

PROFESSIONAL INTERN PROGRAM
EDL 280 -Section 4 (2 credits/graded)
Course Syllabus
Wednesdays 2:00–3:50
Presidio Room-Student Union Memorial Center

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Course Description

The purpose of this course is to introduce Arizona Student Union student employees and other University of Arizona students to leadership concepts and problem solving skills that can be used in a real business setting. Students will be exposed to a number of different leadership topics including budgeting, supervision conflict, change theory, ethical decision-making, customer service, etc. Moreover, the course will provide the opportunity for students to utilize these leadership skills by applying a problem-solving model and developing a solution to a real world business situation.

Course Objectives:

Students will be able to:

- Identify and develop their leadership style and utilize in their work area
- To apply the problem solving model presented in class and apply to a real-world situation
- Identify and develop their own style of written and verbal communication
- Incorporate and develop the skill areas presented in class and utilize them as part of their leadership style in their position within the Arizona Student Unions
- Students will be asked to identify a project area and issue. Throughout the semester, they will utilize knowledge and skills gained in class to identify a solution, which addresses the issue and will result in a positive change.

Course Policies

A key-learning tool for this class is weekly participation in discussions and exercises. It is not only important to attend class but students will also be expected to actively participate in all class discussions, activities, and projects. Because of the importance attached to regular class attendance,

- Each student is allowed one (1) absence from class. The instructors must excuse any other absences or they will result in the deduction of 10 points for each absence.
- Excused absences are defined as **prior notice** to your instructors regarding your absence. Each student is allowed a maximum of one (1) excused absence.

- Students must notify the instructors personally.
- Students are responsible for making sure they are counted in special outside activities.
- Students with excused absences are still required to complete and submit course assignments on or before their due date.
- Excused absence approval is at the discretion of the instructors.
- Students may have an excused absence from class for a religious practice or observance of a religious holiday but must give **2 weeks** prior notice to the instructors.
- There will be no make-ups for the mid-term and final examinations/presentations.

Instructors' Expectations

- We expect students to be respectful of the instructors and other class members by turning off all cell phones prior to class.
- We expect students to attend every class period and arrive to class on time and to remain in class for the entire class session. Leaving early or arriving late will result in an unexcused absence.
- We expect students to be respectful of class members' viewpoints and that the content of class discussions remains within the classroom.

Assignments

- Assignments are due on the date listed on the syllabus. A maximum of half credit will be given to assignments submitted after the listed due date. Unless otherwise instructed, all assignments must be typed, double-spaced, on 8.5 x 11-inch paper, with 1-inch margins, using 12-pt Times New Roman font. Following are the class's main assignments:

1. Weekly Writing Assignment

Throughout the course, readings and activities will be assigned. **A one-page writing assignment is due at the beginning of each class as indicated in the course outline.** These assignments will be part of the discussion process and will be used in various class activities. Students will be given a set of questions related to the assigned readings in order to facilitate the assignment.

2. Business Project:

Over the course of the semester, students will identify an area within the Arizona Student Unions and will utilize a problem-solving model to identify, analyze, develop and implement solutions for a current issue within their area. The final product of the project will be presented to members of the Senior Management Team for the Arizona Student Unions.

3. Quizzes:

Periodically the class will be tested on their knowledge in the form of a short quiz.

Disability Resource Center

The University is committed to equal working and learning opportunities for students, faculty, and staff with disabilities and recognizes that accommodations or modifications may be necessary to ensure access. The mission of the Disability Resource Center is to equalize the educational opportunities for students and provide support services for students, faculty, and staff with disabilities. The program is designed to promote full inclusion and participation in the educational experience and campus life. The Disability Resource Center is the designated office that reviews disability documentation, certifies eligibility for services, determines reasonable accommodations, and provides or arranges for reasonable accommodations.

Academic Integrity

The University of Arizona's *Code of Conduct* (available via www.arizona.edu) specifically prohibits "all forms of student (and faculty) academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and plagiarism." Cheating is defined by the *Code* as follows: Intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. Plagiarism is understood by the *Code* to mean, "intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise."

Point Distribution & Grading Standards

Assignments	Point Value (Total = 470 points)
Class Participation & Attendance	70 points (5 points per class)
Weekly Writing Assignments	80 points (10 points each for 8 assignments)
Business Project	290 points (15 points for each project assignment, for a total of 90 points, 100 points for a presentation to other students and Senior Management & 100 points for a final comprehensive paper about the project)
Quizzes	60 points (10 points each for 6 quizzes)
Midterm Examination	100 points
Total Points	600

Grade Scale

A	=	600 - 540
B	=	539 - 480
C	=	479 - 420
D	=	419 - 360
E	=	< 359

Readings

Readings will consist of handouts and articles and parts of chapters of books, which can be found on Electronic Reserves (E-Rez). The instructors reserve the right to add readings, which are not currently listed on the syllabus. To access E-Rez complete the following steps:

1. Go to <http://eres.library.arizona.edu/courseindex.asp>
2. Select the tab for "Course Reserve Page by Instructor"
3. Click on please select instructor
4. Scroll down to "Riester" highlight it and click on "view "
5. Click on the course number "EDL 280"
6. Enter the password which is "leadership" and click "Accept"
7. Scroll down through the course readings – they are listed alphabetically by author and select the specified readings for the week

Professional Intern Program

Unit 1: Introduction to the Arizona Student Unions

Week	Date	Topic/Readings for Week	Assignments Due
1	Jan 11, 2006	Introduction to Course Tour of the SUMC	
2	Jan 18, 2006	History of the Union Structure of the Union	Union Packet-What is a College Union? <i>Writing Assignment 1</i>

Unit 2: Understanding Yourself

3	Jan 25, 2006	Leadership Styles Skill Assessment Personal Strengths and Weaknesses Goal Setting	Kouzes & Posner-What Constituents Expect of Leaders, Friegon & Jackson-Leadership Principles, "A Problem Solving Process" <i>Writing Assignment 2</i>
4	Feb 1, 2006	Personal Identity Development Biases/Stereotypes Understanding of self & how you view others Social Group Identity	Lussier, Achua-Chapter 11 <i>Writing Assignment 3</i>
5	Feb 8, 2006	Creating Change Introduce Project Conduct a SWOT Analysis on an area Who Moved my Cheese? Case Studies	O'Toole-Change Resisted Lussier, Achua-Leadership Walker-Dealing with Change and Leadership and Change <i>Project Assignment 1 History and Overview</i>
6	Feb 15, 2006	Ethics and Decision-Making Ethical Decision Making Models Case Studies w/ Union Examples	Readings-TBA <i>Writing Assignment 4</i>

Unit 3: Understanding Others

7	Feb 22, 2006	Diversity & Cultural Sensitivity Mattering & Marginality Creating an Inclusive Environment Ethical Situations	Lussier, Achua-Changing Demographics and Diversity Komives, et al-Understanding Others <i>Writing Assignment 5</i>
8	March 1, 2006	Communication Communication Style and Preference Clear Communication/Listening Skills Expectations of clear written communication (memo, email) Common mistakes and errors	Stakeholder and SWOT Readings Lussier, Achua-Chapter 4 <i>Project Assignment 2</i>

9	March 8, 2006	Conflict Resolution What is it, what causes it Styles, practice how to address it W/ project – what are barriers & how to address	Readings TBA <i>Writing Assignment 6</i>
10	Mar 22, 2006	Performance Management Recruiting, evaluating, on-going feedback Goal setting, coaching, confrontation, training Barriers to Success	Readings TBA <i>Project Assignment 3</i>
11	March 29, 2006 R	Rewarding, Recognizing and Motivating Employees 5 Love Languages Emotional Intelligence Supervision & Training Motivation Model (empowerment, praise) FISH – Play Tuckman’s Model of Group Development	Goleman-Emotional Intelligence <i>Project Assignment 4</i>
12	April 5, 2006	Customer Service How to put FISH into practice Our values around Customer Service	<i>Writing Assignment 7</i>

Unit 4: Understanding the Organization
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13	April 12, 2006	Organizational Development Structure, type, theory, politics Power, org culture Hierarchy, bureaucracy	Lussier, Achua-Chapter 9 <i>Writing Assignment 8</i>
14	April 19, 2006	Budgeting & Revenue Generation Implications Develop budget for project	Readings TBA <i>Project Assignment 5</i>
15	April 26, 2006	Project Presentations to Sr. Mgt.	<i>Project Assignment 6</i> <i>Project Summary Paper</i>
16	May 3, 2006	Project Presentations to Sr. Mgt.	