

**LDR 3214 – Fall 2014 (3 Credits)**  
**Leadership in the Fraternal Movement**

**TITLE**

Leadership in the Fraternal Movement

**COURSE NUMBER**

LDR 3214

**CREDIT HOURS**

Three (3) credit: Students enrolled for credit (3) credit hours will be expected to devote 45 contact hours, plus assignments.

**PREREQUISITES, COREQUISITES**

This is an elective class designed for student leaders and those who aspire to leadership roles.

**COURSE LOGISTICS**

This course will be taught in a face-to-face, hybrid and on-line format. The exact meeting times and locations will be announced on specific course syllabi.

**INSTRUCTOR INFORMATION**

Each instructor will include his/her contact information such as office address, phone number and email address. Only faculty that are credential with a Master's in related field and approved will teach this course.

**TA CONTACT INFORMATION**

Will be included, as appropriate.

**COURSE DESCRIPTION**

This course is designed for members of the FAU Fraternity and Sorority Community. Through discussion, group process, experiential learning and application, students will learn best practices for building and leading their fraternity or sorority from both a corporate and fraternal perspective. Further, it will position students to develop and define their leadership through a values-based, ethical leadership lens.

**COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES**

As a result of active engagement in this course and course materials, students will:

1. Explain the concepts presented in Good to Great within the context of a fraternity or sorority, council or auxiliary organization and will be able to apply those concepts to the growth and development of their organization.
2. Articulate their leadership strengths as it relates to the concepts in the course.
3. Apply leadership skills and behaviors addressed in the books to lead, challenge, and evolve their chapters, councils, and auxiliary organizations.
4. Create an organization improvement plan that will enhance the experience of the organization, identify steps for implementation, and determine how to present it to brothers/sisters/members, advisors and national headquarters.
5. Implement the discussions, activities and simulations utilized in class to the chapter/council/organization.

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**COURSE EVALUATION METHODS AND COURSE REQUIREMENTS/  
EXPECTATIONS**

**Expectations**

**Attendance and Participation:** Class attendance and participation is an indication of students' commitment and professionalism; therefore, attendance will be taken and participation will be observed. Students are expected to attend all class sessions and actively engage in on line activities. Students who are ill or have some emergency that requires them to miss class must contact the professor in advance to be excused from class. Students who are not excused from class will lose 5 points. Students who anticipate the necessity of being absent from class due to the observation of a major religious observance or participation on an FAU athletic team must provide notice of the date(s) to the professor prior to the class being missed. Students are also expected to be on time to all classes. Any student who arrives late to class will lose 2.5 points.

For on line classes, students are expected to participate actively in all assignments and complete them on time. No assignments will be accepted late.

**Readings:** With on-line, face-to-face and hybrid classes, all students are expected to read assignments thoroughly and be prepared for class activities and discussions.

**Assignments/Grades:** Grades will be determined by class attendance, completion of assignments, and participation. If students participate in all classes and submit all assignments on time, they will pass this course.

<b>Assignment</b>	<b>Total Points</b>
Class Participation	20 points
Participation in Discussion	10 points
Facilitation of Discussion	20 points
Reflection Paper	15 points
Organization Improvement Plan	10 points
<u>Final Improvement Plan &amp; Paper</u>	<u>25 points</u>
<b>TOTAL</b>	<b>100 points</b>

A (94-100)	A- (90-93)	B+ (87-89)	B (86-84)	B- (80-83)	C+ (77-79)
C (74-76)	C- (70-73)	D+ (67-69)	D (66-64)	D- (63-60)	F (59 and below)

**COURSE ASSIGNMENTS**

**Reflection/Reaction Paper: The Call for Values Congruence/Why We Should Close More Chapters**

The purpose of this assignment is to gather your thoughts, perspectives and reactions to the assigned reading. The paper should be 2-3 pages in length and should fluidly address the following: What did you learn from the reading? What is your reaction to the assertions posted in the reading? How does this reading apply to you as a Greek leader? What are the implications,

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both positive and negative, of implementing the suggestions in the reading? What will keep this from happening successfully?

**Reflection/Reaction Paper: The 5 Temptations of a CEO**

The purpose of this assignment is to gather your thoughts, perspectives and reactions to the assigned book. The paper should be 2-3 pages in length and should fluidly address the following: What did you learn from the book?, How do the lessons in this book apply to you as a Greek leader?, Which temptation is hardest for you to resist in your role as a Greek leader?, What implications will the lessons in this book have for you as you lead your organization?

**Reflection/Reaction Paper: Motivating the Middle**

The purpose of this assignment is to gather your thoughts, perspectives and reactions to the assigned book. The paper should be 2-3 pages in length and should fluidly address the following: What ah-ha moments did you have as you read the book?, What was the biggest lesson you took from the book?, How do the lessons in this book apply to you as a Greek leader?, How can you make the strategies mentioned in the book doable for your organization?, What concerns do you anticipate with the strategies in the book and how can you overcome these concerns?, What implications will the lessons in this book have for you as you lead your organization?

**Organization Improvement Plan**

This assignment will be broken down into three parts:

- Organization Improvement Plan Part 1
- Organization Improvement Plan Part 2
- Final Organization Improvement Plan Paper

Using the template provided (which will be available on Blackboard), each student will complete an improvement plan for the organization in which they are a leader (chapter, council or auxiliary organization). When completing the numbered sections of the Organization Improvement Plan, follow the instructions for each section and be specific, detailed and concise. The final draft of the Organization Improvement Plan will include the following:

- All sections completed with changes per feedback provided on Part 1 and 2
- A 3-5 page paper that includes your fluid responses to the following:
- Your reactions to completing this plan
- Insights gained through the process of developing the plan
- Thoughts on the potential challenges of implementing the plan
- Communication strategies for sharing the plan with fellow organization members, advisors and national representatives
- How you will follow through on the plan

**Facilitation of Articles**

The purpose of this assignment is to allow students to critically analyze and respond to current readings and commentary on present day fraternal experience. Students can support, disagree, and challenge the readings based on their perspective and experience. All students will be assigned a small group with whom they will facilitate a one-time, in person 15 minute discussion on one of four specific articles. Facilitators will be graded on the depth of questions (which must

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be turned in immediately following the discussion) and how engaging the conversation is by those within the group. Facilitators will also grade the participation level of their group members. The evaluation used to grade facilitators and participants will be provided based on their role for the discussion and must be filled out in class immediately following the discussion.

**Extra Credit**

Each student can receive a maximum of **20 points** of extra credit. You may choose from the following extra credit options:

1. Interview a chapter president from another council (IFC interviews NPHC, NPHC interviews IFC, Panhellenic interviews UGC, UGC interviews Panhellenic) about their challenges and lessons learned while serving as the “CEO” of their organization. In a 2-3 page paper, indicate who you interviewed, summarize their responses and write your reactions. (10 Points)
2. Interview someone at your National Headquarters or within your National volunteer structure about the role of standards and accountability within your organization. In a 2-3 page paper, indicate who you interviewed, summarize their responses and write your reactions. (10 points)

**POLICY ON MAKE-UP WORK, LATE WORK, AND INCOMPLETES**

**Deadlines:** Students are expected to complete all assignments on time. Late work will not be accepted unless the student has been excused from class and the professor gives permission for the work to be handed in at a later date.

**Incompletes:** Grades of Incomplete (“I”) are reserved for students who are passing the course but have not completed all the required work because of exceptional circumstances

**SPECIAL COURSE REQUIREMENTS**

Students must have permission to enroll in this class.

**CLASSROOM ETIQUETTE POLICY**

Students are expected to come to class prepared for active participation. Students are expected to experience learning through many different avenues and participate in each to his or her fullest capacity. In class, students will work in small teams to discuss readings, engage in simulations, and prepare for guest scholar and leader visits, and use theory to enhance practice through carefully designed group activities. The teams will allow students to apply leadership theory and concepts in diverse contexts. The classroom will be a safe environment for exploring ideas and challenging assumptions. It is an expectation that each student will take the necessary actions to respectfully listen to the voices of others and share their own opinions and values. Students and the instructor are expected to treat others with respect.

Students are expected to approach assignments with thoughtful consideration and to be thorough in their completion. In all written assignments, students will be expected to present solid content and to convey their message using appropriate grammar, syntax, punctuation, and language. Written assignments will be reviewed for both content and presentation. Unless otherwise noted,

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written assignments are to be typed, double-spaced, in 12-point Times New Roman font, with one-inch margins. All citations must be in APA format.

Students should expect the instructor to come prepared. The instructors will be willing listeners with regard to student concerns. Students may expect the instructors to be available outside of class to give additional help or support. These meetings will be scheduled to meet the students' and instructor's schedules.

**DISABILITY POLICY STATEMENT**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute course work must register with the Office for Students with Disabilities (OSD) – in Boca Raton, SU 133 (561-297-3880); in Davie, LA 240 (954-236-1222); in Jupiter, SR 117 (561-799-8585); or at the Treasure Coast, CO 128 (772-873-3305) – and follow all OSD procedures.

**ACADEMIC INTEGRITY AND HONOR CODE STATEMENT**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations at:

[http://www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

**Plagiarism:** Students are often under the impression that cheating only applies to copying material off another student's exam. However, there are other forms of serious academic dishonesty to avoid. Plagiarism is the appropriation of passages, either word for word, or in substance, from the writings of another and the incorporation of those passages as *one's own written work* offered for credit. It is always assumed that the written work offered for credit is the student's own unless proper credit is given the original author by the use of quotation marks or appropriate citations in the text. This includes the copying of reports and homework, or the unchanged use of the essential ideas or conclusions of such work, as well as other themes, theses, books, or pamphlets. Collusion is collaboration with another person in the preparation or editing of notes, themes, reports, or other written work offered for credit *unless such collaboration is specifically approved in advance by the instructor*. Examples of collusion include extensive use of another's ideas for preparing a creative assignment and undue assistance in the preparation or editing of written materials. A student guilty of plagiarism and/or cheating will receive a grade of F in the course and the grade will be so recorded on the transcript. Students giving and receiving assistance in any unauthorized fashion during an examination subject themselves to this cheating policy. A pattern of cheating will result in suspension.

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**REQUIRED TEXT AND READINGS**

Collins, J.C. (2001). *Good to Great*. New York: HarperCollins.

Sullivan, T.J. (2012) *Motivating the Middle: Fighting Apathy in College Student Organizations*. Tucson, AZ: Wheatmark.

Lencioni, P.M. (1998). *The Five Temptations of a CEO: A Leadership Fable*. San Francisco: Jossey-Bass.

**SUPPLEMENTAL READINGS**

Supplemental readings, power points and videos will be available on the Blackboard site. Additionally, the text offers excellent supplemental readings which will be referenced in this class.

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**COURSE TOPICAL OUTLINE, INCLUDING DUE DATES FOR ASSIGNMENTS**

<b>Date</b>	<b>In Class</b>	<b>Reading Due</b>	<b>Assignment Due</b>
Week 1	Introductions Review Syllabus Discuss Foundations		
Week 2	Start with Why Our History, Fraternal Relevance, Current Issues facing Fraternity & Sorority Life	The Call for Values Congruence, Why We Should Close More Chapters	Watch Start with Why Reaction/Reflection Paper on Reading
Week 3	No Class	Begin reading 5 Temptations of a CEO	
Week 4	5 Temptations of a CEO	5 Temptations of a CEO	Reaction/Reflection Paper on Reading
Week 5	Good is the Enemy of Great Level 5 Leadership	Chapters 1 & 2	
Week 6	First who, Then What	Chapter 3	Discussion 1
Week 7	Confronting the Brutal Facts	Chapter 4	OPI Part 1
Week 8	Hedgehog Concept - Preserve the Core, Stimulate Progress	Chapter 5	Discussion 2
Week 9	A Culture of Discipline	Chapter 6	
Week 10	The Fly Wheel and the Doom Loop	Chapter 8 & 9	Discussion 3
Week 11	Big Hairy Audacious Goals	Blackboard Reading	OIP Part 2
Week 12	Homegrown Leadership Motivating the Middle	Motivating the Middle	Reaction/Reflection Paper on Reading
Week 13	Building the Vision Creating Change	Blackboard Articles	Discussion 4
Week 14	No Class	None	
Week 15	No Class	None	Final Organization Improvement Plan Reflection Paper All Extra Credit will be collected at the beginning of class