

**HHD 401**  
**Women's Leadership Initiative: Leadership Concepts and Competencies**  

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**FALL 2019 SYLLABUS**

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### **Course Description**

HHD 401 is the first semester of the year-long required course for students selected to participate in the Women's Leadership Initiative. It is specifically designed to work in concert with WLI activities to support students in their development of the foundational values, knowledge, skills, and confidence to realize their potential as effective, life-long leaders. This course is 2 credits.

### **Student Learning Objectives**

By the end of the 2019-20 academic, year each student will:

1. Develop a deeper knowledge of herself and others
2. Be able to define and critically assess leadership concepts
3. Develop leadership skills
4. Practice leadership through service

### **Course Philosophy and Expectations of Students**

You were selected to participate in WLI because of your potential to become an outstanding lifelong leader. To be successful in this course, and to realize your potential, you are expected to be an active and collaborative partner in your learning and development. We have designed this course – and the WLI program as a whole – to guide and support your journey, but you are responsible for your learning and for being a full, collaborative partner in the process.

**You are responsible for:**

- **Being completely and fully present during class and all WLI activities**  
This means focusing on class and the activities at hand during class – both actively listening and participating. It also means no email, no texting, no phone calls, no other classwork, and no extraneous conversations during class.
- **Your own learning and actively contributing to a collaborative and productive learning environment**
- **Treating each other with respect: your classmates, your instructors, and guests**  
This includes listening, considering and respecting each other's views even when different from your own; speaking and writing using a respectful tone; and being completely and fully present (as described above).
- **Learning from our mistakes; sharing and celebrating our successes**

### **Course Materials**

There are two REQUIRED textbooks for HHD 401:

1. Northouse, P. G. (2019). *Leadership: Theory and Practice, Eighth Edition*. Sage. This text is available from the Penn State Bookstore and will be on reserve at Paterno-Pattee Library.
2. Rath, T. (2007). *Strengths Finder 2.0*. New York, NY: Gallup Press. WLI provides each student with this text.

Additional readings: Any additional readings will be made available through the Canvas course website or electronic library reserves.

## Grading Policy and Grades

### **Scale for final course grade:**

|         |    |
|---------|----|
| 93-100% | A  |
| 90-92%  | A- |
| 87-89%  | B+ |
| 82-86%  | B  |
| 80-81%  | B- |
| 77-79%  | C+ |
| 70-76%  | C  |
| 65-69%  | D  |
| <65%    | F  |

### **Your course grade will be determined as follows:**

|                                |     |
|--------------------------------|-----|
| Written Reflection Assignments | 20% |
| Communication Skills           | 40% |
| Class Participation            | 25% |
| Leadership Assessments         | 10% |
| Service Project                | 5%  |

### **Grading criteria:**

All required work is assessed using a grading rubric developed for that particular component. All grading rubrics are provided on the WLI Canvas website. It is highly recommended that, in addition to the assignment instructions, you consult an assignment's grading rubric before you begin an assignment.

### **Grade appeals:**

Contact the instructors to address any questions or concerns you have about an assignment grade. If you decide to submit your assignment to be formally re-graded, the assignment must be accompanied by a clear and specific written explanation of why you would like her to re-grade the assignment. If you submit an assignment to be re-graded, you are accepting the fact that your assignment grade may increase, but it also could decrease or remain the same. All formal requests for re-grading of an assignment must be submitted within one week of receiving the graded assignment.

### **Attire:**

Dress code for Friday Sessions and Forum Lunch is **business casual**: slacks or skirt (no leggings, jeans, or khakis); blouse, shirt or top with modest neckline; jacket (optional); and shoes (no sneakers or flip-flops) that are comfortable for the business ahead. The professionals with whom you will interact will notice your attire and the messages they receive from you as a result.

Dress code is **business attire**: slacks or skirt, modest top, jacket, business shoes for:

- Kickoff Dinner
- Etiquette Dinner
- Mock Interviews

## **Required Work and Policies**

A table delineating the required work due dates and times is provided at the end of the syllabus.

### **1. Readings**

Required readings are noted on the class schedule at the end of the syllabus. You are expected to complete these readings before class, since you will be asked to draw on the readings in class and in the assignments. Options to access these readings have been noted in the previous section titled “Course Materials”.

### **2. Written Reflection Assignments (20% total)**

You will complete four reflection papers over the course of the fall semester. These reflections ask you to think deeply and critically about leadership based on course readings, presentations, activities, and your own experiences. The reflections require you to identify, interpret, and synthesize what you are learning over time. Your grade is based on the quality of your thinking and the quality of your presentation of your thinking. Additional instructions for the reflections will be provided on Canvas.

### **3. Communication Skills (40% total)**

#### **a. Mentor Communications (10%)**

You are required to complete two specific written communications with your assigned WLI mentor. As always you are encouraged to communicate with your mentor more often!

#### **b. Resume (5%)**

You will draft a resume, following the “Resume Writing” session, and submit it to the drop box in Canvas. Your resume will be used for your mock interview during this semester.

#### **c. Thank-you Notes (10%)**

You will practice your networking and communication skills through written correspondence. Your first assignment is to write to one guest whom you met at the Kickoff Dinner. You will submit a copy of this note to the drop box on Canvas. Subsequently, you will write thank-you notes to panelists and guest speakers at the culmination of each class or event. Additional instructions will be provided on Canvas.

#### **d. Panel Discussion Questions (10%)**

In advance of every panel, you will submit two questions that you would like the panelists to address. Your questions must be related to leadership and the panel theme. Additional instructions will be provided on Canvas.

#### **e. Forum Summary and Commentary (5%)**

You are required to attend one Penn State Forum Speaker Series event and submit a brief summary and commentary by noon 7 days after the event. If you have a conflict with all of the Forum events or are a Nursing student studying in Hershey, you may attend an alternate event with prior approval of Dr. Diehl. Instructions regarding the summary/commentary will be posted on Canvas.

**4. Class Participation (25%)**

Full participation in class by every student is imperative for learning. You will come to class prepared to actively participate in class discussion and activities. You will receive a class participation grade for every class. The class participation rubric (on Canvas) shows that grading reflects the quality of a student's participation and effort (e.g., thoughtful questions and comments, active listening and discussion in both small and large group settings, being engaged in class activities, etc.).

**5. Leadership Assessments (10%)**

**a. Myers-Briggs Type Indicator (5%)**

You will complete the Myers-Briggs Type Indicator online; you will use your results in class. Ms. Baier will provide you with instructions about how to access this assessment.

**b. Strengths Finder (5%)**

You will complete the Strengths Finder survey using the unique code provided in your *Strengths Finder* text. You will bring a hard copy of these results to class on October 12. Instructions to access the survey are provided in the text that WLI provides you.

**6. Service Project (5%)**

Over the course of the academic year, you will engage in a service project to learn more about yourself, your skills, and effective leadership through an applied experience. In the fall semester, you will identify an organization at which you will conduct service hours. Your grade for the fall semester component of your service project will be based on a brief description of the organization you have identified and the contact you have made with that organization.

In the spring semester, you will devote a minimum of 10 hours of service to the organization you have identified and complete a reflective paper in which you draw from your service project experiences. Instructions for this paper will be posted on Canvas in the fall in order to help you select an appropriate organization and gather the information you need throughout your service hours.

**Assignment Submission Policy:**

All assignments are due on the day and by the time specified in the syllabus unless you receive explicit permission from the instructors to do otherwise. If events beyond your control will prevent you from turning in an assignment on time, request an extension from Dr. Diehl or Ms. Clark *before* the due date and time. Assignments submitted late without prior approval from the instructor will receive a zero (0) – no exceptions!

There are no extra credit opportunities.

**Attendance Policy:**

Attendance at all WLI classes and activities is mandatory unless otherwise specified. Only absences that are due to events beyond your control (e.g., illness, family emergency) or another academic activity (e.g., attending a professional conference) will be authorized by Dr. Diehl or Ms. Clark. As soon as you encounter an attendance issue, you must contact Dr. Diehl or Ms. Clark. Since you are responsible for your learning, you must make arrangements to make up the work and learning you miss; the make-up work corresponds to the objectives of the missed class and requires students to devote the equivalent amount of class time missed.

## **Penn State Policies:**

### **1. Academic Integrity (Policy 49-20)**

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

Using others' written words without attributing their source is a form of intellectual property theft (i.e., 'plagiarism'), and is taken especially seriously in this course. Most published information belongs, in some sense, to someone. Using others' words is usually acceptable, as long as it is acknowledged as theirs by proper citation. Papers that include inadequate citations or other evidence of plagiarism will be penalized heavily.

For more information about the College of Health and Human Development's expectations and policies regarding academic integrity, please visit <https://hhd.psu.edu/undergraduate/advising/academic-integrity-college-health-and-human-development>.

### **Violations of the University's Academic Integrity Policy include the following:**

- **Cheating:** using crib sheets of any kind, preprogrammed calculators or cell phones, use of notes during a closed book exam
- **Copying on tests:** looking at other students' exams, copying with a plan with another student, passing notes during exams; exchanging exams with another student
- **Plagiarism:** fabricating information or citations; copying from the Internet or submitting the work of others from journals, articles and papers, or books; submitting other students' papers as one's own. Any material, regardless of length, that is the work of somebody else and who is not given explicit credit by citation, submitted as one's own, is plagiarized material.
- **Tampering with work:** changing one's own or another student's work; tampering with work either as a prank or to sabotage another's work
- **Acts of aiding and abetting:** Facilitating academically dishonest work by others; unauthorized collaboration on work; permitting another to copy from one's exam; writing a paper for another; inappropriately collaborating on home assignments or exams without permission or when prohibited
- **Unauthorized possession:** Buying or stealing of exams or other materials; failing to return exams on file or reviewed in class; selling exams; photocopying exams; any possession of an exam without the instructor's permission
- **Submitting previous work:** Submitting a paper, case study, lab report, or any assignment that had been submitted for credit in a prior class without the knowledge and permission of the instructor
- **Ghosting or misrepresenting:** Taking a quiz or exam or performing a class assignment in place of another student; having another student do the same in one's place; signing in as present in class for another student or having another student do the same in one's place
- **Altering exams:** Changing incorrect answers and seeking favorable grade changes when instructor returns graded exams for in-class review and then collects them; asserting that the instructor make a mistake in grade. Other forms include changing the letter and/or numerical grade on a test.

- **Computer theft:** Electronic theft of computer programs or other software, data, images, art, or text belonging to another.

## 2. Reporting Bias

Penn State takes great pride to foster a diverse and inclusive environment for students, faculty, and staff. Acts of intolerance, discrimination, or harassment due to age, ancestry, color, disability, gender, gender identity, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated.

Students, faculty, or staff who experience or witness a possible bias motivated incident are urged to report the incident immediately through Educational Equity at the Report Bias webpage:

<http://equity.psu.edu/reportbias/>

## 3. Students with Disabilities

Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. The Student Disability Resources (SDR) website provides contact information for every Penn State campus: <http://equity.psu.edu/sdr/disability-coordinator>. For further information, please visit Student Disability Resources Web site: <http://equity.psu.edu/sdr>.

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <http://equity.psu.edu/sdr/applying-for-services>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. You must follow this process for every semester that you request accommodations.

## 4. Counseling and Psychological Services

Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional well-being. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

Counseling and Psychological Services (CAPS) (814) 863-0395 or 501 Student Health Center during regular office hours (8 am-5 pm, Monday-Friday)

Penn State Crisis Line (24 hours/7 days/week) (877) 229-6400

Crisis Text Line (24 hours/7 days/week) Text LIONS to 741741

Mental Health Providers (all campuses) <https://elections.psu.edu/caps-cpd/>

If you or someone you know is experiencing a crisis situation, information on resources at CAPS and other local groups that can help is found at <http://studentaffairs.psu.edu/counseling/crisis/>.

### WLI and HHD 401 Class Schedule and Assignments – Fall 2019

| Class Details   | Topic  | Readings: complete before class<br>on day assigned | Assignments Due  |
|---|--|--|--|
| Week 1  |  |  |  |
| Sat, 8/24<br>7:15 a.m. – 5:15 p.m.<br>Shaver’s Creek Environmental Center and Stone Valley Recreation Area<br>Transportation provided<br>Dress code: Casual/Athletic Attire | WLI Retreat: Get to know your classmates and yourself better   | None   |  |
|   | <i>7:15 a.m. Transportation by bus to Shaver’s Creek</i><br><i>7:45 a.m. Continental breakfast</i><br><i>8:00 a.m. Team building exercises</i><br><i>11:00 a.m. Syllabus Review</i><br><i>11:30 a.m. Lunch</i><br><i>12:00 p.m. Bus to Stone Valley ropes course</i><br><i>12:30 p.m. Ropes course</i><br><i>4:30 p.m. Depart for campus</i> |  |  |
| Week 2  |  |  |  |
| 9/2-9/8   | No class meeting   |  | 1. 8/30/19: “What is Leadership?” panel questions due by 11:59 p.m. (Canvas)<br>2. 9/1/19: Complete online MBTI survey by noon |

| Class Details  | Topic  | Readings: complete before class on day assigned                      | Assignments Due  |
|--|--|--|--|
| Week 3   |  |  |  |
| Friday, 9/13<br>2:30-7:45 p.m.<br>Friday Session #1<br>Bennett Pierce Living Center<br>110 Henderson Building<br>Dress Code: Business Casual | Defining leadership;<br>Developing knowledge of self and others: values assessment;  | Chapter 1 (Introduction) and Chapter 2 (Trait Approach) of Northouse |  |
|  | <p>2:30 p.m. Welcome</p> <p>2:45 p.m. "What is Leadership?" panel discussion</p> <p>3:45 p.m. Break</p> <p>4:00 p.m. Myers-Briggs Type Indicator</p> <p>6:00 p.m. Dinner</p> <p>6:30 p.m. Values Assessment</p> <p>7:30 p.m. Service Project Overview</p> <p>7:45 p.m. Adjourn</p> |  |  |
| Week 4   |  |  |  |
| Friday, 9/20<br>6:00 p.m.<br>Hyatt Place<br>Dress Code: Business   | WLI Kickoff Dinner   | None   | 1. 9/20/19: Written Reflection #1 due by 11:59 p.m. (Canvas) |
| Week 5   |  |  |  |
| 9/23-9/29  | No class meeting   | None   | 1. 9/27/19: Kickoff Communication due by 11:59 p.m. (Canvas) |
| Week 6   |  |  |  |
| 9/30-10/6  | No class meeting   | None   |  |

| Class Details   | Topic   | Readings: complete before class on day assigned | Assignments Due  |
|---|---|---|--|
| Week 7  |   |   |  |
| Friday, 10/11<br>Weekend Workshop<br>6:00-9:00 p.m.<br>Deans Hall, Penn Stater Hotel<br>Dress code: Business  | Etiquette Dinner  | None  | 1. 10/11/19: Mentor Communication #1 due by 11:59 p.m. (Canvas)                        |
| Saturday, 10/12<br>Weekend Workshop<br>9:00 a.m.-4:00 p.m.<br>Bennett Pierce Living Center<br>110 Henderson Building<br>Dress Code: Business Casual | Developing knowledge of self and others: StrengthsFinder<br>Developing leadership skills: professional conduct and communication, team leadership, cultural humility  | Chapter 14 (Team Leadership) of Northouse       | 1. Complete StrengthsFinder assessment and bring a hard copy of your results to class. |
|   | <p> <i>9:00 a.m. Continental breakfast/Introduction to the Day</i><br/> <i>9:15 a.m. Mixing, Mingling, and Making Connections</i><br/> <i>10:45 a.m. Break</i><br/> <i>11:00 a.m. Being Part of a Team</i><br/> <i>12:30 p.m. Lunch</i><br/> <i>1:00 p.m. Strengths Finder</i><br/> <i>2:30 p.m. Valuing Cultural Humility; It Starts with Me!</i><br/> <i>3:15 p.m. Wrap-up/Group Activity/Small Group Discussion</i><br/> <i>3:30 p.m. Adjourn</i> </p> |   |  |

| Class Details   | Topic  | Readings: complete before class on day assigned   | Assignments DUE  |
|---|--|---|--|
| Sunday, 10/13<br>Weekend Workshop<br>12:00-4:00 p.m.<br>Bennett Pierce Living Center<br>110 Henderson Building<br>Dress Code: Business Casual | Developing leadership skills:<br>time management, creativity<br>Practicing leadership skills:<br>t-shirt project   |   |  |
|   | <i>12:00 p.m. Lunch/Introduction to the Day</i><br><i>12:30 p.m. Time Management</i><br><i>1:15 p.m. Break</i><br><i>1:30 p.m. T-shirt Project</i><br><i>2:15 p.m. Creativity and Innovation</i><br><i>3:45 p.m. Adjourn</i>   |   |  |
| Week 8  |  |   |  |
| 10/14-10/20   | No class meeting   | None  | 1. 10/20/19: Written Reflection #2 due by 11:59 p.m. (Canvas)                            |
| Week 9  |  |   |  |
| Friday, 10/25<br>2:30-7:45 p.m.<br>Friday Session #2<br>Bennett Pierce Living Center<br>110 Henderson Building<br>Dress Code: Business Casual | Developing leadership skills:<br>public speaking, conflict<br>resolution   | Chapter 3 (Skills Approach)<br>of Northouse<br>and<br><i>Strengths Finder 2.0: Pages i-30</i> | 2. 10/25/19: Risk-Taking and Leadership<br>panel questions due by 11:59 p.m.<br>(Canvas) |
|   | <i>2:30 p.m. Introduction to the Session</i><br><i>2:45 p.m. Public Speaking</i><br><i>4:15 p.m. Walk to Pike Auditorium</i><br><i>4:30 p.m. The Art of the Finesse</i><br><i>6:00 p.m. Dinner</i><br><i>6:30 p.m. Conflict Resolution</i><br><i>7:30 p.m. Wrap-up/Group Activity/Small Group Discussion</i><br><i>7:45 p.m. Adjourn</i> |   |  |

| Class Details  | Topic   | Readings: complete before class on day assigned   | Assignments DUE  |
|--|---|---|--|
| Week 10  |   |   |  |
| 10/28-11/3   | No class session  | None  | <ol style="list-style-type: none"> <li>11/1/19: Written Reflection #3 due by 11:59 p.m. (Canvas)</li> <li>11/3/19: Service Project Planning Assignment due by 11:59 p.m. (Canvas)</li> </ol> |
| Week 11  |   |   |  |
| Friday, 11/8<br>Friday Session #3<br>2:30-7:45 p.m.<br>Bennett Pierce Living Center<br>110 Henderson Building<br>Dress Code: Business Casual | Developing leadership skills:<br>risk-taking, resume writing,<br>cultural competence  | Chapter 4 (Behavioral Approach)<br>and Chapter 5 (Situational<br>Approach) of Northouse |  |
|  | <p>2:30 p.m. <i>“Risk-Taking and Leadership” panel discussion</i></p> <p>3:30 p.m. <i>Break</i></p> <p>3:45 p.m. <i>Resume Writing</i></p> <p>5:15 p.m. <i>Dinner</i></p> <p>5:45 p.m. <i>Diversity and Inclusion Leadership in Organizations</i></p> <p>7:30 p.m. <i>Wrap-up/Group Activity/Small Group Discussion</i></p> <p>7:45 p.m. <i>Adjourn</i></p> |   |  |
| Week 12  |   |   |  |
| 11/11-11/17  | No class session  |   | <ol style="list-style-type: none"> <li>11/15/19: Written Reflection #4 due by 11:59 p.m. (Canvas)</li> </ol>   |
| Week 13  |   |   |  |
| 11/18-11/24  | No class session  |   |  |

| Class Details   | Topic                                      | Readings: complete before class on day assigned | Assignments DUE   |
|---|--|---|---|
| THANKSGIVING BREAK (11/25-12/1)   |  |   |   |
| Week 14   |  |   |   |
| Friday, 12/6<br>WLI Session #4<br>2:30-7:30 p.m.<br>Bank of America Career Services Building<br>Dress Code: Business Casual   | Practicing leadership skills: interviewing | Chapter 15 (Gender and Leadership) of Northouse | 1. 12/8/19: Revised resume due by 11:59 p.m. (Canvas)       |
| <p style="margin-left: 100px;">                         2:30 p.m. <i>Interviewing Skills</i><br/>                         4:00 p.m. <i>Mock Interviews – 30 minutes per student</i><br/>                         6:45 p.m. <i>Mentor Check-In/Announcements</i><br/>                         7:00 p.m. <i>The Makers</i><br/>                         8:00 p.m. <i>Adjourn</i> </p> |  |   |   |
| Week 15   |  |   |   |
| 12/9-12/15  | No class session                           | None  | 1. 12/13/19: Mentor Communication #2 by 11:59 p.m. (Canvas) |
| Final Exams   |  |   |   |
| 12/16-12/20   | No final exam                              | None  | None  |