The Called to Lead senior capstone is designed to help you document your learning and also integrate your thoughts on a variety of themes related to Called to Lead and the larger mission of the College. You will earn 100 points for your completed capstone.

PLEASE NOTE:

The contents of your capstone may be used anonymously to assess overall student learning from the program in order to improve the program, and the results may be shared anonymously and in non-identifying ways with college administrators or at a higher education conference. **If you DO NOT want your capstone to be used to assess student learning from the program, please let me know in writing at <u>calledtolead@etown.edu</u>.**

<u>Required Capstone Contents</u>

Please complete the 6 items below. You may write 6 essays, OR you may present the content in a creative or inventive way that relates to your major or uses some of your talents, skills, and interests (e.g., make a DVD or a poster presentation).

1. Theories of Leadership
   a. Review theories/models of leadership you have learned through Called to Lead mini-lectures (e.g., servant leadership, principle-centered leadership, social change model, etc) or do some online research using the list of leadership theories/models on page 3 of this document.
   b. Write a reflection piece:
      i. Describe five (5) leadership theories and/or models that you have used in the past and that fit your future leadership goals, your major(s), and your career..
      ii. Which leadership theory fits you the best is and why?
      iii. How I might use it in my future life endeavors (both paid and volunteer)?
      iv. As one who has studied and learned about leadership, what is your personal "scholarly working definition" of leadership?

2. Practice of Leadership
   a. Review your results on one or more of the following: Student Leadership Practices Inventory, Strengths Quest Inventory, the DISC Personal Style Inventory, etc.
   b. Summarize the results, and discuss how these results have been a hallmark of your life and leadership over the past four years? Give real and specific examples.
   c. How do others describe your leadership over the years? What have you done as either an informal (unofficial) or formal (official) leader to facilitate teamwork, collaboration, conflict resolution, problem-solving, overcoming challenges, etc.?
   d. How will your unique and specific leadership styles, strengths, skills (as revealed on these inventories) shape your future leadership and your future life work?

3. Belief, Worldview, and Life Calling
   a. What do you believe?
   b. What really matters to you?
   c. What is your understanding of your life calling, vocation, or purposeful life work?

       d. How has Called to Lead helped you to think about your major(s), minor(s), future plans, etc. in a different way?

       e. What are the things in life that call out for attention in the future?

       f. Where do you find peer support and mentors to think boldly and imaginatively about your future?

4. Education and Citizenship for the Public Good
    a. Think about what you have you learned in your academic courses (major and in exploring the core), in your service activities, in your leadership activities, in study abroad, etc.:
        i. What is wrong in the world? In local communities? In the field of your intended future work?
        ii. What needs to be changed (and who needs to lead that change) to make the situation better?
        iii. What different cultural perspectives and economic, social, and political conflicts are realities that must be dealt with?
    b. How can you use your academic major to make a difference in society?
    c. How will you be different as a leader because of Called to Lead?
    d. How have you been a citizen for the public good in the last 4 years, and how will you be a citizen for the public good in the future?

5. Inventing a Life: Ethical Commitments, Life Work, Noble Purpose
    a. Think about ethical living, and write an ethical code for your own life, work, and leadership. Please be creative.
    b. What tough choices or difficult forks in the road have you faced in the last four years?
    c. How will this ethical code help you face dilemmas or challenges you may have in the future?
    d. What does it mean to use your education both in academic courses and extra-curricular activities for noble purposes?
    e. How do you bring the last 4 years at E-town together?
    f. How will you continue learning after college and throughout your life?
    g. What counts as success in your community, your country, and your world?
    h. How will you know you have had a meaningful life and purposeful work?

6. Learning and Reaching Goals (Choose Option A,B, or C)
    • Option A: Name 5 things that you learned from your Called to Lead program that you are certain you did not know before you started the program. How did Called to Lead help you to learn these things? What impact do you think these 5 things will have on your future life, career, and leadership?
    • Option B: Name 5 goals that Called to Lead helped you to reach. List the 5 goals, and under each goal, write one paragraph that explains how Called to Lead helped you to reach that goal (which events, activities, relationships, conversations, people, academic courses, ideas, books, etc.)
    • Option C: Should E-town College continue to support the Called to Lead program? Why or why not? What evidence can you give from your learning and experiences?

Selected Models and Theories for Leadership

- Trait-Based Models and Theories
    - Character and Ethics Model – Michael Josephson (and Stephen Covey)
    - Principle-Centered Leadership – Stephen Covey
    - Servant Leadership Theory – Robert Greenleaf
    - Emotional Intelligence Model – Daniel Goldman
    - Charismatic Leadership Theory
    - Personality Factors Model (e.g., Big-Five)
    - Personal Style Models

- Behavioral Models/Skill-Based Theory (e.g., Leadership Challenge Model – James Kouzes and Barry Posner)

- Contingency/Situational Models
    - Fielder's Task versus Relationship Orientation
    - Hersey & Blanchard's Situational Models
    - Vroom-Jago's Time-Driven Leadership Model
    - House's Path-Goal Theory of Leadership

- Transactional Model

- Transformational Leadership Theory – James M. Burns

- Social Change Model – Higher Education Research Institute, UCLA

- Relational Leadership Model – Susan Komives, Nance Lucas, Timothy McMahon

- Authentic Leadership Development – Bill George

- Visionary Theory

- Power/Influence Models and Political Theories
    - French and Raven's Social Influence Theory
    - See also the writings of any of the following: Plato, Aristotle, Thomas Carlyle, Machiavelli, Lao-Tzu, Gandhi

- Systems Theory – Murray Bowen, Edwin Friedman, Ronald Heifetz

- Competing Values Framework

- Conflict, Problem-Solving, and Competing Values Theories

- Organizational Change Leadership Theory – John Kotter

- Learning and Creativity Theories – Bob Johansen, Peter Senge, Kolb Learning Model

Student Learning Outcomes: *Called to Lead* **Program**

At the completion of the individualized, customized program, the student will be able to:

1. **Identify at least five (5) theories and/or scholarly models of leadership, and illustrate the use of at least one (1) theory/model.**
   Bloom Cognitive – Understanding and Applying

2. **Categorize and appraise personal styles and leadership competencies and skills based on feedback from others and instruments such as StrengthsQuest, DISC, Kouzes and Posner Student Leadership Practices Inventory, etc.**
   Bloom Cognitive – Analyzing and Evaluating

3. **Formulate a provisional personal belief system, a sense of life calling or life purpose, or a philosophy of life that connects to understandings of leadership, purposeful living, and meaningful work.**
   Bloom Affective – Organizing/Conceptualizing Values

4. **Clarify sense of civic identity and leadership for the public good related to academic major/minor(s), co-curricular experiences, ethical and social issues and the motto and mission of the College.**
   Bloom Affective – Responding; Bloom Cognitive – Analyzing

5. **Invent a life oriented toward continuous learning, leading, and purposeful life work in areas consistent with academic major/minor(s), personal leadership competencies, preferred leadership models, ethical commitments, and sense of life calling or philosophy of life.**
   Bloom Cognitive – Creating/Synthesis and Bloom Affective – Internalizing/Charactering Values