



# Leadership in Action: Building Blocks of Excellence at UVA and Beyond

*"The challenge of leadership is to be strong, but not rude; be kind, but not weak; be bold, but not a bully; be thoughtful, but not lazy; be humble, but not timid; be proud, but not arrogant; have humor, but without folly." - Jim Rohn*

**Inst 2500 Fall 2024**  
**Mon/Wed 3:00PM – 3:50PM**  
**2 Credits**

## Instructor Information

*Tyler English, 3<sup>rd</sup> Year*  
*Global Public Health & Chemistry Major*



### **Faculty Advisor**

*Kelsie D. Kelly Smith, PhD, MPH*  
*Assistant Professor, Department of Public Health Sciences*  
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## Welcome to the Course

Welcome to "Leadership in Action: Building Blocks of Excellence at UVA and Beyond!" This transformative journey through the complexities of university life at the University of Virginia equips you with essential tools and strategies not only to thrive academically but also to develop into effective leaders poised for future success. Have you ever faced uncertainties and challenges that tested your confidence and sense of belonging? This course is designed to guide and support you through such obstacles, fostering resilience and confidence. Drawing upon renowned authors like James Clear (*Atomic Habits*) and Stephen Covey (*The Seven Habits of Highly Effective People*), you'll explore practical techniques to translate personal experiences into actionable goals, empowering you to take control of your university journey and maximize your potential. Furthermore, this course will deepen your understanding of effective leadership across various contexts, investigating qualities, behaviors, and the impact of situational factors on leadership effectiveness. Through interactive activities, readings, discussions, and guest speakers, you'll develop a personalized roadmap for success, equipped with the knowledge and skills to navigate challenges with confidence and effective leadership capabilities. Each of us has

experienced leadership, either leading or being led. By understanding foundational aspects of effective leadership, you'll become a better, more self-aware leader, prepared to inspire, and positively influence others in the future.

## Learning Objectives

Upon completion of this course, you will be able to:

1. Define leadership and identify various styles, correlating them with corresponding habits.
2. Critically analyze real-world instances of both effective and ineffective leadership
3. Evaluate organizational challenges and situational demands, assessing their impact on leadership effectiveness across diverse contexts.
4. Engage in reflective practices to assess personal leadership experiences at the University of Virginia and beyond.
5. Cultivate and apply leadership habits, reflecting on their efficacy in different contexts.
6. Collaborate and interact with individuals possessing different leadership styles to appreciate the necessity for varied approaches to leadership.

## Learning Opportunities

Throughout the semester, I will introduce each assignment and provide more detailed explanations and criteria for each of the categories below on our Canvas Page.

### Lecture & Discussion Participation (20%)

**Lecture:** This course emphasizes active discussion and idea exploration, making attendance crucial. However, recognizing that unforeseen circumstances can occur, you are permitted three absences. For further details, refer to the attendance policy.

**Participation:** Engaging discussions enhance learning, so be prepared to contribute your insights and perspectives in class. Active participation involves engaging in discussions, collaborating in group activities, and arriving prepared for each lesson. Completing the required pre-class readings and assignments is essential to ensure your contributions are informed and substantive.

Your participation grade will be determined by the quality and consistency of your contributions to class discussions, both in quantity and depth of engagement. It is essential to actively listen to your peers, respectfully challenge ideas, and offer constructive feedback to foster a supportive and inclusive learning environment. Your active involvement in discussions will not only contribute to your learning but also enrich the learning experience of your classmates, creating a dynamic and intellectually stimulating classroom environment.

### Weekly Discussion Posts (30%)

Throughout the semester, you will engage in weekly Discussion Posts, a critical part of your assessment designed to foster thoughtful engagement with the assigned readings. These low-stakes assignments, around 150 words each, aim to reflect on topics that have resonated with you, encouraging critical reflection, integration of ideas, and original thought. They are a platform to apply practical skills and habits pertinent to your leadership style. To ensure meaningful engagement and prioritize quality, you will select eight out of twelve posts for grading, focusing on their thoughtfulness rather than completion. These posts should demonstrate a serious effort to grapple with the ideas presented in the readings. For credit, you are permitted to skip three weeks of discussion posts. To facilitate interaction with your classmates, posts are due before 3:00pm on the day of class, enhancing your learning experience through timely participation.

### **Quizzes (20%)**

You will have two quizzes, each worth 10%, scheduled throughout the course: one mid-semester and one at the end of the course. These quizzes are designed to evaluate your understanding of foundational concepts acquired through course readings, lectures, activities, and group discussions. They will consist of multiple-choice questions and short-answer prompts derived from course material, group discussions, and reflective pieces covered in class.

### **Learning Portfolio (30%)**

At the end of the course, you will create a comprehensive learning portfolio of at least 1500 words, reflecting your development and insights into your leadership style and habits within and beyond the University of Virginia context. This portfolio should integrate various academic elements, including writings, peer contributions, readings, discussions, and quizzes, with the midterm quiz being a key component. To effectively capture your semester-long journey, the portfolio should include a minimum of 5 significant reflections, each at least 250 words, on personal leadership experiences, and at least 2 detailed reflections of 300 words each, demonstrating how external leadership experiences have shaped your insights.

Your portfolio should not only document your academic progress but also showcase your ability to engage deeply with the course content, highlighting proactive engagement and sustained effort. Creativity and originality are crucial, with each reflection offering a unique perspective on leadership challenges encountered. Videos up to 5 minutes each can supplement the written reflections, adding depth to your narrative.

Ensure timely submission of the portfolio through Digiication UVA by the deadline specified in the syllabus, reflecting your commitment to the course. Guidance will be provided through examples of both exemplary and substandard portfolios to help gauge the expected quality and depth of content. This final assignment underscores the importance of early topic engagement and continuous reflection throughout the semester.

The success of this final assignment hinges significantly on your sustained effort and engagement throughout the semester. This course does not lend itself to procrastination or last-minute endeavors; instead, it requires proactive involvement and thoughtful reflection.

Therefore, it is imperative to identify topics that resonate with you early on and delve into them earnestly in your writing.

## Course Calendar

*Below is a preliminary schedule outlining topics, reading assignments, and due dates. Please note that while nothing will be due before the indicated dates, some assignments may be rescheduled or removed based on time constraints. Any modifications will be communicated during class and on the course website. For clarification or assistance with assignments, I encourage you to reach out early so that we can collaborate towards your success in this course.*

<b>Lesson Date</b>	<b>Topic</b>	<b>Assignments &amp; Readings</b>
08/28/24	Meet Peers & Professor  Introduction to Course  Syllabus Overview	n/a
09/02/24	What is Personal and Leadership Development?	Read Covey, Intro  Prepare for Class Participation  Discussion Post (Due before 3:00pm)
09/04/24	How do habits form and why are they important for leadership?	Read Duhigg, Ch. 1  Prepare for Class Participation
09/09/24	What does it mean to be a proactive leader?	Read Covey, Ch. 1  Prepare for Class Participation  Discussion Post (Due before 3:00pm)
09/11/24	How can establishing personal goals enhance leadership effectiveness?	Read Clear, Ch.1  Prepare for Class Participation
09/16/24	In what ways do team dynamics affect leadership?	Read Duhigg, Ch. 4  Prepare for Class

		Participation Discussion Post (Due before 3:00pm)
09/18/24	How can leaders build and sustain personal and professional networks?	Read Covey, Ch. 6 Prepare for Class Participation
09/23/24	What are effective time management strategies for leaders?	Read Covey, Ch. 3 Prepare for Class Participation Discussion Post (Due before 3:00pm)
09/25/24	What are the core principles of personal leadership?	Read Covey, Ch. 2 Prepare for Class Participation
09/30/24	How can leaders develop resilience?	Read Duhigg, Ch. 3 Prepare for Class Participation Discussion Post (Due before 3:00pm)
10/02/24	Why are small wins important in the process of leadership development?	Read Clear, Ch. 12 Prepare for Class Participation
10/07/24	How can leaders enhance their emotional intelligence?	Discussion Post (Due before 3:00pm)
10/09/24	Mid-Semester Reflection: What have we learned so far?	Mid-term Quiz
10/14/24	READING DAY	n/a
10/16/24	How can change be effectively implemented in organizations?	Read Duhigg, Ch. 8 Prepare for Class Participation Discussion Post (Due before 3:00pm)

10/21/24	What is the science behind motivation and self-discipline in leadership?	Read Clear, Ch. 3  Prepare for Class Participation
10/23/24	How can personal and professional life be balanced effectively?	Read Covey, Ch. 7  Prepare for Class Participation  Discussion Post (Due before 3:00pm)
10/28/24	What role do values play in effective leadership?	Read Covey, Ch. 2  Prepare for Class Participation
10/30/24	How can a positive organizational culture be created and maintained?	Read Duhigg, Ch. 6  Prepare for Class Participation  Discussion Post (Due before 3:00pm)
11/04/24	What are the art and science of making and breaking habits?	Read Clear, Ch. 8  Prepare for Class Participation
11/06/24	How do team dynamics influence leadership effectiveness?	Read Covey, Ch. 4  Prepare for Class Participation  Discussion Post (Due before 3:00pm)
11/11/24	How can leaders foster innovation and creativity?	Read Duhigg, Ch. 5  Prepare for Class Participation
11/13/24	What strategies are effective for strategic planning and execution?	Read Covey, Ch. 3  Prepare for Class Participation  Discussion Post (Due before

		3:00pm)
11/18/24	How does culture impact leadership?	Read Clear, Ch. 19  Prepare for Class Participation
11/20/24	Reflecting on the journey: How has your leadership evolved?	Discussion Post (Due before 3:00pm)
11/25/24	How do we prepare for end-of-course reflection and growth?	Prepare for End of Course Quiz
11/27/24	THANKSGIVING BREAK	n/a
12/02/24	Course Wrap Up	End of Course Quiz
12/04/24	Course Closing & Reflection	Course Feedback and Reflection Session

## Assessing Credit

Assessment Opportunity	Criteria for Credit
Lecture and Discussion Participation	<p><u>Lecture</u>: 3 missed classes are allowed</p> <p><u>Discussion Participation</u>: Leveraging pre-class assignments and readings will aid in enhancing the learning experience for both you and your peers.</p>
Weekly Discussion Post	Please respond to weekly prompts posted on our collective Canvas page, making a serious effort to grapple with the ideas proposed in the pre-class material and demonstrate critical reflection. Submission of 8 posts will be graded based on critical thought, with each reflection being at least 250-300 words long, due on Mondays by 3:00 pm on Canvas
Quizzes	Quizzes will include both multiple-choice questions and open-ended questions. Points will be awarded to students who answer multiple-choice questions correctly and who incorporate personal experiences and concepts from the weekly readings in their responses to the open-ended questions.

<p>Learning Portfolio</p>	<p>The learning portfolio is expected to be a minimum of 1500 words, exclusive of appendices or supplementary materials. Videos, if included, should not exceed 5 minutes each and must complement written reflections, adding depth to the portfolio's content by highlighting specific aspects of your learning journey or leadership experiences. A minimum of 5 substantial reflections is required, delving into personal leadership experiences across various environments, such as organizations or experiences beyond the University of Virginia. Each reflection should be at least 250 words long. Additionally, demonstrate in at least 2 reflections, each with a minimum of 300 words, how experiences and learning in other leadership settings, like organizations or community environments, have influenced your growth and insights.</p> <p>Emphasize creativity and originality throughout the portfolio by presenting unique perspectives and creative approaches to leadership challenges or situations discussed in your reflections. Submit the complete portfolio, including all necessary reflections, videos, and supplementary materials, by the specified deadline as outlined in the syllabus. Adhering to deadlines is crucial as it showcases your commitment and responsibility toward the assignment.</p> <p>All submissions must be made through Digication UVA. Furthermore, exemplar and substandard portfolio examples will be provided to guide your understanding of expectations and quality benchmarks.</p>
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## Course Materials and Tools

All readings will be accessible in PDF format, and they can be found under the "Resources" section on our Canvas platform.

- Covey, S. R. (1989). *The Seven Habits of Highly Effective People: Restoring the Character Ethic*. New York: Simon & Schuster. Available at [https://ati.dae.gov.in/ati12052021\\_1.pdf](https://ati.dae.gov.in/ati12052021_1.pdf)
  - *A classic in personal development, this book provides a holistic approach to effectiveness by focusing on seven key*
- Duhigg, C. (2014). *The Power of Habit: Why We Do What We Do in Life and Business*. New York: Random House Trade Paperbacks. Available at [https://ia803102.us.archive.org/35/items/CharlesDuhigg.ThePowerOfHabit\\_201808/Charles-Duhigg.The-Power-of-Habit.pdf](https://ia803102.us.archive.org/35/items/CharlesDuhigg.ThePowerOfHabit_201808/Charles-Duhigg.The-Power-of-Habit.pdf)
  - *Delves into the science behind habits and how they can be transformed, offering insights into personal and organizational change*
- Clear, J. (2018). *Atomic Habits: Tiny Changes, Remarkable Results: An Easy & Proven Way to Build Good Habits & Break Bad Ones*. New York, NY: Avery, an imprint of Penguin Random House. Available at <https://archive.org/details/atomic-habits>
  - *A guide on building good habits, breaking bad ones, and mastering the tiny behaviors that lead to remarkable results.*

## Course Policies

### Grading Scheme

It is imperative to prioritize the acquisition of knowledge and engagement with the course material. To do so, you will:

- Maintain regular attendance.
- Actively engage in class discussions and activities.
- Fulfill all course assignments (e.g. Weekly Discussion Post, Quizzes, & the Learning Portfolio).

Your principal obligation involves staying current with the assigned readings and participating in class discussions as outlined in the Course Calendar.

**Important Note on Credit:** *INST courses are considered as 'outside the College' and are taught only on a CR/NC basis. A student may count no more than 3.0 credit of INST course work among the 120 credit offered for the B.A. and B.S. in the College.*

### **Attendance Policy**

In light of the course's emphasis on collaborative learning, regular attendance is mandatory. Throughout the semester, students are permitted to miss up to three class sessions for any reason without penalty. Beyond these three absences, if circumstances prevent attendance (e.g., illness or other significant reasons), students are expected to inform me promptly.

### **Late Work Policy**

The allowance for missing up to three discussion posts offers flexibility for unforeseen circumstances or oversights in submission. Project assignments are due by 11:59 PM on the specified due date. It is crucial to adhere to these deadlines to maintain progress in the course. I am committed to supporting your success and can provide accommodations when necessary. Should you anticipate difficulties in meeting a deadline, it is imperative that you communicate with me at the earliest opportunity.

### **Honor/Academic Integrity Policy**

As members of the University of Virginia community, we are committed to fostering a culture of integrity and trust. Adherence to the University's Honor Code is paramount, stipulating that students must refrain from lying, cheating, and stealing, and must not tolerate those actions in others. A single violation of the Honor Code can irreparably damage a reputation that has taken years to establish. Conduct aligned with honor principles enriches our community, both during our time at the University and beyond.

In this course, you are expected to uphold the UVA Honor System rigorously. Your enrollment signifies your agreement to comply with the University of Virginia's Honor System and the specific policies of this course, which include:

- Ensuring originality in collaboration and refraining from copying another student's work.
- Citing all consulted resources or individuals in completing assignments. When in doubt, credit the source.
- Seeking clarification from the professor on any ambiguities related to permissible conduct for assignments.

For additional details on the UVA Honor Code, please refer to [UVA's Honor System FAQ](#).

### **Accessibility**

Recognizing that everyone has unique learning and access needs, I am dedicated to fostering an inclusive and accessible educational environment. Accessibility in educational settings is a pivotal aspect of disability rights advocacy in the United States, with colleges often being focal

points for both access challenges and disability rights activism. The establishment of campus disability services offices, including the Student Disability Access Center (SDAC) at UVA, has been instrumental in addressing these needs, fulfilling legal requirements born from the advocacy of disabled individuals.

For information on accommodations and how to apply for them at UVA, visit the [SDAC Website](#). If you have already secured accommodations through SDAC, please provide me with your accommodation letter as soon as possible to ensure your needs are met throughout the semester.

### **House Rule**

The primary goal of this course is to engage students in self-reflection within specific leadership contexts and styles, and to facilitate collective sharing and reflection through class activities and discussions. In light of this objective, it is imperative that all participants remain open-minded and willing to be vulnerable. This approach is essential for fostering respect among classmates and enriching the learning experience for everyone involved.