> Leadership Defined

### Introduction

*Leadership* is defined in many ways; some believe that it can be learned, while others believe that it is innate or intuitive. The amount of recent literature devoted to the subject of leadership is tremendous. When you examine the literature about leadership, you will notice that definitions of leadership, the means by which leaders develop their skills, the psychological factors associated with leadership, the traits needed for effective leadership, the political aspects of leadership, and the unique elements of the academic environment are seemingly endless.

Approaches to leadership differ in various situations and environments. As you progress through this course, your opinions about leadership may change in many ways. At the same time, your views on effective leadership may be affirmed.

In this unit, you will read about what lies at the core of effective leadership and how to understand the institutional landscape to get things done. You will discuss the issues that complicate leadership in higher education. You will also learn to take effective action as a leader in colleges and universities.

### Learning Activities

#### u01s1 - Studies

## Readings

Use your *Leadership: Theory and Practice* textbook to read the following:

- Chapter 1, "Introduction," pages 1–18.

Use the Capella University Library to read the following:

- Bolman, L. G., & Gallos, J. V. (2011). *Reframing academic leadership*. San Francisco, CA: Jossey-Bass.
  - Part I, "Leadership Epistemology: When You Understand, You Know What to Do," pages 1–2.
  - Chapter 1, "Opportunities and Challenges in Academic Leadership," pages 3–14.
  - Chapter 2, "Sensemaking and the Power of Reframing," pages 15–30.
  - Chapter 3, "Knowing What You're Doing: Learning, Authenticity, and Theories of Action," pages 30–46.

#### u01s2 - Assignment Preparation

The Unit 3 assignment requires you to conduct an interview with a higher education leader. In preparation for your assignment, complete the following:

- Read the assignment description and scoring guide to understand what is expected of you.
  - The assignment description also includes sample interview questions that might be helpful as you prepare for the interview.
- Take steps to identify your interviewee and schedule a meeting this week so you can complete your assignment on time.

#### u01d1 - Effective Leadership

Leadership is best learned by observing effective leaders and deciding which style of leadership works best in the institutional climate and culture. The unit readings detail real situations that exemplify successful as well as unsuccessful higher education leadership, and your own investigations will help you discover what works when leading in colleges and universities.

For this discussion, describe a situation that demonstrates effective leadership in your organization or an organization with which you are familiar. To maintain confidentiality, use titles of positions rather than names. Relate your experience to at least two items in the unit readings—for example, how did this situation involve the internal and external environments of the organization? Was the person sensing signals? Was collaboration involved?

Use current edition APA reference style to cite your sources.

## Response Guidelines

Respond substantively to the posts of at least two peers, referencing the assigned readings and other theoretical, empirical, or professional literature to support your assertions. In each response, do one or more of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

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[Reframing Academic Leadership](#)

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[Capella University Library](#)

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[APA Style and Format](#)

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[ED7540 Library Research Guide](#)

### u01d2 - Effective Political Leadership

Bolman and Gallos (2011) use real situations to understand and develop competencies necessary for an effective higher education leadership. Many of the cases involve internal and external college politics.

For this discussion, describe a political situation at your institution that would benefit from an intervention by a political leader. Using the political leadership skills described in your readings, discuss how you would plan and implement a leadership agenda to resolve the issue.

## Response Guidelines

Respond substantively to the posts of at least two peers, referencing the assigned readings and other theoretical, empirical, or professional literature to support your assertions. In each response, do one or more of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Reference

Bolman, L. G., & Gallos, J. V. (2011). *Reframing academic leadership*. San Francisco, CA: Jossey-Bass.

Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

## u01s3 - Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

### Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

### Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

### Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom for storage, as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly. For more information on ePortfolio visit the Campus [ePortfolio](#) page.

### Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Educational Rights and Privacy Act \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

## Unit 2 >> Leadership Theories

### Introduction

In this unit and the next, you will learn about six major leadership theories developed in the late 20th century that continue to be applied in organizations. The leadership theories in focus are:

- Path-goal.

- Leader-member exchange.
- Transformational leadership.
- Servant leadership.
- Adaptive leadership.
- Team leadership.

The purpose of exploring these six theories is to expand your knowledge on the many facets of and approaches to leadership. Some theories focus on the followers, some on the situation, and others on execution.

To gain a better understanding of the theories, you must apply them to incidents that you have experienced with leaders in your work environment. You will discuss the shared responsibility inherent in effective leadership and how leaders influence stakeholders. This concept of shared or team leadership coincides with the ever-changing, multifaceted environment that you focused on in Unit 1. As you move through this unit, consider whether you agree or disagree with that relationship.

## Learning Activities

### u02s1 - Studies

## Readings

Use your Northouse *Leadership: Theory and Practice* text to read the following:

- Chapter 6, "Path-Goal Theory," pages 117–138.
- Chapter 7, "Leader-Member Exchange Theory," pages 139–161.
- Chapter 8, "Transformational Leadership," pages 163–196.
- Chapter 10, "Servant Leadership," pages 227–256.

Use the Internet to read the following:

- MindTools. (n.d.). [Core leadership theories: Learning the foundations of leadership](https://www.mindtools.com/pages/article/leadership-theories.htm). Retrieved from <https://www.mindtools.com/pages/article/leadership-theories.htm>

## Multimedia

View [Leadership Theories](#).

- This video presents a matrix outlining various leadership theories introduced in this unit. Note their similarities and differences. The goal of the matrix is to help you understand the various leadership theories and their relationships.

### u02s2 - Assignment Preparation

If you have not conducted your interview for the Unit 3 assignment, be sure to do so this week. If you have not developed your questions, please read the Unit 3 assignment for complete instructions and sample interview questions.

Upon the completion of the interview, review the leadership theories from this unit and determine the theory that is most similar in style to that of the interviewee.

Also, review the assignment scoring guide to ensure that you meet all requirements.

### u02d1 - Influence of Leadership on Stakeholders

For this discussion, illustrate how the leader in the situation you described in the first Unit 1 discussion exemplifies the leadership approaches in this unit's readings. Describe how he or she influences individual stakeholders in the organizational environment. If the leader does not demonstrate that influence, explain why.

## Response Guidelines

Respond substantively to the posts of at least two peers, referencing the assigned readings and other theoretical, empirical, or professional literature to support your assertions. In each response, do one or more of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

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[Capella University Library](#)

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[ED7540 Library Research Guide](#)

## Unit 3 >> Leadership Approaches and Theories

### Introduction

In *Learning to Lead in Higher Education*, Ramsden (1998) observes:

The way in which an academic leader handles the fundamental dilemma of the need for leadership and management in a professional culture that does not really think it needs leadership and management is likely to be critical to his or her success (p. 28).

Colleges and universities have unique characteristics, and leading or managing a typical academic community is not an easy task. The academic environment is different from the corporate environment in numerous ways. Experts are believed to perform best when left to themselves. The necessary ideas will be generated by the conversation of the professionals within the university.

The collegial environment can make dealing with the current realities of higher education difficult. The tension between the collegial environment and demands for efficiency and bottom-line accountability mean that a higher education leader can achieve success by motivating and inspiring others. Relationships built on trust and mutual respect build effective leadership within a college or university. The collegial model identifies the leader with the functions of a servant, supporter, nurturer, and mentor. The leader operating within this frame will seek to develop other leaders and will gain power by empowering others.

In this unit, you will look further into leadership approaches and theories as well as evaluate how they can be applied to the higher education setting. You will begin to determine which aspects of general leadership theory may not apply to the context of higher education. Finally, you will examine which aspects of leadership in higher education need more attention in the literature for higher education.

Reference

Ramsden, P. (1998). *Learning to lead in higher education*. New York, NY: Routledge.

### Learning Activities

u03s1 - Studies

## Readings

Use your *Leadership: Theory and Practice* text to read the following:



- Chapter 11, "Adaptive Leadership," pages 257–292.
- Chapter 14, "Team Leadership," pages 371–402.

Use the Capella library to read the following:

- [Revolutionary leadership concepts in higher education](#). (2006). *ASHE Higher Education Report*, 31(6), 137–156.
- Middlehurst, R. (2008). [Not enough science or not enough learning? Exploring the gaps between leadership theory and practice](#). *Higher Education Quarterly*, 62(4), 322–339.

## Multimedia

View the video [Leadership Theories](#), in which you will find descriptions of the various leadership theories introduced in this unit, noting their similarities and differences.

- In the Unit 3 discussion, you will describe your personal leadership style. Take the self-assessment in the matrix to see if the results of the assessment match the leadership style you think best represents you.

### u03a1 - Leadership Theories in Higher Education Practice

## Overview

In this assignment, you will demonstrate your understanding of leadership theories and leadership roles in higher education by analyzing the style of a leader whom you interview. This assignment is not a typical course paper. **It is to be a real, on-the-job professional report such as higher education professionals create.** Assuming the role of institutional faculty, staff, or administrative member, you will present this report to a supervisor, department chair, dean, or vice president for academic or student affairs, who has requested your report for an upcoming meeting on leadership practices in higher education. An APA-formatted template to help you organize your report is linked in Resources.

## Instructions

Arrange to speak with a higher education leader if you have not done so. Your interviewee may serve at any level of administration, from a department chair or director to a university president.

Develop questions to identify the leadership style and theory that best relate to your chosen leader. Pay close attention to the unique characteristics of higher education and various leadership theories that will help you determine your interviewee's predominant leadership style or theory. Use any combination of the following suggested interview questions and your own questions:

- How would you describe your interaction with your peers and those you lead?
- What is your approach to projects that need constituent input?
- How would you describe your strategic decision-making process?
- How do you motivate those around you to accomplish mutual goals?
- What is your highest priority as a leader?
- How would you describe your leadership style?
- Do you act more like a manager or like a leader in your work as an administrator? Explain why.

In addition to your course readings, consider using scholarly articles from the Capella library to support each of the theories you summarize. Cite all resources, including course readings, in accordance with current edition APA guidelines.

Format your report using the following sections:

- **Introduction:** Acknowledge the request for and the reason for the report and present an overview of what follows.
- **Leadership Theories:** Summarize each of the six leadership theories examined in Units 2 and 3. Because reports require a concise, direct style of writing, each summary will be no more than 200 words.
- **Institutional Culture and Organizational Structure:** Describe and analyze the institutional culture and organizational structure of the institution in which the leader whom you interviewed works, including a description of the organizational structure of the department in which the leader works. Use a succinct, direct style of writing appropriate for reports. Refer to the literature about institutional culture and organizational structure to support your description.
- **Interview:** Identify the position of the leader whom you interviewed and describe his or her leadership position. Do not include the entire interview transcript; instead, summarize the main points from your interview that demonstrate the ways in which the leader demonstrated a specific leadership theory. Include specific quotes from the leader you interviewed, with citations.

- **Application of Leadership Theory:** Conclude your report by analyzing the leadership theory demonstrated by the leader you interviewed. Include specific analysis of key elements of the leadership theory and how they align with the actions or comments of the leaders you interviewed. Support your analysis by including several references to the literature about leadership theory.

## Additional Requirements

- **APA formatting:** An APA-formatted template is linked in Resources for your convenience. If you use your own template, be sure to format headings, citations, and references according to current edition APA style and format.
- **Written communication:** Use a direct, concise, purposeful style of writing appropriate for higher education professionals. Ensure that written communication is free of grammatical, punctuation, and typographical errors. Such errors should not appear in graduate-level or professional writing.
- **Number of resources:** Include at least five scholarly or professional sources; citing authoritative sources enhances the credibility of report writers.
- **Length of report:** 5–8 typed, double-spaced pages of content plus title and reference pages.
- **Font and font size:** Times New Roman, 12 point.

Refer to the helpful links in Resources as you prepare your assignment. Consider saving your assignment to your ePortfolio.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

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[Leadership Theories in Practice Report Template \[DOCX\]](#)

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[ePortfolio](#)

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[APA Guide: Introduction](#)

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[APA Style and Format](#)

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[Capella University Library](#)

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[Introduction to the Writing Center](#)

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[Writing Feedback Tool](#)

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[ED7540 Library Research Guide](#)

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### u03d1 - Choosing a Leadership Theory

Choose the theory that best represents your leadership approach from the theories studied in Units 2 and 3. Referring to specific aspects of the leadership theory in the literature, explain how you implement this leadership theory in your professional context (or how you would implement this theory if you were in a leadership role). If you have not done so, take the self-assessment in the Leadership Theories media linked in Resources to see if the leadership theory you identified matches the self-assessment criteria. Explain why this theory is appropriate for challenges in a higher education setting.

## Response Guidelines

Respond substantively to the posts of at least two peers, referencing the assigned readings and other theoretical, empirical, or professional literature to support your assertions. In each response, do one or more of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Course Resources

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## Unit 4 >> Frames and Structural Complexity

### Introduction

Bolman and Deal (2017) describe a *frame* as "a mental model—a set of ideas and assumptions—that you carry in your head to help you understand and negotiate a particular 'territory'" (p. 12).

The concept of framing situations as one interacts with them offers ways to approach challenges that may not have been considered. Sometimes, it is imperative to frame and approach situations in multiple ways. The work of Bolman and Deal emphasizes the practice of acting from multiple frames and finding a balance that suits the complexity of the situation.

In this and the following three units, you will examine the four frames proposed by Bolman and Deal: structural, human resource, political, and symbolic. The focus of Unit 4 is the structural frame. According to Bolman and Deal (2017):

Essentially, [the structural frame] is a blueprint for officially sanctioned expectations and exchanges among internal players (executives, managers, employees) and external constituencies (such as customers, competitors, regulators, and clients). Like an animal's skeleton or a building's framework, structure both enhances and constrains what an organization can accomplish (pp. 51–52).

Therefore, it is important to describe an organization's structural framework to determine its limitations and assets for achieving organizational objectives. The organizational structure may inhibit or promote the achievement of goals.

### Reference

Bolman, L. G., & Deal, T. E. (2017). *Reframing organizations: Artistry, choice, and leadership* (6th ed.). San Francisco, CA: Jossey-Bass.

### Learning Activities

#### u04s1 - Studies

## Readings

Use the Capella library to read the following:

- Bolman, L. G., & Gallos, J. V. (2011). *Reframing academic leadership*. San Francisco, CA: Jossey-Bass.
  - Part II, "Reframing Leadership Challenges," pages 47–48.
  - Chapter 4, "Building Clarity and Capacity: Leader As Analyst and Architect," pages 49–68.
  - Chapter 5, "Respecting and Managing Differences: Leader As Compassionate Politician," pages 69–88.
  - Chapter 6, "Fostering a Caring and Productive Campus: Leader As Servant, Catalyst, and Coach," pages 89–105.
- Bolman, L. G., & Deal, T. E. (2017). *Reframing organizations: Artistry, choice, and leadership* (6th ed.). San Francisco, CA: Jossey-Bass.
  - Chapter 1, "Introduction: The Power of Reframing," pages 3–24.
  - Chapter 3, "Getting Organized," pages 45–69.

## Multimedia

- View the various leadership theories introduced in the matrix of [Leadership Theories](#) for this unit, noting their similarities and differences.
- View [Reframing Organizations: Bolman and Deal's Four Frames](#) to help you develop your course discussions and assignments.

#### u04s2 - Assignment Preparation

Complete the following in preparation for the Unit 6 assignment.

- View [Case Study in Higher Education](#) and respond to the case study in the video.
- Read the assignment description and scoring guide to ensure that you understand all requirements.
- Begin considering the topics that you will present in your paper. Conduct a search in the [Capella University Library](#) for articles that support your ideas and refer to the [ED7540 Library Research Guide](#) for assistance.

#### **u04d1 - How Organizational Structure Influences Institutional Effectiveness**

Complete the following for this discussion, referencing the assigned readings and other theoretical, empirical, or professional literature to support your assertions:

- Examine the organizational structure of a familiar college or university.
- Create a visual representation of how the organization functions, by illustrating an organizational chart, adding explanations of how the organization functions.
  - Use a PowerPoint presentation, Visio diagram, illustrated Word document, digital collage, or other means; you may be creative as long as the visual elements support the represented content and your final format is compatible with the courseroom. Refer to the helpful links in Resources as you prepare your post.
- Explain how various structural elements help or hinder effective leadership.
- Refer to Chapter 4 in your Reframing Academic Leadership text as you write your explanation.

### **Response Guidelines**

Respond substantively to the posts of at least two peers, referencing the assigned readings as well as other theoretical, empirical, or professional literature to support your assertions. In each response, do one or more of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

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[Capella University Library](#)

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[Microsoft Office Software](#)

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[Reframing Academic Leadership](#)

#### **u04d2 - Applying Leadership Theory to a Leadership Challenge**

In this discussion, you will create a case study. Other learners will apply a leadership theory to your case, explaining how a leader would address this issue using the framework of a specific leadership theory. Your focus in this discussion is not just on creating the case, but also on applying a leadership theory to the case studies of at least two other learners.

Complete the following for this discussion:

- Write a 400-word case study scenario representing a challenge in higher education.
- Include the setting, the people involved, the events, and how the scenario exemplifies the complexity of the organization.
- If you use a real organization, use pseudonyms for the organization and any people involved to protect confidentiality.

- Describe how you would approach the situation using one of the leadership theories described in Units 2 and 3.

## Response Guidelines

Respond substantively to the posts of at least two peers, applying your preferred leadership theory to each challenge. Discuss one or two specific elements of the leadership theory, and discuss how these elements of the theory apply to this leadership scenario. Reference the assigned readings and other literature to support your assertions.

Course Resources

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Graduate Discussion Participation Scoring Guide

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[Case Study in Higher Education](#) | [Transcript](#)

## Unit 5 >> Communication Within the Human Resource Frame

### Introduction

In this unit, you will examine communication from the human resource perspective or frame. According to Bolman and Deal (2017), "The human resource frame highlights the relationship between people and organizations" (p. 133).

The connection is obvious: when people find meaning in their work, are satisfied, and feel respected, the organization will achieve its goals through those who are willing and happy to work for it (Bolman & Deal, 2017).

Approaching leadership from the human resource frame means putting people first, and to do so, excellent communication is a prerequisite. Clear and open communication between people and between groups is essential in all organizations. Higher education is no different. Communication becomes the hub of higher education's unique culture, which values shared governance, transparency, and collegial relationships.

Excellent interpersonal and communication skills are necessary to:

- Lead and facilitate teamwork, dialogue, and collaboration.
- Invite and facilitate necessary conflict.
- Develop staff.
- Improve teaching.
- Encourage and support a change in teaching.

A deep commitment to education, research, and leading by example are key to building trust in an academic community where an engaged faculty can take reasonable risks. A fact of effective leadership is that you cannot expect others to do things that you are not prepared to do yourself.

In Unit 5, you will examine the power of positive communication, the importance of collaboration in achieving change, and ways in which clear communication can lead us through conflict. The underlying foundation from which you will examine communication skills is the human resource frame.

Reference

Bolman, L. G., & Deal, T. E. (2017). *Reframing organizations: Artistry, choice, and leadership* (6th ed.). San Francisco, CA: Jossey-Bass.

### Learning Activities

u05s1 - Studies

## Readings

Use the Capella library to read the following:

- Bolman, L. G., & Gallos, J. V. (2011). *Reframing academic leadership*. San Francisco, CA: Jossey-Bass.
  - Chapter 7, "Keeping the Faith and Celebrating the Mission: Leader As Prophet and Artist," pages 107–126.
- Bolman, L. G., & Deal, T. E. (2017). *Reframing organizations: Artistry, choice, and leadership (6th ed.)*. San Francisco, CA: Jossey-Bass.
  - Chapter 6, "People and Organizations," pages 115–134.

## Multimedia

- In [Leadership Theories](#), view the descriptions of the various leadership theories introduced in this unit, noting their similarities and differences.
- Review [Reframing Organizations: Bolman and Deal's Four Frames](#) as needed to complete the course assignments and discussions.

### u05s2 - Assignment Preparation

Complete the following in preparation for your Unit 6 assignment:

- View Parts 2 and 3 of Case Study in Higher Education.
- Read the assignment instructions and scoring guide to ensure that you understand all criteria.
- Begin to refine the topics you will present in your paper.
- Search the [Capella University Library](#) for articles to support your ideas, referring to the [ED7540 Library Research Guide](#) as needed.

### u05d1 - Applying Leadership Theories to Communication

For this discussion, review the leadership theories you learned about in Units 2 and 3, then address the following, referencing the assigned readings and other theoretical, empirical, or professional literature to support your assertions.

- Identify the theory you consider most conducive to effective communication.
- Analyze a situation from your own experience in a university setting in which poor interpersonal or group dynamics impeded productivity.
- Discuss two to three specific elements of the leadership theory you chose earlier in this discussion, explaining how these elements apply to this scenario. For example, in servant leadership theory, you might emphasize *listening* and *empathy*.

## Response Guidelines

Respond substantively to the posts of at least two peers, referencing the assigned readings and other theoretical, empirical, or professional literature to support your assertions. In each response, do one or more of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

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[Capella University Library](#)

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[ED7540 Library Research Guide](#)

## Unit 6 >> Cultural and Symbolic Frames

### Introduction

The major role of leaders is the management of symbols and their meanings (according to the cultural framework for exercising leadership in an educational institution). These leaders have the power to shape the future of an organization, making important choices that affect its direction.

Cultural leaders take advantage of the bully pulpit that is provided. The leaders paint verbal pictures to interpret, inform, and reaffirm institutional culture. The cultural leader is the apologist for the mission of the university. These leaders often lack the power associated with structural, collegial, or political frames of leadership, but with the narrative power to convey the university's story, these leaders can connect the diverse stakeholders of a university to a common purpose.

There are several very practical tactics for the cultural leader:

- **Spending time with the organization.**
  - It takes time to gain influence within any organization.
- **Persistence.**
  - New ideas will rarely be welcomed initially. The cultural leader recognizes and accepts the slow pace of change in higher education.
- **Empowerment.**
  - For the cultural leader, empowerment remains meaningful. It reflects the reality that a leader can often gain more power by giving it away.
- **Collaboration.**
  - The culture-sensitive leader will not create winners and losers. Higher education has structural elements that include opposing viewpoints in the change process.
- **Providing safe havens.**
  - The culturally aware leader creates safe areas where controversial ideas can be exchanged and debated. The academy is an ideal environment for robust discussions, but such conditions do not exist in every institution nor in all parts of an institution.
- **Telling the story.**
  - The cultural leader tells the institution's story well, often, and with authentic passion.

In this unit, you will investigate the nature and characteristics of the cultures and subcultures of higher education. You will share some of the sacred rituals and organizational symbols of the college or university in which you work or have worked. You will also examine the leadership's roles in supporting the existing cultural symbols.

## Learning Activities

### u06s1 - Studies

## Readings

Use the Capella library to read the following:

- Bolman, L. G., & Deal, T. E. (2017). *Reframing organizations: Artistry, choice, and leadership (6th ed.)*. San Francisco, CA: Jossey-Bass.
  - Chapter 12, "Organizational Symbols and Culture," pages 239–263.

## Multimedia

- Review Reframing Organizations: Bolman and Deal's Four Frames as needed to develop your discussions and assignments in the course.
- View Community Colleges Periodicals and Publications, a graphical selection of publications and journals commonly cited in higher education.
  - How do you become a successful academic writer? The first step is to become familiar with the academic writing style used in journals and professional publications cited by experts in your field of interest. While at Capella, you have access to many professional journals in the Capella library, but you should consider subscribing to one or two of your favorites as well.

### u06d1 - Case Study

The purpose of this discussion is to help you to formulate the last section of the Unit 6 assignment.

For this discussion, reflect on an element that made a strong impact on you in Part 2 of the Case Study in Higher Education (linked in Resources). You may, for example, have been surprised at the options Dr. Smith considered, or impressed by the institutional culture. State what you would have done differently and explain why.

## Response Guidelines

Respond substantively to the posts of at least two peers, referencing the assigned readings as well as other theoretical, empirical, or professional literature to support your assertions. In each response, do one or more of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

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[Capella University Library](#)

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[Case Study in Higher Education](#) | [Transcript](#)

### u06a1 - The Nature and Function of Leadership

## Overview

In this assignment, you will evaluate the nature and function of leadership by examining a case study from Case Study in Higher Education (linked in Resources). You will identify the various frames, organizational structure, politics, stakeholders, and culture to better understand and implement effective organizational leadership.

## Instructions

In addition to your course readings, use the Capella University Library to find articles that provide appropriate support for each leadership function. Cite all resources, including course readings.

Organize your critical reflection according to the following sections. Respond to the following questions:

- **Introduction.**
- **Culture:** What is the culture of this campus? How does the culture affect leadership strategy?
- **Organizational structure:** How does the organizational structure affect Dr. Smith's leadership style? What does he need to take into account in his decision making?
- **Political power:** What political strategy is Dr. Smith using? Would you approach this political climate differently?
- **Frames:** From which frame or frames is Dr. Smith approaching the issue?
- **Roles:** Is Dr. Smith acting in a leadership or administrative role?
- **Communication:** What form of communication is Dr. Smith using? Would you have chosen another approach?
- **Stakeholders:** Who are the stakeholders and what are their roles in this case? How do you judge Dr. Smith's approach? What might you have done differently?
- **Reflection:** In light of what you have studied about the nature and function of effective leadership, did Dr. Smith approach the situation wisely? Would you have done things differently?

## Additional Requirements

- **APA formatting:** Apply current APA style and format throughout, including headings, citations, and references.
- **Written communication:** Ensure that written communication is free of grammatical, punctuation, and typographical errors.
- **Number of resources:** Include a minimum of five scholarly resources.
- **Length of case study analysis:** 5–8 typed, double-spaced pages of content plus title and references pages.
- **Font and font size:** Times New Roman, 12 point.

Consider saving this assignment to your ePortfolio.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources



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[ePortfolio](#)

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[APA Guide: Introduction](#)

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[APA Style and Format](#)

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[Writing Feedback Tool](#)

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[Case Study in Higher Education | Transcript](#)

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[ED7540 Library Research Guide](#)

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[Introduction to the Writing Center](#)

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[Capella University Library](#)

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## Unit 7 >> The Political Frame

### Introduction

Leaders exercise power. The concept of power creates suspicion in an academic environment, especially when the myth of the collegial environment is strong. Power is often dispersed among a wide variety of stakeholders in colleges or universities.

Every issue has a constituency and a set of interests that demands satisfaction because institutions of higher education are struggling with reduced revenues and higher expectations. These constituencies exercise power to influence decisions and secure important resources. When resources become scarce, the political climate becomes more adversarial, testing the negotiation, compromise, communication, and influencing skills of leaders.

Effective leaders are recognized for their abilities as mediators, consensus builders, coalition builders, and negotiators. One of the best attributes of an effective political leader is that he or she is able to get things done. Accomplishing goals while enlisting cooperation or support for decisions and changes is the essence of political leadership.

In this unit, you will examine the power of mediation and of professional and ethical politics. View the video interview with Dr. Thomas Fiutak and reflect on his introduction to mediation.

### Learning Activities

#### u07s1 - Studies

## Readings

Use the Capella library to read the following:

- Bolman, L. G., & Deal, T. E. (2017). *Reframing organizations: Artistry, choice, and leadership (6th ed.)*. San Francisco, CA: Jossey-Bass.
  - Chapter 9, "The Political Frame: Power, Conflict, and Coalition," pages 181–199.
- Buller, J. L. (2014). *Change leadership in higher education: A practical guide to academic transformation*. San Francisco, CA: Wiley.
  - Chapter 8, "Leading Proactive Change," pages 175–194.

## Multimedia

- View [Interview With Tom Fiutak](#), in which Capella faculty Jerry Halvorsen and expert Tom Fiutak discuss conflict management and negotiation skills.
- Refer to [Reframing Organizations: Bolman and Deal's Four Frames](#) as needed to develop your course discussions and assignments.
- View [Degrees of Centralization](#).
  - Although this interactive media is focused specifically on community colleges, it is a good representation of higher education governance.

## u07s2 - Assignment Preparation

In preparation for the Unit 9 assignment, complete the following:

- Read the assignment description and scoring guide to ensure that you understand all requirements.
- Search the [Capella University Library](#) for articles on contemporary issues that challenge higher education leaders.
  - You may find the [Searching Education Journals for Articles](#) media and the [ED7540 Library Research Guide](#) helpful as well.
- Choose a topic that resonates with your leadership style. Consider topics such business partnerships, hybrid courses, adjunct faculty, campus safety, and student financial aid, but avoid choosing retention, as the literature on it is not so vast.

## u07d1 - Introduction to Mediation

According to Bolman and Deal (2017), "Successful change requires an ability to frame issues politically, confronting conflict, building coalitions, and establishing areas for negotiating differences into workable pacts" (p. 376). That ability requires a leader to be adept at mediation. Based on the readings for this unit and the interview with Dr. Thomas Fiutak, how do you define *mediation*? How do you see mediation as applying to your current or future position in leadership in higher education?

## Response Guidelines

Respond substantively to the posts of at least two peers, referencing the assigned readings as well as other theoretical, empirical, or professional literature to support your assertions. In each response, do one or more of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Reference

Bolman, L. G., & Deal, T. E. (2017). *Reframing organizations: Artistry, choice, and leadership* (6th ed.). San Francisco, CA: Jossey-Bass.

Course Resources

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Graduate Discussion Participation Scoring Guide

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[Interview With Tom Fiutak | Transcript](#)

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[Reframing Organizations: Artistry, Choice, and Leadership](#)

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[Capella University Library](#)

## u07d2 - Personal Growth as a Leader

For this discussion, complete the following:

- Review Case Study in Higher Education (linked in Resources).
- Describe the portion of the case study that relates most to your current job or your growth as a leader.
- Analyze your growth as a leader over the last seven weeks.
  - How have you changed?
  - Predict the further evolution of your leadership capabilities:

- What kind of leader do you think you will be in the next two or five years?
- Support your statements with unit readings or articles from the Capella library.

## Response Guidelines

Respond substantively to the posts of at least two peers, referencing the assigned readings as well as other theoretical, empirical, or professional literature to support your assertions. In each response, do one or more of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

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[ED7540 Library Research Guide](#)

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[Capella University Library](#)

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[Case Study in Higher Education | Transcript](#)

## Unit 8 >> Moral Leadership

### Introduction

Higher education leaders are faced constantly with opportunities to act morally and ethically toward students, peers, and communities. As ethics is based on values, beliefs, and experiences, definitions of morals and ethics are personal. The intention of this unit is to help you evaluate your personal definition of *ethics*.

Take every opportunity in this unit to relate the general concept of ethical leadership to the higher education environment. The Unit 9 discussion will help in this regard, as it concerns ethical modeling and roles taken when faced with moral decisions.

### Learning Activities

#### u08s1 - Studies

## Readings

Use your Northouse text to read the following:

- Chapter 13, "Leadership Ethics," pages 335–370.

Use the Capella library to read the following:

- Buller, J. L. (2014). *Change leadership in higher education: A practical guide to academic transformation*. San Francisco, CA: Wiley.
  - Chapter 9, "The Academic Leader as Conductor," pages 161–179.
- Carsten, M. K., & Uhl-Bien, M. (2013). Ethical followership: An examination of followership beliefs and crimes of obedience. *Journal of Leadership and Organizational Studies*, 20(1), 49–61.
- Schyns, B., & Schilling, J. (2013). How bad are the effects of bad leaders? A meta-analysis of destructive leadership and its outcomes. *The Leadership Quarterly*, 24(1), 138–158.

#### u08s1 - Learning Components

- Understand connections between leadership practices and institutional culture.

- Understand the roles of stakeholders and leaders.

## u08s2 - Assignment Preparation

In preparation for your Unit 9 assignment, complete the following:

- Review the assignment instructions and scoring guide to ensure that you understand all requirements.
- Use the discussions in Unit 8 and 9 to further refine your topic for the Unit 9 assignment.
- Review the leadership theories covered in the course and choose one that will address the challenge of the assignment.

## u08d1 - Ethical Modeling and Morale Building

For this discussion, complete the following:

- Examine the readings from this unit, particularly the principles noted in *Leadership: Theory and Practice* as well as the Schyns and Schilling article linked in Resources.
- Reflect on your encounters with a leader, preferably from a higher education environment. Choose one of the following approaches to your post:
  1. Which *positive* practices or behaviors stood out, and to what extent did his or her behaviors and actions affect others?
  2. Which *negative* practices or behaviors stood out, and to what extent did these behaviors and actions affect others?
- Support your description with the information provided in the readings.

## Response Guidelines

Respond substantively to the posts of at least two peers, referencing the assigned readings as well as other theoretical, empirical, or professional literature to support your assertions. In each response, do one or more of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

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[How Bad Are the Effects of Bad Leaders? A Meta-Analysis of Destructive Leadership and Its Outcomes](#)

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[Capella University Library](#)

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[ED7540 Library Research Guide](#)

## Unit 9 >> Contemporary Challenges

### Introduction

View the video [The Change Process](#).

*Situational leadership* is a style and theory of leadership in which the leader responds according to what is happening at the moment—literally in a given situation, or in a broader sense based on a social or economic change. Burns (2016) states, "Most of the world's decision makers, however powerful they may appear in journalistic accounts, must cope with the effects of decisions already made by events, circumstances, and other persons" (p. 71).

It is important to be a situational leader at times, not only for the events within our institutions but for the challenges that arise as part of national or world events. A perfect example is the recent national economic crisis, which affected our nation and us personally and had major implications for colleges and universities.

This unit focuses on leadership within the frame of contemporary challenges. You will have the opportunity to discuss the challenge you chose to address in the Unit 9 assignment with your peers. You will also look at contemporary challenges through the lens of the four frames that were discussed over several units: structural, cultural, political, and human resource. The intention of this unit is to further your analysis of approaches to leadership based on beyond our control.

#### Reference

Burns, J. M. (2016). Leadership. In G. R. Hickman (Ed.), *Leading organizations: Perspectives for a new era* (3rd ed.) (pp. 66–75). Thousand Oaks, CA: Sage.

### Learning Activities

#### u09s1 - Studies

### Readings

Use the Capella library to read the following:

- Bolman, L. G., & Deal, T. E. (1999). 4 steps to keeping change efforts heading in the right direction. *The Journal for Quality and Participation*, 22(3), 6–11.
- Bolman, L. G., & Gallos, J. V. (2011). *Reframing academic leadership*. San Francisco, CA: Jossey-Bass.
  - Part III, "Sustaining Higher Education Leaders: Courage and Hope," pages 127–128.
  - Chapter 8, "Managing Conflict," pages 129–141.
  - Chapter 9, "Leading From the Middle," pages 143–162.
  - Chapter 10, "Leading Difficult People," pages 163–175.
  - Chapter 11, "Managing Your Boss," pages 177–188.

### Multimedia

Review the scattergram in [Community Colleges Periodicals and Publications](#).

#### u09d1 - Contemporary Issues and the Role of Leaders

This discussion is an opportunity for you to share the challenge you chose to address in the Unit 9 assignment with your peers.

As you research contemporary issues in higher education and the challenges they pose, discuss your chosen assignment topic with your peers.

Respond to the following:

- Why did you choose this issue?
- What makes this topic an issue in higher education?
- How does this issue relate to your leadership style?
- Which frames would you, as a leader, use to address this issue?

Use the course readings to support your position.

### Response Guidelines

Respond to the posts of at least two peers, providing feedback on the issues they identified. Ask clarifying questions to help them consider the issues in greater depth and assess which leadership style and frames might be the most appropriate to address the challenges presented by the issues.

#### Course Resources

## u09a1 - Contemporary Issues in Higher Education

### Overview

In this assignment, you will apply the theories and models of effective leadership to real-life professional problems and organizational issues within the context of higher education.

### Instructions

Search the Capella library for scholarly, peer-reviewed articles published within the last five years. Create a list of five contemporary issues in higher education. You should avoid using retention as your topic due to insufficient literature. Choose one issue to focus on for this assignment. Determine which leadership theory best addresses this issue and its accompanying challenges.

Address the following in a 6–9 page paper:

- The effect of roles and functions of higher education leaders on challenging contemporary issues.
- The critical importance of communication, mediation, and interpersonal skills in leading others.
- The strategies that promote collegiality.
- The use of frames to analyze and approach issues in higher education.
- The formulation of a personal metaphor for effective leadership in higher education.

Your critical reflection should be organized as follows:

- **Background:** Present the background of the chosen contemporary issue.
- **Theory:** Refer to the leadership theories discussed in Units 2 and 3. Determine which theory best addresses this issue and its accompanying challenges and explain why this theory is best.
- **Communication:** Use the selected leadership theory and discuss the importance of communication, mediation, and interpersonal skills in addressing these challenges.
- **Collegiality:** Promote collegiality from a leader's viewpoint. How would collegiality benefit those faced with challenges?
- **Metaphor:** Construct a personal metaphor for effective leadership in higher education that describes the leadership role necessary to address the challenges presented by the contemporary issue.
- **Frames:** Use the selected leadership theory to choose the frame or frames that could best address these challenges.

### Additional Requirements

- **APA formatting:** Use current APA style and format throughout your paper, including headings, citations, and references.
- **Written communication:** Ensure that written communication is free of grammatical, punctuation, and typographical errors.
- **Number of resources:** Use and cite a minimum of five scholarly resources.
- **Length of paper:** 6–9 typed, double-spaced pages of content plus title and references pages.
- **Font and font size:** Times New Roman, 12 point.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

You are required to save this assignment in your ePortfolio.

Course Resources

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[ePortfolio](#)

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[ED7540 Library Research Guide](#)

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[Searching Education Journals for Articles](#)

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[APA Guide: Introduction](#)

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[APA Style and Format](#)

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[Find Scholarly & Peer Reviewed Sources](#)

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[Writing Feedback Tool](#)

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[Capella University Library](#)

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[Introduction to the Writing Center](#)

## Unit 10 >> Leading in a Climate of Change

### Introduction

Change is something we can count on; sound theory, however, should endure. In this unit, you will apply theory studied throughout this course to a contemporary challenge: working in a multigenerational environment.

As many workers postpone retirement for various reasons, workplaces are increasingly multigenerational: "For the first time in history, four generations work side-by-side in many organizations" ("The Multigenerational Workforce," 2009, p. 1).

This presents a multitude of challenges. In higher education, seasoned faculty may be slow to change or resistant to the use of new technologies. Enthusiastic, creative members of younger generations may resent their older counterparts, while mature workers may feel that their experience is not valued or respected. Although challenges are abundant, so are opportunities.

Multigenerational faculty and staff can complement each other in ways that could not have been imagined decades ago. Experiences, values, and goals can harmonize rather than clash with effective management and leadership. Communication can be tailored to appeal to the preferences of each generation. Mentoring and role modeling can tap in to years of practice while satisfying the goals and needs of flourishing professionals.

As you complete this course, you are invited to look back at your previous views of leadership and reflect on how that definition has transformed through this course. When you account for changes in your thoughts—and perhaps your definition of leadership—try to remain open to further changes as you reflect on each new experience.

### Reference

Society for Human Resource Management. (2009). The multigenerational workforce: Opportunity for competitive success. *HR Magazine*, 54(3), 1–9.

### Learning Activities

#### u10s1 - Studies

### Readings

Use your Northouse text to read the following:

- Chapter 15, "Gender and Leadership," pages 405–432.
- Chapter 16, "Culture and Leadership," pages 433–472.

Use the Capella library to read the following:

- Bolman, L. G., & Gallos, J. V. (2011). *Reframing academic leadership*. San Francisco, CA: Jossey-Bass.
  - Chapter 12, "Sustaining Health and Vitality," pages 189–199.
  - Chapter 13, "Feeding the Soul," pages 201–218.
  - Epilogue, "The Sacred Nature of Academic Leadership," pages 219–221.

#### u10d1 - Future Leadership Challenges

For this discussion, assume the role of a higher education leader five to seven years in the future. Using the knowledge and skills acquired in the course, discuss the approach you will take to address the challenges you face. Support your approach with leadership theories from Units 2 and 3.

## Response Guidelines

Respond substantively to the posts of at least two peers, referencing the assigned readings and other theoretical, empirical, or professional literature to support your assertions. In each response, do one or more of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Course Resources

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Graduate Discussion Participation Scoring Guide

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[Capella University Library](#)

### **u10d2 - Your Definition of Leadership**

For this discussion, reflect on your response to the first Unit 10 discussion to determine how your definition of leadership has changed over the past 10 weeks. How do you account for this change (or lack of change)?

## Response Guidelines

Respond substantively to the posts of at least two peers, referencing the assigned readings and other theoretical, empirical, or professional literature to support your assertions. In each response, do one or more of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Course Resources

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Graduate Discussion Participation Scoring Guide