



## Seminar in Team Leadership – Fall 2017 MGMT 5345 21 (online via blackboard.shsu.edu)

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<b>Virtual Office</b>	Located in Blackboard Discussions, use the “ <b>Virtual Office</b> ” to ask general questions related to the course, syllabus, or assignments.		
<b>Office Hours</b>	Monday & Wednesday 10:00am – 11:30am; 3:30pm – 4:30pm, or by appointment. Virtual office hours (video chat) can also be scheduled (Blackboard Collaborate Ultra or Skype).	<b>Course Management</b>	<a href="http://blackboard.shsu.edu">Blackboard.shsu.edu</a> ; I rely heavily on Blackboard for assignment submissions, access to supplemental material, and class announcements. Please check regularly for updates. <b>If you run into technical issues submitting an assignment, contact <a href="mailto:blackboard@shsu.edu">blackboard@shsu.edu</a> for help</b>

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All aspects of this syllabus, excluding SHSU policies, are subject to revision

### Required Text & Course Materials:

**Northouse, P. G. (2015). *Leadership: Theory and Practice*, 7<sup>th</sup> Edition. Thousand Oaks, CA: SAGE Publications. (LTP)**

\*\*\*Be sure to get the Northouse Bundle (Leadership 7th edition + Interactive eBook) ISBN: 9781506305288

- The interactive eBook is critical for completing the weekly leadership assessments by using the leadership profile tool available at the end of each chapter.
- Click here for an interactive demo: <https://studysites.sagepub.com/northouse7eiebdemo/>
- Textbook Companion Website: <https://edge.sagepub.com/northouse7e>

**Rath, T., & Conchie, B. (2008). *Strengths Based Leadership: Great Leaders, Teams, and Why People Follow*. New York, NY: Gallup Press. (SBL) ISBN: 9781595620255**

- PLEASE BUY A NEW, UNUSED COPY OF THE TEXT. THIS IS A REQUIREMENT FOR THE CLASS. Here's why:
  - “To help you apply your own strengths, you'll have the opportunity to participate in **a new leadership version of Gallup's StrengthsFinder program** that will provide you with specific strategies for leading with your top five strengths. Each copy of *Strengths Based Leadership* includes a unique access code to take the StrengthsFinder 2.0 assessment. After you complete the assessment, you will receive a personalized strengths-based leadership guide. **The leadership version of the program** will also enable you to plot the strengths of your team based on the four domains of leadership strength revealed in the book.”

**Swenson, C. (2000). *Tools for Teams: Building Effective Teams in the Workplace*, 1<sup>st</sup> Edition. Boston, MA: Pearson Custom Publishing. (TFT) (with a quick Google search, you can find the pdf online). ISBN: 9780536617507**

**Harvard Business Case: Barbara Norris.** The Harvard Business Cases can be ordered directly from Harvard Business Publishing using the link below. Please note, there is a fee for each downloaded item (\$4.25).

- <http://cb.hbsp.harvard.edu/cbmp/access/66663623>

A link to additional required readings will be provided in Blackboard. Alternatively, you can search for the article title using our library resources: <http://www.shsulibraryguides.org/busdb>

### Course Description:

This course explores the most critical theories and models that explain the influence of leaders and managers on the behaviors and attitudes of individuals, teams, and other groups. This course examines the design, management, and leadership of teams in organizational settings. The purpose of this course is to understand the theory and processes of leadership, leadership development, group and team behavior so that leaders can successfully work with teams. Students who take advantage of everything this course has to offer will become comfortable and adept in leading and managing groups and teams.

### Course Objectives:

At the end of this course, students will be able to:

- Articulate different approaches to leadership and their relative benefits and costs.
- Identify their personal leadership style and the ways they can improve their leadership effectiveness.
- Apply and understand fundamental management and leadership skills.
- Lead and manage in a virtual team context.
- Understand the value of a strengths-based approach to leadership
- Recognize how building a team possessing a variety of strengths can produce greater efficiency and effectiveness.

### Evaluation:

Grade Component	Points
Syllabus Quiz	5
Discussion Board Posts	70
Leadership Assessments	150
Leadership Reflection Paper – P1, P2, P3	75
Leadership Development Plan	150
Team Charter	15
Team Learning Circle 1 & 2	200
Team Case Analysis	100
Leader Comparison Project	150
Team member Evaluation	100
<b>Total</b>	<b>1015</b>

The total points you accumulate will determine your final grade in this course (out of 1000 points), and your letter grade will be reflected as such:

1000-900 = A    899-800 = B    799-700 = C    699-600 = D    599-0 = F

### Extra Credit:

Please note that the potential points in the course (1015) exceeds the maximum grade (1000). Thus, extra credit is already baked into your assignments. However, I understand that framing is everything. Therefore, you can consider the following assignments as extra credit:

- You can earn up to **5 additional points** by completing the optional syllabus quiz which must be submitted by **8/30** to receive credit.
- Earn an additional **10 points** by completing the post for Discussion Board 1.

## Course Assignments (late assignments are not accepted)

### Individual Assignments

#### Discussion Board Posts (70 points)

Seven times throughout the semester, students are expected to post and/or reply to a discussion board assignment. Assignments will vary week-to-week, so it is important to pay attention to the instructions and due dates. Each Discussion Board post/reply is worth 10 points. The posts will either include introductions (DB1), team assignments, or discussion threads originated by the professor.

Expectations:

- Posts and replies submitted by the deadlines.
- Writing style is professional and NOT in text, Tweet, or Instant Messaging style.
- Content and tone are professional and respectful.
- Contributes to a conversation by:
  - asking good questions
  - making insightful observations
  - avoiding duplication of previous posts
  - adding to what a classmate has said

#### Leadership Assessments (i.e. the Leadership Profile tool) (150 points)

There are 15 leadership assessments, instruments, surveys and questionnaires available in the interactive textbook (Northouse, 2015) that should be completed each week. Complete each one, **analyze your results**, and submit it by the due date. Some assessments require multiple raters, so try not to wait until the last minute. The assignment links are available in Blackboard.

#### Leadership Reflection Paper: Parts 1 - 3 (75 points)

This assignment asks you to consider the strengths-based approach to leadership. Please respond to the following questions/statements, and be thorough in your discussion. Each part should contain an introduction, main body and a conclusion /summary. Be sure to include a title, number pages, and include course title.

The Gallup StrengthsFinder identifies 34 personal leadership strengths, discusses and illustrates them. You will require a new book (not used) — the access code for StrengthsFinder is located in a packet near the back of the book.

##### Part 1. Reflective Connections (25 points)

After reading Part1 in **Strengths Based Leadership**, take the StrengthsFinder Assessment to identify your **top five strengths**. Read the supporting information that comes with the assessment results. Write an illustrative description on how each of your top five strengths connect with some specific training that you have received in your profession, or highlight past experiences that resonate with your strengths (two-page minimum, double-spaced).

##### Part 2. Communicating Understanding (25 points)

Select a friend, colleague or spouse and explain to them how **StrengthsFinder** works. Then tell them about your top five strengths. Explain what each one means and elaborate on how you see them manifested in your life. Ask them to give you feedback on what you have told them, and their thoughts about how your strengths are manifested. Write a summary of this experience and discussion (two - four pages, double-spaced).

##### Part 3. Leadership Themes (25 points)

In the text, **Strengths Based Leadership (Part 2)**, the authors divide the 34 strengths into four themes of leadership: executing, influencing, relationship building and strategic thinking. After reviewing the four themes, choose the **theme** that most fits your five strengths profile. Elaborate on how this theme manifests in your life experiences, and how you view this theme influencing future leadership opportunities. How would you describe your theme/strengths in relation to your course team members? (minimum four pages)

Please consider leveraging the writing center prior to submitting your papers--online tutoring is available, as well as face-to-face sessions on the main campus and TWC: <http://www.shsu.edu/centers/academic-success-center/writing/>.)

**Writing tip:** Be sure to use spell check and grammar check, and have someone proofread your paper before you submit it. Include a reference page for all sources used to avoid *accidental plagiarism* (reference pages are not included in the page limit).

### Leadership Development Plan (150 points)

Throughout the course, you will learn more about effective leadership and about yourself as a leader. The leadership development plan (LDP) provides you with the opportunity to integrate what you have learned and to create a plan for your future leadership development. It is my hope that this course is only one step on your leadership development journey and that the LDP will help you define the next steps. Additional details about this assignment will be provided in a supplemental handout available in Blackboard.

### Team Assignments & Project

**Teams of 4 or 5 individuals will be randomly assigned by the professor and posted on Thursday, September 1<sup>st</sup>.**

In teams, each class member will participate in four class assignments: two Learning Circle assignments, a Team Case Analysis, and the Leader Comparison Project. Each team member will have the opportunity to assume a leadership role as project manager for the respective assignments. Teams of five will have one assignment in which there are co-leaders.

The Learning Circle assignments present an opportunity to facilitate experiential learning, as well as class learning and discussion. The Leader Comparison project presents an opportunity to provide a thorough analysis and comparison of effective and ineffective leadership in action. The assignments and project will involve both a written portion and an oral (virtual) presentation (the case analysis is only a written assignment). A peer evaluation will be conducted at the end of the semester to assess the contributions of each team member. Team project handouts will be posted in Blackboard for more details.

To help teams get started, the first team assignment is to complete a **Team Charter (due September 6<sup>th</sup>)**. Team members will need to quickly familiarize themselves with the collaborative tools available in Blackboard (e.g. Collaborate, Group Discussion Board, Email, File Exchange, Group Tasks), and beyond (e.g. doodle.com, freeconferencecall.com, Google Docs, Google Slides, GroupMe) to successfully complete the team assignments.

The team assignments require students to present in our online course, therefore narration from all team members is also a requirement. Become familiar with available technology that will allow your team to accomplish this task:

- [How to record audio in PowerPoint](#)
- [How to create and narrate a Prezi](#)

After completing the first Learning Circle assignment, **within 24 hours**, the team members are required to complete a group journal (available in Blackboard) and reflect on the following questions:

- What are three positives and one negative about your group experience this week?
- How did you contribute to the team's assignment?
- How will you apply what you learned from the team's assignment towards future assignments?

### Learning Circle Assignments (200 points)

Given the emphasis on personal development in this course, a structure that creates a "safe space" for every student to explore new concepts and issues is required. Although some students may find this space in the class as a whole, you will also be arranged into "learning circles" (i.e. teams) for the semester. Consider your team members as part of the "learning circle" you will work with to develop your personal leadership agenda, to apply the lessons learned in class to your specific work and personal situations, and to further your understanding of leadership.

Specifically, your team will be required to complete any **two** of the activities listed in the Appendix. I am available to help with materials and guidance on these activities. Each learning circle should do whatever its members feel will best facilitate member learning and development. **Learning Circle Assignments are due 9/27 and 11/1. Learning Circle choices should be indicated in the team charter. Late assignments will not be accepted.**

### Team Case Analysis (100 points)

Case analyses have one overriding purpose – to allow you the opportunity to analyze realistic business situations using theories and concepts learned in class to propose reasonable and informed business solutions. The primary question that you are addressing in any case analysis is, “What would you recommend to the case protagonist?” By answering this question, you are forced to analyze a wide variety of evidence in order to generate an action plan. You may feel that you do not have enough information to make an informed decision regarding the case. This is intentional because decision making under uncertainty is a fundamental problem of management. By being presented realistic, but incomplete information on the case company, you will learn to prioritize information, make judgment calls based on the prioritized data and management theories, and generate specific recommendations. Additional details about this assignment will be provided in a supplemental handout posted in Blackboard. **Case analyses are due October 18<sup>th</sup>.**

### Leader Comparison Project (150 points)

The purpose of this project is to allow team members to compare and contrast useful, ethical, and effective elements of leadership with failed and/or unethical elements of leadership using real world examples of leadership. This project is an opportunity for you to learn from both the past and the present. I strongly believe that by studying history and staying current you can avoid making mistakes and put yourself in a position to maximize your potential. Additional details about this assignment will be provided in a supplemental handout posted in Blackboard. **Leader selection due October 18<sup>th</sup>.**

### Guidelines for team dynamics and policies for any non-participating team members:

If you have conflicts with your team that you can't resolve, you may resign – but you must provide documentation that the team attempted to resolve the conflict to no avail. Conversely, teams may discharge members, but only after the group shared feedback with the student and gave the student an opportunity to turn things around. If a team member's contribution and performance is unacceptably poor, and if team members' documented attempts to resolve the issue are unsuccessful, team members will have the right, with my consent, to terminate a team member who is not carrying her or his weight to the satisfaction of the team members.

To fire a team member, you must first contact me to advise me of the problems and the steps you have taken to resolve the problem. It is the responsibility of the team to bring problems of this nature to the Professor's attention **as early as possible** to permit corrective action (i.e. not at, or near, the end of the course when it is too late to permit remedial action to alter the behavior of the individual). In addition, you must advise your terminated group member no later than **October 18<sup>th</sup>** (please send a “confirmation of our discussion” email to the terminated individual, and copy me on the email).

### University & Course Policies

#### Academic Dishonesty:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#).

- **All written assignments will be submitted online for a plagiarism check. Assignments with a high % of non-original content (>25%) will be given a zero.**

#### Student Absences on Religious Holy Days Policy:

Section 51.911 (b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see: </dept/academic-affairs/documents/aps/students/861001.pdf>

#### Attendance:

SHSU policy requires attendance to be taken, which will be completed by measuring weekly participation in the course. **No late assignments will be accepted** as you are given ample time to complete the course content for each week, and are expected to plan accordingly. Class attendance and participation are an important indication of your commitment and professionalism, and are critical to your success in this course, thus attendance (i.e. participation) is mandatory.

#### Students with Disabilities Policy:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the **Office of Services for Students with Disabilities** located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail [disability@shsu.edu](mailto:disability@shsu.edu)). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see:

<http://www.shsu.edu/dotAsset/7ff819c3-39f3-491d-b688-db5a330ced92.pdf>

#### Visitors in the Virtual Classroom:

Only registered students may be enrolled in our class. Exceptions can be made on a case-by-case basis by the Professor. In all cases, visitors must not present a disruption to the class through their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

#### Virtual Classroom Citizenship:

- Be respectful to the Professor and to other students in the course.
- Please use proper Netiquette when interacting with others. No flaming (negative hurtful comments); use correct grammar and spelling; don't yell (write in all caps).
- Use the virtual office to ask general course questions.
- Check the course homepage, discussions and e-mail several times a week.
- Keep up with reading assignments and activities.
- Participate actively in class discussions.

In exchange, the students can expect the Professor to:

- Be respectful to the students in the course.
- Read and respond to discussion posts directed at me, and respond to e-mails within 24 hours (except for the weekend).
- Post grades for assignments within a week of submission.
- Quickly adhere to all requests for virtual office hours.

#### Professionalism:

You are expected to conduct yourselves in a professional manner, as in any business setting. Professionalism is expected in the quality and preparation of your assignments, as well as how you communicate with me and your classmates verbally

and in writing. We may discuss topics that some might consider controversial and it is possible for debates to emerge, but please refrain from making personal attacks and harsh criticisms.

Important aspects of professionalism include:

- *Refrain from complaining* or whining about projects, workload, and due dates.
- *Engaging in ethical behavior*, which means that you do not ask the professor to make "special exceptions" (i.e., bend the course rules) for you.

#### Course Schedule:

**Note: New weekly modules will be posted each Wednesday evening at 6:00pm. Weekly assignments are due by 11:59pm the following Wednesday unless otherwise noted. You have 7 days to complete each weekly course module.** Please pay close attention to the course schedule and Blackboard due dates.

This course outline provides a general plan for the course. **I reserve the right to make changes to content, requirements, and schedule. All changes and clarifications will be announced through Blackboard Announcements.**

Date	Topic	Reading Assignments	Assignment Due
<b>Week 1</b>			
Wed	Introductions; Leadership Intro	Syllabus, LTP Ch 1, TFT Section 1 (p. 3-49)	Due 8/27: Complete the StrengthsFinder Assessment
23-Aug	Teams Intro (Team Basics)	SBL, Part 1, Investing in your Strengths (p. 1-17)	Review syllabus and course navigation
<b>Week 2</b>			
Wed	Trait Approach to Leadership	LTP Ch 2	<b>Due 8/30: Discussion Board 1, Syllabus Quiz</b>
30-Aug	Emotional Intelligence in Teams	McKee, A. (2015). The Emotional Impulses That Poison Healthy Teams. Harvard Business Review Digital Articles, 2-5	<b>Chapter 2: Leadership Trait Questionnaire - Involves multiple raters!! (due date extended to 9/6)</b>
<b>Week 3</b>			
Wed	Skills Approach to Leadership	LTP Ch 3	<b>Due 9/6:</b>
6-Sep	Managing Conflict in Teams	TFT Section 4 (p. 214 - 245)	<b>Chapter 3: Skills Inventory</b>
<b>September 8th - Last day to drop without a "Q" grade and receive 100% refund</b>			
<b>Week 4</b>			
Wed	Behavioral Approach to Leadership	LTP Ch 4, SBL Part 2, Maximizing your Team (p. 21-76)	<b>Due 9/13: Team Charter; Leadership Reflection Paper, Part 1</b>
13-Sep	Team Success	TFT Section 2 (p. 49-76).	<b>Chapter 4: Leadership Behavior Questionnaire</b>



<b>Week 5</b>			
Wed 20-Sep	Situational Approach to Leadership Team Decision Making & Virtual Teams	LTP Ch 5 TFT Section 3 (p. 131-212)	Due 9/20: Leadership Reflection Paper, Part 2 Chapter 5: Situational Leadership® Questionnaire
<b>Week 6</b>			
Wed 27-Sep	Path-Goal Theory Employee Motivation	LTP Ch 6 Nohria, N., Groysberg, B., & Lee, L. (2008). Employee Motivation. Harvard Business Review, 86(7/8), 78-84.	Due 9/27: Team Learning Circle Assignment #1, <b>Discussion Board 2</b> Chapter 6: Path-Goal Leadership Questionnaire. Start working on Team Case Analysis (it's related to the HBR article)
<b>Week 7</b>			
Wed 4-Oct	Leader-Member Exchange Theory Team Learning & Followership	LTP Ch 7, SBL Part 2, Understanding Why People Follow (p. 77 - 95) TFT Section 5 (p. 249 - 271)	Due 10/4: Leadership Reflection Paper, Part 3. Chapter 7: Leader-Member Exchange (LMX 7) Questionnaire
<b>Week 8</b>			
Wed 11-Oct	Transformational Leadership Authentic Leadership	LTP Ch 8 LTP Ch 9	Due 10/11: Chapter 8: Multifactor Leadership Questionnaire Chapter 9: Authentic Leadership Self-Assessment Questionnaire
<b>Week 9</b>			
Wed 18-Oct	Servant Leadership	LTP Ch 10	Due 10/18: Team Case Analysis Chapter 10: Servant Leadership Questionnaire. Teams finalize selected leaders for the Leader Comparison Project, and post in the group journal. Last day to resign or terminate someone from a team
<b>Week 10</b>			
Wed 25-Oct	Adaptive Leadership Managing Underperformers	LTP Ch 11 Ashkenas, R. (2017). How to Handle Underperformers on a Team You Inherit. Harvard Business Review Digital Articles, 2-4.	Due 10/25: Chapter 11: Adaptive Leadership Questionnaire
<b>Week 11</b>			
Wed 1-Nov	Psychodynamic Approach to Leadership & Team Coaching	LTP Ch 12 Dassen, M. (2015). Drama Techniques in Team Coaching. International Journal of Evidence Based Coaching & Mentoring, 13(1), 43-57.	Due 11/1: Team Learning Circle Assignment #2, <b>Discussion Board 3</b> Chapter 12: The Leadership Archetype Questionnaire
<b>Week 12</b>			



Wed 8-Nov	Leadership Ethics Ethics in Organizational Culture	LTP Ch 13 Business Week - Riordan	Due 11/8: <b>Discussion Board 4</b> Chapter 13: Perceived Leader Integrity Scale
November 10 - Last day to drop with a "Q"			
<b>Week 13</b>			
Wed 15-Nov	Team Leadership	LTP Ch 14	Due 11/15: <b>Discussion Board 5</b> Chapter 14: Team Excellence and Collaborative Team Leader Questionnaire
<b>Week 14</b>			
Wed 22-Nov	Gender and Leadership	LTP Ch 15	Due 11/22 Chapter 15: The Gender-Leader Implicit Association Test
<b>Week 15</b>			
Wed 29-Nov	Culture & Leadership	LTP Ch 16	Due 11/29: Leader Comparison Project Paper & Presentation, <b>Discussion Board 6</b> Chapter 16: Dimensions of Culture Questionnaire
<b>Week 16</b>			
Wed 6-Dec	Final Presentations	N/A	<b>Due 12/6: Leadership Development Plan Paper &amp; Presentation, Discussion Board 7</b> <b>Team Member Evaluations Due</b>

## Appendix

Suggestions for learning circle assignments:

1. **Personal Leadership Stories.** Tell your leadership story. Have each member explore a troublesome leadership event and obtain feedback. Have each team member describe their situation and what s/he learned from this event. After telling the story, have team members brainstorm alternative ways to make sense of the situation and alternative ways to deal with the situation. Follow the same process for each story in your group.
2. **Admired leader.** Have each member of the team interview an admired leader using concepts from the class to guide the questions. Report back to the team and look for commonalities and differences across leaders. How does this analysis influence your personal model of leadership?
3. **Servant leadership.** Have each member of the team come up with one idea about how to use his/her leadership skills to help others (e.g., volunteering, etc.). Develop a plan and execute it. Provide information about how the activity went.
4. **Leadership Observations.** Have each team member be observed by other team members during a leadership activity (e.g., leading a meeting). Provide feedback to each team member.
5. **Leadership in the Movies.** Have all team members view a movie with leadership as a theme. Discuss how lessons from the film or book mesh with topics in the class and your own leadership experiences. Feel free to email me for movie suggestions.
6. **Uncomfortable zones.** Have each team member do something outside of his or her comfort zone (e.g., give a speech, speak up in class several times (i.e. start a discussion board thread), engage in a conflict, get a massage – the point is that it should be something that is truly uncomfortable for the team member). The goal is to practice a learning orientation. Report back to the group what was learned by taking this action. What implications does this experience have for each person in a leadership role?
7. **Team choice.** Propose an activity of your choice, as long as it relates to the course and makes the learning more tangible and relevant for all members of the group. Email me for approval before you consider this as one of your three required activities.

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