Professor Profile: A Man of Influence

After being involved with Western for 22 years as the director of WKU’s Campus Crusade for Christ, Dr. Thomas Weakley joined the ranks of Western’s faculty in the fall of 2007. Dr. Weakley taught HON 175, the Honors University Experience Leadership class last fall and this spring he is teaching a section of the LEAD 200 class.

Dr. Weakley graduated from Western in 1985 with a Bachelor’s Degree in Speech Communication and in 2005 he received an Ed. D. in Leadership from Southern Baptist Theological Seminary, enabling him to pursue his dream of teaching. To him, one of the greatest advantages to becoming a professor is his ability to impact a larger number of students.

“I have a great passion for students. I really enjoy interacting with students and [being a professor] enlarges my circle of influence. I want to have an influence on students’ lives,” said Dr. Weakley.

A man of deep faith, Dr. Weakley’s highest goal as a professor is to prove to students that an educated person can also have a strong faith. While students may not remember all of the course content, he hopes that they will remember him as a man whose faith showed through his attitude and his fair treatment of his students.

Leadership Students Recognized in Who’s Who

Who’s Who Among Students in American Universities and Colleges is an honors program that recognizes exemplary students for their academic success and scholastic contributions. Who’s Who honors America’s most noteworthy students in institutions of higher learning.

In the 2007-2008 edition of Who’s Who, 19 students from Western were recognized, two of them students in the Leadership Studies program. Diane DeRosa-Reynolds, a sales marketing major from Union, Ky., and Sarah White, a communication studies major from Louisville were selected based on their academic achievements, extracurricular involvement, and their potential for continued success.

We are proud to have Diane and Sarah as part of our program, and we congratulate them on their accomplishments!
From the Program Coordinator        Cindy Ehresman

Leadership Assessment Center and 360 Degree Leadership Assessment Provide Quality Feedback for Students

Students in LEAD 200 and LEAD 500 this Spring 2008 semester are benefitting from more than just excellent classroom instruction on leadership theories and application. All students enrolled will also receive an assessment of their leadership skills. A total of 15 graduate and 59 undergraduate students participated in the Leadership Assessment Center held in the early part of February. The remaining 75 students are experiencing a modified version of the 360 Degree Leadership Assessment. Detailed feedback reports for both activities are expected to be in the students’ hands before the end of March.

The Center for Leadership Excellence (CLE) was fortunate to have 33 WKU faculty, staff members, and graduate students willing to undergo intensive training and to serve as assessors this semester. Assessors complete six online modules covering the essential elements of leadership competency behavior observation and recording. The final step in the training process is a classroom session spent practicing as a group and making sure each assessor is calibrated. This extensive training insures that all student participants receive a high-quality assessment of the behaviors they display during the simulations. Interested staff or graduate students who would like to find out more about the assessment center or assessor training opportunities should contact Cindy Ehresman at 745-5137 or email to: cindy.ehresman@wku.edu.

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Blindfolded, students worked as a team to fit together pieces of a puzzle they could not see.

During the Leadership Assessment Center, students held leaderless discussions to test their leadership competencies.
Continued from Page 2

The 360 Degree Leadership Assessment was modified for student use by Dr. Randy Capps and further refined for our students by John Baker. Each student participant will provide an assigned partner with the names and contact information for three people who have knowledge of that individual’s leadership abilities.

The student’s partner then contacts each of those people and conducts a detailed interview with guided questions. A synthesis of the findings is completed and submitted to John Baker for review and then the student being assessed will receive a copy of the feedback document. Further information about the 360 Degree Assessment may be obtained by contacting John Baker at 745-5149 or by email to: john.baker1@wku.edu.

A simple puzzle becomes an arduous task when students cannot see the pieces.

During training, assessors learn how to appropriately judge a student’s leadership ability through the exercises performed during the assessment center.

Welcome New Students!

Ieva Balcus
Andrew Clark
Kimberly Cunningham
Janie Davis
Jennifer Dulaney
Taurean Douglas

Jared Holland
Chia-Hsiang Hsu
Taylor Lansdale
Amanda Loviza
Lynlea Martin
Ashly Miller

David Newsom
Jessica Purdy
Julie Samples
Shana Sanders
Abbie Stiljendahl
Jui-Yuan Sun

Lauren Torger
Ryan Turtle
Lacey Vanderveen
R. Colton Wherry
Brian Wilson
Leslie Whitaker
Where Are They Now?
An Alumni Update

WKU Leadership Certificate grads have gone on to achieve tremendous success in their lives. We invite all graduates to submit a personal statement about how the Leadership Certificate Program made a difference in their lives.

“My husband and I are back in the US and living in Worcester, MA. He works as an assistant football coach at the College of the Holy Cross, and I am a conference coordinator at UMASS Medical School. I am still involved in Rotary and relish every opportunity to use my leadership and communication skills!”

- Britney Maslowski (’05)

“I obtained a Master’s degree in 2006 from Western Kentucky University in Administrative Dynamics in addition to two graduate certificates, one in Leadership Studies and one in Organizational Communication. While working as a graduate assistant in the Center for Leadership Excellence at WKU, I learned by being immersed in the leadership field, especially focusing on organizational leadership and the ethical implications of leadership in general. The Leadership Certificate helped me and many other students to improve our leadership skills. As a result I became President of the WKU Latino-American Student Association for two academic periods (2005-2006).

I am currently a first year PhD student in Organizational Leadership and Supervision at Purdue University. I will always be grateful for the CLE at WKU for helping me to believe in myself as a leader and also as a follower. I won’t ever forget what Cindy Ehresman, the CLE Program Coordinator, told me one day when I asked her why I need to learn about leadership. She said, ‘You need to learn about leadership not only to be a leader, but also to be a good follower, and to determine who are you are going to follow.’

I definitely value the Leadership Certificate; it helped me learn more about my capabilities and my dreams, and overall to let the leader inside of me develop and I learned to express myself as a good leader. The Leadership Certificate strengthened my commitment to workforce development and shaped my professional plans of improving organizational work environment and helping managers and supervisors to become great ethical leaders.”

- Johana Lopez (’06)
A Look at What’s New in the Leadership Library

**Standing at the Crossroads: Next Steps for High-Achieving Women**
-Ruderman/Ohlott

**Five Leadership Essentials for Women**
-Linda Clark

**Talking Leadership Conversations with powerful Women**
-Mary S. Hartman

**Enlightened Power: How Women are Transforming the Practice of Leadership**
-Coughlin/Wingard/Hollihan

**Leadership and the New Science**
-Wheatley

**A Simpler Way**
-Kellner-Rogers

**Closing the Leadership Gap**
-Marie Wilson

**Christian Reflections on the Leadership Challenge**
-Kouzes/Posner/Maxwell

**Reviewing Leadership: A Christian Evaluation of Current Approaches**
-Banks/Ledbetter

**Built to Last: Successful Habits of Visionary Companies**
-Jim Collins

**Authentic Leadership**
-Bill George

**Men Against Fire**
-S.L.A. Marshall

**In Extremis Leadership**
-Thomas A. Kolditz

**Followership**
-Barbara Kellerman

**X Teams**
-Ancona/Bresman

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Need an Online Ethics Course?

Looking for a great class which meets the requirements for Category II? Students in the Leadership program, undergraduate or graduate, are required to take a 3-credit hour course in the category of Ethics and Social Responsibility. Dr. Shane Spiller is offering two online leadership courses this summer, which will apply to this category.

The graduate class, Ethical Business Leadership, will be offered during the June term, while the undergraduate class, Critical Thinking in Management, will be offered during the July term.

Ethical Business Leadership studies the applications of leadership theories and methodologies in selected fields, including the sciences, engineering, urban planning, the arts, public health, education, and business.

Critical Thinking in Management is designed to develop the skills needed for analyzing a problem or situation to arrive at a hypothesis or conclusion about it after synthesizing or integrating all available information.

Reserve your spot in these classes soon!

**Ethical Business Leadership**
LEAD 575 CRN#32893

**Critical Thinking in Management**
MGT 305 CRN#32542
From the Education Coordinator  

John Baker

Being an effective member of a team and effectively leading teams is a critical skill universally desired. John Maxwell offers many insights to teamwork in his book *The 17 Indisputable Laws of Teamwork: Embrace Them and Empower Your Team*. The following is an excerpt that I hope you find interesting and helpful.

“Law #4: The Law of Mount Everest– As the challenge escalates, the need for teamwork elevates.

You may not be a mountain climber, and you may not have any desire to reach the summit of Everest. But I bet you have a dream, and if you have a dream, you need a team to accomplish it. The best way to start is to ask yourself three questions:

1. What is my dream? – It all starts with this question because your answer reveals what could be. Robert Greenleaf remarked, “Nothing much happens without a dream. For something really great to happen, it takes a really great dream.” If you want to do something great, you must have a dream. But a dream is not enough. You can fulfill a dream only if you are a part of a team.

2. Who is on my team? – This second question tells you what it is. It measures your current situation. Your potential is only as good as your current team. That is why you must examine who is joining you on your journey.

3. What should my dream team look like? – The truth is that your team must be the size of your dream. If it’s not, then you won’t achieve it. You simply cannot achieve an ultimate number ten dream with a number four team. It just doesn’t happen. If you want to climb Mount Everest, you need a Mount Everest-sized team. There’s no other way to do it. It’s better to have a great team with a weak dream than a great dream with a weak team. Every dream brings challenges of its own. The kind of challenge determines the kind of team you need to build.

- New Challenge=Creative Team  
- Controversial Challenge=United Team  
- Changing Challenge=Fast and Flexible Team  
- Unpleasant Challenge=Motivated Team  
- Diversified Challenge=Complementary Team  
- Long-Term Challenge=Determined Team  
- Everest-Sized Challenge=Experienced Team

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When the team you have doesn’t match up to the team of your dreams, then you have only two choices: give up your dream, or grow up your team. Here is recommendation concerning how to do the latter.

**Develop Team Members:** The first step to take with a team that’s not realizing its potential is to help individual team members to grow. If you’re leading the team, then one of your most important responsibilities is to see the potential that people don’t see in themselves and draw it out. When you accomplish this, you are doing your job as a leader.

Think about the people on your team, and determine what they need based on the following categories:
- **Enthusiastic Beginner** = Needs Direction
- **Disillusioned Learner** = Needs Coaching
- **CautiousCompleter** = Needs Support
- **Self-Reliant Achiever** = Needs Responsibility

Always give the people who are already on your team a chance to grow and bloom.

The challenge of the moment often determines the leader for that challenge. **Why?** Because every person on the team has strengths and weaknesses that come into play. If your team is facing a big challenge, and it doesn’t seem to be making any progress “up the mountain,” then it might be time to change leaders. There may be someone on the team more capable for leading during this time.

4. **Remove Ineffective Members** - Sometimes a team member can turn a winning team into a losing one, either through lack of skill or a poor attitude. In those cases you must put the team first and make changes for the greater good.

The challenges that our teams face are not always ones we select. Sometimes they are thrust upon us, and we have no choice but to do the best we can with the team we have, or give up and suffer the consequences. The time to build your team is not in the midst of a life-or-death challenge, but long before one can happen. If you haven’t already, start building today so that when a formidable challenge occurs, you and your team will be ready.

Growing a team is demanding and time-consuming, but if you want to achieve your dream, you have no other choice. The greater the dream, the greater the team. As the challenge escalates, the need for teamwork elevates. That is the **Law of Mount Everest.**

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**“The Law of Mount Everest—As the challenge escalates, the need for teamwork elevates.”**

—John Maxwell

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Excerpt from: **The 17 Indisputable Laws of Teamwork: Embrace Them and Empower Your Team** by John Maxwell
The Center for Leadership Excellence

WKU’s Center for Leadership Excellence is dedicated to the development and celebration of leaders. The Center focuses on three primary target activity areas: education, training, and research and development. Through these three areas, the Center strives to complement and enhance existing leadership initiatives and to offer new avenues of leadership programming through providing materials, research, and assistance in teaching, measuring effectiveness, developing a leadership data base, and working with other units to provide avenues for student engagement.

The mission of Western Kentucky University’s Center for Leadership Excellence is to enhance existing leadership programs, and to expand leadership education, training, and development for the University and its constituent groups. The Center envisions a future in which it is known regionally and recognized nationally for providing access to programs where students and other citizens can learn to engage more effectively in society. The Center will develop individual and group potential to improve the quality of life in the University’s target mission area.

Stay In Touch Alumni!

We are interested in how the completion of the Leadership Certificate benefited you, your new positions, accomplishments, life changes or any other information that you would like to submit. Submission of your information acknowledges your permission to post this information in our newsletter or on our website. Photos submitted must include the name(s) of all pictured and permission to publish.

Please let us know where you are, what you are doing, and how leadership fits into your life electronically to: lead.stu@wku.edu or by mail to:

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