LOOK to Ohio

Leadership Opportunities for Organizational Knowledge

Planning Guide

Developed by:

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Owensville, Ohio 45160
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PREPARING TOMORROW’S LEADERS TODAY

PROGRAM DESCRIPTION
Leaders are needed wherever there are groups of people. Leadership theories over the past 100 years identify leadership as multi-dimensional. Theorists have explored leadership as a “trait or ability, a skill or a behavior and a relationship or process” (Northouse, 2012, p.9). In reality “preparing tomorrow’s leaders today” takes exploration of all the dimensions as they interact with each other within the current social context.

LOOK to Ohio is a teen leadership and workforce preparation program developed to meet the demand to prepare teens for leadership today and into the future. The program focuses on three pillars: leadership course, service learning, and place-based education. However, to address emerging issues the program consists of both an online component and place-based learning experiences designed to develop and enhance all dimensions of leadership.

PROGRAM GOALS
• Identify, strengthen and provide a forum for eligible 11 and 12 grade high school students to learn, build and practice leadership skills
• Link local government, economics, agriculture, STEM and healthy living to social issues, community action and daily life
• Provide experiential learning to meet objectives of the leadership course (COMLDR 2194) within the Department of Agricultural Communication, Education, and Leadership at The Ohio State University
• Develop meaningful relationships between youth and adults to foster networking and advance workforce preparation skills
• Encourage talented and skilled young adults to remain in or return to Ohio as they embark on future employment
Introduction to LOOK

Objective: Promote youth leadership development and teach leadership theories, principles and concepts within a social science community structure to youth identified by their school system in community place-based settings.

PROGRAM DESIGN

Who: Eligible high school students; traditionally, junior and senior level high school students from comprehensive, career center, private and home school who are identified by their representative school systems that meet College Credit Plus criteria standards.

What: Innovative program aligned with leadership course (COMLDR 2194) allowing students to enroll and earn College Credit through The Ohio State University Academy

When: 8:00 a.m. – 2:00 p.m. – One monthly school day August through April

Where: Local businesses, government agencies, landmarks and parks throughout your county

How: A series of place-based, online, classroom and experiential learning strategies

Monthly Place-based Theme Days:

- Call to Action Orientation/Real Colors ®
- Teambuilding
- County History and Agriculture Tour
- Civic Engagement
- Education
- Financial Literacy
- Public Safety & Justice
- Community Development
- Creating Healthy Lifestyles
- Call to Leadership/Commencement

Curriculum description: Consists of ten, monthly school day classes August through April based on a theme, leadership challenges and place-based education topics. Students complete an application process; enroll in College Credit Plus, and are admitted to The Ohio State University Academy Program.

- Students and parents attend an orientation with Real Colors ® training included.
- Students identify, plan, implement and evaluate a series of team service learning projects which are completed during the school year
- Community leaders from local business and industry mentor the students.
- LOOK to Ohio has a leadership course (COMLDR 2194) through the College of Food Agriculture and Environmental Sciences via the Department of Agricultural Communication, Education, Leadership that is offered as a College Credit Plus option to the students.
Curriculum components include:
- Marketing and recruitment resources
- Student/parent “Call to Action” orientation packet
- 4-H enrollment & health history forms
- COMLDR2194 Syllabus
- Theme Days – Planning Templates for each day
- Service Learning Project Planning Template
- Evaluation Tool Kit

Impacts from LOOK
LOOK to Clermont program graduated:
- 24 students in 2017
- 20 students in 2015
- 24 students in 2013
- 20 students in 2016
- 30 students in 2014
- 20 students in 2012

- Data of a study with LOOK to Clermont graduates indicates, (Corboy et al, 2017):
  - Participants are using the networks and connections made through the program to further themselves personally and professionally
  - The program also serves a potential recruitment tool to higher education entities and employers as noted by some lasting connections
  - A majority of the program students are still in college; eighty percent of participants indicated that they are planning to or may return to Clermont County, Ohio to live and work

- Student testimonials of place-based leadership impact on their career path:
  - “I was not sure what I wanted to do while in the program, but this program gave me a view of all the different types of jobs and backgrounds that are out there and gave me new choices to explore,” (Respondent 1).
  - “It gave me the leadership and interpersonal skills that I needed to pursue a career with the intention to evolve into a leader within my professional field. From the leadership development courses, I found my strengths and aligned them with a career interest,” (Respondent 2).

- LOOK to Clermont graduates are invited back throughout the program to give testimonials about personal leadership experiences post high school

- Evidence supports that OSU Extension Clermont County is recognized by county government officials and business leaders as a valuable community resource that makes a local difference. The Clermont Chamber of Commerce Foundation recognized the educational impact to the local community by selecting it as the “Career Prep Program” of the Year for 2015

- LOOK to Clermont has been selected for presentation at the following:
Pre-Planning Guide for LOOK:

How do you implement LOOK to Ohio in your county?

- **Leadership Course**: LOOK to Ohio can be offered either with COMLDR 2194 via The Ohio State University Academy so that students receive college credit or as a non-credit option.

- **Service Learning**: The service learning component is framed around the *Inside the Box* process. Students complete three projects over the term of the ten monthly theme days. These being: one project in their school, one in their community, and one as a whole group. In Clermont County, OSU Extension collaborates with the University of Cincinnati Clermont College to offer service learning for college credit. So, not only do students earn college credit for the leadership course, but additionally service learning.

- **Place-based Education**: As the third component, place-based education is defined as an approach to teaching and learning that connects learning to the local community, education based upon a particular place or location, (Pigg et al, 2013). One of the primary strengths of place-based education is that it can adapt to the unique characteristics of particular places, (Smith et al, 2010). This component is embedded in each theme day such as the location you might have a particular class or where students might visit.

How does service learning differ from community service? Community service is a project that many individuals or groups participate in to help churches, individuals, organizations, schools and communities. The goal is to help these groups or people to better their program or life in some way, and we hope the youth providing the service will learn things such as life skills and processes along the way. However, the learning is secondary and unintentional. Service learning is intentional learning being the primary goal and the service secondary, (Turner, 2012).

How do you create LOOK to Ohio in your county? First, begin thinking of community partners; meet with your local Extension Advisory Committee. Ask questions of them about how LOOK could benefit your county. Begin to think of organizations that could talk to your students. This is building the place-based education component. Community partners may be non-profit organizations, bankers, libraries, small businesses, county convention and visitors’ bureaus, insurance agencies, restaurants, nature centers and park districts, sheriff’s office, rotary groups, League of Women voters, county agricultural society, county government officials and departments, chambers of commerce, and businesspersons. The list of potential partners that for LOOK to Ohio are endless. From this list, a local planning committee for LOOK may be formed.

Why does LOOK to Ohio benefit OSU Extension? OSU Extension is known for its partnerships with community members and entities. The LOOK to Ohio program allows the expansion of cross-program area collaboration.
Would you offer the LOOK to Ohio program at a high school or allow all schools in the county to participate? The LOOK to Ohio program could be offered in a particular high school to a select group of students or in a county-wide format where students from each school participate. The ideal number of students for a LOOK program is twenty to thirty students limited by place-based locations you may visit. You may discuss these options with your County Educational Service Center to gain additional support. After this, you can begin dialogue with high school principals, counselors, and administrators.

LOOK to Ohio Teaches Students Workforce Readiness Strategies:

Student Impact Goals (based on theme:)

**Short Term**
- Gained knowledge of personal strengths
- Learned leadership and teambuilding skills
- Opinions of county changed in a positive direction
- Personal aspirations and motivation for continued education were increased

**Intermediate**
- Made personal life decisions based on personal traits, economic fact and social context
- Practiced leadership skills and changed behavior based on personal strengths and personal leadership philosophy
- Engaged in service learning projects with a group of peers to meet a community need

**Long Term**
- Completed the requirements to earn College Credit
- Self-reported enrollment in higher education
- Continue engagement beyond the LOOK to Clermont program as mentors
- Team projects continue to exist by improving the environment and building family and community relationships

Resources

In addition to this manual, there are other sources of information available to facilitators. You will find many useful resources for planning LOOK to Ohio. Contact one of the LOOK to Ohio program leaders today to begin planning a LOOK program in your county!

Helpful Web Sites
- LOOK to Clermont
  [http://www.u.osu.edu/looktoclermont](http://www.u.osu.edu/looktoclermont)
- LOOK to OHIO
  [http://www.u.osu.edu/looktoohio](http://www.u.osu.edu/looktoohio)
LOOK to Ohio Innovative Youth Leadership

Top 8 Reasons to participate:
1. Engage in 10 action packed days
2. Earn college credits through College Credit Plus from The Ohio State University
3. Design and implement community service learning projects
4. Enhance personal leadership and teambuilding skills
5. Interact with county leaders and local businesses
6. Explore beyond the classroom
7. Develop new friendships
8. Practice college and workforce skills

Register by February 22, 2018:
Incoming Juniors and Seniors 2017-2018
Contact:
• High School Guidance Counselor
• OSU Extension Clermont County
OEIA STATE UNIVERSITY EXTENSION

Preparing Tomorrow’s Leaders Today

**ELIGIBILITY**

The program is open to eligible high school juniors and seniors residing in Clermont County. Students are selected by teachers, guidance counselors and principals. Students must demonstrate high standards of integrity, participate in school or community events, exhibit a sincere willingness to serve the community, and earn a 3.0 or higher grade point average.

Students are invited to earn three college credits through The Ohio State University Academy. Students build leadership skills as they work through experiential leadership challenges during each place-based theme day as well as guiding their service learning projects.

**GRADUATION REQUIREMENTS**

- Complete all of the course requirements as outlined in the syllabus
- Successfully implement a team community project that betters the Clermont County community
- Actively participate in theme days

**THEME DAYS**

<table>
<thead>
<tr>
<th>Month</th>
<th>Theme Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>Call to Action Orientation</td>
</tr>
<tr>
<td>September</td>
<td>Teambuilding</td>
</tr>
<tr>
<td>October</td>
<td>County History and Agriculture Tour</td>
</tr>
<tr>
<td>November</td>
<td>Civic Engagement</td>
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<tr>
<td>December</td>
<td>Education</td>
</tr>
<tr>
<td>January</td>
<td>Financial Literacy</td>
</tr>
<tr>
<td>February</td>
<td>Public Safety and Justice</td>
</tr>
<tr>
<td>March</td>
<td>Community Development</td>
</tr>
<tr>
<td>April</td>
<td>Creating Healthy Lifestyles</td>
</tr>
<tr>
<td>Late April</td>
<td>Call to Leadership/Commencement</td>
</tr>
</tbody>
</table>

**HISTORY**

- LOOK to Clermont is a 4-H Youth Leadership Program operated by Ohio State University Extension Clermont County in partnership with University of Cincinnati Clermont College.
- LOOK to Clermont has been an active program of OSU Extension in Clermont County high schools since 2011.

LOOK to Clermont is a youth leadership program, delivered through placed-based education, for high school juniors and seniors.
# Roadmap to Your Future – December 8, 2016

<table>
<thead>
<tr>
<th>TIME</th>
<th>WHAT</th>
<th>WHO</th>
<th>LEARNING ACTIVITY</th>
<th>NOTES &amp; WHERE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday,</td>
<td>Theme: Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>December 8, 2016</td>
<td></td>
<td></td>
<td>WHERE: UC Clermont – Room S-142 &amp; S-143 4200 Clermont College Drive, Batavia, OH 45103 (513) 732-5200</td>
<td>AV equipment in both rooms</td>
</tr>
<tr>
<td>7:30 to 8:00 a.m.</td>
<td>7:30: Advisor arrival for set-up</td>
<td>WHERE: Room S-142</td>
<td>Student arrival by 8:00 a.m. – sign in for day</td>
<td>Breakfast items available</td>
</tr>
<tr>
<td>8:00 to 8:10 a.m.</td>
<td>Welcome &amp; Overview of Day</td>
<td>LOOK Advisors</td>
<td>Intro Activity – Leadership Lesson</td>
<td></td>
</tr>
<tr>
<td>8:10 to 9:10 a.m.</td>
<td>(1 hour)</td>
<td>Trevor Corboy, Gigi Neal</td>
<td>College Exploration Challenge</td>
<td></td>
</tr>
<tr>
<td>9:10 to 9:50 a.m.</td>
<td>(40 minutes)</td>
<td>Community Projects</td>
<td>Inside the Box – Group Update</td>
<td></td>
</tr>
<tr>
<td>9:50 to 10:50 a.m.</td>
<td>(1 hour)</td>
<td>Margaret Jenkins</td>
<td>-Put First Things First</td>
<td></td>
</tr>
<tr>
<td>10:50 to 11:45 a.m.</td>
<td>(55 minutes)</td>
<td>LOOK Students</td>
<td>-Video Lecture</td>
<td>☑ Evaluation Form</td>
</tr>
<tr>
<td>11:45 to 12:15 p.m.</td>
<td>(30 minutes)</td>
<td>Lunch with Leaders</td>
<td>UC sponsored lunch</td>
<td></td>
</tr>
<tr>
<td>12:15 to 1:50 p.m.</td>
<td>(95 minutes)</td>
<td>Kelly Royalty</td>
<td>Personal Roadmap</td>
<td></td>
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<tr>
<td></td>
<td>Roadmap to the Future</td>
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<td>-Lessons for Building Your Future:</td>
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<td></td>
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<td></td>
<td>1.   What does College cost?</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>2.   Portfolio/Resume work:</td>
<td></td>
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<tr>
<td>1:45 to 2:00 p.m.</td>
<td>Wrap Up Evaluations</td>
<td>LOOK advisors</td>
<td>Junior assignment for next class:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Future Assignments</td>
<td></td>
<td>Senior assignment for next class:</td>
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</table>

Pre-Assessment: Resume draft for Real Money, Real World in January for Financial Literacy with a particular job or career. -Submit Leadership Philosophy by 12/6 for 3 minute presentations.

The Ohio State University
COLLEGE OF FOOD, AGRICULTURAL, AND ENVIRONMENTAL SCIENCES
OSU Extension - Clermont County
1000 Locust Street, PO Box 670
Owensville, Ohio 45160
513-732-7070  clermont.osu.edu
Service Learning Project Planning Sheet

Part 1

Today’s Date: ________________

Identify a community need:

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Event Title:

____________________________________________________________________________

Date and time:

____________________________________________________________________________

Location:

____________________________________________________________________________

Team Members

1. _________________________  __________________________

2. _________________________________  __________________________

3. _________________________________  __________________________

4. _________________________________  __________________________

5. _________________________________  __________________________

Contact Information


Research:

<table>
<thead>
<tr>
<th>What we need to know</th>
<th>Contact/Research</th>
<th>Who will do it</th>
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</table>
Part 2

Today’s Date: _______________

Brief description of service learning project:

What supplies do you need for your event?

What is your budget? How will you spend the funds? Do you need to secure donations?

What are some potential risks? How can you manage those risks (permission slips, insurance, etc.)?

How will you invite participants to the event?

How will you publicize the event (social media, press release, flier, etc.)?

Reflection: How will you determine if the event was successful? What did you learn from your participation in the event? How did the event impact others?

How will you celebrate your success as a team with the community? How will you set the stage for future events?

<table>
<thead>
<tr>
<th>Name</th>
<th>Role/Responsibilities</th>
<th>Timeframe</th>
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</table>
COMLDR 2194
LOOK: Preparing Tomorrow’s Leaders
Ohio State University Extension Clermont County
The Ohio State University
Fall 2017 (Part 1)

**Required Resources:**
- COMLDR 2194 Course Packet (Includes *Real Colors®*).
- *StrengthsQuest (SQ) Assessment from Gallup, Inc: Signature Theme Report* (with full descriptions) and *Strengths Insight Report*. (Students receive ‘access code’ for the assessment at [http://www.strengthsquest.com/](http://www.strengthsquest.com/)).
- Course blog page [https://u.osu.edu/looktoclermont/](https://u.osu.edu/looktoclermont/)

**Supplemental Readings:**

**Instructor:**
Margaret Jenkins
Assistant Professor
jenkins.188@osu.edu
513-732-7070
1000 Locust Street
Owensville, Ohio 45160

**Assistant Instructors:**
Kelly Royalty
royalty.9@osu.edu
Nannette (Gigi) Neal
neal.331@osu.edu
Trevor Corboy
corboy.3@osu.edu
Course Description

This course focuses on leadership theories, principles, and concepts in the social sciences. Information presented in the course includes research-based theories and methods of social scientific inquiry through which students will assess their individual strengths, develop a personal leadership philosophy and vision, examine concepts of diversity and ethics, and develop a plan for their personal and professional development.

Course content and objectives are embedded within Leadership Opportunities for Organization Knowledge (LOOK) to Clermont Program theme day experiences and are highlighted within community interactions and by community and business leaders. Students utilize experiential learning practices to grasp abstract leadership concepts.

Course Objectives:

1. Define leadership as a social science construct.
2. Describe traits of leaders found in research and popular literature.
3. Explain foundational principles of leadership theories.
4. Analyze assessment data and reports of individual and group strengths.
5. Clarify personal values and goals.
6. Develop appreciation for diversity as a social construct.
7. Develop strategies to resolve ethical dilemmas.
8. Examine the role of values and ethics in problem-solving and decision-making.
9. Utilize a variety of technologies.

COMLDR 2194 Course Policies

1. Assignment Preparation: All written assignments must be computer generated and printed unless otherwise noted.

2. Electronic Devices: All electronic devices (i.e. cell phone, iPod, etc.) should be turned off upon entering the classroom. Use of tablet computers should be limited to course materials during class sessions.

3. Late Work: Students are expected to attend all class sessions and submit assignments, papers, projects and presentations on or before the due dates. Late work will be reflected in the instructor’s evaluation of the student’s performance as follows:
*All assignments are due prior to the beginning of the class period on the date specified on the course syllabus. Assignments are considered late after the end of the class period and the grade for the assignment will be reduced by 10% for the first day late, 20% for the second, 30% for the third, etc. . . .

Assignments may be submitted prior to the due date.

4. The course syllabus provides students with a general plan for the course. The instructor will announce any changes in dates and topics in class. Please note that some changes may not be communicated electronically or in writing.

<table>
<thead>
<tr>
<th>Time Frame/ Meeting Dates</th>
<th>Concepts</th>
<th>Course Topics</th>
<th>Text Readings &amp; Blended eLearning*</th>
</tr>
</thead>
</table>
| Aug. 5 thru 31            | Call to Action Paradigm Exploration | • Getting Acquainted - Introductions  
• Self-discovery with Real Colors® tool kit  
• Defining Leadership & personal paradigms  
• Course Overview and Expectations (obstacles, capacity, & habits) | 1-15  
21-53  
B – About Leadership |
| Sept 1 thru 14            | Introduction Building Teams     | • Paradigms and Leadership Theories  
• Journey: From private victories to public victories  
• Strategies building trust and effective communication  
• Service Learning through Micro Service Project | 54-70  
B- Goal Setting |
| Oct. 1 thru 5             | Be Proactive                    | • Leadership Traits and Characteristics  
• Role of Personal Values  
• Leadership Roles and Skills (Circle of Influence/Inside the Box)  
• Micro Service Project Presentation and one pager Due | 73-101  
B - Growth: Mission Statement |
| Oct. 20                   |                                 | Leader shadow planning form Due |                                  |
| Nov. 1 thru 14            | Begin with the End in Mind      | • Personal Mission, Vision, and Values Clarification  
• Personal Ethics in Leadership (social norms)  
• Goal Setting | 102-153  
B – Values in Action |
| Dec. 1 thru 14            | Put First Things First          | • Leadership Philosophy and Styles  
• Task and Relationship Leadership  
• Transactional vs Transformational Leadership  
• Interpreting Your Strengths (strength themes report) | 154-19  
B- Leadership Styles & Theories |
| Dec. 14                   |                                 | Leadership Philosophy Presentation/In the Box one-pager Due |                                  |
Off-Campus Field Experience

COMLDR 2194 is a course that meets one day per month August-April at locations throughout Clermont County. However, assignments and course experiences involve activities that extend beyond the boundaries of our monthly class meetings utilizing digital tools.

Commitment to Diversity

COMLDR 2194 is designed, implemented, and evaluated in a manner that promotes the acquisition and application of knowledge, skills, and dispositions necessary to help all students learn.

Commitment to Technology

Students of leadership should demonstrate a sound understanding of technology operations and concepts as utilized in the course. Educational technology will be utilized to extend student learning through electronic connections between the course instructor and other students in the course. In addition, the instructor will be available to discuss and facilitate individualized instruction upon request.

Statement of Student Rights

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things the legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring accommodation, please contact Services for Students with Disabilities. Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations.

Academic Misconduct Statement

The instructor will do everything reasonably possible to create and maintain an atmosphere of academic honesty wherein each student can perform to their greatest potential without the concern of being disadvantaged by the activities of other students. Ultimately, academic honesty is a personal matter. Academic misconduct of any kind will not be tolerated. Individual effort is expected on all assignments and evaluations. Examples of academic misconduct include, but are not limited to, cases of plagiarism and dishonest practices in connection with examinations and assignments (see Code of Student Conduct: Rule 3335-31-02). If you have any questions about approaches and procedures and what constitutes academic misconduct, please see the instructor. Any case of suspected academic dishonesty will be fully investigated in accordance to the Code of Student Conduct. Faculty rule 3335-5-487 will be followed in cases of academic misconduct, “Whereby instructors shall report instances of alleged academic dishonesty to the Committee on Academic Misconduct.”
Grading Scale

The following grading scale will determine the letter grade earned in the course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 93</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>84 - 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 83</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
</tr>
<tr>
<td>C</td>
<td>74 - 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 73</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69</td>
</tr>
<tr>
<td>D</td>
<td>64 - 66</td>
</tr>
<tr>
<td>E</td>
<td>&lt; 63</td>
</tr>
</tbody>
</table>

Students are responsible for all readings and class activities. **Leadership does not occur in absentia.** Leadership involves both showing up and being prepared. Therefore, attendance is expected at all scheduled class sessions. Please do not ask me for “permission” to be absent. If you need to be absent for any reason . . . that is your own decision. **Instructors must be notified via email** of absence prior to the class. **NOTE:** Monthly theme day engagement points **cannot** be made up if you are not able to be present in class! Please know that YOU are responsible for obtaining all information presented in class including handout materials and changes in assignments. All assignments are **due** prior to the beginning of class on the date specified on the course syllabus. Please refer to the Scoring Rubric for each assignment that is included after each assignment listed in this course syllabus.

Course Requirements

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Leader Shadowing Planning</td>
<td>50</td>
<td>Oct. 20</td>
</tr>
<tr>
<td>2. Personal Leadership Philosophy</td>
<td>100</td>
<td>Dec. 14</td>
</tr>
<tr>
<td>3. Service Learning Project Micro</td>
<td>100</td>
<td>Oct. 5</td>
</tr>
<tr>
<td>4. Inside the Box Project</td>
<td>100</td>
<td>Dec. 14</td>
</tr>
<tr>
<td>6. Theme Day Engagement (5 @ 10 points each)</td>
<td>50</td>
<td>August –Dec.</td>
</tr>
</tbody>
</table>

**Total Points 500**

All assignments must be completed solely through your **individual effort.** It is recommended that you avoid using the work of other students if it could be construed to be academic misconduct. Students with questions regarding the academic code of conduct at OSU should consult with the instructor and are encouraged to review the Code of Student Conduct at: [http://trustees.osu.edu/Rules%2023/index.php](http://trustees.osu.edu/Rules%2023/index.php).
1. **Personal Leadership Philosophy (20%)**

Reflect upon your individual values, beliefs, ideals, and experiences to develop a one-page statement of your Personal Leadership Philosophy. After preparing the written statement, you should prepare to present your Personal Leadership Philosophy oral/visual to the class. The format and structure of your philosophy statement is left to your discretion, but you must be able to be present an overview of your personal leadership philosophy within a 3-5 minute time frame on December 14. Your personal leadership philosophy should be based upon critical thought and reflection. PLEASE do not wait until the night before the assignment due to prepare your first draft!

**Personal Leadership Philosophy Scoring Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition of Leadership</strong> – describe how you define the concept of leadership</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Purpose, Mission &amp; Vision</strong> – explain what you view as your life’s role, what you plan to do in your life, and what you aspire to accomplish . . .</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td><strong>Values, Ideals, &amp; Principles</strong> – describe your closely held values, your idealized view of leadership, and guidelines that steer your path in life</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation style/Appearance</strong> – neatness, clarity, readability, professional quality, etc. . .</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

**Points = 100**  
**Personal Leadership Philosophy Presentation due date = December 14**

2. **Theme Day Engagement (10%)**

This course emphasizes classroom discussion and student interaction. It is important that you are prepared for class, attend each class session, and are engaged in the content during class. Attendance and participation points will be earned monthly based upon your engagement in process. **NOTE: Monthly points cannot be made up if you are not present in class.**

**Points = 50**  
**Monthly Engagement = based on participation in theme day**
3. **Leader Shadowing Case Study Planning Process (10%)**

You should arrange to spend 3-4 hours “shadowing” an individual who is a recognized leader in your informed, anticipated career field or professional interest area. Selection of the leader to be shadowed will be determined jointly by instructors and student utilizing personal assessment data. However, “shadow leader” contact and shadowing arrangements are the responsibility of the student. Each student in the course will need to shadow a different leader. [NOTE: Parents, siblings and other close relatives will not be approved for this assignment.]

### Leader Shadow Planning Process

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition of Leadership</strong> – describe how your definition of leadership aligns with identified “shadow” person</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Real Colors</strong> – explain how your Real Colors temperament aligns with your identified professional interest area (career).</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td><strong>Theme Day</strong> – explain how Teambuilding and Cultivation Relationships influenced your decision-making in identification of “shadow” individual</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td><strong>Process completion/Appearance</strong> – neatness, clarity, readability, professional quality, etc.</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td></td>
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</tbody>
</table>

**Points = 100**

**Leader Shadow Planning Process due date = October 20**

Remainder of “leader shadow” is informational. The Report is due January 18 Spring semester.

After “shadow leader” is approved on October 20, you should contact the selected leader and arrange in advance for an appropriate and meaningful opportunity to observe the individual during a “typical” workday. During the shadowing experience, you should record observations and collect information that addresses the following elements in your case study report:

1. Describe the leader’s professional background and history.
2. Explain leader’s title, roles, and responsibilities within their current organization.
3. What is the leader’s philosophy of leadership?
4. What is the leader’s vision for their organization?
5. How does the leader view change in the organization? What factors contribute to change?
6. How does the leader view and approach risk in the organization?
7. How does the leader define (and use) ethics in leadership?
8. How does the leader encourage and embrace diversity in their organization?
9. What are three areas that the individual continually strives to improve upon and develop?
10. Can you (personally) identify with this leader? Explain why or why not?
Prepare a **five page written report** describing information collected and observations during your leader shadowing experience. The written report should address all the topics listed above plus any other insights and observations that you deem important. A high quality report will **focus in depth** on applications of the various leadership topics outlined in this course syllabus, and **NOT** simply a biographical description of the leader or a narrative summary of your visit. Your report should be **double-spaced** and **typed** using **12-point font** with **one-inch margins**.

### Leadership Case Study and Report Scoring Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication with shadow leader</strong> – Appropriate pre and post event evidence supports shadowing logistical arrangements</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td><strong>Leader Shadow</strong> – background, history and role in organization</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>Leadership Philosophy</strong> – description of how the leader defines leadership</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>Organizational Vision, Change, &amp; Risk</strong> – explanation of how the leader views risk, describe factors related to the need for organizational change, and vision for the future</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>Ethics &amp; Diversity</strong> – explain the leader’s perspectives on personal and professional ethics and describe how the leader views and embraces the concept of diversity</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>Self-Improvement</strong> – views of leader regarding continuous personal growth and self-improvement</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>Personal Applications</strong> – in what ways would you emulate this leader in your own life? Describe behaviors, actions, perceptions, etc. that you would apply in the future.</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation/style</strong> – grammar, spelling, punctuation, appropriate use of words, etc.</td>
<td>15</td>
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<tr>
<td><strong>Total</strong></td>
<td>200</td>
<td></td>
</tr>
</tbody>
</table>

4. **Blended eLearning (20%)**

**Blended eLearning** assignments are to be completed prior to the monthly class dates, September through December. They are intended to prepare you for active participation in class utilizing your life experiences (past, current, and/or anticipated). You should plan to interact with the LOOK to Clermont website weekly and follow the prompts to post your input on the topic.

*Points = 100  
Blended eLearning due date = Monthly prior to class meeting date*
Blended eLearning Scoring Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection on Course topics – scope of content topics, breadth, and depth of topics addressed in the course</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Applications – examples of situations or contexts in which the leadership theories, principles, or course topics apply to your present or future (anticipated) life experience(s)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Organization – course topics presented and discussed in a logical and sequential manner</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Style – grammar, spelling, punctuation, appropriate use of terms, etc.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Total each class Blended eLearning reflection (5x20)</td>
<td>20</td>
<td></td>
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</tbody>
</table>

5. Service Learning Projects (20%)

Senior participants will be assigned as a leader of service learning project teams (3). Students will successfully implement service projects that better the Clermont County Community. These projects will require time outside of class, coordination of team members and communication with LOOK to Clermont advisors.

Points=200  Micro and In the Box Projects=Oct.5 and Dec. 14

Micro and Inside the Box

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project identification – scope of content topics, breadth, and depth of topic addressed</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Use of problem solving strategy – examples of situations or contexts in which the leadership theories, principles, or course topics apply to your present or future (anticipated) life experience(s)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Team work and communication</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Output/Impact</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Total each project</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>