

## **Proposal for Interdisciplinary Leadership Minor November 23, 2009**

### **Rationale for the Interdisciplinary Leadership Minor**

*“From the beginning, Jesuit education hoped to produce leaders in society, leaders that would move society to be the concrete embodiment of the virtues of justice and charity.” – Robert F. Harvanek, S.J.*

*“...a determination to be agents of positive change in society... (One of the three attitudes necessary for educators to develop in men and women for others – Pedro Arrupe, S.J.)*

*“We strive to develop each student as a whole person - mind, body, and soul. At the same time, we challenge them to make a difference in our world through leadership and service.” – Robert L. Niehoff, S.J.*

The rationale for proposing the interdisciplinary leadership minor is based on the following four points:

1. As a Jesuit Catholic University, leadership is fundamental to our culture, our mission and our vision. Leadership as a means for being a change agent is one of the primary goals of Jesuit education. It is very clearly a significant part of who we are as an institution. While all academic programs on campus strive to develop leaders, offering an interdisciplinary minor in leadership provides a formal, structured embodiment of that goal.
2. The academic discipline of leadership is over 100 years old, growing rapidly and interdisciplinary in scope.
3. Leadership is among the top ten fastest growing academic interests of high school age prospective students (*Source: College Board Testing 2007*). This minor will help to attract students.
4. Many Jesuit universities in the U.S. have introduced leadership programs, leadership minors or leadership majors. Many schools in Ohio including University of Dayton, Baldwin-Wallace, Cleveland State University, and Kent State University have interdisciplinary programs, majors or minors in leadership.

Given the importance of leadership to JCU’s culture and mission, the growing importance of studying leadership to prospective students, and rapid growth in emerging leadership programs at other schools, providing students with opportunities for academic inquiry in the field of leadership would appear to be a particularly relevant and valuable initiative.

The proposed interdisciplinary leadership minor will expose students to leadership theory and practice, guide students in their leadership development and offer students opportunities to gain significant leadership experiences. The proposed leadership minor is a cutting edge representation of what it means to build leadership capacity in others. The interdisciplinary leadership minor taps into existing resources, capitalizes on our institution’s strengths and helps JCU live its mission of inspiring “individuals to excel in learning, leadership, and service in the region and in the world.” The minor is rooted in an academic curriculum that fosters conceptual understanding and provides students with opportunities to build leadership acumen, gain feedback and grow as a person in a global society.

Like leadership itself, the minor is interdisciplinary in nature. Drawing from business, the arts and sciences and military science, it has the flexibility to align with the needs and interests of individual students. Perhaps the most unique aspect of the JCU Leadership Minor, one that sets it apart from other schools, is that students have the opportunity to participate in a number of one credit “learning labs” designed to experientially reinforce leadership concepts and theories and to put what is being learned into action. These focus on topics such as creating a vision, motivating others, building a team and implementing a strategy. These learning labs align nicely with the thinking of Robert F. Harvanek, S.J. when he suggested “I, however, see the Jesuit ethos as action-oriented, aimed at producing change-agents, leaders who will help to produce a more human and religious society.”

### **Goals of the Proposed Leadership Minor**

- Provide students with the conceptual understanding of leadership theory and practice
- Assist them in their personal growth toward becoming stronger leaders
- Provide students with opportunities to step into leadership roles on and off campus
- Enhance students’ understanding of leadership roles for bringing about change in different contexts

### **Structure of the Proposed Leadership Minor**

A group of 10 faculty members<sup>1</sup> from a wide variety of disciplines began meeting weekly in the Fall 2008 and continuing through the Spring 2009 to identify ways to formalize leadership learning opportunities on the academic side of campus. This leadership minor proposal is a result of those meetings. The group began by reviewing programs and minors at approximately 70 other schools, identified the goals of a leadership minor at JCU and developed the curriculum structure from that.

The Leadership Minor consists of 21 hours and is comprised of the following categories of courses: Leadership Theory courses (6 hrs), Leadership Components courses (6 hrs), Leadership Context courses (3 hrs), Leadership Laboratories (3 hrs), and the Leadership Legacy Project (3 hrs). A schematic of the minor is attached. The structure of the proposed minor and the selection of courses in the different sections are very intentional. The logic for this structure is:

- Students first take the 4 leadership theory courses (101, 102, 201, 202). This gives them a foundation in leadership that will motivate their application of topics in other classes to their understanding of leadership (or conversely, apply leadership concepts to the topics in other classes).
- From here, students take 3 categories of elemental classes:
  - “Component classes” which focus on fundamental elements of leadership,
  - “Context classes” which focus on major contexts in which leadership occurs, and
  - “Leadership lab classes” which are experiential opportunities to develop specific leadership competencies.
- Having previously taken the leadership theory classes and the majority of the three categories of elemental classes, students are prepared to apply their learning to a capstone legacy project.

### **Leadership Theory Courses (6 hours)**

*LP 101 Introduction to Leadership I* 1 cr. Students will be introduced to the concept of leadership and the traits, values, characteristics and behaviors that create effective leadership. MS 101 may be substituted for LP 101.

*LP 102 Introduction to Leadership II* 1 cr. Students will learn how different traits, values, characteristics and behaviors are effective in different contexts such as public office, business, community organizations, and religious institutions. MS 102 may be substituted for LP 102.

*LP 201 Introduction to Leadership III* 2 cr. Students will be introduced to alternative theories of leadership and related concepts. Different styles of leadership will be explored in relation to leadership theories. MS 201 may be substituted for LP 201.

*LP 202 Introduction to Leadership IV* 2 cr. Students will examine the application of different theories of leadership and leadership styles to different problem-oriented situations. MS 202 may be substituted for LP 202.

LP 101 and 102 courses are currently two 1-credit courses designed to cover the topics listed in both descriptions. The leadership committee decided that two 1-credit courses would provide first year students with the flexibility to easily explore whether they would want to pursue a leadership minor. During the program's evaluation process, if it is determined that the 1-credit courses cause confusion that outweighs the flexibility, then the two 1-credit courses can easily be combined into one 2-credit course that will cover the exact same material.

### **Leadership Components Courses (6 hours)**

These courses focus the student's learning on specific elements of the leadership process. Ethical leadership in today's world is critical. When looking at the 70+ leadership programs at other schools, we were concerned by the lack of ethics courses in so many of the course sequences. Clearly, ethics is a foundation of Jesuit education as well as leadership. Because ethical reasoning is a fundamental building block for effective leadership, students will choose 1 class from (A). Prerequisites and divisional core represented for each course are listed in parentheses. None of the ethics courses in this category need to have a leadership component in them as ethics is considered a fundamental characteristic of leadership.

- (A) PL 302 Intro to Ethics (PL 101; Div V)
- PL 310 Contemporary Ethical Problems (PL 101; Div V)
- PL 311 Business Ethics (EC 201-202; PL 101; Div V)
- PL 315 Applied Ethics (PL 101; Div V)
- PL 368 Ethical Theory (PL 101; Div V)
- RL 260 Moral Decision Making (RL 101; Div V)
- RL 360 Catholic Moral Theology (RL 101; Div V)
- RL 466 Justice and the Economy (RL 101; Div V)

The courses in (B) all address fundamental competencies of leadership (problem solving, communication, organization & reasoning, behavioral understanding) as a topic or part of the course. These fundamental competencies were identified by the leadership experts on our committee. There

are, of course, many other competencies that can be identified, but these categories are fundamental across all contexts of leadership. Each course in this category covers topics that are identified in the leadership development literature as elemental to leadership. This category of courses will allow students to further develop a competency of their choosing. Students will take 1 course from (B). Prerequisites and divisional core represented for each course are listed in parentheses. None of the courses in this category need to have a leadership component in them as these elements are considered fundamental characteristics of leadership.

- (B) AR 203 Problem Solving
- CO 200 Interpersonal Communications (Div II)
- CO 300 Small Group Communications
- CO 314 Theater Production
- CO 315 Public Relations (CO 225)
- CO 400 Organizational Communication
- CO 424 Non-Verbal Communication (CO 200)
- CO 446 Persuasive Communication Theory
- BI 383 Project Management (BI 200; BI 326)
- MN 395 Leadership Skills Development (MN 325)
- MS 301 Military Tactical Leadership
- PL 301 Logic (PL 101; Div V)
- PS 359 Industrial Psychology (PS 101)

### ***Leadership Context Courses (3 hours)***

Leadership context courses allow students to develop an awareness and understanding for how leadership acts as an agent of influence in different contexts. Specifically, the arts, public office, business, religion, and social and community contexts are included. The topic of leadership (in terms of leadership theory) is not meant to be included as a topic for study in these classes. We want students to study fields and topics where they can see for themselves the context in which leadership can develop. We do not want the faculty who teach these courses to focus on leadership or to do anything different because the course is part of the leadership minor. We do expect students to draw the connections between leadership and the concepts & processes covered in the context course. For example, the AH 430 course, Michelangelo, is about the art and “personality” of someone who was clearly an influential leader in his field. Students who would take this course will have already had the leadership theory courses and should be able to reflect on how Michelangelo became such an influential agent of change in his field. To facilitate this, the leadership theory courses (LP 201-202) will specifically prepare students to reflect on the question of how an individual becomes an effective or influential leader in different contexts. To complete the reflective process, the first activity in the Leadership Capstone course is designed to ensure that students are making the connection between their context course and their leadership theory courses (see complete description below in the Capstone Leadership Legacy Course description). Students pick one course from the following. Prerequisites and divisional core represented for each course are listed in parentheses.

- AH 430 The Age of Michelangelo (AH 101; Freshman English sequence)
- AH 435 Matisse, Picasso and Duchamp (AH 101)
- CO 346 Campaign Issues (Div II)
- CO 417 Integrated Communications (CO 315)
- CO 447 Presidential Communications

EC 343 Economic Development  
MK 495 Marketing Management (MK 301)  
MN 352 Human Resource Management (MN 325 or PS 359)  
MN 499 Strategic Management (FN 312, MK 301, MN 325, BI 326)  
PO 302 Public Administration (Div III)  
PO 305 Sex, Gender & Politics (Div III)  
PO 316 Social Movements (Div III)  
PO 355 Catholicism in the Political Development of Latin America (Div III)  
PO 410 American Presidency (Div III)  
RL 324 Life, Times & Theology of Martin Luther King, Jr. (RL 101, Div V)  
RL 326 History of the Papacy (RL 101, Div V)  
RL 331 Models of God (RL 101, Div V)  
SC 393 Culture and Community in Northern Ireland: Dynamics of Conflict and Peace (SC 101)  
SC 380 Environment Justice Movements (SC 101)  
SC 450 Social and Cultural Change (SC 101)

### ***Leadership Laboratories (3 hours)***

Students choose one from each grouping of the following 1 credit Leadership Laboratories. The Leadership Laboratories are experiential applications of specific leadership theories and concepts. Each Lab will be developed and taught by an individual with expertise in that area of leadership. These courses will vary in nature such that some may meet weekly for 7 weeks, while others may meet for five hours on each of three Saturdays, etc. [Designing these labs as 1-credit courses allows the students to pick those aspects of leadership that students will want to most learn about and develop in themselves and will allow students to take a single lab in one semester if that works best for their course scheduling.](#)

- A) LP 301 Looking Inward – Self Identity (1 credit; prerequisite: LP 201 & 202)  
LP 302 Leading with Vision (1 credit; prerequisite: LP 201 & 202)
  
- B) LP 303 Self Presentation (1 credit; prerequisite: LP 201 & 202)  
LP 304 Implementing Strategy with a Team (1 credit; prerequisite: LP 201 & 202)  
LP 305 Group & Power Dynamics (1 credit; prerequisite: LP 201 & 202)
  
- C) LP 306 Networking (1 credit; prerequisite: LP 201 & 202)  
LP 307 Building Coalitions (1 credit; prerequisite: LP 201 & 202)

### ***Capstone Leadership Legacy Project (3 hours)***

Students will take all three 1-credit classes in this category during the process of planning, implementing and evaluating their capstone leadership experience. Students are strongly advised to take LP 401 in the semester before taking LP 402 & 403. Class size for these capstone courses is expected to be at most approximately 20 students at peak growth. [This 3-credit capstone experience was specifically designed as three 1-credit courses so that students could gain maximum learning from the experience. The committee assumed that the legacy project would be substantial enough that it would require significant planning. This planning could take up to one semester to complete. Therefore, students will plan their projects during the first semester \(LP 401\) and implement and evaluate their projects in the second semester \(LP 402 & LP 403\).](#)

LP 401 Leadership Project Planning (1 credit; prerequisite: LP 201 & 202)

LP 402 Leadership Project Implementation (1 credit; prerequisite: LP 201 & 202; prerequisite or corequisite: LP 401 and approval of coordinator and instructor required)

LP 403 Leadership Reflection and Portfolio Presentation (1 credit; prerequisite: LP 201 & 202 prerequisite or corequisite: LP 401 and approval of coordinator and instructor required)

The first activity of the capstone experience will be to tie together the fundamental leadership theory information (gained in the 6 credit hours from LP 101-LP 202) with the context course. As faculty we generally assume that students are making connections between our courses (e.g., they take the writing skills gained in EN 111-112 and use them across the curriculum). However, we also know that this does not always occur. To ensure that students are making the connection between leadership theory and their context course students in LP 401 will need to write a paper (3-5 pages) in which they draw these connections for themselves. Students will then make brief presentations to their classmates so that students can learn from each other. Through this process students will recognize that leadership occurs in a variety of meaningful life contexts and students can think about leadership and evaluate it for themselves.

Overall, the capstone project experience is designed to be a “leadership legacy” project, meaning the projects will be expected to have a significant impact on participants/recipients. Projects will be advised and supervised by the instructor and students are encouraged to include one other member of the university community from a center/department who would want to be involved. Typical categories of legacy projects may include: leading an immersion experience (Campus Ministry); implementing a community service project (Center for Service and Social Action); leading a university service project (Student Affairs); leading a substantial project with University Enrollment; leading a substantial project through an internship (Leadership Development Center<sup>2</sup> or Center for Career Services); and other service projects through centers or departments on campus.

The projects will be planned during the LP 401 course and implemented through the LP 402 and LP 403 courses.

### **Resource Requirements**

This minor will not require hiring new faculty. Variations of the Leadership Theory courses are currently being taught on campus in different departments. Several of the 10 members of the academic leadership planning group expressed a desire to teach the various LP courses. Specifically, Eric Patterson (MS), Beth Martin (PS), Scott Allen (MML), Nathan Hartman (MML), and Sara Stashower (CO) have all expressed a strong desire to teach the theory, lab and capstone classes. Additionally, there are several other members of the faculty who have expressed an interest in developing some of these courses. Teaching the LP classes will be part of the faculty members’ regular teaching load. Department Chairs from Psychology, Management and Marketing, Military Science and Communications have expressed their support.

Because the leadership theory courses are 1-credit and 2-credit classes and the leadership labs are 1-credit classes, the burden is significantly lessened for any one department in a given semester. As the program grows, the LP 101-2 and 201-2 classes may be offered so that one instructor could teach 3 hours of leadership theory courses in a given semester to even out teaching loads for faculty teaching those courses.

The leadership components courses and leadership context courses may be used to fulfill core requirements and major requirements if they are so designated in the Bulletin.

### **Program Administration**

There will be a director of the leadership minor who will be appointed by the AVP. The term of appointment is anticipated to be three years but is still to be determined by the AAVP's office. There will be an advisory group for the leadership minor that will be comprised of 5-7 faculty members who are interested in the field of leadership. Members of the advisory group will be appointed based on consultation between the program director and the academic deans.

### **Program Assessment**

*In consultation with Nick Santilli (AAVP for Planning and Assessment), the leadership minor committee has developed the following assessment plan.*

Program assessment will include both assessment of learning and program evaluation. Assessment of learning will occur at the program level and at the course level. All student learning outcomes, at either the minor or the course-level, will be assessed through direct evaluation of student work products. Work products will be evaluated using assessment best-practices such as rubric analysis and standardized ratings of student work by expert evaluators. It will also assess changes in students' critical thinking and problem-solving skills, learning-styles, and commitment to a code of ethics for responsible professional practice.

### **Assessment of Learning**

**Step 1.** The following learning goals have been identified for the leadership minor:

- Students will acquire a conceptual understanding of leadership theory and practice
- Students will experience personal growth toward becoming stronger leaders
- To further acquire an understanding of leadership and their own leadership capabilities through learning-by-doing, students will be provided opportunities to step into mentored leadership roles on and off campus
- Students will acquire an understanding of leadership roles for bringing about change in different contexts

These four goals will guide assessment of learning throughout the minor. Learning objectives of existing courses are consistent with the learning goals of the minor. Learning objectives for the new lab courses (e.g., the leadership lab courses) have been specified (see descriptions of leadership lab courses in appendix for the learning objectives for each lab class).

**Step 2.** In consultation with faculty teaching the various leadership classes, assignments will be identified or developed that will be used for learning assessment at the course level. The exact form of the assignment for the assessment will be a function of the specific learning objective being assessed. Assignment forms may include in-class exams (essay or multiple choice), research papers, reports, presentations, in-box exercises, scenario planning exercises, problem-based assignments, critical

thinking exercises, or a variety of other well established, standard leadership learning assessment techniques. Appropriate evaluative rubrics and scoring systems will be developed based on the specific learning objectives and assignments being used.

**Step 3.** Implement the assessment method across the four groupings of courses in the leadership minor.

*Group 1 (LP 101-202).* Assignments and/or exams in the LP 102 & 202 courses will be used for the assessment of learning in these classes. These classes emphasize the basics of leadership principles, theories and practices and the assessment in these courses will assess understanding of leadership principles, theories and practices. Assignments and/or exams from existing classes that cover these topics in some form may be adjusted for the LP courses based on an evaluation of those assignments and/or exams.

*Group 2 (LP 301-307; Leadership Labs).* Each leadership lab has a final outcome produced by the students. These final outcomes are a reflection of the learning that has taken place during the lab experience and will be the learning assessments for each lab course. For example, in LP 302 Leading with Vision, the final assignment will be an evaluation of a leader's vision (either historical or contemporary) along with an articulation of their own personal vision with respect to a goal. Each lab will have a final assignment of some form that will assess the learning that has taken place in that lab.

*Group 3 (Components and Context Courses).* The learning goal for courses as part of the minor is for students to be able to transfer their learning from these courses to leadership theory and practice (or conversely, to apply their knowledge of leadership theory & practice to the content from these courses). To assess the extent to which this occurs, assignments in the capstone course (LP 401-403) will be used. The first activity of the capstone experience will be to tie together students' understanding of leadership theory to the content of their context course. To assess whether students are able to make the connection between leadership theory and their context course students in LP 401 will write a paper in which they draw these connections for themselves. This will be the assessment of learning regarding the connection between their context course and their knowledge of leadership theory and practice. Similarly, the application of ethical reasoning in leadership practices and other specific components of leadership will be assessed in other assignments during the LP 401-403 capstone course.

*Group 4 (Capstone Legacy Project).* The fourth set of assessments will be at the end of the capstone course to assess student learning and application of leadership across the minor. The ability to apply leadership theory and practice to a real world setting (the capstone project), including elements of communication, critical thinking, problem solving, relationship building, and strategic planning will be assessed through a set of assignments in the LP 401-403 capstone course. The evaluation of the project itself will be the final assessment of learning in the minor.

Students will also build a portfolio of all of their assessments and these portfolios will provide an overall assessment of learning in the minor.

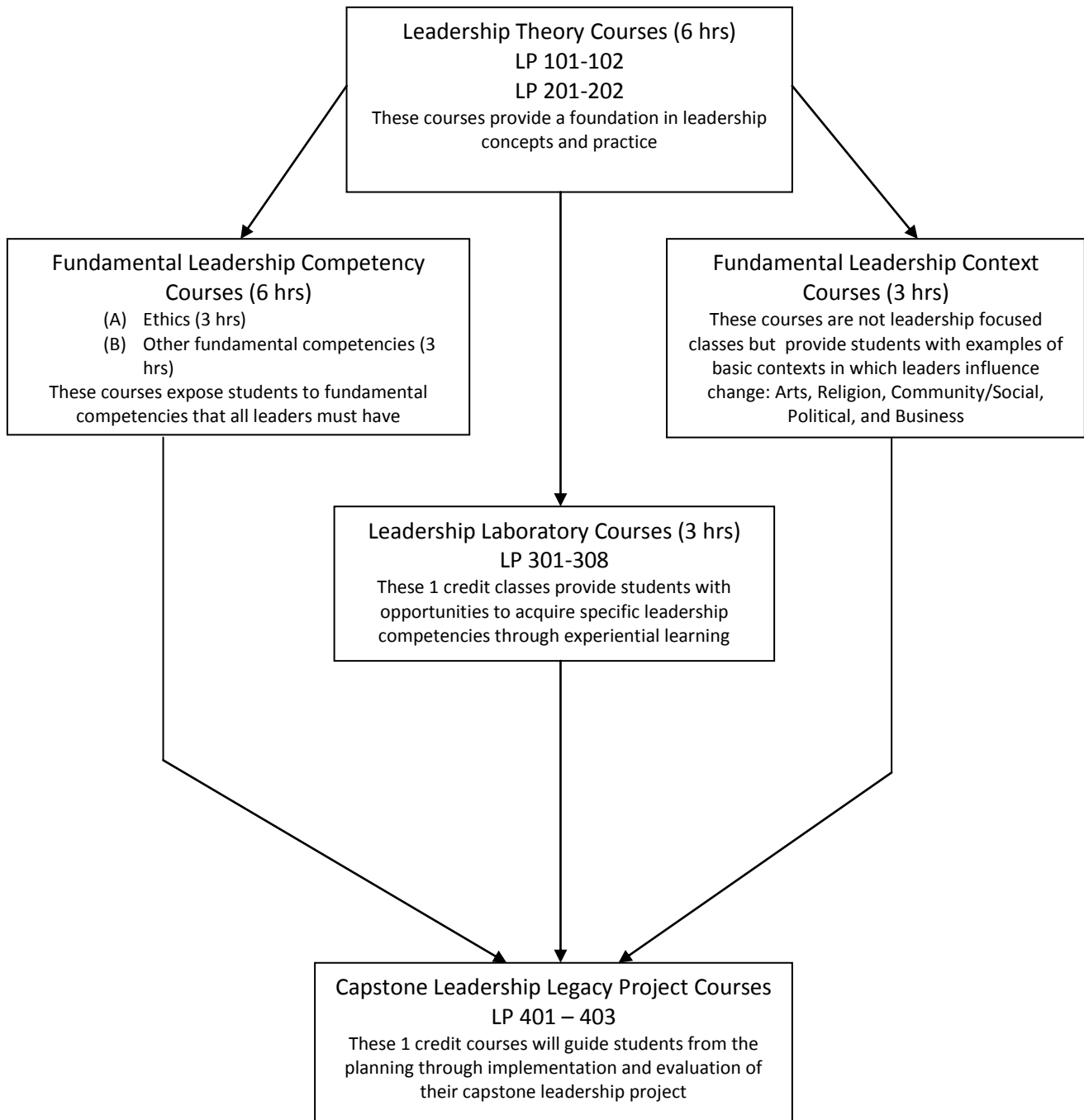
## ***Program Evaluation***

The leadership minor, as a program, will be evaluated along a number of dimensions which are currently being developed by the AAVP's office on a schedule that is also currently being developed by the AAVP's office. Overall program effectiveness as well as structural issues will be addressed with information from the program evaluation process. Structural issues to be empirically evaluated include (but are not limited to): 1) whether LP 101-102 should be two 1-credit classes or combined into one 2-credit class that covers the same material; and 2) whether LP 402 and LP 403 (each 1 credit) should be combined into one 2-credit course.

<sup>1</sup>The 10 faculty members involved in this process are Scott Allen (MN), Lauren Bowen (PO), Nathan Hartman (MN), Dan Kilbride (HS), Peter Kvidera (EN), Bill Langenfus (PL), Beth Martin (PS), Jim Martin (MK), Eric Patterson (MS), and Sara Stashower (CO).

<sup>2</sup>The Leadership Development Center manages the leadership assessments and experiential exercises for the MN 550, MN 395, MB 552, MB 558, MB 591 courses and coordinates the logistics for the MN 151 Leadership Speaker Series.

### Schematic for Interdisciplinary Leadership Minor



**Examples of how students might complete the minor:**

	FALL	SPRING
Year 1	LP 101/LP102 (1 cr each) Component Course (3 cr)	LP 201/LP202 (1 cr ea) Component Course (3 cr)
Year 2	*Lab 301, 304 (1 cr ea)	*Lab 306 (1 cr) **Context course (3 cr)
Year 3	Capstone Legacy LP 401 (1 cr)	Capstone Legacy LP 402-403(2 cr)

	FALL	SPRING
Year 1	LP 101/LP102 (1 cr each)	LP 201/LP202 (1 cr ea) Component Course (3 cr)
Year 2	Component Course (3 cr) *Lab 301, 303 (1 cr ea)	*Lab 307 (1 cr) **Context course (3 cr)
Year 3	Capstone Legacy LP 401 (1 cr)	Capstone Legacy LP 402-403(2 cr)

	FALL	SPRING
Year 1	LP 101/LP102 (1 cr each)	LP 201/LP202 (1 cr ea)
Year 2	Component Course (3 cr) *Lab 302, 305 (1 cr ea)	Component Course (3 cr) *Lab 306 (1 cr)
Year 3	**Context Course (3 cr)	Capstone Legacy LP 401,402,403 (3 cr)

\*Note - when the leadership minor begins it is anticipated that only 3 of the lab courses will be offered (1 A, 1 B, 1 C), but as the number of students grows, so will the lab offerings.

\*\* Note – The Context Course must be completed following LP 202

# Appendix: Leadership Laboratory Descriptions

## *Overview of Leadership Laboratory Modules*

(1)

### LP301 Looking Inward – Self Identity (Here Today, There Tomorrow) – Prerequisite LP 202

Internet with Final Group Meeting / Presentation

7 Weeks (12.5 hours)

Pacesetter Module

**Primary Objective:** To allow students the chance to find and give “voice” to personal style and inner substance in a significant and compelling way that will resonate with others and facilitate work towards stated goals.

#### **Module Description:**

- Personality and Communications Inventories
- Who Knows You, Baby: Defining attributes in your words and from others who know you well. Frame findings (e.g. strengths) that relate to leadership characteristics.
- Effective Feedback: Giving and Getting
- On-line collage – students will prepare a collage of attributes, assets, and aspirations for review and comment by classmates.
- Upon assessing assets and liabilities, students will identify a key component they wish to work on and/or leverage moving forward; this will become a personal goal or path to pursue during subsequent labs.
- Students may design an avatar (JCU Second Life Classroom) and communicate in this way until the actual meeting.

**Expectation:** Students will emerge with a clear sense of self in the present, an understanding of the internal and external presence, and a developing eye for the future. This module is the foundation for those that follow. Students will meet at course end for a “mixer” and will see whether they can match up the on-and off-line person.

#### **References:**

Kiersey Temperament Sorter

PRATCO (Sam Manier)

Hamilton, Cheryl *Communicating for Results* (Inventory)

Dan Palmer, Sharon Kaye; FYS, John Carroll University

## **Overview of Leadership Laboratory Modules**

(2)

### **LP302 Leading With Vision - Prerequisite LP 202**

Classroom  
7 Weeks (12.5 hours)

**Primary Objective:** To understand the dynamic of vision and the way in which it can be used to focus, inspire and motivate.

#### **Module Description:**

- Clarification of vernacular: What is a mission statement? A vision statement?
- What are morals? What is your moral compass? How do you define a personal vision?
- What are the values of John Carroll University? Where and how are they expressed? What drives them? What is the Vision Statement? Mission Statement? How do you identify an organization or community's vision?
- Masters of Vision – reviewing case histories (e.g. *Newsweek's* Top 100 Leaders) and hearing from Visionaries
- Screening of Defiance and film review
- Crafting of personal vision and goal; identifying skill set for implementation

**Expectation:** Students will be able to identify an effective and powerful vision coming from a leader, organization, coalition or community and will skillfully articulate a personal vision towards a relevant goal.

#### **References:**

##### *Readings:*

Gergen & Vanourek *Life Entrepreneurs: Ordinary People Creating Extraordinary Lives*  
Archer, Jeffrey *As The Crow Flies*

##### *Screening*

Nechama Tec's *Defiance*

## Overview of Leadership Laboratory Modules

(3)

### LP303 Self Presentation - Prerequisite LP 202

Weekend Workshop (12.5 hours)

Saturday 1: PlayhouseSquare Stage

Saturday 2: Liggett Stashower Board Room

**Primary Objective:** Building on Self Identity and Vision, this Lab brings in the opportunity to develop the ability to “package” sense of self in a clear, concise, and compelling way. And be comfortable doing so.

#### **Module Description:**

- Individualized warm-up exercises such as one’s personal theme song, etc.
- Nonverbal Evaluation: What does this résumé say about the person? What does this outfit tell you? How we judge. How we want to be judged. Match the résumé to the picture – can you tell who is who?
- Point of Differentiation: What sets you apart? Why will others care? What will you, can you, do with your skills?
- Effective Communication: summarize and deliver the point of differentiation in a quick, compelling, and memorable way.
- Translate this new “personal brand” into a visual component, which will include a résumé, business card, collage or portfolio of experience, dvd or other such montage.
- Brand presentations to live audience for evaluation and reflection.

**Expectation:** Students will have a concise, clear sense of self for presentation and how this relates to their ability to be a leader. Students will also have an “elevator” speech, and visual representation of same by way of a personal portfolio.

## Overview of Leadership Laboratory Modules

(4)

### LP304 Implementing Strategy With A Team - Prerequisite LP 202

10 Weeks (total 12.5 hours)

JCU Campus (blended: classroom, JCU community and on-line)

**Primary Objective:** To be able to clearly define a problem or issue, separate strategy from tactics, and propose a reasonable solution.

#### **Module Description:**

- Definition & Drill: Goals, Objectives, Strategies and Tactics
- Learning to Brainstorm for Fun and Profit
- Problem Solving Steps & Stages
- Group Shifts & Group Think
- The Five Things That Make A Team Tick
- How to Run a Meeting; How to Participate in a Meeting; students will learn the components and then host a meeting on campus or attend a (e.g.) department meeting and evaluate the experience.
- The group will select one problem for the JCU campus and make a proposal for a solution. At the start of the session, they will submit a list of (e.g.) "10 Things That Bug Me About Campus That I Wish I Could Fix..." One item will be chosen to be resolved during the Lab.
- They will use the Blackboard Discussion Group feature to brainstorm the issue and problem solve out of the classroom (in addition to face-to-face meetings). The final recommendation will be presented to a review board of JCU officials for live evaluation, after which the students will evaluate the experience.

**Expectation:** Students will be sensitized to strategy, know how to make a team **work**, and have had a successful ramp-up at practical (rather than just theoretical) problem solving for the University.

## Overview of Leadership Laboratory Modules

(5)

### LP305 Group & Power Dynamics - Prerequisite LP 202

Day 1:

Track & Field

Day 2:

Screening Room

**Primary Objective:** Leadership on your feet and by film.

#### **Module Description:**

##### **On Your Feet**

- 12 Concepts central to group dynamics reviewed at start of field session
- Morning and afternoon “games” conducted, to be a combination of flipchart and on-your-feet exercises.
- Lunch session with Networking component
- Concluding debriefing and reflection of 12 concepts by feet (to be recapped in journal by students)

##### **By Film**

- Screening of *12 Angry Men* and ensuing discussion: reading of reviews from release of film and rerelease of Broadway play (does the concept remain relevant); what are the underpinning components, what skills, style, exhibited; relevant jury case histories.
- A creative presentation on the distillation of the two segments, to demonstrate the student’s 12 “rules” for group dynamics as it relates to how he or she feels capable of implementing.

**Expectation:** As a result of this module, students will have put into practice, through physical and mental exercises, leadership lessons; however fun or frustrating. The student will demonstrate his or her 12 key insights into Group and Power Dynamics.

#### **References:**

Dr. Yemi Akande

Eric Patterson

Institute for Creative Leadership

## Overview of Leadership Laboratory Modules

(6)

### LP306 Networking - Prerequisite LP 202

Weekend Workshop (12.5 hours)

Requires Advance Preparation (2-4 hours)

**Primary Objective:** To understand and effectively *implement* the concept of networking, becoming cognizant of the far-reaching implications of the connections that can be made close by, around the corner, and throughout the community.

#### **Module Description:**

##### **Networking**

- Students will arrive at the workshop having answered an inventory of questions regarding who their key influencers are in social, academic, civic, moral arenas. A discussion on who is at the center of a “hub” will ensue – is that the same person, are they at the center, to whom do they turn, etc.
- They will also be asked to have met 5 new people, and to document how it is they met them.
- Students are to keep a journal or notebook for the weekend and to identify a method for maintaining a contact file (e.g. Outlook, iCal, etc.)
- They will be shown a “networking map” or “degrees of separation” by posting six random pictures of people from the JCU campus, and creating a web of connection based on those in the workshop.
- For this lab, students are to have an up-to-date résumé and manner of introduction (see LP307).

##### **Mentoring**

- The value of and central components to mutually beneficial mentoring will be discussed.
- A composite of comments from the community’s high profile mentors will be presented and reviewed.
- The student will be asked to design the criteria for meeting his or her personal goal(s). This could be getting an internship, job, solving a problem, or working on the capstone, or...In what way can a Board of Directors, or group of mentors help? Who should be on that board? What is the right mix, or composition? What is already there, and what is

missing? This will be further developed, using models available in literature and by example.

- By early afternoon, a group of community leaders will arrive on campus. Their biographies will have been published ahead of time. Students will have the opportunity to hear from the leaders about those who have influenced them over the years, what they believe to be important about mentoring and being mentored, and to connect with them for the future.
- By week's end, students will turn in a reflection paper on the event, have formalized their contact file, and present their new "personal board of directors" with an indication of how they expect to draw on it (see below).

**Expectation:** The student will emerge with a "personal board of directors" comprised of at minimum 50% newly acquired contacts, to help guide and fulfill the goals, vision and strategies identified in prior modules, and, be able to draw on and further cultivate these and future mentors in coalition building and other such leadership opportunities.

**Reference:**

Rosen, Emanuel *The Anatomy of Buzz*

Collins, Jim *From Good to Great*

## ***Overview of Leadership Laboratory Modules***

(7)

### **LP307 Building Coalitions - Prerequisite LP 202**

Classroom & Civic Settings

7 Weeks (12.5 hours)

***Primary Objective:*** To understand how an alliance is formed and maintained. What are the purposes and tenures of coalitions; what makes them thrive.

#### ***Module Description:***

- Definition of Coalition
- National Coalitions
- Collaborative Communication
- The Cleveland Community – insights into examples of best practices in the civic community, through speakers and on-site visits
- Selection of Coalition Project to architect -- possibly a JCU campus initiative (e.g. Going Green) or a project related to a capstone. Or, build your own coalition of people who will help you get a job.
- A presentation will be made to the appropriate audience(s), and critiqued; a reflection paper will be written to respond to the experience.

***Expectation:*** Students will be able to clearly state a vision and then demonstrate the steps with which they might organize an alliance around that vision; the result of which will be a deep understanding of the anatomy of and force around a coalition.

#### ***Reference:***

Downtown Cleveland Partnership & Cleveland Leadership Center (Lee Friedman)

PlayhouseSquare & ideastream (Art Falco, CEO, & Kit Jensen, COO)

Team NEO (Laura Koballa Hudak, VP)

University Circle, Inc (Chris Ronayne, President)

Crisis Coalition (Dr. Jen Ziemke, JCU)

FutureHeights (Deanna Bremer Fisher, Executive Director)