

Introductory Leadership Course LEAD Scholars Program

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Office hours/location & phone number: 208 Student Union, LEAD Scholars Office
Classroom: BA 212 Office #: 407-823-3949

Course number and location HSC 1931.4

Class meetings: 2 hours per session, one session per week

Required Text: Komives, S.R., Lucas, N. & McMahon, T.R. (1998). Exploring Leadership.
Jossey-Bass Publishers: San Francisco.

Course goals:

1. Create a baseline pedagogy for all first semester, first year LEAD Scholars and establish a shared learning experience.
2. Reinforce the expectations of the LEAD Scholars Program that students will be coached and guided into leadership positions in the university and the community.
3. Establish a culture that creates a community that embraces respect for the academic study of leadership and shares a desire to make a contribution.
4. Assist with acclimation issues associated with FTIC students.
5. Evaluate suitability to continue as a LEAD Scholar.

Followership competencies

Effective followership-collaboration skills (motivation and positive attitude-toward group and project)

Effective followership-working with diverse groups

Decision making-constructively voice dissenting opinions (candor/risk taking)

Leadership competencies

Group dynamics (motivating others/inspiring others)

Critical thinking (planning/organizing)

Self-efficacy (accountability)

Group dynamics & decision making (providing and receiving criticism)

Course Objectives:

1. Students will function with ambiguity
2. Students will be able to think critically.
3. Students will demonstrate goal directed behavior.
4. Students will establish personal direction and clarify values.

5. Students will function without constant reassurance.
6. Students will demonstrate emotional autonomy.
7. Students will understand group process.
8. Students will demonstrate collaboration skills.
9. Students will work effectively with diverse groups.

Class facilitators/mentors

Class facilitators are second year LEAD Scholars who are mentors and who are assigned to the class to provide logistical support, peer guidance, and facilitation for class activities. They are a major resource for information about campus or LEAD Scholars, connection to peers, and will assist with any questions that students may have.

Mentor's Name _____

Mentor's email address/phone _____

Evaluation/Grading

Grades of A-F will be assigned during each semester in LEAD Scholars Program courses. Grades will be based upon such activities as tests, papers, class participation, attendance, and portfolio. Each faculty member shall be responsible for determining the respective percentages of course grade weighted for each activity.

Final grade for the course will result in one of the following unless you withdraw from the course.

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|---|------------|
| A | (90-100%) |
| B | (80-89.9%) |
| C | (70-79.9%) |
| D | (60-69.9%) |
| F | (50-59.9%) |

Grading Criteria

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|---|-----------------|
| Attendance | 15 points |
| <i>Explore and Define</i> Reflections (4) | |
| Reflection 1: Lifeline of Leadership | 10 points |
| Reflection 2: Interview of a Student Leader Reflection | 10 points |
| Reflection 3: Club/organization Analysis and Reflection | 10 points |
| Reflection 4: My Leadership Platform Reflection | 10 points |
| Personal action plan | 20 points |
| Presentation (creativity, format, professionalism) | 15 points |
| Quizzes (2) | 5 points each |
| Resume | 5 points |
| Participation | 5 points |
| <u>Feedback on Personal action plan</u> | <u>5 points</u> |
| Total | 115 points |

Assignments

Explore and Define Reflection Assignments

Throughout this semester you will be asked to explore and define different aspects of leadership, leaders on campus, and leadership in action. These reflection assignments will help you compose a portfolio of thoughts, ideas, information, and allow you to build a strong foundation of personal leadership. Each assignment will help you piece together your vision, values, and practices of leadership throughout this semester. Use these assignments to help you *explore* and *define* best practices of leading and personal effectiveness in your life.

#1 Lifeline of Leadership Reflection

Due: Week 3

Total Points: 10

In order to know where you are going on your leadership journey, it is important to know where you came from. In the *Lifeline of Leadership Reflection* paper you are asked to explore, define, and reflect on your past leadership, academic, and service involvement. In this paper please use the following *explore* and *define* questions to guide your writing and reflection.

Explore:

Where did your leadership come from? Who motivated you to seek a life of leadership? What specific events encouraged you to step up and take the lead?

Define:

What does the term “leadership” mean to you? Based on your life experiences to this point, what is your personal philosophy of leadership? What do you hope to learn about yourself and your abilities this semester as a leader?

Requirements:

- 2-3 full pages
- Double spaced
- 12-point font
- 1 inch margins

#2 Interview of a UCF Student Leader Reflection

Due: Week 6

Total Points: 10

On your leadership and involvement journey, it is important to ask questions of those who have walked before you. In this reflection you are asked to interview a student leader at UCF on his/her involvement with leadership, academics, and service.

Possible questions to ask during your interview:

- What is your personal philosophy/definition of leadership?
- How did you first get involved in clubs and activities at UCF?
- What skills do you believe are important to be an effective leader? Why?
- Who is your role-model/mentor at UCF?
- What are some of the activities that you perform in your club/organization?
- Do you find it difficult to balance being involved with clubs/organizations and your schoolwork? Please explain.
- What has been your biggest challenge in leadership/ as a student leader?
- What has been your biggest celebration in leadership/ as a student leader?
- What are some resources at UCF that every student leader should know about?
- What are some words of advice that you would give to a new student leader here at UCF?

Define:

Is your philosophy of leadership similar to that of this student leader? Yes or no and why? Has your personal philosophy changed or been modified since your interview? What are clubs/organizations are you interested in getting involved with at UCF.

Explore:

What did you learn from this interview with the student leader about leadership? What leadership specific theories relate to how this person views leadership? How will you take his/her words of wisdom and apply them to your leadership, academic, and service development while at UCF?

Requirements:

- The student leader that you select must be a current student leader at the University of Central Florida.
- He/she must hold a leadership position in a registered club/organization at UCF (to find a list of registered clubs and organizations please visit the Student Activities website at www.osa.ucf.edu for more information).
- He/she must be either a junior or senior in credit standing.
- You must meet face-to-face with the student leader.
- You must contact the student leader no less than 1 week before the interview to arrange a time to meet.
- You must start early on this project. YOU are responsible for seeking out and contacting the student leader. If you are unable to get a hold of a student leader, quickly try to contact someone else. In the end YOU (and your grade) is responsible- procrastination on your part does not constitute an emergency on a student leader's part.
- If you are having trouble, meet with your mentor for ideas and suggestions.

- 3 full text pages minimum
 - 2-pages for the actual interview
 - 1-page for the analysis, *explore*, and *define* questions to be answered
 - Include the student leader's name, club/organization, e-mail address and phone number at the end of the assignment
 - Double spaced
 - 12-point font
 - 1 inch margins

#3 Club/Organization Analysis and Reflection

Due: Week 9

Total Points: 10

Before you can jump into involvement at UCF you need to see what's out there and what sparks your passion and interest. In this *Explore and Define* Reflection you will be asked to attend a meeting of a registered club/organization at UCF and report on the following information.

Key analysis components:

- What is the mission statement and vision of this club/organization?
- How many members are in this club/organization?
- What is the purpose of this club/organization?
- What is the leadership structure (president, vice president or committee chairs etc)?
- When and how was this club/organization started (history of club/organization, created out of a need or interest in the students)?
- How was the actual meeting you attended run (effectively, organized/disorganized, too long/short)? Please provide specific examples to support your opinion.

Define:

Are your personal values and interests aligned with the organizational values? What specific leadership theory (Trait, Situational, Transactional/Transformational or Servant) can be used to describe those running the club/organization and meeting (if you are not sure explain these theories to a student leader/member and ask one of the student leaders/members involved)? What are the key elements in motivating member of a club/organization?

Explore:

What did you learn from this experience? If not already a member, are you interested in joining this club/organization in the future? In speaking with the club/organization members are they learning about leadership through the activities and/or events that this organization is a part of? What ideas would you bring to the table in working with this club/organization?

Requirements:

- The student organization that you select must be a registered club/organization at the University of Central Florida.
- You must attend at least one of the selected club/organization meetings.
- You may currently be a member of the club/organization
- You must announce to the club/organization president or student leader that you are attending their meeting
- You must start early on this project. YOU are responsible for seeking out a club/organization to analyze. In the end YOU (and your grade) is responsible- procrastination on your part does not constitute an emergency on the club/organization's part. If you are having trouble, meet with your mentor for ideas and suggestions.
- 3 full text pages minimum
 - 1-page for the Key Analysis Components
 - 2-pages for the *explore* and *define* questions to be answered
 - Include the student leader's name, signature, club/organization, e-mail address and phone number at the end of the assignment. Your student leader will be contacted verifying your presence at the meeting.
 - Include date, time, and location of the meeting
 - Double spaced
 - 12-point font
 - 1 inch margins

#4 My Leadership Platform Reflection

Due: Week 12

Over the past semester you have learned about the essential tools and foundation of leadership. You have learned how leadership theory guides practice, how certain experiences and events shape the values of student leaders on campus, how clubs, organizations, and community play a major role in creating an understanding of self and environment, and how our personal philosophy of leadership guides our values, actions, motivation, and commitment to learning, leading and serving. This semester has allowed you to *explore and define* leadership from many different angles and through different lenses.

The platform reflection is the capstone of your *explore and define* experience. A person's platform is what they stand for and believe in based on the experiences that they have had. As you are aware, many leaders have platforms including politicians, teachers, athletes, and musicians.

In this reflection you are asked to state, analyze, and discuss your leadership platform including what you *believe in, value, are passionate about and how your leadership skills have changed and/or remained the same this semester.*

Define:

What is your personal leadership philosophy and/or definition? How has this changed over the past semester? What specific leadership theories (Trait, Situational, Transactional/Transformational or Servant) have guided your practice as a leader this semester?

Explore:

Where are you “right now” in terms of your own personal leadership? What have you learned from your LEAD Scholars experience so far this semester? What service activities are you passionate about? How would you change the world if given the opportunity? What have you learned about yourself this semester? How have you explored different opportunities on campus? How will you continue to learn, lead, and serve at UCF?

Requirements:

- 2-3 full pages
- Double spaced
- 12-point font
- 1 inch margins

Personal Action Plan/Resume – The personal action plan serves as the final exam for the course which focuses on developmental goal setting. Based upon your learning experiences and reflections throughout the semester, you will develop a personal action plan discussing your personal, role, and learning goals for the next semester. This plan will be used in the second semester to track your development. The hand out will be given during week 10 in which you will work with your mentor groups to develop your goals. You are required to type this information with 12 point font and turn it in to your instructor in your week 13 class. You must turn in a college resume as well. This resume will reflect what you have accomplished thus far at UCF and will be critiqued by your instructor.

Photo Community Project – In week 4, your mentor group will be given a disposable camera to take pictures of what community means to you. The program will develop these pictures and the mentor group will need to meet and develop a scrapbook page of the pictures to present in class the following week. All LEAD Scholars must participate in the development of the page. Due week 5.

Class Attendance

Attendance in your Foundations of Leadership class and large group sessions are important aspects of the LEAD Scholars Program experience. Experiential learning, both in and out of class, is important to leadership learning and growth. While faculty members recognize that illness and other unforeseen events will affect attendance, points will be deducted by each faculty member for unexcused absences. In addition, students who show up late to class or lab will not receive the full points available to them.

Further, it shall be the responsibility of each LEAD faculty member to determine whether an absence shall be deemed to be excused or unexcused. Excused absences are defined as absences with **prior notice** given to the instructor. You must contact the instructor personally and notify him/her of the reason for your absence. *Messages do not serve as notification.* Examples of absences that are considered unexcused regardless of prior notification include meetings, work, and/or friends or relatives in town. Examples of excused absences with prior notification include death in family and/or severe illnesses. Students may be asked to provide verification.

Curriculum: A Foundation of the LEAD Experience

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| Week 1 | Title: <i>A Foundation of the LEAD Experience</i> Homework: Reflection 1, due Week 3 |
| Week 2 | Title: <i>LEADing a community: This is me!</i> Homework: Reading: Ch. 2, p. 25-51 |
| Week 3 | Title: <i>The Facts and Fallacies of LEADership</i> Homework: 2 nd Reflection due Week 6, Reading: p. 77-82, p. 200-205 Due: First reflection |
| Week 4 | Title: <i>LEAD power (with a little chaos)</i> Homework: Reading: Ch. 9, p. 240-270; Scrapbook page |
| Week 5 | Title: <i>LEADing with Integrity</i> Homework: 2 nd Reflection due Week 6 |
| Week 6 | Title: <i>Values that shape decision making and LEADership outcomes</i> Homework: 3 rd Reflection due Week 9 Due: 2 nd Reflection |
| Week 7 | Title: <i>Ready for a LEAD challenge?</i> Homework: Reading: Ch. 6, p. 165-191 |
| Week 8 | Title: <i>Group Roles and LEADership</i> Activities: In small groups, students discuss specific questions related to group dynamics and the project and provide feedback to each team member pinpointing behaviors and not the individual person. PVC pipe activity |
| Week 9 | Title: <i>Do you hear what I hear? Communication strategies</i> Homework: Ch. 5, p. 137-159 Due: 3 rd Reflection |
| Week 10 | Title: <i>Diversity and follow me!</i> Homework: PAP/Resume due Week 13. |
| Week 11 | Title: <i>Helping others in LEADership</i> |
| Week 12 | Title: <i>Are you a SMART LEADer, or a MOB, TOB or SOB?</i> Due: 4 th Reflection |
| Week 13 | Title: <i>Putting it into action</i> Due: PAP/Resume |
| Week 14 | Title: <i>Where is your <u>ship</u> headed?</i> |