

# Leadership in Action: LDR 401

Capstone for the Minor in Leadership Studies  
48 Stansbury Hall—Fall 2016  
T/Th 4:00-5:15 pm

**Cheyenne Luzynski**

Pronouns: She, her, hers

## Contact Information

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*Be the change you wish to see in the world. --Mahatma Gandhi*

**COURSE DESCRIPTION:** In an architectural context, a capstone is the top-stone that completes a building. In an academic context, a capstone is the final class that completes a student's curriculum. In other words, a capstone is a class in which students in the minor in Leadership Studies are required to pull together what they have learned and experienced in their previous exposure to leadership (both in and out of the classroom) and use this integrating experience to demonstrate they are capable of reaching their full potential as leaders and citizens. This process serves a dual purpose – it provides leadership students with an opportunity to practice and demonstrate the leadership skills they will need to succeed after matriculation from the program (“Leadership in Action”). It also presents the Leadership Studies Program with a final opportunity to observe student learning and to assess whether or not the program has been successful in its mission.

## Course Materials Needed:

**Text (optional):** Cronin, T.E, & Genovese, M. A. (2012). *Leadership Matters*, Paradigm Publishers, Boulder, CO.

**Text (optional):** McMahan, J.T. (2010). *Leadership Classics*, Waveland Press, Long Grove, IL.

## Outcomes of the Leadership Minor Capstone:

- To enable students to engage in projects that simulate real-world leadership decision making
- To encourage students to think critically, engage in research, and make interdisciplinary connections between leadership and their other courses of study
- To gain an understanding and appreciation of leadership in an international context
- To hone students' ability to speak in public and give compelling, persuasive presentations
- To help students communicate effectively through writing
- To foster students' identities as leaders, both presently and in the future
- To allow students to reflect on their future directions as leaders.
- To help facilitate the transition from the undergraduate academic setting to the world of graduate education or professional life

## **Overarching Goals:**

In this course, students will have an opportunity to work as individuals and as members of groups to improve their understanding of leadership. As an individual, it is important to know oneself as a leader. What has had an impact on each person? Who or what has been an influence? After knowing oneself, working in groups will allow students to understand what motivates other individuals.

Life is comprised of “group work” whether in families, jobs or in social settings. As it relates to leadership, learning to work with groups is an integral part of being effective. “Getting the job done” has a lot more to do with people than just the task at hand. Leaders need to know how to take responsibility when making decisions, what motivates the people on his or her team, and how to communicate and negotiate in various settings and how to manage conflict.

Assignments in this capstone class have been designed to enable students to test their leadership skills in a safe, classroom environment before entering the workforce.

## **ASSIGNMENTS**

All written assignments must be typed, using 12 point Times New Roman font and double-spacing, with standard margins. Use APA sixth edition style guide for citations. Assignments should be stapled, and your name should appear on the first page. Please do not include a cover page or put pages in plastic sheet covers. **If you have any questions about an assignment, please ask well in advance of the due date.**

## **Leadership Action Project**

As part of the Leadership Studies capstone experience, you and a group of about four of your classmates, will develop “action projects” with components in both the community and in the classroom. Your project should work toward an overarching goal or theme of the group. In other words, your group will develop a mission to guide its action project. You and your team will begin working on the project after several weeks of class and will present the results of your efforts later in the semester. The purpose of this project is to help you learn about the *act* of leading (including assessing needs, negotiating, communicating, working in teams, and facilitating meetings) as much as the theory behind leadership.

**This project should be much more than a community service project. Going to a local charitable organization and volunteering for just a few hours is not sufficient. Total time invested for the group should be about 20 hours per person this semester including various phases of planning, designing, organizing, executing and presenting your project.**

## **Student Groups:**

There will be several groups each doing a different action project for this class. Each group should have about four people.

## **Guidelines:**

There are no restrictions to your potential project work, but your project must meet the following guidelines:

A substantive action project is . . .

1. Innovative – Your work should address a need on campus or in the community (local or international) that is unmet or could be met using a new strategy.
2. Goal-Oriented – Your work should include measurable goals and timetables for accomplishing them. Waiting until the week before your project is due is not the best way to accomplish this assignment.
3. Inclusive – Your work should give each team member a chance to practice leadership, especially his or her strengths.
4. Quality-Driven – Your work should be much more than a community service project. You should apply your knowledge of leadership to situations that are new, exciting, and unpredictable.
5. Research-Based – You should be able to cite and describe the theoretical underpinnings that support your work in the field. Remember LDR 201 and the theories you learned. You may need to go back to the textbook for ideas.

The professor must approve all action projects. Below is a summary of what is due from each group:

A) Outline of project including mission statement, detailed description of project and dates of proposed activity. 1-2 page outline per group should be submitted. During this class period, your group will give a 5-7 minute discussion (informal presentation) to update the class on your project and solicit feedback from your peers to improve it.

B) Professional Presentation: **Due: one of three dates at the end of the term**

Your professional presentation should answer the following questions:

1. What did we set out to achieve?
2. How does this relate to leadership theory? What theories or approaches were used? What backs this up?
3. Did we make measureable progress toward that goal? How did we measure that progress?
4. Could this project be expanded to include a broader scope/audience?
5. How could we develop this project in the future?

These answers should include artifacts (photos, letters, video, etc.) from the actual “doing” of the project; written peer evaluations are due the same day. Think of your presentation as a “commercial” for LDR studies to demonstrate LDR in action. It should be 20 minutes in length. Please dress professionally (**no jeans!**).

C) Peer Evaluation: **Due: the date of your final presentation**

Each member of the group will be asked to submit an evaluation of his/her team members. These evaluations will be considered when determining the final grade for individuals in the group.

## Action Project Outline and Important Dates:

8/24/16- 11:00-2:00 Service Expo in the Mountainlair.

8/30/16- Introducing the Action Project, conversation with Lindsey Rinehart

9/15/16- Action Project Outline Due and informal presentations to class

9/20/16- Needs Assessment and Analysis

9/27/16- Project Management

10/20/16- Action Project Work Day

11/3/16- Action Project Work Day

11/29/16- Action Project Presentations  
12/1/16- Action Project Presentations  
12/6/16- Action Project Presentations

## “True North” Leadership Philosophy Statement and Reflection

- A) **True North:** Complete the “True North” guided reflection. George and Sim’s “True North” guides you through a comprehensive reflection allowing you to explore the integration of leadership on one’s life. “True North” is a metaphor for knowing where you stand. Having a clear idea of who you are, where you are going, and what the right thing is to do. This means you do not compromise your values but rather use those difficult situations to strengthen your values.  
Please take time to answer the question prompts before writing your leadership philosophy. Let past reflections, papers, notes, and journals from LDR 201 and LDR 301 contribute to your “True North” philosophy. Due: 9/20/16
- B) **Philosophy Statement:** Your philosophy statement should state who you believe a leader is and how a leader should act. Essentially, you are stating who you want to be as a leader. This statement should be 100-200 words. Due: 9/27/16
- C) **Reflection:** Your reflection on your statement 2-3 pages long. This part of the assignment is an explanation and justification of your philosophy utilizing content from your “True North”. You may want to address the following questions: What leadership theories and styles influenced your statement? What leadership concepts/components contributed to your statement? How does your philosophy relate to you as a leader in the past, present, and future? What leadership strengths does your philosophy highlight? How can you mitigate your weaknesses and capitalize on your strengths? What (or who) were the main influences on your philosophy? What are your most important values as a leader and how are these addressed in your philosophy? How will you put your leadership philosophy into practice? Due: 9/27/16

## Mini Essays

To ensure a rich discussion of the readings, I require a brief essay (one-two paragraphs) to be written and submitted by the beginning of class on days readings are due. You should submit them on eCampus. Consider dividing your essay into two parts: summary and reflection. Think about these questions when writing your essay:

1. What are the main points or summary of the reading?
2. How does the reading relate to your personal understanding of leadership?
3. How could you apply the information from the reading in your current job/student organization/project or future career?

## Health Sciences Center Crisis Leadership Simulation and Reflection

For this experience all students will report to the WVU Health Sciences Center pylon lobby promptly at class time. We will meet as a group at the HSC and walk to the WV STEPS (West Virginia Simulation Training & Education for Patient Safety) on the third floor of HSC south. Students will be participating in a crisis simulation and/or take notes as they observe the situation.

After class, students should write a 1-2 page reflection of what they learned from the simulation and how it relates to leadership. For example, questions may want to answer the following questions: What was my main “take away” about leadership in this situation? Was leading during a “crisis” the same or different from your past experiences? Why? If you were an observer, would you have made the same decisions as those who were participating in the “crisis?” Do I view leadership differently now than I did before the simulation? Did I observe or put into practice anything I learned in my leadership

classes? What impact did followers have in this situation? Due: 10/18/16

### **Challenge Course Team Leadership Experience\***

To give you a better understanding of how to work in teams/groups effectively, the class will be traveling to the WVU Forest (near Cooper's Rock) for a field trip. Leadership Studies will cover the cost of your participation using the low elements of the challenge course. The weather at the Challenge Course is typically around **10 degrees cooler than in town, so please dress appropriately** as you will be outside. In addition, you may get dirty from walking in the forest, so **wear closed toe shoes/boots** that are suitable for hiking. Everyone who will be present at the Challenge Course will need to bring a completed copy of the "Participant Medical Form and Waiver" the day of programming.

After this experience, you will submit a one to two page reflection about what you learned. For example, you may consider answering the following questions: How did engaging with students outside the classroom change the experience from a typical college class? What did you learn about working with other people to accomplish a goal? How might you use team-building exercises to increase leadership productivity in the future? What would you change about the experience?

\*If you cannot participate in the field trip for a valid reason, you may submit (with permission of the professor) an eight to ten-page paper on the subject of team leadership. The research paper should contain a bibliography and academic citations throughout. Due: 10/11/16

### **GRADING POLICIES:**

**Late Work:** All assignments are due in class on the date indicated in the class schedule. Please do not submit homework to me via by e-mail. For late submissions, the following rules apply:

Up to 2 hours late: 10% off

From 2—6 hours late: 20% off

From 6-24 hours late: 30% off

After 24 hours and less than 48 hours: 40% off

After 48 hours: no late work accepted.

**Attendance:** As with all University courses, attendance to this class is expected and is not an option. Due to the unique nature of Leadership 401, a class that emphasizes in-class learning and participation, your grade will suffer if you miss more than three classes. **After three absences, you will lose 5% of your course grade for each absence thereafter\***. For special consideration, students should notify the instructor before he or she will miss when appropriate (i.e. when missing class for a University-sanctioned reason).

Should you need assistance during a time of difficulty or crisis (especially for a long-term absence), please contact Associate Dean Kim Mosby, in the Office of Student Life in E. Moore Hall, 304.293.5611.

**Participation:** Participation is a vitally important aspect of this class. All students are expected to actively and constructively participate during every class period. "Active and constructive participation" implies that students not only are on time and prepared for class, but also that they are adhering to established classroom guidelines and creating an overall positive learning environment and regularly contributing to the discussion. Please take care of personal needs (restroom, smoking, eating) prior to class.

*Important Points:*

Please silence cell phones or other devices that make noise at the start of class and refrain from texting during class. I reserve the right to ask you to leave and deduct points if you are texting or otherwise disrupting the class. Please do not use Facebook, Twitter, other social media sites, or surf the web during class time. If you are getting credit for being in class, you need to be paying attention.

### Grading Breakdown:

Course Requirements and Value:	Percentage
Action Project -outline and discussion is worth 5% -final presentation is worth 25% including peer evaluation	30%
Mini Essays	25%
True North Leadership Philosophy & Reflection	15%
Health Sciences Crisis Simulation and Reflection	10%
Challenge Course Simulation and Reflection (or paper)	10%
Participation/ Attendance	10%

GRADING SCALE	
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	< 60%

## CLASS POLICIES

### Inclusivity Statement

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>

**Class Cancellation Policy (for weather and/or other emergencies):** In the event of inclement weather or other emergency, please visit the WVU homepage or your MIX accounts for information. Because of differing class demands and the unpredictability of weather and emergencies, a University-wide closure is very rarely implemented.

**Days of Special Concern:** WVU recognizes the diversity of its students and the needs of those who wish to be absent from class to participate in Days of Special Concern, which are listed in the Schedule of Courses. You must notify the instructor by the end of the second week of classes or prior to the first day of Special Concern, whichever is earlier, regarding your observance if it will affect your attendance. Otherwise you will be held to the attendance policy as stated in this syllabus.

**Academic Integrity Statement:** The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University and regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions,

please see the Student Conduct Code:

[http://studentlife.wvu.edu/office\\_of\\_student\\_conduct/student\\_conduct\\_code](http://studentlife.wvu.edu/office_of_student_conduct/student_conduct_code)

All course materials, including lectures, class notes, quizzes, exams, handouts, presentations, and other materials provided to students for this course are protected intellectual property. As such, the unauthorized purchase or sale of these materials may result in disciplinary sanctions under the Campus Student Code.

## Campus Safety

WVU Police are committed to creating and maintaining a safe learning environment for all students, faculty, and staff. Part of this mission includes educating the campus community on how to respond to potential campus threats, such as the threat of an active shooter on campus or other suspicious behaviors. Fortunately, WVU Police offer training – both online and in-person - on how to handle a variety of campus safety scenarios. All students are encouraged to visit the webpage (<http://police.wvu.edu>), in particular the content under the Active Shooter training program (<http://police.wvu.edu/training/active-shooter>). Students are also encouraged to report any suspicious behaviors on campus using the Report a Threat portion of the webpage <http://police.wvu.edu/special-notice/threat-assessment>. Additional materials on campus safety prepared by WVU Police, including specific safety tips and training, will also be provided on our class eCampus page.

**\*Extra Credit:** May be available throughout the semester in the form of in class activities or University sponsored events.

Date	Topic	Assignments/Readings Due
<b>Week 1</b> Aug. 18	Syllabus and Course Overview	
<b>Week 2</b> Aug. 23	The Nature and Tasks of Leadership	McMahon book pages 3-21: Write/submit mini essay #1
Aug. 25	The Paradoxes of Leadership	<b>Leadership Matters</b> -Chapter 1: The Paradoxes of Leadership 1-27. Write/submit mini essay #2
<b>Week 3</b> Aug. 30	Managing oneself Action Project introduction, MAPS for Leadership	McMahon book pages: 524-536 on eCampus
Sep. 1	Guest speaker: Ms. Renee Nicholson	Read one of the Creativity/Innovative articles on eCampus. Turn in MAPS reflection worksheet
<b>Week 4</b> Sep. 6	Begin Strengths Quest discussion	Strengths Assessment due today. Bring “Your Signature Themes” report to class
Sep. 8	Guest speaker: Ms. Kelli Jo McNemar	Bring “Your Signature Themes” Strengths report to class
<b>Week 5</b> Sep. 13	Defining Leadership	<b>Leadership Matters-Chapter 2:</b> Defining Leadership 28-45 on eCampus. Write/submit mini essay #3
Sep. 15	Action Project outline and informal presentation by each group	Bring outline of Action Project to class (one per group) Present Action Project idea to class and provide feedback
<b>Week 6</b> Sep. 20	Leadership Realities Needs assessment and analysis	<b>True North Leadership Epilogue Guided Reflection Leadership Matters-Chapter 3: Leadership Realities 26-69</b> on eCampus. Write/submit mini essay #4
Sep. 22	Guest speaker: Dr. Kelly Nix: Strategies to become an effective group facilitator and planning effective meetings	Facilitation-chapter 2: How you and your team get stuck by Schwartz on eCampus. Write/submit mini essay #5
<b>Week 7</b> Sep. 27	Project Management	Leadership Philosophy Due (bring stapled print copy to class)
Sep. 29	Team Building using Challenge Course	<b>Both Sections: WVU Forest 2:30—5:30 pm</b>

<b>Week 8</b> Oct. 4	Negotiation Mistakes Article discussion	Read article on eCampus; <b>McMahon pp 559-568;</b>
Oct. 6	Crucibles of Leadership	<b>Leadership Matters- Chapter 11: The Darker Side of Leadership 260-279</b> on eCampus. Write/submit mini essay #6
<b>Week 9</b> Oct. 11	Crisis Leadership	Read Crisis articles on eCampus. Submit 1-2 page Reflection about Challenge Course or 4-5 page paper about team leadership.
Oct. 13	<b>Crisis Leadership Simulation at HSC</b>	<b>WV STEPS 3<sup>rd</sup> floor HSC south. Dr. Jennifer Knight</b>
<b>Week 10</b> Oct. 18	Discussion of HSC simulation Conflict Management & Courageous Followership	Submit 1-2 page Reflection about HSC crisis simulation Ira Chalef Courageous Followership article on eCampus.
Oct. 20	<b>Action Project Work Day</b>	<b>Meet with your group and work on your action projects</b>
<b>Week 11</b> Oct. 25	Positive Psychology and Leadership	<b>Read articles on eCampus.</b> Write/submit mini essay #7
Oct. 27	Positive Psychology and Leadership	
<b>Week 12</b> Nov. 1	Adaptive Leadership	Northouse Ch. 12 Adaptive Leadership Write/submit mini essay #8
Nov. 3	<b>Action Project Work Day</b>	<b>Meet with your group and work on your action projects</b>
<b>Week 13</b> Nov. 8	<b>Election Day—No Classes—Go Vote!</b>	
Nov. 10	Communication and Leadership	Read Simon Sinek's EDSO (ch. 6) and Becoming a Leader (ch 25) on eCampus and write/submit mini essay #9
<b>Week 14</b> Nov. 15	Emotional Intelligence and Leadership	McMahon pp 133-145; Write/submit mini essay #10
Nov. 17	<b>Etiquette Luncheon and Discussion</b>	<b>Ms. Mindy Walls, Esq.</b> <b>Both sections meet at 11:30 am at restaurant?</b>
<b>Week 15</b> Nov. 22 Nov. 24	<b>Fall Recess No Classes</b>	
<b>Week 16</b> Nov. 29	Action Project Presentations	Action Project Presentations
Dec. 1	Action Project Presentations	Action Project Presentations
<b>Week 17</b> Dec. 6	Action Project Presentations	Action Project Presentations