Your competence will be assessed as you complete the LDP1 performance assessment for this course of study. This course of study may take up to 8 weeks to complete.

Introduction

Overview
Welcome to the course of study for Graduate Level Leadership and Professionalism Case Study. The message board will be the primary meeting place for this course, so log in and introduce yourself, and if you have questions, do not hesitate to e-mail the course instructor, who will be happy to answer questions or provide assistance in getting started.

In this course of study, you will have the opportunity not only to evaluate a CEO, but also to see professionalism in action as you evaluate the leadership actions of Ms. Jeanne Lewis, a new CEO who has taken the reins of Staples Incorporated. As a CEO, she uses leadership models like situational leadership and path-goal theory. You will also evaluate Ms. Lewis's ability to effectively design and lead teams.

As you work through the topics and activities covered in this course of study, you will find practical, everyday applications to the competencies discussed herein. Throughout this course of study, you will be keeping a journal, or leadership toolbox, to document new leadership tools, skills, and information that you can apply to your career. There will be opportunities to share what you have learned and to learn from others in the course of study message board.

Outcomes and Evaluation
There are 5 competencies covered by this course of study; they are listed in the "Competencies for Graduate Level Leadership and Professionalism Case Study (LDP1)" page.

You will complete the following assessments as you work through the course of study.

Performance Assessment
You will complete the following performance assessment in TaskStream:

- LDP1

Previews of task instructions and rubrics for this assessment are available in via the 'Assessment Preparation' box in the online course of study.

Preparing for Success

The information in this section is provided to help you become ready to complete this course of study. As you proceed, you will need to be organized in your studies in order to gain competency in the indicated areas and prepare yourself to pass the final assessments.

Your Learning Resources
Enroll in or order the learning resources for this course as early as possible so as to give them time to arrive and give you enough time to become familiar with them.
Automatically Enrolled Resources

You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

VitalSource E-Texts
The following textbook is available to you as an e-text within this course of study. You will be directly linked to the specific readings required within the activities that follow.


SkillSoft and Books 24x7
You will access SkillSoft items at the activity level within this course of study. For more information on accessing skillsoft items, please see the "Accessing SkillSoft Learning Resources" page.

The following Books24x7 e-texts will be used in this course of study:

- SALE0430: Sales Communications Techniques Simulation

*Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.*

Other Learning Resources

You will use the following learning resources for this course of study.

WGU Library E-Reserves
This course of study utilizes resources located in the WGU Library E-Reserves, with articles available for you to download. For instructions on how to access WGU Library E-Reserves, see the "Accessing WGU Library E-Reserves" page.

The following e-reserve materials will be used in this course of study:

APA Formatting With Purdue OWL
Successful completion of this course of study requires an understanding and application of proper APA formatting. Please review the Purdue OWL APA Formatting and Style Guide for formatting guidelines and solutions for a range of citation types. If you find yourself in need of additional information on APA formatting, you are welcome to purchase a copy of the most recent edition of the Publication Manual of the American Psychological Association at your own expense.

Additional Preparation
There are many different learning tools available to you within your course of study in addition to the learning resources already discussed. Take the time to familiarize yourself with them and determine how best to fit them into your learning process.

Message Boards, Learning Communities, Study Notes, FAQs

Message boards, learning communities, study notes, and FAQs are available in every course of study.

Use the "Additional Learning Tools" page to review these tools.

The WGU Central Library

The WGU Central Library is available online to WGU students 24 hours a day. The library offers access to a number of resources, including over 60,000 full-text e-books; articles from journals, magazines, and newspapers; course e-reserves; and tutorials on how to use these resources and the library. The library also includes a reference service for help with research questions or navigating the library.

Course Instructor Assistance

Course instructors are available to help you. Their job is to aid understanding in areas where you need to improve and to guide you to learning resources. Request their help as needed when preparing for assessments.

Course instructors cannot provide reviews of entire assessments. If you fail assessment attempts, review the provided feedback first, then ask the course instructor specific questions about what you can do to meet the competency standard. Request course instructor assistance as necessary in preparing for second attempts at objective assessments or performance task revisions. Mentors cannot guarantee you pass as they do not evaluate assessments; however, they can provide the assistance and advice necessary to help you succeed.

Other Preparations

Connect to a Virtual Study Group
Many students have found it beneficial to use the message board to form or join a virtual study group. Locate the discussion topic "Join a Virtual Study Group." Use this discussion topic to organize or join an informal study group managed by your peers. The course instructor will not be involved in organizing or coordinating study group activities.

Create a Leadership Journal
Throughout this course of study, you will be asked to identify ideas or tools that jumped out at you during your studies. These are ideas that you can find immediate relevance or application to your professional life or that you can use to improve your skills in leadership. Writing these ideas down will make it easier to apply them in your professional life. This journal, or toolbox, can also help to refresh your memory on concepts that will help you complete the performance assessment. Whether you purchase a notebook or create a word processing document, your leadership journal will become a valuable toolbox that can be drawn from throughout your MBA journey and beyond. Post your ideas from your journal in the message board to elicit peer feedback.

**Situational Leadership**

The art of influencing the behavior of others, whether in groups or in organizations, is at the heart of leadership. To be an effective leader, it is important for you to not only understand behavior but also to demonstrate the principles of influencing behavior. For this subject, you will learn about the following topics:

- how to influence behavior in organizations
- situational leadership
- contingency theories of leadership

**Competencies covered by this subject**
315.1.1 - Influencing Behavior

The graduate understands strategies for influencing behavior within the organization.

**Situational Leadership and Styles**

In this topic, you will explore in more detail what situational leadership is and the leadership strategies that can transform organizations. Achieve the goals of each activity and use your journal (leadership toolbox) to record what you have learned. Use the message board to enhance your understanding of situational leadership. When you finish with this topic, you will be able to match the four levels of follower readiness with the appropriate leadership styles within the situational leadership model. Also, consider the following:

- Given a work scenario of your choice, how would you evaluate your leadership style or the leadership style of your supervisor?

**Situational Leadership**

Read the following chapter in *Management of Organizational Behavior*.

- chapter 7 ("Situational Leadership")

Your goal is to be able to match the four levels of follower readiness with the appropriate leadership styles within the situational leadership model.

**Leadership Styles**

Review the following chapter in *Management of Organizational Behavior*:

- chapter 7 ("Situational Leadership")
Read the following chapter in *Leadership: Research Findings, Practice, and Skills*:

- **chapter 4** ("Leadership Behaviors, Attitudes, and Styles")

Your goal is to understand how follower readiness relates to leadership styles. As you review, consider the following:

- If you were a visiting consultant, how would you use the model in this activity to evaluate leadership styles in your company and the willingness of employees to follow?

**Add Tools About Leadership to Your Leadership Toolbox**

Reflect on what you have learned from the previous two activities. Write in your leadership toolbox a summary of what you have learned. Have you discovered a new tool to add to your toolbox?

**Check the Message Board for Leadership**

Take a moment and look at the course instructor and peer postings for this topic on the message board. You may want to comment on what you have read. Share one of your new tools by posting it on the message board.

**Performance Task: Case 1**

In this topic, you will have the opportunity to apply what you have learned as you begin drafting your first case study assignment. Your goal at the completion of this topic is the completion and submission of the case 1 performance task.

**Read Case 1**

Read the following case study from the *Cases in Advanced Leadership and Professionalism* e-book:

- **Jeanne Lewis at Staples, Inc. case study**

Your goal as you read the case study is to look for applications of the situational leadership model and to identify specific leadership styles used by Jeanne Lewis. Can you match Lewis’s leadership styles to the level of follower readiness? Take notes as you read the case.

**Outline Your Case 1 Paper**

After downloading the case 1 performance task from TaskStream (see the "Accessing Performance Assessments" page), outline your paper by organizing your subject headings in the order in which they are presented in the assignment. By doing this, you are also aligning your paper with the scoring rubric. Write your responses under each subject heading. Use the APA instructions provided in the assignment. As you work on your paper, go over the following checklist:

- Is your paper double spaced?
- Do all the in-text citations have references at the end of the paper?
- Have you checked your paper for spelling and grammar errors?
To help you find and fix trouble spots in your paper, consider having someone read the paper back to you aloud. How does the word usage sound?

Use the Rubric to Check Your Work for Case 1

Each performance task has a scoring rubric. Did you know that the evaluators use the same scoring rubric to evaluate your tasks? Use the rubric to evaluate your own work and to guide you as you make corrections to your paper as needed.

Submit Case 1 Paper

The instructions for submitting your case study in TaskStream are described in the "Accessing Performance Assessments" page. Review the process, and if you need assistance, contact your mentor. Be sure you submit the assignment to the right case study performance task.

Leadership and the Path-Goal Theory

The path-goal theory teaches leaders how to provide the intrinsic and extrinsic rewards that followers need to attain their goals. It is important for leaders to understand how this approach can be used in situational leadership.

Leaders who use the path-goal model look for ways to streamline the path that leads to goal attainment. When using path-goal theory, leaders provide clear instructions to followers on what needs to be done in order to achieve specific outcomes. Leaders need to be aware of follower needs in order to clarify individual roles. Leaders must also know how to motivate followers by matching rewards that have the power of increasing the value of work outcomes for followers.

Competencies covered by this subject
315.1.2 - Leadership Styles
The student understands different leadership styles and when they should be used.

The Path Goal Theory

In this topic, you will explore leader-follower relationships as they are presented using the path-goal model/theory. Your goal is to understand how leader roles are defined within the model and how specific situations can be interpreted using the model to create preferred leader and follower behaviors.

The Path-Goal Model

Read the following chapter in Management of Organizational Behavior:

- chapter 5 ("Leadership: Situational Approaches")

In many ways, a leader becomes a facilitator when trying to achieve organizational goals. If followers perceive their leader as one who can clear the path and thus make it easier for them to achieve their work, then the path-goal model is working. When leaders perceive that their goals are not being achieved, they will look for ways to motivate followers by placing greater value on their followers' work in order to achieve the desired outcomes.
Your goal is to recognize the leader and follower roles in this model, detect specific path-goal situations, and identify the appropriate leader behaviors necessary to achieve desired outcomes.

**Library Exercise on Path-Goal Theory**

Log in to the [WGU Library](https://library.wgu.edu) and complete the following exercise:

1. Search the WGU Library for journal articles on the path-goal theory. Read an article that interests you that addresses the path-goal theory within the context of situational leadership.
2. Share your findings in the message board. Comment on what others have posted.

**Path-Goal Model: Add Tools to Your Leadership Toolbox**

Reflect on the last two activities. Write in your leadership toolbox a summary of what you have learned. Have you discovered a new tool to add to your toolbox?

**Check the Message Board for Path-Goal Model Posts**

Take a moment and look at the course instructor and peer postings for this topic on the message board. You may want to comment on what you have read. Share one of your new tools by posting it on the message board. This is a reflective practice you will continue throughout the course of study.

**Performance Task: Case 2**

In this topic, you will have the opportunity to apply what you have learned as you begin drafting your case 2 performance task. Your goal at the completion of this topic is to complete and submit your case 2 performance task.

**Read Case 2**

Reread the [Jeanne Lewis at Staples, Inc., case study](https://library.wgu.edu). As you read the case study this time, your goal is to look for specific leadership styles used by Jeanne Lewis as they relate to the path-goal theory. Can you identify how Lewis's employees responded to her leadership style? Take notes as you read the case.

**Outline Your Case 2 Paper**

After downloading the case 2 from [TaskStream](https://library.wgu.edu), outline your paper by organizing your subject headings in the order in which they are presented in the assignment. By doing this, you are also aligning your paper with the scoring rubric. Write your responses under each subject heading. Use the APA instructions provided in the assignment. As you work on your paper, go over the following checklist:

- Is your paper double spaced?
- Do all the in-text citations have references at the end of the paper?
- Have you checked your paper for spelling and grammar errors?
- Is your word usage sound?

To help you find and fix trouble spots in your paper, consider having someone read the paper.
back to you aloud.

**Use the Rubric to Check Your Work on Case 2**

Each performance task has a scoring rubric. Did you know that the evaluators use the same scoring rubric to evaluate your tasks? Use the rubric to evaluate your own work and to guide you as you make corrections to your paper as needed.

**Submit Your Case 2 Paper**

The instructions for submitting your case study in TaskStream are described in the "Accessing Performance Assessments" page. Review the process, and if you need assistance, contact your mentor. Be sure you submit the assignment to the right case study performance task. Do not forget, submission is a two-step process.

**Communicating**

Leaders must be able to clearly communicate with individuals within and outside their organization to effectively accomplish goals. Every activity that a leader undertakes requires some form of communication. Your success as a leader depends on your ability to communicate.

The perceptual process model of communication depicts how this exchange between sender and receiver occurs. There are barriers that can interfere with the communication process because individuals may possess attributes that inhibit the message from being delivered. Senders and receivers need to interpret both verbal and nonverbal messages. Whether at the interpersonal or organizational levels, the model of communication is basically the same. However, in organizational communication, it is important to understand communication channels and how they are used. Remember, in order to be effective, leaders need to master the communication process.

Competencies covered by this subject
- 315.5.1 - Effective Interpersonal Communication
  The student understands concepts and practices of effective interpersonal communication.
- 315.5.2 - Effective Managerial Communication
  The student understands concepts and practices of effective managerial communications.

**Interpersonal Communication**

Leaders need to understand the basic mechanics of communication in order to send and receive messages at the interpersonal level. When you complete this topic, you will be able to describe the perceptual model of communication and explain how to use it to send and receive messages. You will also be able to identify some of the attributes that serve to inhibit the transmission or receipt of messages between senders and receivers.

**Communication Mechanics**

Read the following chapter in *Organizational Behavior*:

- chapter 14 ("Communicating in the Digital Age")

The goal of this activity is to be able to describe the perceptual process model of
communication. Can you describe an individual attribute that hinders communication?

**SkillSoft Exercise on Communication**

Access the following in SkillSoft:

- SALE0430: Sales Communications Techniques Simulation

This SkillSoft course will introduce you to many of the interpersonal skills discussed in the previous activity, "Communication Mechanics."

In this simulation, you will be given an opportunity to improve interpersonal communication skills and practice telesales techniques. The simulation is based on the SkillSoft series "Sales University Sales Communication 101," and has links to a number of SkillSoft courses that teach interpersonal skills. The Job Aids and SkillBriefs are also helpful in supporting your study of interpersonal communication.

The simulation will address how to use interpersonal communication skills, deliver persuasive sales messages, tailor your message for different types of buyers, handle objections, and exercise an adaptive communications style. The simulation takes about 30 minutes.

After you have completed the simulation, consider the following questions:

- How has this exercise increased your knowledge?
- Did you use any of the other SkillSoft courses, Job Aids, or SkillBriefs to help you with the simulation?

**Add Tools to Your Leadership Toolbox About Communication**

Reflect on what you have just studied. Write in your leadership toolbox a summary of what you have learned. Have you discovered a new tool to put into your toolbox?

**Check the Message Board for Communication Posts**

Pause and look at the course instructor and peer postings for this topic on the message board. You may want to comment on what you have read. Share one of your new tools by posting it on the message board.

**Effective Managerial Communication**

Managers need to know how to send the right messages to their workforce. When you have completed this topic, you will be able to describe the variables that shape effective managerial communication, and, using this information, you will be able to send correct messages to your workforce.

**Managing Communications**

Read the following chapter in *Guide to Managerial Communication* (see WGU e-reserves for this reading):

- chapter 1
Understanding how communications are managed in the workplace is critical in sending the correct messages to the workforce. The goal of this activity is to explain what variables shape effective communication. Can you explain why it would be important for a manager or leader to understand these variables?

**SkillSoft Exercise on Managing Communications**

Access the following text in SkillSoft:


According to the author, great leadership begins with great communication. Who better to learn from about great leadership than from the great leaders themselves? In this book, the author has distilled the communication techniques of various great leaders into key strategies and solutions. Scan the chapters that interest you. After you have completed this exercise, consider the following:

- How does this enhance your understanding of leadership and communications?
- How has this exercise increased your knowledge of managerial communication?

**Managing Communications: Add Tools to Your Leadership Toolbox**

Take a moment and reflect on what you have just studied. Write in your leadership toolbox a summary of what you have learned. Have you discovered a new tool for your toolbox?

**Check the Message Board for Managing Communications Posts**

What have your course instructor and peers posted on this topic on the message board? You may want to comment on what you have read. Share one of your new tools by posting it on the message board.

**Performance Task: Case 4**

In this topic, you will apply what you have learned in the two previous topics, as you begin drafting your case 4 performance task. Your goal at the completion of this topic is to complete and submit the case 4 performance task.

**Read Case 4**

Review the [Jeanne Lewis at Staples, Inc. case study](#). As you review the case study this time, your goal is to look for and analyze the communications barriers experienced at Staples, Inc. What kind of communication strategy would you have developed to address Staples' communication barriers? What was the communication channel Jeanne Lewis used? Are there cultural variables that need to be considered in putting together an effective communication strategy for the company?

**Outline Your Case 4 Paper**

After downloading case 4 from [TaskStream](#), outline your paper by organizing your subject headings in the order in which they are presented in the assignment. By doing this, you are aligning your paper with the scoring rubric. Write your responses under each subject heading. Use the APA instructions provided in the assignment. As you work on your paper, go over the
following checklist:

- Is your paper double spaced?
- Do all the in-text citations have references at the end of the paper?
- Have you checked your paper for spelling and grammar errors?
- Is your word usage sound?

To help you find and fix trouble spots in your paper, consider having someone read the paper back to you aloud.

**Use the Rubric to Check Your Work on Case 4**

Each case performance task has a scoring rubric. Did you know that the evaluators use the same scoring rubric to evaluate your work? Use the rubric to evaluate your work and to guide you as you make corrections to your paper as needed.

**Submit Your Case 4 Paper**

The instructions for submitting your case study in TaskStream are described in the "Accessing Performance Assessments" page. Review the process, and if you need assistance, contact your mentor. Be sure you submit the assignment to the right case study performance task

**Ethical Leadership Behaviors**

Leaders have tremendous power to influence the ethics practiced in an organization. It is important to know how to lead with ethical behaviors that protect your personal integrity and the integrity of the organization’s culture and that preserve the reputation of your company and its shareholders.

The political landscape within an organization is littered with opportunities to engage in unethical power tactics that negatively influence long-term outcomes in exchange for short-term political gains. Many of those short-term gains are tarnished because of unethical practices, which create distrust, diminish integrity, promote disrespect, and lead to destructive consequences to corporate strategy. It is important to learn how to detect and correct unethical practices.

Competencies covered by this subject

315.1.1 - Influencing Behavior
The student understands strategies for influencing behavior within the organization.
315.1.3 - Power, Politics, and Leadership
The student understands the relationship between power, politics, and leadership.

**Power, Politics, and Leadership**

The leadership continuum is a great tool in evaluating leadership styles. How a leader exercises power goes to the heart of ethical leadership. After you complete this topic, you will be able to describe boss-centered and employee-centered leadership styles and explain five ethical leadership behaviors.

**Power and Politics**

Review the following chapters in *Leadership: Research Findings, Practice, and Skills*:
chapter 6 ("Leadership Ethics and Social Responsibility")
chapter 7 ("Power, Politics, and Leadership")

It is often difficult to frame the relationship between manager and employee. The goal of this activity is to identify and understand power relationships between leaders and subordinates and the kinds of behaviors that frame ethical leadership practices. What would you consider the silent victories in preserving ethical leadership practices?

Power and Politics: Add Tools to Your Leadership Toolbox

Use this time to reflect on what you studied and write a summary in your leadership toolbox. Have you discovered a new tool for your leadership toolbox?

Check the Message Board for Power and Politics Posts

Have you learned anything new from the message board postings by the course instructor and your peers for this topic? You may want to comment on what you have read. Share one of your new tools by posting it on the message board. Continue to add to your leadership toolbox.

Performance Task Case 5

In this topic, you will apply what you have learned previously in this course of study as you begin drafting your case 5, performance task. Your goal after finishing this topic is to complete and submit case 5 performance task.

Read Case 5

Review the Jeanne Lewis at Staples, Inc. case study. As you review the case study this time, your goal is to look for and analyze ethical practices used at Staples, Inc.

- What kinds of tactics did Jeanne Lewis use to influence behavior?

Outline Your Case 5 Paper

After downloading the performance task from TaskStream, outline your paper by organizing your subject headings in the order in which they are presented in the assignment. By doing this you are aligning your paper with the scoring rubric. Write your responses under each subject heading. Use the APA instructions provided in the assignment. As you work on your paper, go over the following checklist:

- Is your paper double spaced?
- Do all the in-text citations have references at the end of the paper?
- Have you checked your paper for spelling and grammar errors?
- Is your word usage sound?

To help you find and fix trouble spots in your paper, consider having someone read the paper back to you aloud.

Use the Rubric to Check Your Work on Case 5

Each case performance task has a scoring rubric. Did you know that the evaluators use the same scoring rubric to evaluate your work? Use the rubric to evaluate your work and to guide
you as you make corrections to your paper as needed.

Submit Your Case 5 Paper

The instructions for submitting your case study are described in the "Accessing Performance Assessments" page. Review the process, and if you need assistance, contact your mentor. Be sure you submit the assignment to the right case study performance task.

Final Steps

Congratulations on completing the activities in this course of study! This section will guide you through the assessment process.

Assessment Information

The activities in this course of study have prepared you to complete the LDP1 performance assessment. If you have not already completed the assessment, you will do so now.

Accessing Performance Assessments

You should have completed the following tasks as you worked through this course of study. If you have not completed the tasks in TaskStream, do so now.

- LDP1: Task Case 1
- LDP1: Task Case 2
- LDP1: Task Case 4
- LDP1: Task Case 5

For directions on how to receive access to performance assessments, see the "Accessing Performance Assessments" page.

Feedback

WGU values your input! If you have comments, concerns, or suggestions for improvement of this course, please submit your feedback using the following form:

- Course Feedback

ADA Policy

Western Governors University recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973 and similar state laws. Western Governors University is committed to provide reasonable accommodation(s) to qualified disabled learners in University programs and activities as is required by applicable law(s). ADA Support Services serves as the principal point of contact for students seeking accommodations and can be contacted at ADASupport@wgu.edu. Further information on WGU?s ADA policy and process can be viewed in the student handbook at the following link:

- Policies and Procedures for Students with Disabilities