

**COUN 2970 (section 007)**  
**Leadership Development for**  
**Student-Athletes**

*Fall 2010*

**T/TH 12:30 PM - 1:45 PM**

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**Department of Counselor**  
**Education, Counseling Psychology,**  
**and School Psychology**

**College of Education**

**INSTRUCTOR INFORMATION:**

**Dr. Arturo S. Menefee**

**334-844-2307**  
**210 Extension Hall**

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**OFFICE HOURS:**  
**T/TH 11AM-12 PM**

**COLLEGE OF EDUCATION**



*Competent*

equipped with the knowledge, skills  
and technological expertise to help  
all individuals learn and develop

*Committed*

dedicated to the ethical practices and collaboration  
that serve as the foundation of a diverse  
and intellectually vibrant society

*Reflective*

devoted to analyzing their own past practices  
in ways that fuel ongoing learning  
and improve future practices

*A Keystone in Building a Better Future for All*



**AUBURN**  
**UNIVERSITY**

Auburn University is an equal opportunity educational institution/employer

**COUN 2970: Leadership Development For Student-Athletes  
Fall Semester 2010**

**1. Counseling 2970-007, 3 credit hrs.**

Instructor: Dr. Arturo S. Menefee  
Office: 210 Extension Hall  
Telephone: 844-2307  
Email address: [menefas@auburn.edu](mailto:menefas@auburn.edu)  
Office Hours: T/TH 11 AM – 12 PM

Class Meeting: T/TH 1230-1345 and Online via Blackboard (blended learning)

Location: Smart Classroom, Student Athlete Development Center

**2. Required Texts:**

- *You Don't Need a Title to be a Leader* by Mark Sanborn
- *The Team Captain's Leadership Manual* by Jeff Janssen

**3. COURSE DESCRIPTION:**

This course is intended to assist students in developing a variety of leadership, communication, and interpersonal skills necessary to maximize their success in academia, in their sport, and in life. This course will provide opportunities for students to explore the characteristics and skills that contribute to successful leadership. Topics will be covered via class readings, discussions, skill-building exercises, and other experiential activities.

This course will be offered in the traditional (face-to-face) environment, as well as online, thereby blending different interactive learning methods and techniques for successful application and development of life skills. The course will utilize innovative educational technologies such as the netbook and other technologies to access and interact in the class.

**4. COURSE OBJECTIVES:**

When the course is complete, the student should be able to:

- Identify and understand the personal qualities and skills that contribute to successful leadership.
- Improve leadership skills and abilities.
- Communicate effectively.
- Resolve conflicts constructively.
- Encourage and appreciate diversity.

- Develop and implement an Individual Action Plan designed to develop personal qualities or skills.
- Articulate a personal philosophy of leadership.
- Understand and appreciate the concepts of mentoring.
- Enhance professional acumen and media relations.

## **5. COURSE CONTENT:**

### ***Leadership Journal: Individual Action Plan and Leadership Philosophy***

You will be required to develop an Individual Action Plan regarding a personal skill(s) or quality(ies) that you would like to improve upon over the course of the semester. The plan will include specific goals designed to emphasize choices that are consistent with the values that you are committed to living. In addition to the individual actual plan, students will be required to articulate their personal philosophy of leadership. This philosophy should include your definition of leadership, including personal qualities and skills that you believe define an effective leader.

### ***Mentoring***

Mentoring is a structured and trusting relationship that brings people together with caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of the mentee. Students will be required to select a mentor and to complete assigned activities between the mentor and mentee designed to reinforce the skills of the mentor and to enhance the development of the mentee.

### ***Experiential Exercises***

During the semester, students will be required to participate in various activities (individual and team projects), designed to develop specific skills and to enhance the overall learning experience of the students.

### ***Homework Assignments***

There will be graded exercises and activities, to be completed outside of class, including online discussions, mentoring, individual activities, group projects and course materials (including readings, web sites, and other resources made available in Blackboard).

### ***Class Participation***

Students will be expected to complete reading assignments before class and consistently contribute meaningfully to class discussions both in the classroom and the online discussion. Pop quizzes are a possibility. Because this course relies heavily upon the ongoing experience of class members with one another in understanding in-class exercises, every effort should be made to attend all class sessions, to be punctual, and to reflect on your experiences. Students that are consistently late will receive a reduction in their participation grade. Because theory may only become useful to the extent that it is put into practice, students are expected to participate fully in discussions and in practice sessions of techniques derived from selected theories. All students will be involved in experiential exercises and should be prepared to participate in class discussions and activities. Active participation is essential.

# SYLLABUS CALENDAR

## **Week 1 – Introduction**

August 19 – Course Overview and expectations, syllabus, netbooks,

- Homework – Begin reading Sanborn (Introduction and Part I, p. 1–24)

## **Week 2 – Basics of Leadership Development**

August 24 – Definition of leadership, vision, integrity, attitude, experiential activities

- Homework – Personal Leadership Evaluation Worksheet
- Homework – Sanborn (Introduction and Part I, p. 1–24)

August 26 – **DUE**: Personal Leadership Evaluation Worksheet; discuss Sanborn (Introduction and Part I, p. 1–24)

- Homework – Sanborn (Self-Mastery and Focus, p.27–49)
- Homework – Journal Entry

## **Week 3 – Leadership Principles**

August 31 – **DUE**: Journal Entry; discuss Sanborn (Self-Mastery and Focus, p.27–49)

- Homework – Sanborn (Power with People and Communication, p. 50–69)

September 2 – Discuss Sanborn (Power with People and Communication, p. 50–69)

- Homework – Sanborn (Power of Execution and Giving, p. 70–89)
- Homework – Journal Entry

## **Week 4 – Leadership Principles Cont'd**

September 7 – **DUE**: Journal Entry; discuss Sanborn (Power of Execution and Giving, p. 70–89)

- Homework – Sanborn (Part III, p. 93–102)

September 9 – Discuss Sanborn (Part III, p. 93–102) and paper assignment

- Homework – Leadership Paper and Presentation
- Homework – Journal Entry

### **Week 5 – Mentoring**

September 14 – **DUE**: Journal Entry; Importance of Mentoring

- Homework – Leadership Paper and Presentation, due Sept. 21
- Homework – Think about a potential mentor

September 16 – **No Class!!** Paper and Presentation Development

- Homework – Leadership Paper and Presentation, due Sept. 21
- Homework – Think about a potential mentor
- Homework – Journal Entry

### **Week 6 – Leadership Paper and Presentation**

September 21 – **DUE**: Leadership Paper and Presentation

**DUE**: Journal Entry

September 23 – **DUE**: Leadership Paper and Presentation

- Homework – Select/Identify a mentor
- Homework – Journal Entry

### **Week 7 – Skill and Project Development**

September 28 – **DUE**: Journal Entry; discuss mentor; communication, decision making, planning, networking

September 30 – Skill development cont'd; team selection and project development

- Homework – Project Development
- Homework – Journal Entry

### **Week 8 – Statewide Leadership Conference**

October 5 – **No Class!!!**

**DUE**: Journal Entry

- Homework – Janssen Ch. 2 (p. 27–35) and Ch. 3 (p. 39–46)

October 7 – **No Class!!!**

- Homework – Janssen Ch. 4 (p. 51–59) and Ch. 5 (p. 63–68)
- Homework – Journal Entry

### **Week 9 – Team Development**

October 12 – **DUE**: Projects Identified; discuss Janssen Ch. 2-3

**DUE**: Journal Entry

- Homework – Janssen Ch. 6 (p. 73 – 85)

October 14 – Discuss Janssen Ch. 4-5

- Homework – Janssen Ch. 7 (p. 89–95)
- Homework – Journal Entry

### **Week 10 – Team Development Cont'd**

October 19 – **DUE**: Journal Entry; discuss Janssen Ch. 6–7

- Homework – Janssen Ch. 9 (p. 111–118) and Ch. 10 (p. 123–130)

October 21 – Discuss Janssen Ch. 9–10; individual action plan (IAP)

- Homework – Journal Entry

### **Week 11 – Media Training**

October 26 – Guest Speaker

**DUE**: Journal Entry

- Homework – Prepare for mock radio interview

October 28 – Mock Radio Interview

- Homework – Begin developing a resume
- Homework – Journal Entry

### **Week 12 – Professional Development**

November 2 – **DUE**: Journal Entry; resume and interview development; business etiquettes

- Homework – Complete resume

November 4 – **DUE**: Resume; business etiquettes cont'd

- Homework – Prepare for Mock Job Interviews
- Homework – Prepare Individual Action Plan (IAP)
- Homework – Journal Entry

**Week 13 – Mock Interviews**

November 9 – Mock Job Interviews (taped)

**DUE:** Journal Entry

November 11 – Mock Job Interviews (taped)

- Homework – Journal Entry

**Week 14 – Project Presentations**

November 16 – Project Presentations

November 18 – Project Presentations (if needed)

- Homework – Prepare Individual Action Plan (IAP); review for final
- Homework – Journal Entry

**November 22 – November 26-----HOLIDAY -----HOLIDAY**

**Week 15**

November 30 – **DUE:** Final Journal Entry (Individual Action Plan); review for test

December 2 – **FINAL EXAM**

## 6. COURSE REQUIREMENTS/EVALUATION:

Final grades will be assigned based on the cumulative number of points from all requirements of the course. Total points will be based on:

REQUIREMENTS	POINTS POSSIBLE
Class Participation (class discussion, activities, etc.)	20
Leadership Journal (including mentoring reports, leadership philosophy, individual action plan, etc.)	15
Leadership Paper and Presentation	15
Homework	10
Mock Job Interview	5
Group Project	10
FINAL (quizzes as needed)	25
<b>TOTAL</b>	<b>100</b>

FINAL GRADE	NUMBER OF POINTS
A (90%-100%)	90-100
B (80%-89%)	80-89
C (70%-79%)	70-79
D (60%-69%)	60-69
F (below 60%)	Below 60

All assignments are due at the beginning of the class period on the day it is due or as otherwise indicated by the instructor. Late work will be accepted for **half credit** for up to *one week after the original due date*. Work will **not** be accepted more than one week after the original due date. If an assignment is not turned in due to a university excused absence, then the day you return to class becomes the original due date for that assignment.



## 7. COURSE POLICIES:

### **Attendance Policy**

Attendance is required and necessary. Unexcused absences will result in reduction of your participation grade. Students will not be allowed to make up points for missed classes, except in the case of a university approved excused absence or a medical emergency as detailed in the Tiger Cub. **In the case of a university excused absence, all assignments will be due at the beginning of the next class attended.** Student should arrive to class at the set time. Excessive tardiness will result in a reduction of your participation grade.

**\*Cell phones and other electronic devices (except for the netbooks associated with this class) are to be turned off during the class period. Taking a phone call, text messaging, etc. during class time will result in you losing participation points.**

**\*Students must come to class prepared. Students who come to class without paper, pen/pencil, and appropriate text will receive a reduction in participation points for the day.**

### **Students with Disabilities**

Any student needing accommodations should inform the instructor(s) and/or The Program for Students with Disabilities, in 1244 Haley Center as soon as possible. If you already have accommodations, it will be your responsibility to set up a conference with the instructor.

### **Academic Honesty**

Auburn University expects students to pursue their academic work with honesty and integrity. The Academic Honesty Code is outlined in the Tiger Cub and contains a list of those actions that are considered cheating and the possible consequences that those actions carry. Violations of the Academic Honesty Code will NOT be tolerated in this course. If you are found in violation of the Academic Honesty Code, it will result in your receiving a failing grade.