

East Carolina University, Summer 2019 (Session 1)
LDSP 4000: LEADERSHIP STUDIES CAPSTONE

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Course Description:

The purpose of this capstone course is to provide an integrative experience for students who have spent significant time studying leadership theories and concepts. You will refresh your knowledge from previous leadership courses reviewing the history and origins of leadership, theoretical approaches to leadership, and the essence of contemporary leadership. Since students in this course should have effectively mastered the fundamentals of the concepts in previous courses (and through personal and professional experiences), you will be expected to continue to test your own abilities in applying these concepts to your roles on campus, in your profession, and in civic/community settings. You will learn how to use these concepts to be effective change agents capable of building inclusive communities in an increasingly diverse world.

Effective and ethical leadership, however, often seems in short supply as scandals and corruption in the political and business world too often illustrate. It is the goal of this course (and the entire Leadership Studies Minor) to help you understand and gain the knowledge necessary to be an ethical leader who can not only navigate through today's global marketplace, but can shape and influence society for the better. The key theme for this course is *application*; students should end the semester with the confidence that they can apply leadership theory in real-world community settings and make a positive difference.

Regarding the style of the course, this course is designed as democratically as possible. Students' specific interests, backgrounds, previous coursework, and personal and professional goals will be explored as part of their understandings and expectations of leadership for themselves and others.

The areas of coverage in this course will vary according to individual student interests. There are bodies of work in theory, research, and practice that will be chosen by the instructor and explored during the course. However, the specific interests and goals of the student will drive the research, writing, and activity that form the body of work generated during the course.

Course Philosophy:

This course is designed to inspire, teach, and engage you in the process of leadership learning. The course will be interactive with student participation and outside class involvement as critical components to the learning process. Leadership learning is therefore an active process from the instructor's and from the learner's points of view.

The instructor and student have a strong mutual responsibility to one another. Obligations of the instructor include (a) being knowledgeable and current on the subject matter, (b) planning and providing quality learning experiences, (c) evaluating work fairly and promptly, and (d) assisting you to meet the course objectives and to fulfill personal goals. Student obligations include (a) preparing and completing assignments in a timely manner, (b) actively participating in the learning process, and (c) expressing needs to the instructor through appropriate and timely communication.

Required Readings:

Centered Leadership (2014), Joanna Barsh & Johanne Lavoie, Crown Publishing Group

The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations, (2012), James Kouzes and Barry Posner, Jossey Bass Publishers

Readings will come from the additional leadership texts as well. These additional required readings will be placed online. You should treat these readings as if they were on reserve in the library. They are for course use only and not for public distribution:

Course Objectives:

At the end of this course, students should be able to:

1. Synthesize current research and theory to address contemporary leadership challenges.
2. Evaluate leadership activities using current research and theory.
3. Exhibit effective leadership skills within the context of course activities.
4. Develop a personal approach to leadership and integrate it with personal and professional aspirations.
5. Design an action plan for one's own leadership development.
6. Explore questions such as: who are you as a leader, what do you want to accomplish, what issues are you passionate about, and what is your personal leadership philosophy and paradigm?
7. Apply leadership theory to practice and enhance your own leadership skills, experience and knowledge.
8. Identify how one's leadership development connects with ECU's leadership definition and mission of public service ("servire"), and how you will serve as an ECU-trained leader in the future.

Assignments:

- **Blackboard Discussions:** Each student will be expected to participate fully in the Blackboard discussions. Summaries and questions based on the assigned readings will be posted at the beginning of the week; these will generally be posted weekly, but occasionally they will be posted biweekly. The discussions will be graded and must be completed to fulfill the requirements of the course. Most discussion board topics will deal with summarizing and critiquing readings, analyzing current events, and evaluating leadership frameworks.

Contributions should be meaningful, thought-provoking, and substantive.

- **Book Synopsis and Critique:** Choose a popular press book, that is not one of the required texts or readings for this or a previous class, which discusses qualities of leadership and/or leaders associated with a specific type of leadership style or theory. Summarize the main features of the book (thesis, topics, models, frameworks, etc.) and offer your own assessment of the book's strengths and weaknesses given your experience in and knowledge of leaders and leadership. For example, do you believe the principles promoted in the book are sound and effective? Why or why not? Also, if not, what would you suggest otherwise? **I must approve your choice of book by Friday, May 17.** For example, you may want to read something by one of the following authors: John Maxwell, Steve Jobs, Hillary Clinton, Daniel Goleman, Dale Carnegie, Sheryl Sandberg, Jack Welch, Barack Obama, Margaret Thatcher, Ken Blanchard, Warren Bennis, R. Scott Rodin, Anne Doyle, Jean Lau Chin, Mark Devine, Stephen Covey, George Bush, Steve Farber, Shannon Bush, Marshall Goldsmith, etc.

Due: May 31, 2019 (by 11pm EST) [book choice due by May 17]

- **Leadership Life Script: Who Am I?:** Construct a timeline of your leadership experiences and interests from your earliest memories up until the present semester. What motivated you? Who influenced you? Did you think of yourself as a leader (or follower)? Did you want to be a leader (or follower)? How have things changed over time for you? How do you view leadership in your life today? What are the current agreements that you live by? (reference The Four Agreements, posted under Course Documents, in your *Script*). Please take the personality test to discover your personality type. It will help you articulate your life script:

Personality Test: <http://www.truity.com/test/type-finder-research-edition>

The TypeFinder Personality Test is designed to help you discover your 4-letter personality type code based on the system developed by Briggs Myers. After taking the personality test, please find the result of your 4-letter personality type and reference in your *Leadership Life Script*.

Due: May 24, 2019 (by 11pm EST)

- **Leadership Life Script: Who Am I Becoming?:** The final paper of the session is a two-part project that will provide you with direction in your leadership journey beyond LDSP 4000. First, articulate your personal philosophy of leadership. What is leadership and how does one lead? Draw from existing research and theory to make your case for how you envision leadership. Second, you will develop a plan that will help you realize your own leadership potential and advance your leadership skills. Use Chapters 18-25 from the **Centered Leadership** text to help format your plan. Reference your own leadership development in the context of the ECU's leadership definition and mission of public service, also referred to as "servire."

Due: June 18, 2019 (by 11pm EST)

All papers should be written using the American Psychological Association style. You can find an APA stylebook at Barnes and Noble, University Book Exchange, or the ECU Bookstore.

Meeting Time & Location:

This course is an asynchronous online course utilizing Blackboard (BB). All students are automatically enrolled in BB after registration and can access the course via BB using their ECU ID and password. The class syllabus, teaching resources, documents, homework, and any additional assignments will be posted on BB. Make sure your account is up and working. Check your BB class postings at least twice a week. All email communication will be shared through your ECU email address. Please make sure that you check your email frequently for updates and information about this course.

Grading Scale:

Your final grade in the course will be based on discussion board participation and your performance on the assorted assignments.

Blackboard Discussions (40%) – due: ongoing

Book Synopsis and Critique (20%) – due: Fri, May 31 (by 11pm EST)

Life Script: Who Am I? (20%) – due: Fri, May 24 (by 11pm EST)

Life Script: Who Am I Becoming? (20%) – due: Tues, June 18, 2019 (by 11pm EST)

Course averages will be converted to letter grades using the scale below:

Course Average	Grade
93 and above =	A
90 to 92 =	A-
87 to 89 =	B+
83 to 86 =	B
80 to 82 =	B-
77 to 79 =	C+
73 to 76 =	C
70 to 72 =	C-
67 to 69 =	D+
63 to 66 =	D
60 to 62 =	D-
Below 60 =	F

Discussion Board Participation:

Leadership is inherently a relational process that occurs among individuals. Within this course, each of us has a responsibility to create a dynamic learning environment in which we have the opportunity to understand, acquire, practice, reflect, and apply our leadership knowledge, skills, and values. Each member of the class is an expert in his or her personal experience; we must be present to share this

with our peers and learn from each other. In addition, reactions, interpretations, and analysis of course readings are critical components of a learning environment. **Each member of the class will be expected to participate fully in the online discussions.** The discussions will be graded and must be completed to fulfill the requirements of the course. Most will deal with summarizing and critiquing readings, analyzing current events, and evaluating leadership frameworks. Contributions should be meaningful, thought provoking, and substantive; they should not be long winded. You are expected to present solid content and convey your message using appropriate grammar, syntax, punctuation, and language. You should use APA format for any written assignments. Proper citations will be expected for all material that is taken directly or paraphrased from another source. Late assignments will not be accepted. Extensions may be a possibility, but only if discussed BEFORE the due date; extensions on or after the due date will not be an option, unless in an extreme emergency.

Academic Integrity Policy:

“As members of the East Carolina University community, we have inherited the core pillars of leadership that must be upheld which include knowledge, relationship, ethics, wellbeing and service. Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of an ECU degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.” Please refer to the “Academic Integrity Policy” http://www.ecu.edu/cs-studentlife/policyhub/academic_integrity.cfm.

Americans with Disabilities Act (ADA):

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a covered disability must go to the Department for Disability Support Services located in Slay 138 to verify the disability before any accommodations can occur. The telephone number is 252-737-1016. This syllabus and other class materials are available in alternative format upon request.

Additional Resources:

Everyday Leadership (Day One Option)

http://www.ted.com/talks/drew_dudley_everyday_leadership?language=en

Exploring Leadership, Komives, Lucas and McMahon (ECU Joyner Library online)
Chapter 3- Relational Leadership

Authentic Leadership Video:

Brene Brown: The Power of Vulnerability

https://www.ted.com/talks/brene_brown_on_vulnerability

Culture and Leadership

Danger of a Single Story: Chimamanda Adichie

http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en