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| UT Logo | **COURSE SYLLABUS****ELPS 350** |

### Course Section: VOLeaders Training

### Meeting Time and Place: 8pm, or other time as assigned

### Course Credit Hours: 2 hours

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| **FACULTY CONTACT INFORMATION:** Sally Parish, sally@utk.edu, 865-974-1039  |

1. **COURSE DESCRIPTION:**

This experiential learning course will focus on interpersonal leadership theories, practice, skill development, and application in supervised collegiate leadership setting, with an in-depth emphasis on leadership as a behavior (i.e., self in relation to others).

This section provides VOLeaders with direct training and preparation to lead service both locally and abroad, to implement positive sport-based social change on their teams and within the larger university community, and to train VOLeaders to serve as Peer Mentors for the next year’s cohort. Through a dynamic partnership between the Center for Leadership & Service; the Center for Sport, Peace & Society and the Department of Athletics, the VOLeaders Academy was developed to cultivate positive leaders through sport that will create positive social change on campus and in the community. By using their platform in sport, student-athletes admitted into the VOLeaders Academy will learn how to positively impact their team, campus and local and global communities.  They will be charged to find ways to use their passion of sport and their influence to enact positive change that transcends their athletic success.  Using the frameworks of Servant Leadership, Transformational Leadership, Emotionally Intelligent Leadership and Strengths Based Leadership to develop each student-athlete into the best possible leader they can be, the VOLeaders Academy will engage students in experiential and service learning opportunities, both locally and abroad, that provide them with the unique opportunity to learn, lead, and empower underserved populations through sport.

1. **COURSE OBJECTIVES:**

This course prepares students to apply leadership skills in specific roles on campus *(as student athlete leaders, and Peer Mentors for future VOLeaders)* and in the university community *(through sport based service).* The goal of this course and associated leadership activities is to facilitate student knowledge, development, and application of leadership skills in relation to others, including ethical sensitivity, perspective taking, and intercultural communication. Students will gain a greater understanding of and appreciation for the theory and practices of interpersonal leadership and the technical skills/knowledge needed to enable them successfully lead in their positions, including collaboration, common purpose, and conflict with civility, and professionalism within student leadership contexts.

This course and service immersion experience serve as the fourth pillar in the VOLeaders Academy model. It will add to and practice the leadership development theories discussed in the retreat and through the Fall and Spring Courses to provide VOLeaders with a holistic leadership and service experience, both locally and abroad. (How it connects to the program)

1. **STUDENT LEARNING OUTCOMES:**

Upon completion of this course, students will be able to:

* recognize, define, reflect on, explain, and apply to self and the collegiate positional setting leadership concepts including leadership as a skill set (StrengthsQuest), behavior (Kouzes &Posner’s Student Learning Practices Inventory) and a process (Servant Leadership); understand and analyze the function and organization of leadership in groups;
* demonstrate the ability to integrate interpersonal curricular content, approaches, theories, and skills as a student athlete in collegiate teams, the promotion of community service, and the student athlete experience.
* synthesize and apply leadership skills, behaviors, and process concepts into an initial personal framework of leadership values, style, and practice shaped by awareness of one’s skills and self as a leader in relation to others.
1. **LEARNING ENVIRONMENT AND CLASS FORMAT:**

Comprised of two credit hours—one leadership skills and practices seminar and one supervised applied leadership experience—of positional leadership practicum and directed leadership development activities. The course will be very interactive, reflective and participatory in nature. Students are expected to complete all readings, assignments and projects in a timely manner. This class will combine in-class sessions, one on one meetings with faculty, and significant service learning projects. We will meet in a classroom environment for 15 hours over the course of the term where we will engage in leadership practice and skill development, activities and seminar discussions as well as process your 30 hours of positional leadership activity that you engage in as a VOLeader and 15 hours of technical skills specific to your position as a VOLeader. See course outline for content, activities, and dates.

In addition to the traditional classroom setting our class will meet:

2 hours – PreDeparture training with VOLLeaders faculty for Service Immersion Experience

2 hours- One on One meetings with VOLeaders faculty (2; one hour each)

3 hours- VOLeaders local service training project with VOLeaders faculty

8 hours- VOLeaders Training Retreat with VOLeaders faculty

Your 30 hours of posi tional leadership activity will be completed through the VOLeaders Service Immersion Experience to Brazil.

Failure to complete the hours above will result in failing the class. Content essential to achieving this course’s learning outcomes and being successful in this position will be communicated in the retreat, service project, pre-departure meeting, and one-on-ones. You should consider not continuing with this course if you cannot participate in all of the above, unless you coordinate an acceptable alternative with the instructor prior to the event date/time.

If you have already completed an ELPS 350 class, you may register for 1 or 2 credit hours for this course, but you are expected to fulfill all of the course requirements outlined below to receive credit.

1. **TEXTS/MATERIALS/RESOURCES FOR THE COURSE:**

Strengths Based Leadership, Rath & Conchie (2009)

The Student Leadership Challenge by Kouzes & Posner. (2006) **2nd Edition**

Supplemental Readings

1. **COURSE ORGANIZATION, REQUIREMENTS, ASSIGNMENTS, AND RELATED POLICIES:**

**Grading System:**

You will receive a letter grade of A-F (+/-) for this course and you are strongly encouraged to monitor your own progress throughout the semester. The following assignments are to be turned in according to the course schedule in this syllabus. Each assignment will be discussed as the class progresses.

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| ***Grade*** | ***Grading Guideline*** |
| A : 930-1000 | Superior performance. Exemplifies highest quality. |
| A- : 900-929 | Intermediate Grade |
| B+: 870-899 | Very Good |
| B : 830-869 | Good |
| B-: 800-829 | Intermediate Grade |
| C+: 770-799 | Fair, but more than Satisfactory |
| C : 730-769 | Satisfactory performance  |
| C-: 700-729 | Intermediate Grade |
| D+: 670 – 699 | Minimal learning |
| D : 630-669 | Intermediate Grade |
| D-: 600-629 | Unsatisfactory Performance |
| F: below a 600 | Substandard Performance |

**Project/Assignment Points:**

**Project/Assignments Points**

Class Participation/Attendance 100

Student Leadership Practice Inventory Presentation 150

30 hours of supervised activities pass/fail

Strategic Plan and implementation 250

Personal Leadership Framework 500

Total 1000

*Participation and Attendance Policy*

Regular attendance is a professional expectation of the VOLeaders experience. Due to the experiential nature of the class and the extensive class discussion and interaction, attendance is expected and essential to your successful completion of the course. **Unexcused absences are not permitted** and will result in the lowering of your grade by 1 letter per unexcused absence. Excused absences for documented emergency situations only may be granted at the instructors’ discretion. For absences to be deemed “excused”, students must send instructors an email prior to the missed class explaining why you will be absent and ask for it to be excused. If an email is not sent prior to class with time to respond (24 hours notice, unless an emergency) the absence will be unexcused.

*Disability Services*

Please contact the Office of Disability Services at 865-974-6087 in Dunford Hall to coordinate reasonable accommodations for documented disabilities.

*Readings*

Weekly readings will be assigned. Specific assignments are listed on the timeline and described in detail below. It is expected that all class participants come to class **on time** prepared for lively discussion over the assigned readings.

**Assignments**

**Leadership Practice Inventory and Presentation**

Students will complete the LPI Individual Contributor assessment (Kouzes & Posner’s Student Leadership Practices Inventory) and will come to class prepared to discuss their results and give a 3 minute individual presentation covering the following:

1. Which practice do you most strongly exemplify?
2. How does that practice influence your leadership in your VOLeader role?
3. Which practice is your greatest area of opportunity?
4. How will you grow and develop in each area?
5. What roles/experiences serve as the greatest challenge and support to your Student Leadership Practices?

**30 hours of supervised activities**

Students must conduct 30 hours of positional leadership activities within an approved office or department. Activities may include trainings, workshops, retreats, or sessions of a specific program. For the purposes of this program, these supervised hours will be done within the service immersion experience to Brazil where you will plan and implement sport based service.

\* If the instructor is not the supervisor of the position, students are required to secure an email from the supervisor verifying that they’ve completed 30 hours of supervised practice in the setting.

**Strategic Plan**

Create and implement a strategic plan with SMART goals for *leading* a small project or program to be determined by the instructor (see below). The plan must include a vision for the project, outline of objectives and tasks, timeline, and a list of leadership concepts to be reflected in the final implementation of the project. Include at least one task that demonstrates that you are using each of the leadership concepts found the starred course content (\*) below. Follow the format and directions shared in class and on the course Blackboard site.

*For this specific section:* As a leader within your team and the athletic department at The University of Tennessee, create a strategic plan for creating a positive social change on your team or in your community. You may choose and deliver to plan a program, a training, a service project or a leadership development experience for your teammates or the larger community.

**Personal Leadership Framework**

Complete your Personal Leadership Framework as a take home final. The Personal Leadership Framework includes your Values, Vision, and Mission (VVM); your responses to question prompts examining what you have learned about leadership and yourself as a leader and applying the content to your positional experience; and a final summary statement of what you now believe about leadership. Reflect on all you have learned this semester and how it applies to your leadership setting and use the course content to complete the final. The Framework should not exceed 17 pages with prompts. (Detailed instructions provided.)

1. **COURSE OUTLINE FOR LEADERSHIP CONTENT ACADEMIC CREDIT HOUR:**

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| **SCHEDULE OF CLASSES AND ASSIGNMENTS** |
| **Date** | **Content/Assignments** |
| June TBD (2 hours) | **Pre-Departure Training** – Service Site-specific cultural sensitivity, expectations, perspective taking, and intercultural communication and Servant/Relational Leadership **SLPI Presentations Given** |
| June 30-July 10 (30+ Positional hours; 1 hour Leadership Content) | **Service Immersion Experience to Brazil**Prior to the trip: **Student Leadership Practices Inventory Completed****Strengths Quest Assessment Completed****Complete the Student Leadership Challenge reading**During the Trip: One on One with VOLeader faculty Guided Reflection specific to the site and activities |
| July 1 (1 hour) | **Welcome and Course Introduction** **What is Leadership? Intro to the Five Practices**  |
| July 2 (1 hour) | **Using your Strengths as a VOLeader mentor (\*)**  |
| July 3 (1 hour) | **Model The Way- Ethics** (\*) |
| July 5 (1 hour) | **Inspire a Shared Vision** (\*) |
| July 6 (1 hour) | **Challenge the Process** (\*) |
| July 7 (1 hour) | **Enable Others to Act**  (\*) |
| July 8 (1 hour) | **Encourage the Heart** (\*) |
| July 9 (6 hours Technical Skills Training) | **Blaze Sports Festival:** Facilitate your Sport Based Service Project  |
| July 12 (3 hours) | **Trip Debrief** – Diversity, Civility, and Leadership; Strengths-Based in Teams; Student Leadership in Action – Service and the Position |
| July/August TBD (3 hours Technical Skills) | **VOLeaders local service project**  |
| August TBD (6 hours Technical Skills; 2hrs Leadership Content) | **VOLeaders Training Retreat** – Strategic Planning and Final Project Presentations; 2nd One on One with VOLeader faculty |
| August 9 | **All Reflections Due (if not turned in before now)****Assignments due:** **Strategic Plan, VOLeaders Retreat Outline** |