This course has been developed through the collaboration and partnership of the Department of Counseling, Higher Education, and Special Education within the College of Education and The Adele H. Stamp Student Union- Center for Campus Life.

Course Overview

Class Times:  
Tuesday/Thursday 2:30 – 3:45pm  
SPH 0302

Instructor Contact Information:

Brian Golden  
Programming & Advising Coordinator: Interfraternity Council  
Dept. of Fraternity & Sorority Life  
0221 Stamp Student Union  
301-314-6781  
brgolden@umd.edu  
Twitter: @BRGatUMD  
Preferred form of contact: e-mail

Office Hours:  
bym appointment

Teaching Assistant:  
Daniela Nevo  
Sigma Gamma Rho Sorority, Inc.  
Nevo.daniela@gmail.com

Themes for the Course:

- Understand, articulate, and invest in personal strengths in order to develop and maintain a leadership philosophy with a plan for implementation  
- Utilize the strengths and experiences of others in order to maximize the potential of a team  
- Comprehend the needs and motivations of followers in order to inspire collective action toward community elevation

Course Objectives:

Students will:  
- Articulate why fraternities and sororities exist and understand how actions demonstrate community values.  
- Define personal strengths and leadership identity with tangible strategies for utilizing them in working with others.  
- Develop an appreciation for the diverse experiences and perspectives of others and the value they provide to a group’s work.  
- Practice strategies for working with others, especially through conflict, toward a common goal.  
- Develop strategies for defining success and setting goals on an individual and organizational level.  
- Understand how environments can affect individual, organizational, and community behavior.  
- Understand how to lead and motivate others toward positive personal and organizational outcomes  
- Utilize practical activities and case studies to develop critical thinking skills and problem-solving strategies that can be applied in out-of-class leadership experiences  
- Comprehend the current challenges facing chapters and the community and recognize opportunities, resources, and strategies for addressing them.
Required Texts:

**Strengths Based Leadership: Great Leaders, Teams, and Why People Follow**
Tom Rath, Barry Conchie

**Wooden on Leadership**
Coach John Wooden and Steve Jamison
ISBN: 978-0-07-145339-4

**Motivating the Middle: Fighting Apathy in College Student Organizations**
T.J. Sullivan
ISBN: 978-1-60494-690-1

**Switch: How to Change Things When Change is Hard**
Chip Heath, Dan Heath

Other readings will be posted on our class’ ELMS page.

---

**Course Policies and Expectations**

**Academic Integrity**

In all class work and assignments, we expect the highest personal and professional standards that reflect the objectives of the University of Maryland. Students will be held accountable for violations of standards of academic integrity in writing and presentation of scholarly and professional ideas through University of Maryland procedures. Proper citations, paraphrasing and proper quotations are essential in all work. Also, submitting work that implies participation where none occurred, or where more than one individual worked on an individualized project will be viewed as violations of these standards. Any suspected violations of the Code of Academic Integrity such as cheating, fabrication, plagiarism, and facilitating academic dishonesty will be reported to the Student Honor Council and have a direct impact on your grade in this course.

The Honor Pledge is a statement all undergraduate students are asked to write by hand and sign on examinations, papers, or other academic assignments not specifically exempted by the instructor. Students will be asked to remember The Pledge when working on all individual and group written assignments submitted for grades as well as on the midterm and final. The Pledge reads:

_I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination._

- ___ sign your name ________

More information about academic integrity and the Honor Pledge is available online at www.shc.umd.edu.

**Attendance**

Class attendance is essential and expected. The university has instituted a new attendance policy related to medically necessitated absences (available at http://www.president.umd.edu/policies/docs/V-100G.pdf). The general attendance policy is available at http://www.testudo.umd.edu/soc/atedasse.html. The information contained in this syllabus adheres to both these policies.

Unexcused absences and absences from a portion of a class session (ie, late arrivals or early departures) will be factored into your participation grade.
Medically necessitated excused absence from a single class section
For a medically necessitated absence from a single class session, students may submit a self-signed note to me. Such documentation shall be honored as an excused absence unless the absence coincides with a significant graded assignment.

Any student who wishes to be excused for an absence from a single class session due to a medically necessitated absence shall:

- Make a reasonable attempt to inform the instructor of his/her illness prior to the class; and,
- Upon returning to class, present their instructor with a self-signed note attesting to the date of their illness. Each note must also contain an acknowledgment by the student that the information provided is true and correct.

Non-consecutive medically necessitated absences from more than a single class session
For this course, I will treat these in the same manner as absences from a single class session for a medically necessitated absence (see above), unless the number of absences exceeds two. At that point, I will treat the absences as a Prolonged Absence from Classes (see below).

Prolonged Absence from Classes and/or Absence from a Major Scheduled Grading Event

- A prolonged absence is defined as multiple consecutive absences from a course during a semester due to the same illness.
- Students who experience a prolonged absence(s), as defined above or an illness during a scheduled, graded assignment or presentation shall be required to provide written documentation of the illness from a health care provider. In cases where written verification is provided, the Health Center or outside health care provider shall verify dates of treatment and indicate the time frame that the student was unable to meet academic responsibilities. No diagnostic information shall be given.

Excused absences will only be provided on a limited basis for illness (self or dependant) (see information above), religious observations (where the nature of the observance prevents the student from being present during the class period), participation in university activities at the request of university authorities (this often applies to scholarship athletes), or compelling circumstance beyond the student’s control. Absences will only be excused when the student has made a reasonable attempt to inform the instructor prior to class, except in case of emergency.

Students claiming excused absence must apply in writing and furnish documentary support for their assertion that the absence resulted from one of these causes.

For both excused and unexcused absences, students are still responsible for coursework missed and for turning in assignments on time. Additionally, occasional in-class assessments may occur, sometimes without advance notice. These assessments will not be available for make-up due to an unexcused absence and are not considered a significant graded assignment.

Religious Observations
Because we are a diverse community and enroll students with many spiritual beliefs, we will be sensitive to students’ requests for excused absences and make-up test requests due to reasons of religious observances. Be mindful that it is the student’s responsibility to inform instructors of any intended absences for religious observances in advance. Notice should be provided by the end of the drop/add period.

Course Cancellations/Delays:
Please check with 301-405-SNOW or the university website (www.umd.edu) for any cancellations or delays due to inclement weather or emergencies. You may also sign up for the free university text
messaging system, UMD Alerts, and receive text messages with alerts such as cancellations or delays.
(alert.umd.edu). This course will comply with any university cancellations or delays accordingly.

Class Expectations & Participation

Expectations for Students

- Students will come to class prepared for active participation. A quality learning experience in this leadership course rests heavily upon interaction and exchange of ideas among students and the instructors. Your ability to contribute to class discussions thoughtfully and to integrate course readings will be heavily weighted in determining your final grades.
- The classroom will be an authentic environment for exploring ideas and challenging assumptions. It is an expectation of this course that students will take the necessary action to respectfully listen to the voices of others and share their own opinions and values and voice. Students and the instructors are expected to treat each member with respect.
- Students are expected to approach assignments with thoughtful consideration and to be thorough in their completion. In all class written assignments, students will be expected to present solid content and to convey their message using appropriate grammar, syntax, punctuation, and language.
- Students should be prepared to experience learning through many different avenues and participate in each to his or her fullest capacity.
- Usage of electronic and multimedia devices (e.g., cell phones, iPods, laptops) is not permitted during class time, unless permission was obtained from the instructors.

Expectations for the Instructor

Students can expect their instructors will arrive on time and be prepared for class, respond in a timely fashion to student work, and take students’ interests and experiences into consideration when preparing for class. Instructors will be available to students outside the class period and be willing listeners with regard to student concerns. Students are encouraged to make extensive use of the instructor in and outside class sessions to provide additional help or support.

Atmosphere

Class members are encouraged to demonstrate an open attitude toward dealing with views presented by fellow students. Class members are expected to act in a supportive manner with respect to fellow class members’ participation in class activities and discussion. Class members are expected to be open to learning the acceptance of alternate cultural perspectives, values, positions, and lifestyles. This open posture to diversity is considered imperative for work around issues of leadership.

Participation

Your participation grade is based on several factors:

1. Attendance – your attendance is vital to your class participation grade. If you are more than ten minutes late for a class period, your attendance for that class will not count. Attendance is approximately half of your class participation grade and will suffer as a result of unexcused absences or tardiness.
2. Reading – in order to participate fully in class, all assigned readings must be completed. Failure to complete the readings will be obvious during class discussions and will cause your class participation grade to suffer.
3. Raising and answering questions
4. Sharing ideas, observations, and personal experiences
5. Relating and synthesizing ideas of others
6. Pointing out relationships to earlier discussions
7. Helping others develop their views and ideas

You are not expected to have all the “right” answers in every class, nor should you dominate every in-class discussion. You are, however, required to be prepared and contribute regularly to our class
discussion. The quality of the discussion in class will depend on how well prepared you are, and how willing you are to share the results of your preparation with the class. Thus, your participation can be based on contributions to in-class discussions, sharing your ideas and work experiences, asking questions of the instructors and other students, and directing the instructors and class to new and relevant material.

This course also requires a significant amount of group work. Groups are expected to delegate work evenly and group members are expected to fully contribute to each assignment or presentation. Groups will have the opportunity to evaluate each group member’s contribution, which will be factored into their final participation grade.

Students in Need of Assistance

Students with Disabilities
Students with disabilities are encouraged to contact the instructor so reasonable accommodations can be made to assist learning and evaluation in the class. In addition, students should contact the Office of Disability Support Services (DSS) to document their disability and identify appropriate accommodations. DSS (301-314-7682) provides a variety of services to students with disabilities; staff are available to consult with students at any time. (www.counseling.umd.edu/DSS). It is the student’s responsibility to notify the instructor at the beginning of the semester of any documented disabilities.

University Resources
The University of Maryland offers a variety of services for students in need of either educational or psychological assistance. Learning Assistance Services (LAS) - offers services and programs on writing skills, English as a second language, study and time management skills, math skill, and issues for students over 25 years of age. They also offer a range of handouts, available on-line. If you need other educational services or support, please contact your instructor for additional resources.

If you are experiencing personal stress that is interfering with your ability to succeed, please consider contacting the Counseling Center or the Mental Health Service at the University Health Center for an appointment. The Counseling Center also offers on-line resources on a series of topics.

Learning Assistance Services (LAS) Counseling Center
2201 Shoemaker Hall Shoemaker Hall
Email – LAS-CC@umd.edu Phone – 301-314-7651
Phone – 301-314-7693 Website – www.counseling.umd.edu
Website – www.counseling.umd.edu/LAS

University Health Center, Mental Health Service
2nd Floor, University Health Center (across from The Stamp Student Union)
Phone – 301-314-8106
Website - www.health.umd.edu/services/mentalhealth.html
Assignments

1-Minute Reflections
Throughout the semester, there will be opportunities to write brief one-minute reflections in class on a topic that we’re discussing in class or from the reading that was assigned for that day. These reflections will allow students to relate course information to personal experiences as a leader in their chapter. Completion of these reflections will count toward your overall participation grade.

Fraternity/Sorority History Presentations – Due February 4
In considering “starting with why” and the foundational elements of the fraternities you will become a member of, each member of the class will be conducting research on 2 fraternities and sororities that are on campus at UMD. Research should be done on the following information:
- Inter/national founding date, location
- Why the fraternity or sorority was founded (What was the situation that resulted in their founding? What was the environment on the campus like? How did their founders come together?)
- The creed/mission/purpose of the organization
- Symbols important to the organization (crest, mascot, flower, etc.) with explanation on how they relate to the “why” or purpose of the organization

Students will be required to create a few PowerPoint slides and a fact sheet (at least half a page) with the information above and give a 3-5 minute presentation on their research. Your PowerPoint slides and fact sheet should be sent to Brian (brgolden@umd.edu) prior to class beginning on Tuesday, February 4th.

Leadership Credo – Due April 3
Credo n. 1. a statement of the beliefs or aims that guide someone's actions. Synonyms: doctrine, creed, tenet, theory, conviction, position, ideology

After we have discussed multiple leadership models and concepts, each student will have the opportunity to write their own leadership credo, or statement of belief, reflecting on their personal leadership identity and philosophy for decision-making. The leadership credo should address the following:
- What personal experiences or crucibles have led you to your current position of leadership and have helped to shape your view on leadership?
- How do you personally define your strengths (from StrengthsFinder) and how do you use them as a leader?
- How would you define your leadership identity? (based on the Leadership Identity Development Model)
- How do you personally define success?
- Which “blocks” on Wooden’s Pyramid of Success are most important to you as a leader? Why?
- Do you find yourself facing any of the five temptations of a leader? Which one(s) and why?
- What can you do to make sure that you or your chapter do not fall into these temptations?
- Considering all of the theories and concepts we’ve discussed in class, what is your definition of leadership?
- How can you use your leadership philosophy as a leader in your chapter?

This assignment should be between 8-12 pages, double-spaced and typed. Any references to books, articles, or other sources should be properly cited.
Fraority Simulation

Throughout this semester, class members will be working in a “fraority” (combination of fraternity and sorority, get it!) chapter to reflect the experience of a real fraternity or sorority as we discuss different concepts and work through case studies and scenarios. Students will go through a recruitment process to determine which of the fraorities best fit their values and will be assigned to a group. Chapters will elect officers and will design a recruitment plan to determine how many members the chapter will have. Throughout the semester, chapters will be presented with case study scenarios that they will have to work through and come up with a solution/plan of action. This will be a “choose your own adventure” type, semester-long simulation and each decision will have some kind of consequence or result that will impact future work.

Chapter Meeting Minutes – Due at the beginning of the class following each chapter meeting
After each in-class chapter meeting, chapters will be required to submit a copy of their chapter meeting minutes (a form will be provided) that includes information about what was discussed, decisions made, and theories or concepts from class that you utilized in your decision-making.

Case Studies – March 6 & April 10
There will be two major case study scenarios presented to each chapter throughout the semester. Case studies will address real situations that a chapter may face and will allow you the opportunity to process through a proper response. Chapters will be expected to submit a written plan and give a 10-minute presentation to the “Greek community” (our class) and a panel of stakeholders. Presentations should address how the chapter perceived the situation, decisions made, and an action plan for the chapter.

All-Greek Council Meetings
Throughout the semester, we will have five “All-Greek Council Meetings” during which the class will have open discussions about topics related to the University of Maryland fraternity and sorority community and your work as chapter leaders. Each chapter will have the opportunity to facilitate one council meeting including choosing a topic for discussion and coming prepared with questions or planning a meaningful activity.

<table>
<thead>
<tr>
<th>Council Meeting</th>
<th>Date</th>
<th>Chapter Facilitating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tuesday, Feb. 18</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Tuesday, March 4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Tuesday, March 25</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Thursday, April 3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Tuesday, April 22</td>
<td></td>
</tr>
</tbody>
</table>

Fraority Social Event Reflection – Due February 11
Each chapter is expected to have a “social event” at the beginning of the semester that allows the group to get to know each other better outside of the classroom setting, learn about each other’s leadership styles and experiences, and set group expectations. The nature of this event is up to each chapter to decide but must be alcohol-free and must allow the group to be together for at least an hour. After the event, the chapter must submit a reflection including what they did for their event, what they learned about each other, what goals/expectations were set as a group for the chapter’s work together this semester (2-3 pages). A picture of the fraority members at the social event should be submitted as well.

Fraority Recruitment Plan – Due February 27
As a fraority, you will work together to develop a year-round recruitment plan that will address how your chapter will get new members. Recruitment plans should include how you will incorporate your
values into your recruitment activities and what type of members you are looking for and how you would find/attract them, utilizing course concepts. Plans should be creative and include new ideas other than what is currently done on campus. Plans may include visual elements such as advertisements, t-shirt designs, etc.

**Fraority Service Learning Project — Due May 1**
Each chapter will have the opportunity to participate in a service learning project in the local community toward the end of the semester. These projects will provide chapters the opportunity to give back through meaningful, hands-on service. Chapters will submit a reflection following their service project that addresses the service they completed, why it was meaningful, and how they can motivate their own chapter members to participate in similar, values-based activities (2-4 pages). A picture of the fraority members participating in the service project should be submitted as well.

**Final Presentation — Due May 6**
Each chapter will select a real fraternity and sorority community issue that is present at the University of Maryland and develop a change initiative to positively address the issue and create lasting, meaningful change in our community. This initiative should be realistic, in that it could actually be implemented, and should utilize course concepts and theories to drive decision-making. Chapters will be expected to submit a written report and give a 25-minute presentation during the course’s final exam time period to the instructor and a panel of stakeholders. More information will be provided later in the semester.

**Fraority Participation**
Just as in a fraternity or sorority executive board, it is important for every member of the fraority to be contributing to the work of the group. It will be necessary for fraority members hold each other accountable as the success of the individual student in this course will be very dependent on the success of the group they are a member of. As a result, participation in the fraority will be factored into your final participation grade.

After the chapter elects officer positions, each member of the fraority will be expected to take the lead on one of the fraority projects, which include:
- Fraority Recruitment Plan
- Fraority Community Service Learning
- Case Study 1
- Case Study 2
- Final Presentation
- Facilitation of the All-Greek Council Meeting (if the fraority has a 6th member)

Each fraority member will submit a reflection along with the project that they are responsible for. Fraority members will also have the opportunity to evaluate the participation of each member in the fraority, which will factor into the final participation grade as well.

**Extra Credit**
Students can earn extra credit for attending a fraternity, sorority, or council-sponsored event or program outside of their council and the council they most regularly interact with (IFC/PHA members can go to NPHC/UGC and vice versa). These events can be at any point throughout the semester and should be approved by the teacher prior to attending.

Students can earn points for the following:
- 5 points - attending a fraternity, sorority or council event
- 10 points — attending a fraternity, sorority, or council event & bringing a chapter member with you
- 20 points - attending a fraternity, sorority, or council event & bringing 5 or more chapter members with you (for chapters with more than 15 members. Chapters with less than 10 members can bring 2 or more chapter members.).

Each student is only eligible to earn 20 total extra credit points, which will be added to the total points at the end of the semester.
Grading

The following grading scale will be used in determining your final grade for the course:

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>97 – 100%</td>
<td>A+ (4.0)</td>
</tr>
<tr>
<td>93 – 96.99%</td>
<td>A (4.0)</td>
</tr>
<tr>
<td>90 – 92.99%</td>
<td>A- (3.7)</td>
</tr>
<tr>
<td>87 – 89.99%</td>
<td>B+ (3.3)</td>
</tr>
<tr>
<td>83 – 86.99%</td>
<td>B (3.0)</td>
</tr>
<tr>
<td>80 – 82.99%</td>
<td>B- (2.7)</td>
</tr>
<tr>
<td>77 – 79.99%</td>
<td>C+ (2.3)</td>
</tr>
<tr>
<td>73 – 76.99%</td>
<td>C (2.0)</td>
</tr>
<tr>
<td>70 – 72.99%</td>
<td>C- (1.7)</td>
</tr>
<tr>
<td>67 – 69.99%</td>
<td>D+ (1.3)</td>
</tr>
<tr>
<td>63 – 66.99%</td>
<td>D (1.0)</td>
</tr>
<tr>
<td>60 – 62.99%</td>
<td>D- (0.7)</td>
</tr>
<tr>
<td>59.99% and below</td>
<td>F (0.0)</td>
</tr>
</tbody>
</table>

See the table below for point totals for each assignment:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Your Points</th>
<th>Max Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation/Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Attendance/Class Participation</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>- Fraternity Project Leadership</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>- Fraternity Peer Evaluation</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Fraternity/Sorority History Presentation</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Leadership Credo</td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>Fraternity Group Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter Meeting 1-4 Minutes (10 pts each)</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Case Study 1</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Case Study 2</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>All Greek Council Meeting Facilitation</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Fraternity Recruitment Plan</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>Fraternity Social Event Reflection</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Fraternity Community Service Learning</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>Final Presentation</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td>500</td>
</tr>
</tbody>
</table>

Class members are expected to seek approval for extensions of assignment deadlines prior to due dates from the instructor. Assignments which are submitted after the class period during which it was due with no prior permission will be penalized one letter grade per day past the due date. For example, if an assignment is turned in two hours after class ended, the grade would be dropped one letter grade. If it is turned in the next day, it would be dropped two letter grades.

All submitted assignments must be typed. Most assignments will be handed in during class or should be submitted via the course ELMS page prior to the start of class on the day it is due.
<table>
<thead>
<tr>
<th>Date:</th>
<th>Schedule:</th>
<th>Fraternity:</th>
<th>Due:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, January 28</td>
<td>Overview of Syllabus</td>
<td></td>
<td>Watch &quot;Start with Why&quot; Video</td>
</tr>
<tr>
<td>Class 1</td>
<td>Group Expectations</td>
<td></td>
<td>Read: Start With Why Ch. 5 (pp. 65-80)</td>
</tr>
<tr>
<td>Thursday, January 30</td>
<td>&quot;Start with Why&quot;</td>
<td>Formal Recruitment</td>
<td></td>
</tr>
<tr>
<td>Class 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday, February 4</td>
<td>Fraternity/Sorority History Presentations</td>
<td>Bid Day! Chapter Meeting 1</td>
<td>Fraternity/Sorority History research; email slides &amp; fact sheet to Brian</td>
</tr>
<tr>
<td>Class 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday, February 6</td>
<td>Fraternity/Sorority History Presentations</td>
<td></td>
<td>- Complete StrengthsFinder assessment &amp; e-mail results to Brian</td>
</tr>
<tr>
<td>Class 4</td>
<td></td>
<td></td>
<td>- Read through StrengthsFinder results report and bring a printout to class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Read Strengths Based Leadership Part 1: Investing in Your Strengths (pp. 7-17)</td>
</tr>
<tr>
<td>Tuesday, February 11</td>
<td>Fraternity/Sorority History Presentations</td>
<td></td>
<td>Social Event Reflection Due</td>
</tr>
<tr>
<td>Class 5</td>
<td></td>
<td></td>
<td>- Verifying My Signature Themes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Read Strengths Based Leadership Part 2: Maximizing Your Team (pp. 22-66)</td>
</tr>
<tr>
<td>Thursday, February 13</td>
<td>Fraternity/Sorority History Presentations</td>
<td></td>
<td>Chapter Meeting 2</td>
</tr>
<tr>
<td>Class 6</td>
<td></td>
<td></td>
<td>Read Strengths Based Leadership Part 2: Maximizing Your Team (pp. 66-76)</td>
</tr>
<tr>
<td>Tuesday, February 18</td>
<td>Fraternity/Sorority History Presentations</td>
<td></td>
<td>All-Greek Council Meeting 1</td>
</tr>
<tr>
<td>Class 7</td>
<td></td>
<td></td>
<td>Read Strengths Based Leadership Part 3: Understanding Why People Follow (pp. 79-95)</td>
</tr>
<tr>
<td>Thursday, February 20</td>
<td>Leadership Identity Development Model</td>
<td></td>
<td>Chapter Meeting 3</td>
</tr>
<tr>
<td>Class 8</td>
<td></td>
<td></td>
<td>Read Komives, et. al. article</td>
</tr>
<tr>
<td>Tuesday, February 25</td>
<td>Wooden on Leadership</td>
<td></td>
<td>Read Wooden on Leadership pp. 2-58</td>
</tr>
<tr>
<td>Class 9</td>
<td>The Pyramid of Success</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday, February 27</td>
<td>Wooden on Leadership</td>
<td></td>
<td>Recruitment Plan Due</td>
</tr>
<tr>
<td>Class 10</td>
<td>Lessons in Leadership</td>
<td></td>
<td>Read assigned chapters from Wooden on Leadership</td>
</tr>
<tr>
<td>Date:</td>
<td>Schedule:</td>
<td>Fraternity:</td>
<td>Due:</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
<td>-----------------------------------</td>
</tr>
</tbody>
</table>
| Tuesday, March 4  
*Class 11* | Five Temptations of a Leader                                               | All-Greek Council Meeting 2         |                                   |
| Thursday, March 6  
*Class 12* | **Case Study 1 Presentations**                                             |                                   |                                   |
| Tuesday, March 11  
*Class 13* | Challenge Course                                                          |                                   |                                   |
| Thursday, March 13  
*Class 14* | Challenge Course (cont.)                                                   |                                   |                                   |
| Tuesday, March 18 | Spring Break – No Class                                                    |                                   |                                   |
| Thursday, March 20 | “Members of strong teams are as committed to their personal lives as they are to their work.” |                                   |                                   |
| Tuesday, March 25  
*Class 15* | “Conflict doesn’t destroy strong teams because strong teams focus on results.”  
Conflict Resolution & Confrontation | All-Greek Council Meeting 3         | Reading on ELMS                  |
| Thursday, March 27  
*Class 16* | “Strong teams embrace diversity.”                                          | Chapter Meeting 4                  | Reading on ELMS                  |
| Tuesday, April 1   
*Class 17* | “Strong teams are magnets for talent.”                                      | Read *Motivating the Middle*       |                                   |
| Thursday, April 3   
*Class 18* | “Strong teams prioritize what’s best for the organization and then move forward.”  
Prioritizing/Goal Setting & Positive Risk Taking | All-Greek Council Meeting 4         | Leadership Credo Due              |
| Tuesday, April 8   
*Class 19* | Utilizing Our Resources                                                    |                                   |                                   |
| Thursday, April 10  
*Class 20* | **Case Study 2 Presentations**                                             |                                   |                                   |
<table>
<thead>
<tr>
<th>Date:</th>
<th>Schedule:</th>
<th>Priority:</th>
<th>Due:</th>
</tr>
</thead>
</table>
| Tuesday, April 15  
Class 21 | Understanding Our Reality                    |                                     | Read *Switch* Ch. 1 (pp. 1-24) |
| Thursday, April 17  
Class 22 | *Switch* – Motivate the Elephant  
Recognizing the Problem | Chapter Meeting 5                   | Read *Switch* Ch. 5-7 (pp. 101-176) |
| Tuesday, April 22  
Class 23 | *Switch* – Shape the Environment              | All-Greek Council Meeting 5         | Read *Switch* Ch. 8-10 (pp. 179-249) |
| Thursday, April 24  
Class 24 | *Switch* – Shape the Environment              | Chapter Meeting 6                   |                               |
| Tuesday, April 29  
Class 25 | *Switch* – Direct the Rider                   |                                     | Read *Switch* Ch. 2-4 (pp. 27-98) |
| Thursday, May 1    
Class 26 | *Switch* – Direct the Rider                   | Service Project Reflection Due     |                               |
| Tuesday, May 6     
Class 27 | **Final Project Presentations**              |                                     |                               |
| Thursday, May 8    
Class 28 | **Final Project Presentations**              |                                     |                               |
| Tuesday, May 13    
Class 29 | Wrap-up  
“Take it Back” to your chapter           |                                     |                               |

*Please note that this syllabus is subject to change at any time during this course.*  
*All students will be notified if any changes occur.*