PROPOSED SYLLABUS FOR
UNIV 4000 LEADERSHIP IN PRACTICE (3)

INSTRUCTOR: TBA

CREDIT: 3 hours

COURSE OBJECTIVES:
This course is designed as the capstone course for the Interdisciplinary Leadership Minor. Through the course, students will put into practice concepts learned in the courses taken as a part of the leadership minor. By working together on teams to accomplish a major project, students will have the opportunity to use their leadership, interpersonal, communication, decision making, and conflict management skills. Class lectures will allow individual teams to explore issues related to their teams, including group roles, decision making, internal communication, and conflict management.

NOTE: Correspondence with students in the class will use the email address assigned by the university.

ALL WRITTEN ASSIGNMENTS:
All written assignments are expected to be typed. Grades will be based not only on content but on the care, thought and grammar of the writing. A review of grammar rules can always strengthen one's writing. A basic guide to 11 rules of grammar can be found at http://www.junketstudies.com/rulesofw/

LATE ASSIGNMENTS:
Assignments will be considered late if they are not turned in when collected in class. Five points per business day will be deducted for late assignments.

ABSENCES AND MAKE UP POLICY:
Make-up exams will be given only for University excused absences (as outlined in the Tiger Cub), provided advanced notification is made with the instructor. Arrangements for makeup exams must be made within a week of the absence from the exam.

SPECIAL ACCOMMODATIONS:
Any student needing special accommodations should contact the professor to discuss the “Accommodations Memo” as soon as possible. If you do not have an “Accommodation Memo” but need special accommodations, contact the Program for Students with Disabilities, 1244 Haley Center, 334-844-5943 (Voice T/O)
ACADEMIC DISHONESTY:

All portions of the Auburn University Honesty Code (Title XII) found in the Tiger Cub will apply to this class. Academic dishonesty is an offense that will be reported to the Academic Honesty Committee per the process described in the Tiger Cub.

GRADING will be assigned as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Project Presentation</td>
<td>30%</td>
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<tr>
<td>Project Paper</td>
<td>25%</td>
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<tr>
<td>Project Completion</td>
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<tr>
<td>Midterm Presentation</td>
<td>10%</td>
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<tr>
<td>Participation/Attendance</td>
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TEAM PROJECT:

Teams are becoming an increasingly important part of organizational life. Therefore, students are encouraged to work in teams for the capstone leadership minor course. Teams will be assigned by the Instructor. This portion of the class should be seen as an important opportunity for each individual to practice skills learned in class and to learn to work more effectively with others. Over the years, we have come to appreciate the value of students working with organizations. Some of the organizations most in need of help are non-profit organizations. Such organizations provide an excellent setting in which students can learn more about teamwork and leadership, while also helping these organizations make our community a better place to live.

Each team is to select a non-profit agency, organization, or group in which to work and then define a project for which the agency needs assistance. The project must be one which the team will see through from beginning to end and for which you have decision making control (in cooperation with the organization). The team project may be a part of a larger event, but it must still be something in which the team makes the decisions and carries out. Once the project has been decided, the team should obtain a letter of agreement from the agency stating that the organization does need the item(s) or service(s) the team will provide and that a member of the agency will attend the team's final presentation. A copy of the letter should be provided to the Instructor before beginning the project work. The identification of a project and the location of a willing site often take longer than expected. Do not procrastinate on this project.

For each member of the team, the group is to provide a minimum of $300 worth of service to the agency. To value work hours, use the following guidelines: Student labor will count $15 per hour. This is based on the Points of Light Foundation's estimate of the average value of volunteers doing consulting work. Any contributions obtained from outside sources, such as donated building supplies or free copying, can be considered toward the team's total contributions. In the final written report, the teams must identify all contributors by company and individual name. Any contributions
or expenses incurred by team members may be applied toward the team's total contributions. For example, any long distance calls paid for by team members may be included as donations. Time spent deciding on the project will not count toward the team's service—only the time actually spent planning and carrying out the project.

MID-PROJECT CLASS REPORTS (10%):

The mid-project report serves as an opportunity for the entire class to understand what each team is accomplishing and to provide input if requested. It also provides an opportunity for the team to practice an early version of its presentation. Feedback will be provided on individual presentation styles and visual aids, which must be computer-generated. Each team member must have a speaking role in the presentation. The team will receive an overall presentation grade, but that grade may be adjusted either up or down for a specific team member, depending on the quality of the individual's presentation.

PROJECT COMPLETION PORTION (25% of final course grade):

If you are judged to have succeeded in your project, you will receive 88 points for this portion of your grade. Deviations from "success" will result in a lower number of points. Outstanding projects will be awarded more points. Individual team members will receive their share of those points based on the percentage of the project fellow team members believe they completed. Team members perceived as doing more than their share of the work will receive a higher grade; those perceived to have contributed less will receive a lower grade.

WRITTEN REPORT (25% of final course grade):

The first half of the report should include information on the accomplishment of the task. Specifically, it should include the following:
• a brief statement of team goals and the project
• strategies for accomplishing those objectives and success/failures in achieving your goals
• documentation of success must be included (i.e., documentation of individual hours, appropriate dollar value of those hours, and monies donated)

The second half of the paper should include information on the team development process. Specifically (and not necessarily in this order):
• similarities, differences, potential conflicts as revealed by the personal assessments throughout the semester (FIRO-B, conflict management styles, communication styles, etc)
• behaviors that emerged within the team
• norms, values, or guiding principles expressed or formally developed
• problems encountered by or within the team and how they were handled
• individual roles that were specifically assigned or emerged
• evaluation of team success, team satisfaction
• insight on how the team might have been more effective
• a retrospective on what the team learned about itself as a group and about the process of leadership and teamwork. The retrospective should also include individual's insights about themselves.

Outstanding papers will be well organized and clearly written (with clear headings and sections), and will project a professional image. They should go beyond storytelling to develop explanatory analysis and demonstrate an integration of the courses taken as a part of the leadership minor. While there is no set length for the paper, 10-15 pages should be used as a guide.

FINAL PRESENTATION (30% of final course grade):

The final presentation will be made to an agency representative(s) and to the course instructor sometime during the last couple of weeks of the semester. The presentation should include:
• team vision, values, mission and guiding principles
• selection of the agency and brief background on the agency
• demonstrated need satisfied (visuals would be helpful here)
• how the satisfied need will benefit the agency
• team process retrospective (what the team learned about itself through this process)

There is no maximum or minimum time limit, but the presentation should last 25 minutes or so. Each member of the team must have a speaking role in the presentation. Computer-generated visual aids must be used. The team will receive an overall presentation grade, but that grade may be adjusted either up or down for a specific team member, depending on the quality of the individual's presentation. This is an opportunity for the program to "shine" for an outside representative and therefore the presentations are expected to be of high quality.

PARTICIPATION/ATTENDANCE (10% of course grade)

Participation is made up of three factors: 1) participation in class discussions and activities, 2) attitude, and 3) attendance. Playing with one's cell phone or doing other homework or tasks will decrease one's participation grade

COURSE SCHEDULE

While most of the class experience will take place within teams and the accomplishment of their projects, some class sessions will be conducted to help provide structure for a successful team experience.
Class #1
Introduction to Class

Class #2
Assignment to Teams
Ice Breaker Exercises within Teams
Team Development

Class #3
Personality Assessment within Teams

Class #4
Team Building Exercises

Class #5
Working within the Community

Class #6
Conflict Management within Teams
Assessment and Dialog

Class #7
Communication within Teams
Assessment and Dialog

Classes #8-9
Working in Teams on Projects

Class #10
Making an Effective Presentation

Class #11-12
Working in Teams on Projects

Classes #13-14
Team Mid-Term Presentations

Class #15
Writing an Effective Report: A Review

Class #16
Polishing Oral and Written Communication Skills

Class #17-24
Working in Teams on Projects
Bi-Weekly (every other week) Team Reports to Professor

Classes #25-28
Final Presentations