This course supports the assessment for Leadership Concepts and Application. The course covers 3 competencies and represents 3 competency units.

### Introduction

#### Overview

This course focuses on key leadership concepts such as motivation theories, leadership theory and style, power and politics, and human resource management procedures and performance evaluation.

As you work through this course, reflect on your own personal experiences, as well as the experiences of those you have observed. As you compare the course content to your experiences, try to identify the pertinence of the material and the validity of its content. Recording valuable leadership tools in a journal will not only help you complete the performance assessment, but will also help you find practical applications in your personal and professional life.

Watch the following video for an introduction to this course:

### Competencies

This course provides guidance to help you demonstrate the following 3 competencies:

- **Competency 317.1.1: Behavioral Influences**
  The graduate can describe the effects of specified influences on individual behavior.

- **Competency 317.1.5: Leadership**
  The graduate can analyze leadership theories, methods, and tools in given situations and select the appropriate behavior of the leader.

- **Competency 317.1.6: Performance Evaluation**
  The graduate can develop and recommend how to implement effective performance evaluation processes.

### Course Mentor Assistance

As you prepare to successfully demonstrate competency in this subject, remember that course mentors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course mentors are excited to hear from you and eager to work with you.

Successful students report that working with a course mentor is the key to their success. Course mentors are able to share tips on approaches, tools, and skills that can help you apply the content you’re studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don’t work out on your first try, course mentors act as a support system to guide you through the revision process. You should expect to work with course mentors for the duration of your coursework, so you are welcome to contact them.
Preparing for Success

The information in this section is provided to detail the resources available for you to use as you complete this course.

Learning Resources

The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

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. You will be directly linked to the specific readings required within the activities that follow.


*Note: This e-text is available to you as part of your program tuition and fees, but you may purchase a hard copy 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.*

SimuLearn University (U)

The following SimuLearn resource will give you access to a virtual role-playing environment where you will test your team skills using simulation.

- vLeader Professional

*Note: When accessing the SimuLearn Leadership Styles Self Assessment it is critical to complete the Getting Started activities prior to attempting the Self Assessment simulations.*

SkillSoft and Books 24x7

You will access SkillSoft items within this course. For more information on accessing SkillSoft items, please see the "Accessing SkillSoft Learning Resources" page.

Additional Preparation

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" in the message board for this course. Use this discussion topic to organize or join an informal study group managed by your student peers. Typically, the course mentor will not be directly involved in organizing or
coordinating study group activities.

**Create a Leadership Journal (Toolbox)**
Throughout this course you will be asked to identify the ideas or tools you recognized during your studies. These should be ideas that you can find immediate relevance or application to in your professional life or that you can use to improve your skills in leadership. Writing down the ideas and tools you recognize will make it easier to apply them in your professional work. The leadership journal or toolbox can also help refresh your memory on concepts that will prepare you for 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 upon throughout your academic journey and beyond. You can record new ideas in your journal and then post them from your journal to the message board.

**Behavioral Influences**

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 to not only understand behavior, but to demonstrate the effects of specified influences on individual behavior.

The power to influence is largely connected to motivation. Understanding the theories behind motivation and how to apply those theories can improve the performance of employees. As leaders are able to identify the forces that motivate subordinate behavior, their ability to effectively lead others and manage performance improves significantly. Throughout this section, you will be studying those influences that motivate behavior and achievement.

After completing this section, you will be able to

- identify the major issues and theories of motivation as they are used in business organizations,
- explain how a given theory can be applied in an organization,
- explain how changing the work environment can motivate employees,
- describe the link between skill-based pay and motivational theory,
- describe how flexible benefit plans motivate employee performance,
- apply an appropriate motivational theory to a given business situation, and
- explain how motivational theories can be applied in organizations.

**Motivation**

The news today shows the importance of applying non-financial types of motivation to business situations. Factors which have contributed to the decline in traditional U.S. manufacturing include an unmotivated workforce, a heavy reliance on financial motivations, and a lack of appreciation for the more intrinsic values that motivate each of us.

This topic addresses the following competency:

- **Competency 317.1.1: Behavioral Influences**
  The graduate can describe the effects of specified influences on individual behavior.

**Motivation Concepts**
Read the following chapter in *Organizational Behavior*, which describes how various motivational theories increase performance and reward employees:

- **chapter 7 ("Motivation Concepts")**

Look closely at the motivational processes and how leaders might use them to influence employee behavior. Your goal is to understand how these contemporary motivational theories complement each other and can be applied in a practical setting.

**Motivation Applications**

Read the following chapter in *Organizational Behavior*, which explains how motivational techniques can be used to influence behavior:

- **chapter 8 ("Motivation: From Concepts to Applications")**

You will learn about how pay systems are designed using motivational theory to sustain and reward performance. You will also see how benefit programs become powerful performance motivators. Your goal is to understand how motivation theory is applied to enhance and sustain performance. How has your company applied motivation theory in its pay and benefit programs?

**Chapters 6 and 7 Interactive Quizzes**

*Note: This companion website was originally aligned to an older edition of the textbook and chapter numbering has changed. Following the activity instructions will direct you to the correct material to align to your reading assignments.*

Go to the [Companion Website for Organizational Behavior, 12E](#) and take the interactive quizzes for chapters 6 and 7 to test your understanding of motivational concepts. Evaluate your score. What concepts are you having difficulty understanding? In addition to reviewing the chapter, use the message board to engage the course mentor for assistance.

**SkillSoft Exercise on Motivation**

Complete the following module in SkillSoft:

- **hr 01 a04 bs enus: Strategic Human Resource Development**

Reference the associated Job Aids and SkillBriefs.

How has this exercise increased your understanding of the practical application of motivation theory?

**Add Motivation Tools to Your Leadership Toolbox**

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

**Check the Message Board for Motivation Postings**
Take a moment to look at the course mentor and peer postings about motivation 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.

Expectancy Theory

Read the following web page for additional information on expectancy theory:

- "Expectancy Theory"

The three relationships of expectancy theory are about employee perception.

1. **Effort-Performance Relationship (Expectancy):** If the employee puts forth the effort, does the employee believe that he or she will be able to complete the task satisfactorily?
2. **Performance-Reward Relationship (Instrumentality):** If the task is completed satisfactorily, does the employee believe a reward will follow?
3. **Reward-Personal Goals Relationship (Valence):** Does the employee perceive the reward to be important to personal goals?

**Performance Task 317.1.1-06**

This section guides you through the application of motivation theory as you complete your first performance task.

This topic addresses the following competency:

- **Competency 317.1.1: Behavioral Influences**
  The graduate can describe the effects of specified influences on individual behavior.

**Read Performance Task 317.1.1-06**

Read the questions associated with the task, the scoring rubric, and the APA instructions. This is an assessment; make sure to understand exactly what is required to complete the task.

**Outline Your Submission**

Outline your paper by organizing your subject headings in the order in which the questions are presented in the task. In doing so, you are also aligning your paper with the scoring rubric. Write your responses under each subject heading. Use the APA instructions provided in TaskStream and ask yourself the following questions:

- Is your paper double-spaced?
- Do your in-text citations have references at the end of the paper?
- Have you checked your paper for spelling and grammatical errors?
- Consider having someone read the paper back to you aloud. How does the word usage sound?

**Use the Rubric to Check Your Work**

Each performance task has a scoring rubric. Use it to check your work and make corrections to your paper as needed. Evaluators use the same scoring rubric to evaluate your work.
Complete: Task 317.1.1-06 Performance Task

Complete the following task in TaskStream:

- Ldrshp Concepts and Apps: Task 317.1.1-06

**Leadership Styles**

Varying theories and styles help explain how, why, and in what circumstances certain attitudes, behaviors, aptitudes, and characteristics work to exercise influence over people.

One classic model of leadership focuses on three major leadership styles:

- participative or democratic
- authoritarian or autocratic
- delegative or free reign

Often, leaders will implement a combination of these leadership styles. Another way to view differences in leadership styles is to consider if the leader's orientation is focused primarily on relationships or tasks.

After completing this section, you will be able to

- explain how framing influences leadership effectiveness,
- define the qualities of a charismatic leader,
- contrast transformation and transactional leadership styles,
- identify the five dimensions of trust,
- describe the four roles that team leaders perform,
- describe the role of a mentor,
- distinguish between online and face-to-face leadership, and
- describe the process associated with developing effective leaders.

**Leadership Theories and Styles**

Leadership theories represent explanations of leadership behaviors and the methods and tools used for each.

This topic addresses the following competency:

- **Competency 317.1.5: Leadership**
  
The graduate can analyze leadership theories, methods, and tools in given situations and select the appropriate behavior of the leader.

**Contemporary Leadership Issues**

Read the following chapter in *Organizational Behavior*:
In this chapter you will learn about the following concepts:

- the four roles team leaders perform
- the role of a mentor
- the importance of leader presence
- ideas on how to develop effective leaders
- charismatic leadership versus transformational and ethical leadership
- understand the pitfalls of transformational leadership

Your goal is to understand how these contemporary leadership issues complement each other and can be applied in a practical setting.

Can you think of a situation in which a mentor has made a difference in your performance?

**Collins Article**

Read the following article:

"Level 5 Leadership"

Answer the following questions:

- What is a level 5 leader?
- How do level 5 leaders modify their leadership styles according to a given situation?

Share what you have learned about level 5 leaders on the message board.

**Add New Tools to Your Leadership Toolbox**

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

**Check the Message Board for Leadership Postings**

Take a moment and look at the course mentor and peer postings about leadership 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.

**Leadership Simulation and Practice**

For this activity, you will utilize the SimuLearn vLeader Professional resource. SimuLearn allows every student to interact with avatars in behavioral situations and apply and perform leadership concepts. By engaging in this learning resource, you have the ability to raise awareness about leadership and team interaction and thus influence your competency in handling professional situations.

When accessing the course for the first time, it is critical to complete the "Getting Started"
activities prior to exploring topics 1 through 5.

Complete the following course:

- [vLeader Professional](#)

The following videos provide examples of some effective leadership techniques:

- "Build Rapport" (2 minutes)
- "Focus the Conversation" (3 minutes)
- "Be Willing to Speak Out" (2 minutes)
- "Capturing Others' Support" (2 minutes)
- "Building Consensus" (2 minutes)

After completing the vLeader course and watching the corresponding videos, share what you have learned on the message board, capture your insights in your journal, and record any effective techniques you have learned in your leadership toolbox.

**Performance Task 317.1.5-03-05**

This section guides you through the application of effective leadership techniques as you complete your second performance task.

This topic addresses the following competency:

- **Competency 317.1.5: Leadership**
  The graduate can analyze leadership theories, methods, and tools in given situations and select the appropriate behavior of the leader.

**Read Performance Task 317.1.5-03-05**

Read the questions associated with the task, the scoring rubric, and the APA instructions. This is an assessment; make sure to understand exactly what is required to complete the task.

**Outline Your Submission**

Outline your paper by organizing your subject headings in the order in which the questions are presented in the task. By doing so, you are also aligning your paper with the scoring rubric. Write your responses under each subject heading. Use the APA instructions provided in TaskStream and ask yourself the following questions.

- Is your paper double-spaced?
- Do your in-text citations have references at the end of the paper?
- Have you checked your paper for spelling and grammatical errors?
- Consider having someone read the paper back to you aloud. How does the word usage sound?

**Use the Rubric to Check Your Work**

Each performance task has a scoring rubric. Use it to check your work and make corrections to
Power and Organizational Politics

Power and its managerial applications occur in every organization. This section explores the bases of power, dependency relationships, and defensive behaviors that combine to create political interaction.

Anyone who has observed a political campaign has seen organizational power and politics in action. A leader's ability to build trust among opposing constituents demonstrates clearly the leader's skill at creating political capital. On the other hand, if you hear work colleagues say that someone got a job because of politics, what do they mean? Are they saying they believe that person was not qualified but was able to use some leverage unavailable to qualified candidates? In everyday occurrences such as this one, power and organizational politics are demonstrated.

After completing this section, you will be able to

- contrast leadership and power,
- define the five bases of power,
- explain what creates dependency in power relationships, and
- list the criteria that help to determine if political action is ethical.

Leadership, Power, and Politics

This section examines how leadership is practiced within the political setting. You will also look at how power is defined and used to stimulate political behavior.

As you work through the subsequent activities, consider the political landscape that exists in your environment. Look at the different types of power used. Can you interpret the tactics employed in your environment?

This topic addresses the following competency:

- **Competency 317.1.5: Leadership**
  The graduate can analyze leadership theories, methods, and tools in given situations and select the appropriate behavior of the leader.

Power and Politics

Read the following chapter in *Organizational Behavior:*
chapter 13 ("Power and Politics")

In this chapter you will learn about the factors that stimulate political behavior and the specific tactics and types of contingencies used in a political environment.

You will also learn how to manage the impressions one makes of others. Your goal is to understand how power interacts with politics and to be able to recognize key behaviors in your own organization. What tactics have you used to influence behavior in your organization or environment?

Chapter 14 Interactive Quiz

Go to the Companion Website for Organizational Behavior, 12E and take the interactive quiz for chapter 14 to test your understanding of power and politics. Evaluate your score. What concepts are you having difficulty understanding? In addition to reviewing the chapter, use the message board to engage the course mentor for assistance.

SkillSoft Exercise on Organizational Dynamics

View the following videos in SkillSoft:

- QuickTalks: Pamela Meyer, Ph.D.: Playspace: Serious Business for Organizational Innovation, Learning, and Change (3 minutes)
- QuickTalks: Paula Kerger: The Importance of Mentoring (3 minutes)
- QuickTalks: Michael Jarrett: High Performing Teams (2 minutes)
- QuickTalks: Michael Jarrett: Managing Change in a Global World (3 minutes)
- Leaders At All Levels 1: The Readiness Factor (58 minutes)

Add Tools to Your Leadership Toolbox on Power and Politics

Reflect on what you have learned from previous activities. Write in your journal or leadership toolbox a summary of what you have learned about leadership and the uses of power. Have you discovered something new you could add to your toolbox?

Check the Message Board for Postings on Power and Politics

Take a moment and look at the course mentor and peer postings about power and politics 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 317.1.5-10-11

This section guide you through the application of your knowledge regarding politics and power as you complete your third performance task.

This topic addresses the following competency:

- Competency 317.1.5: Leadership
  The graduate can analyze leadership theories, methods, and tools in given situations and select the appropriate behavior of the leader.

Read Performance Task 317.1.5-10-11
Read the questions associated with the task, the scoring rubric, and the APA instructions. This is an assessment; make sure to understand exactly what is required to complete the task.

Outline Your Submission

Outline your paper by organizing your subject headings in the order in which the questions are presented in the task. By doing so, you are also aligning your paper with the scoring rubric. Write your responses under each subject heading. Use the APA instructions provided in TaskStream and ask yourself the following questions:

- Is your paper double-spaced?
- Do your in-text citations have references at the end of the paper?
- Have you checked your paper for spelling and grammatical errors?
- Consider having someone read the paper back to you aloud. How does the word usage sound?

Use the Rubric to Check Your Work

Each performance task has a scoring rubric. Use it to check your work and make corrections to your paper as needed. Evaluators use the same scoring rubric to evaluate your work.

Complete: Task 317.1.5-10-11 Performance Task

Complete the following task in TaskStream:

- Ldrshp Concepts and Apps: Task 317.1.5-10-11

Human Resource Policies and Procedures

A standard among nearly all organizations is codifying the decision-making process that governs behavior in human resource policy and procedure manuals. This standard not only creates continuity in the management of human behavior, it also provides opportunities for consistent oversight of human performance. Common tools found in human resource policy and procedure manuals include the performance appraisal process, management of feedback, and human resource development programs that coach and mentor employees.

You have probably met a human resource representative during the recruitment, interview, or hiring process of a job. Human resource representatives are also present when discussions center on pay and benefits, various aspects of risk management and performance evaluation, labor relations, and ethics. Human resource policies and procedures are supportive of management functions such as planning, organizing, leading, and controlling. The common element to all of these management functions is evaluating performance.

After completing this section, you will be able to

- assess the validity and usefulness of tests as human resource selection devices,
- list the advantages of performance simulation tests over written tests,
- describe jobs in which interviews are effective as selection tools,
- define four general skill categories,
- identify four types of employee training,
- explain the purposes of performance evaluation and who can do it,
- analyze a performance review system, and
- describe the characteristics of an effective performance evaluation.

**Human Resource Policies for Performance Evaluation**

This section covers performance management and how it relates to measuring business results.

Getting feedback during the performance appraisal process can be a richly rewarding experience when it is done right. If you were to reflect back on your last performance appraisal, could you identify suggestions that improved your performance? If not, what would you have done differently if you were the manager providing the feedback?

This topic addresses the following competency:

- **Competency 317.1.6: Performance Evaluation**
  The graduate can develop and recommend how to implement effective performance.

**A Closer Look at Human Resource Policies and Procedures**

Read the following chapters in *Organizational Behavior*:

- chapter 17 ("Human Resource Policies and Practices")
- chapter 6 ("Perception and Individual Decision Making")

In these chapters you will learn about the four general skill categories associated with performance. In addition, you will learn about perception, bias, and motivation, which are important factors that can impact performance evaluations and the employee responses to the evaluations. You will also get a broader view of the purposes of a performance evaluation and who should be conducting it.

Your goal is to understand the performance appraisal and evaluation process and the best ways to conduct this vital function.

When looking at the methods for evaluating performance, focus on the section titled, "What Do You Appraise?" This section discusses three types of performance appraisal methods that can be utilized to evaluate an employee.

**Chapter 18 Interactive Quiz**

Go to the Companion Website for Organizational Behavior, 12E and take the interactive quiz for chapter 18 to test your understanding of the performance evaluation and appraisal process. Evaluate your score. What concepts are you having difficulty understanding? In addition to reviewing the chapter, use the message board to engage the course mentor for assistance.

**SkillSoft Exercise on 360-degree Performance Review**
Complete the following module in SkillSoft:

- mgmt0152: Elements of a 360-Degree Performance Review

Reference the associated Job Aids and SkillBriefs.

How has this exercise increased your understanding of the performance appraisal process?

Add Tools to Your Leadership Toolbox on Performance Evaluations

Reflect on what you have learned from the previous activities. Write in your journal or leadership toolbox a summary of what you have learned about human resource policies and procedures and the performance evaluation process. Have you discovered a new tool to add to your toolbox?

Check the Message Board for Postings on Performance Evaluations

Take a look at the course mentor and peer postings about performance evaluations 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 317.1.6-06, 08-10
This section guides you through the application of human resources and performance evaluation as you complete your fourth performance task.

This topic addresses the following competency:

- Competency 317.1.6: Performance Evaluation
  The graduate can develop and recommend how to implement effective performance

Read Performance Task 317.1.6-06, 08-10

Read the questions associated with the task, the scoring rubric, and the APA instructions. This is an assessment; make sure to understand exactly what is required to complete the task.

Outline Your Submission

Outline your paper by organizing your subject headings in the order in which the questions are presented in the task. In doing so, you are also aligning your paper with the scoring rubric. Write your responses under each subject heading. Use the APA instructions provided in TaskStream and ask yourself the following questions:

- Is your paper double-spaced?
- Do your in-text citations have references at the end of the paper?
- Have you checked your paper for spelling and grammatical errors?
- Consider having someone read the paper back to you aloud. How does the word usage sound?

Use the Rubric to Check Your Work

Each performance task has a scoring rubric. Use it to check your work and make corrections to
your paper as needed. Evaluators use the same scoring rubric to evaluate your work.

**Complete: Task 317.1.6-03-06, 08-10 Performance Task**

Complete the following task in **TaskStream**:

- **Ldrshp Concepts and Apps: Task 317.1.6-03-06, 08-10**

**Final Steps**

Congratulations on completing the activities in this course! This course has prepared you to complete the assessments associated with this course. If you have not already been directed to complete the assessments, schedule and complete your assessments now.

**The WGU Library**

The **WGU Library** is available online to WGU students 24 hours a day.

For more information about using the WGU Library, view the following videos on **The WGU Channel**:

- **WGU: Accessing the Library**
- **WGU Library: Finding Articles, Books, & E-Reserves**

**Center for Writing Excellence: The WGU Writing Center**

If you need help with any part of the writing or revision process, contact the Center for Writing Excellence (CWE). Whatever your needs—writing anxiety, grammar, general college writing concerns, or even ESL language-related writing issues—the CWE is available to help you. The CWE offers personalized individual sessions and weekly group webinars. For an appointment, please e-mail **writingcenter@wgu.edu**.

**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 Requirements**

Please review the **University ADA Policy**.