

# PDEV 282: Leadership and Team Dynamics

## Athletic Team Captains

Syllabus | Fall 2017

**Instructor Information:** TBA

**Location:** TBA

**Class Dates:** Fall Semester---A Block

### **Rationale and Context:**

This course will allow students to explore how to properly lead and communicate in a team setting. The theories of Strengths and the social change model will be explored, with an emphasis on how you can use the two to effectively construct a group and have it function smoothly. Students will explore how they personally can contribute to a group setting while analyzing a group they are part of and working on a group project.

### **Course Objective:**

The Leadership Drury courses are designed to complement and enhance the CORE: Engaging Our World curriculum. Leadership Drury courses explore a variety of leadership philosophies with each course having a specific leadership focus: leadership and the individual, leadership and team dynamics, leadership and the community, and leadership and the world. The common element to each of these courses is the social change model. In this model, leadership is viewed as a process rather than a position and the values of equity, social justice, self-knowledge, personal empowerment, collaboration, responsible citizenship, and service are explicitly promoted. Change is the ultimate goal of the creative process of leadership – to make a better world and a better society for self and others.

Working for improvement and change grows naturally out of studying the world, its cultures and issues, and the challenges of the future. The leadership curriculum involves students in service-learning and experiential education, helps them use and enhance communication and organizational skills, and leads them to develop and apply an ethical model of decision making. The four, core leadership courses coupled with engaged learning and co-curricular experiences are the foundation of the Leadership Drury Certificate program. Students who complete the Leadership Drury certificate program will receive official notation on their academic transcript and a certificate upon graduating recognizing them as a distinguished leader. Completion of the Leadership Drury Certificate also fulfills both of the Engaged Learning CORE Curriculum graduation requirements. If you wish to enroll in the Leadership Drury Certificate program, please contact Ryan Gipson, Director of Community Outreach and Leadership Development, at [rgipson@drury.edu](mailto:rgipson@drury.edu). To learn more about Leadership Drury, go to [www.drury.edu/leadership](http://www.drury.edu/leadership).

### Learning Outcomes:

- Design a personal analysis of group and team experiences
- Develop an understanding individual strengths as they relate to team building domains
- Learn the theory behind the Social Change Model in relation to group dynamics
- Become aware of diversity as it pertains to group processes
- Understand how to resolve group conflict

### Required Texts:

#### ***Leadership for a Better World***

Komives, Wagner, and associates

ISBN 978-0-470-44949-3

#### ***Strengths Based Leadership***

Rath & Conchie

ISBN 978-1-59562-025-5

### Course Standards/Expectations:

The class is both theoretical and experiential. Active participation in discussion and in all classroom and out-of-classroom activities is essential. Attendance is required at all class meetings and other required activities. Absences will result in points being subtracted from the total grade. It is the responsibility of the student to contact the instructor immediately after missing a class to obtain any in-class work available for makeup work. Participation points cannot be made up.

### Projects/Assignments:

#### **Attendance and Participation in Team Captain Leadership Retreat (100 points)**

#### **Class Attendance (100 points)**

In order for maximal learning to take place each student must be in attendance for every class, prepared to take part in class discussions, as well as in cooperative group activities and other activities. The student's role in this class is to be an active participant in his/her learning and the instructor's role is to facilitate this experience. This is an eight-week course; attendance is extremely important. **More than two absences will make it impossible to earn an A.**

#### **Homework/Responses to the Text (40 points)**

Complete all the assignments. Each assignment should be brought to class on the due date. I will also accept electronic copies, but they must be received before 4:00 pm on our class day. Please include your name and the assignment in the file name.

#### **Student Organization Participation (20 points)**

As a leader on campus and an active citizen in our community, you are expected to be involved in some type of extra-curricular structured organization. While participating in this organization, please take time to observe the leadership styles and group dynamics of the participants. During our time of in-class discussion, you will be expected to share examples from your involvement.

### **Group Project (50 points)**

You and a team of fellow students will be given the task of designing a project for the Drury campus or solving a problem within a campus division. Needs will be identified by the instructor and groups will either be assigned a project or given a list of projects to choose from. Each person must take an equal role in the project. The project will be submitted in the form of a proposal, and a scoring guideline will be distributed to you in class.

### **Project Presentation (50 points)**

Your team will present your project to the class. This presentation will serve as you marketing the program/project that you created. Your goal will be to persuade the rest of the class and the instructor to participate in your program or project. The presentation should be very visually appealing and creative. Your presentation should be a minimum of 10 minutes long and each person on your team should present.

### **Organizational Analysis (100 points)**

You will create a SWOT analysis of an organization (team) that you have a strong working knowledge of, including the group dynamics and organizational structure. Your analysis will include a brief description of the organization and an outline of the organizational structure and leadership styles/roles. Using *Leadership for a Better World*, assess the group's common purpose (or lack of), the group's ability to collaborate and make decisions, and how the group handles controversy. Using *Strengths Based Leadership*, assess how you would maximize the group and how strengths could be used to improve it.

Paper requirements: 5 pages typed. 12 point Times New Roman font, double spaced.

### **Grading/Scoring:**

Students will receive a grade out of 400 possible points for the class. In order to obtain participation points, the student must actively take part in the activity, discussion, or guest speaker.

Captain Leadership Retreat	100 Points
Participation & Attendance	100 Points
Homework Assignments	50 Points
Organization Membership	50 Points
Organizational Analysis	100 Points
Group Project (written, presentation, group evaluation)	<u>100 Points</u>
<b>Total Points Possible</b>	<b>500 Points</b>

### **Grading Scale:**

**A** 90-100%   **B** 80-89%   **C** 70-79%   **D** 60-69%   **F** 59-0%

### **Proposed Schedule:**

This reflects the best of intentions for this class, however, changes may occur based upon the discretion of the instructor.

<b>Date</b>	<b>Topic/Subject</b>	<b>Readings and Assignments Due</b>
8-21-17	Introductions Overview of Syllabus Communication	
8-28-17	Strengths/Domains	SBL-- pt. 1, 2, & 3 Top 5 strengths submitted via email to <a href="mailto:rgipson@drury.edu">rgipson@drury.edu</a>
9-4-17	SWOT Analysis Review Social Change Model	LBW-- Chapter 1 &2 Assignment: Leading with Your Strengths
9-11-17	Collaboration Stages of group formation	LBW -- Chapter 6 Answer Chapter 6 discussion questions
9-18-17	Common Purpose Controversy with Civility	LBW -- Chapter 7 LBW -- Chapter 8 Answer Chapter 7 discussion questions Answer Chapter 8 discussion questions
9-25-17	TBA	
10-2-17	Group Presentations	Organizational Analysis Due Organization Participation Email Due Group Project Proposal Due Group Evaluation Due
10-9-17	Class wrap-up!	Good Luck on Midterms

**Caveat:**

This syllabus represented the course as it was planned prior to the beginning of class. In the event changes are made, the instructors will notify the students in-class or by e-mail.

**Title IX Responsibilities of Faculty:**

Drury University faculty are committed to supporting our students, upholding gender equity laws as outlined by Title IX, and fostering a learning and working environment based on mutual respect. If you choose to confide in a member of Drury's faculty regarding an issue of sexual misconduct, that faculty member is obligated to report the basic facts of the incident to Drury's Title IX Coordinator. The Title IX Coordinator will provide you with information regarding your rights and options, as well as possible resources both on and off campus. For information about your options at Drury, please go to: <http://www.drury.edu/hr/Title-IX-Policies-and-Resources/>

### **Disability Services**

Drury University is committed to making reasonable efforts to assist individuals with a disability in their efforts to avail themselves of services and programs offered by the University. Drury University will provide reasonable accommodations for persons with documented qualifying disabilities. It is the student's responsibility to request accommodations.

To receive accommodations please contact Ed Derr in the Disability Support Services Office, Findlay Student Center, room 1114, 417-873-7457, ederr@drury.edu.

### **Academic Dishonesty**

Academic dishonesty is any behavior on the part of the student that is intended to cause the student to indicate a level of mastery of a course that the student has not actually achieved, or any behavior which is intended to cause another student to indicate a level of mastery either higher or lower than that actually achieved. This definition can be divided into four categories of dishonesty, based upon loci of control and motivations. The four categories are:

1. Personal dishonesty – behavior with an internal locus of control and internal motivation. This is behavior in which the student acts by him/her self, for him/her self, such as using crib notes or plagiarism.
2. Cooperative dishonesty – behavior with an external locus of control and internal motivation. Here students cheat in cooperation with other students to help themselves, such as arranging to sit next to someone who will allow copying.
3. Dishonesty to help others – behavior with external locus of control and external motivation. This behavior is the opposite of number two above. Allowing someone to copy or taking a test for someone else are examples of such behavior.
4. Dishonesty to harm others – behavior with internal locus of control and external motivation. Here students attempt to make other students' work reflect lower grades so their own work compares better. Interfering with another student's work is such behavior.

If the instructor suspect academic dishonesty has occurred, he/she will act in accordance with the guidelines contained in the Undergraduate Student Handbook.

### **Important Notice from the Registrar:**

If Block A or Block B courses (8 week courses) are registered at the beginning of the semester and block courses are neither dropped or added after the second week of the term, the hours are simply part of the student's full-time academic load for the semester. However, if block courses are either added or dropped at any time after the second week of the semester, the student is encouraged to discuss the registration change with the registrar in order to be fully aware of how registration changes for block courses can impact calculation of academic overloads, tuition billing and/or financial aid awards.