Enterprising Leadership
Fall 2015

PUBPOL 265.01
TUTH: 1:25 – 2:40pm
Sanford 03

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Course Synopsis
The central goal of Enterprising Leadership (PPS265) is to provide students with knowledge, analytical competence, and skills important to exercising leadership in college and as young professionals. The course explores the many facets of leadership and leadership development including the processes by which people affect change in a variety of roles and situations. Understanding and acting on values are emphasized as the basis for contributing to the process of making good things happen regardless of the nature and degree of formal authority. Not a traditional course in leadership studies or organizational management, the central foci include analysis tools, self-knowledge, results-oriented team projects, and a class learning community.

The course focuses on a specific leadership niche as defined by the four principles below. The leadership model doesn’t fit every person or situation and the course focus is not on powerful leaders, incumbents of powerful leadership positions or organizational leadership.

The course is based on four core leadership principles:

- **Strong-hearted**: Michael Maccoby, the psychoanalysis and leadership author, contrasts qualities of the “head” and “heart.” Quality of the head center on analytical thinking, logical decisions, and rational behavior. Qualities of the heart center on the combination of compassion and courage (the “heart of a lion”). Maccoby has written extensively about the problem that professional environments often reinforce qualities of the head; yet the development of qualities of the heart is essential to moral, effective leadership. These developmental priorities are especially important to undergraduate students.

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1 Maccoby, Michael. *The Gamesman*
• **Leadership:** "Leadership is the process of affecting purposeful change through the collective efforts of others without primary reliance on authority or coercion." This definition means that leadership is something much more powerful than the "leader" role or person - any group member can exercise leadership by acting as an agent of change and working with others (and "small wins" count). Leadership is the collective result of every group member's activities and usually necessary to reach the group's highest levels of excellence and success.

• **Enterprising:** Dictionary.com defines the word, enterprising, as "(1) Ready to undertake projects of importance or difficulty, or untried schemes; energetic in carrying out any undertaking and (2) Characterized by great imagination or initiative. Enterprising people have the ability to address complex, important issues by discerning and acting on specific opportunities that cause real results. These opportunities may be the result of creative ideas; more often than not, they are the results of good fieldwork and solid analysis.

• **Small wins:** Small successes are important in that they enhance participants' energy, they demonstrate success to others, and they accumulate over time to become significant.

Most students comment at the end of the semester that this course is different from any course that they have taken at Duke. The course design and teaching methods are interactive, experiential, and multifaceted. An emphasis on class community, team projects, and results beneficial to others prohibits extensive reading assignments. In addition, aspirations and standards are high. The resulting challenges and dissonance are essential to the course outcomes and preparation for lifelong leadership.

*Enterprising Leadership* is an Enterprising Leadership Initiative (ELI) course.² By taking the course, students are eligible for ELI internships, coaching support, project support, and participation in the ELI alumni network (the Duke Leadership Accelerator).

**Educational Objectives and Outcomes**
There are a number of outcomes from the experience of attending college. Academic courses often focus on increased knowledge and enhanced critical thinking capabilities. The essence of *Enterprising Leadership* extends beyond knowledge and cognitive development to include incremental effects on efficiency, identity, and agency important to personal leadership. More than anything else, this is a leadership development course.

The course objectives include:

1. **Knowledge and analysis skills.**
   a) Increase the understanding of leadership, leadership principles, and leadership development. Also, increase the ability to assess their relevance and to apply them to specific situations.
   b) Better understand personal values, traits, leadership goals, and personal leadership styles. Be able to evaluate personal leadership effectiveness in different contexts.
   c) Improve knowledge and skills important to personal effectiveness in exercising leadership and working with people.
      i) Diagnostic, evaluation, and planning
      ii) Leadership versatility
      iii) Effective communications and relationships

² ELI is a Hart Leadership Program (HLP) initiative.
2) Contribute to the development of important leadership qualities:
   a) Moral fiber
   b) Efficacy, changemaker identity, and social values.
   c) Empathy, humility, and meaning-making.
3) Develop new, meaningful relationships with classmates, alumni, and team leadership project clients.
4) Contribute value to others through the team leadership projects.

Course Design, Assignments, and Administration
Class Community and Contribution
Although it is not a seminar, Enterprising Leadership is not a course to be "taught." A learning partnership and the development of a class community are essential to a meaningful experience.

Students learn from students. As a member of the class learning community, each student is responsible for contributing to the educational experience of the whole class. The class contribution grade will reflect the quality and quantity of contributions to class discussions and teams as well as other voluntary activities inside and outside the classroom that enhance the course experience for everyone.

Enterprising Ideas
At the beginning of the semester, students will define an enterprising idea that addresses a problem or opportunity at Duke that engages them intellectually and emotionally. The primary purpose of this assignment to apply analysis tools important to enterprising change and innovation.

Team Leadership Projects
Students will participate in a semester-long Team Leadership Project. This team-based applied leadership experience is a distinguishing feature of the course. The project clients or supervisors will include EI alumni and Durham-based social mission organization leaders. On an exception basis, team leadership projects may also be based on enterprising leadership ideas presented by students in the class.

The primary purpose of the team leadership projects is to learn about leadership by tackling real problems in ways that benefit others. The projects’ objectives include:
- Achieve a meaningful result for the client
- Manage interpersonal team dynamics and client relationships under real life conditions
- Apply and strengthen analysis tools in defining and acting on the project
- Learn about the greater Durham community or a policy issue
- Develop new relationships with alumni or community leaders

The project grade will be based on multiple assessments of the project results, the project difficulty, and the team’s effort. Typically, teams will have three members and be expected to expend a total of 75-100 person hours over a 10 week period.

Leadership Map
The Leadership Map is another distinguishing feature of the course. Each student will write a 25-40 page paper that defines each of core elements of her/his personal leadership. The idea is that someone will understand the student from a leadership perspective simply by reading the leadership map. The objectives for this assignment include: (1) enhancing student understanding of the meaning of leadership and various attributes that affect individual contributions to it; and (2) providing students
with an opportunity to clarify and synthesize their understanding of their values, attributes, development needs, and goals as they pertain to leadership.

We will discuss each element of the leadership map in a series of nine classes. Leadership map forms are posted for each class that address a personal leadership map topic. These forms are not assignments to be turned in, and completing them is recommended, but optional. They are meant to be a useful resource, not a burden. As there are no interim leadership map assignments to turn in, each student must develop her/his own plans to prepare for class and work on the leadership map.

Alumni Engagement
Students will engage with alumni in several ways:
- Participation in a 36 Hours at Duke program
- Conversations with alumni as part of the Do Better-Be Better project – a student led initiative focusing on personal roads to character\(^3\) (and especially the impact of the Duke experience).
- Being paired with an alum “buddy.”

Reading and Thinking
The majority of the reading assignments are book and article notes. Of course, students are encouraged to read the book chapters and articles to deepen their knowledge. Also, I have a number of leadership books in my library that are available to students.

As this is not a leadership theory course and the science of leadership is limited, the reading assignments are intended to provide a variety of perspectives, models, and timely issues that that are thought-provoking and can be applied in real life as practical “nuggets.” The premise is that there can be an inverse correlation between them amount of reading and the amount of thinking. Also, the limited reading assignments recognize the time and intellectual demands of the leadership map assignments and the team leadership projects, both of which are vital to the course learning and development outcomes.

Required book:
- Collins. *Good to Great in the Social Sector*

Highly recommended books:
- Brooks, David. *The Road to Character*
- Grant, Adam. *Give and Take*

Excerpts and notes from additional books:
- Brafman, Ori and Rod Beckstrom. *The Starfish and the Spider: The Unstoppable Power of Leaderless Organizations*
- Covey, Stephen. *Seven Habits of Highly Successful People.*
- Dweck, Carol. *Mindset: The New Psychology of Success*
- Maccoby, Michael. *The Gamesman*
- Pink, Daniel. *To Sell Is Human*
- O’Toole, James. *The Executive’s Compass.*
- Roosevelt. *The Free Citizen*

\(^3\) Taken from David Brooks. *The Road to Character.*
Learning: Dialogue and Reflective Papers
As a substitute for assigning a large number of short papers, students will...

- Participate in ten small group dinner conversations to discuss key reflective learning prompts
  (including leadership map and Do Better-Be Better topics). Attendance is mandatory and grade
  penalties will be imposed for unexcused absences.
- Ask each student to write two 3–5 page reflective learning papers; one at mid-semester and
  one at the end of the course.

Examinations and Quizzes
No examinations or quizzes are planned.

Activities Outside the Classroom
I will schedule activities outside of the classroom intended to enhance students’ educational
experiences and the student community. These may include dialogue dinners, brunch at my home,
workshops, a ropes course experience, and a field trip. Participation in these various activities is
expected unless there is an important schedule conflict.

Sakai and Class Preparation
The assignment on Sakai will usually be the same as in the syllabus. However, if the Sakai assignment is
different, it will always override the course syllabus. As a leadership course, it is important to be alert to
opportunities for new assignments and class plans that enhance the course experience.

The syllabus is a detailed guide for the course. A workbook of course materials will be distributed to
each student and a folder for each class session will be posted on Sakai. The folder will contain the
assignment, assignment comments and discussion questions, class notes, forms, and external links.

Given the breadth of the subject matter covered in the course, class discussions will necessarily focus on
basic principles, and I will assume that students will have read and thought about the discussion
questions on the topic and any assigned books, cases, readings and notes.

Course Fees
There will be a course materials charge for instruments, articles, the course workbook, and cases used in
the course.

Feedback, Evaluation, and Grades
The final grade for the course will be based on the following:*

- 33 % Class contribution
- 25  Personal leadership map
- 30  Team leadership project results, effort, and team effectiveness
-  5   Alumni engagement
-  5   Reflective learning papers
-  2   Enterprising idea proposal
- 100% Total

The class contribution grade includes contribution to class discussions, dialogue dinners, building a class
community, student-to-student learning, and also class and dialogue dinner attendance.

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* Subject to minor changes in the percentages in the final syllabus.
While the class will not be graded on a curve, the standards and final grades will take into consideration the normal distribution for a class of this type. Hopefully, the students' engagement in and personal benefit from this course will be as important as the reported grades.

As this is a leadership class, it is important that students take the initiative to solicit feedback from Kati or me about their personal development, their course performance, and ways that they can increase their contribution to the education of their classmates.

Feedback is a two-way street. I will solicit evaluations and suggestions from students during the semester with the idea of enhancing the course. Also, we will have peer feedback in the leadership project teams.

**Topics**

* Get Ready – Go – Set
  1) Introduction
  2) Enterprising ideas and the innovation process
  3) My leadership story
  4) Leadership, values, and ethics
  5) Motivation and leadership
  6) Enterprising leadership idea proposals
  7) Team leadership projects and alumni engagement

* Know Thyself: Understanding Myself as an Enterprising Leader
  8) My motivations and values
  9) Success and happiness
  10) Worldview and citizenship
  11) Integrity (moral fiber)
  12) Moral agency and moral courage
  13) My leadership capabilities and development priorities
  14) My leadership paths
  15) My purpose and creating a good life
  16) My priorities, goals and action commitments

* Action: Exercising Enterprising Leadership
  17) Team leadership project workshop
  18) Alumni engagement and life after Duke
  19) Diversity and inclusiveness
  20) Communications and authenticity
  21) Marketing, selling, and engagement
  22) Teams and team leadership projects
  23) Change leadership
  24) Relationship leadership: peers and bosses
  25) Networks and support: coaches, advisors, and mentors

* Synthesizing Results and Experiences
  26) Making meaning of the course experience: synthesis, learning, and hypotheses:
  27) Team leadership project presentations
  28) Final class: course outcomes, enhancements, and evaluations
Assignments
Get Ready – Go – Get Set
Aug. 25 Introduction

Topics
Enterprising initiatives
Course purpose and pedagogy
Core operative principles and models: leadership and learning
Syllabus, course details, and near term assignments
The Duke Leadership Accelerator

Assignments
Turn in:
Short paper: *My most disturbing Duke issue or experience to date*
(maximum one-page, double spaced)
Personal bio
Read leadership article notes (and read the article if interested):
Kotter, John. “Leadership versus Management”
Kelly, Robert. “In Praise of Followers”
Review:
Draft of course syllabus
Kotter and Kelly leadership article notes
Workbook documents posted in the Sakai folder for this class
Course-related materials (all optional)
Fall 2013 anonymous course evaluations (optional)
https://www.surveymonkey.com/results/SM-58X67KPY/
Successful Community Leadership Projects memo (optional)
ELI website (optional)
http://www.hart.sanford.duke.edu/eli/

Aug. 27 Enterprising ideas and the innovation process

Topics
The innovation process
Change models
Promising ideas proposals

Assignments
Work on promising idea.
Complete syllabus survey
Schedule a conversation with Tony soon on Google.doc
Read leadership article notes (and read the article if interested):
Maccoby, Michael. “The Corporate Climber Has to Follow His Heart”
Review:
Maccoby leadership article notes
David Brooks’ NY Times op-eds: Purpose (April 11, 2015) and Moral Bucket List
(May 5, 2015)
Workbook documents posted in the Sakai folder for this class
Sept. 1
My Duke leadership story

Topics
My Duke leadership story
Deresiewicz, “The Disadvantages of an Elite Education”
Enterprising project proposals

Assignments
Turn in:
- The change model for your Enterprising Project Proposal (optional)
Read:
- Deresiewicz, “The Disadvantages of an Elite Education” (optional)
Review workbook documents posted in the Sakai folder for this class
Work on your enterprising project proposal

Sept. 3
Leadership, values, and ethics

Topics
Leadership meaning and model
Leadership, values, and ethical decisions
Course syllabus

Assignments
Prepare case: "The Parable of the Sadhu."
Read leadership article notes (and read the article if interested):
Review workbook documents posted in the Sakai folder for this class
Exchange draft of enterprising project change model with class buddy (optional)
Work on enterprising project proposal

Sept. 8
Motivation and leadership

Topics
Theories and models: analysis and hypotheses
Theories and models: the literature

Assignments
Read leadership article notes (and read the article if interested):
  http://www.businessballs.com/herzberg.htm

Sept. 10
Enterprising leadership idea proposals

Topics
Enterprising leadership idea proposals and presentations
Assignments
Turn in:
   Promising idea proposal (one per student)
Prepare a two-minute presentation of your enterprising idea.
Review workbook documents posted in the Sakai folder for this class

Sept. 13  Brunch at Tony and Teddie’s house (12:30pm – 2:30pm)
(Sunday)
Sept. 15  Team leadership projects and alumni engagement

Topics
Team leadership project objectives, model, and process
Team Leadership project forms
Team leadership project list
Learning from experience: keys to successful results
Do Better-Be Better project assignments

Assignments
Read:
   Team leadership project memo
Review workbook documents posted in the Sakai folder for this class
Turn in by midnight:
   Three preferred team leadership projects.

Sept. 16  Teams announced
(Wednesday)

Know Thyself: Understanding Myself as an Enterprising Leader
Sept. 17  My motivations and values

Topics
McGregor’s theory x and theory y
Covey’s Habit #1
McClelland’ achievement, power, and affiliation motivations
Givers, takers, and matchers

Assignments
Complete (but not turn in):
   Values exercises
   Life Values Inventory
   Motivations instrument
Read:
Book notes (and read the article if interested):
Covey, Stephen. Seven Habits of Highly Successful People
http://www.whitedovebooks.co.uk/2013/05/7-habits-of-highly-effective-people-2/
Grant, Adam. Give and Take
Sept. 18 Schedule meeting with team leadership project client before October 1
(Friday)

Sept. 22 Success and happiness

Topics
Covey Habit #2
Meaning of money
Meaning of power, recognition, and status

Assignments
Read book notes (and the chapters if interested):
- Dweck, Carol. Mindset: The New Psychology of Success
- Gladwell, Malcolm. The Outliers
Review workbook documents posted in the Sakai folder for this class
Work on leadership map and team leadership project

Sept. 24 Worldview and citizenship

Topics
O'Toole's compass model
My world view
Citizenship and great citizenship: meanings, values, and commitments

Assignment
Read:
- Book notes: O'Toole, James. The Executive's Compass (Chapters 1 and 2)
- Excerpts from Roosevelt. The Free Citizen
In preparation for the October 6 class:
  - Complete MBTI on-line instrument
  - Forward attributions and skills instrument to family and friends
Review workbook documents posted in the Sakai folder for this class
Work on leadership map and team leadership project

Sept. 25-27 36 Hours at Duke program (Friday evening to Sunday noon)\(^5\)

Sept. 29 Integrity (moral fiber)

Topics
The meanings of integrity (moral fiber)
Touchstone principles
Character (moral codes and behaviors)
Roads to character and moral development
Alumni conversations

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\(^5\) For students not attending the November 13-15 program.
Assignments
Read:
  Book notes: Brooks, David. The Road to Character
Review workbook documents posted in the Sakai folder for this class
Work on leadership map and team leadership project

Oct. 1
Moral agency and moral courage

Topics
Moral courage
Strong-hearted leadership
Moral development

Assignments
Turn in (one per team):
  Team leadership project definition
  Team leadership project October work plan
Read:
  Notes: Parks. “Is it Too Late? Young Adults and the Formation of Professional Ethics”
  Leadership article notes (and read the article if interested):
    Badaracco. “We Don’t Need Another Hero”
Review workbook documents posted in the Sakai folder for this class
Work on leadership map and team leadership project

Oct. 6
My leadership capabilities and development priorities

Topics
The leadership literature: leadership attributes and competencies
Preferred style (MBTI)
Emotional Intelligence
Context
Development priorities

Assignment
Complete instruments:
  MBTI
  Attributes and skills (#23)
Read:
  Personal MBTI report and background information on the MBTI:
    www.personalitypage.com
  Book notes:
    Butler and Waldroop, The Basic Dimensions of Business Work
    Covey, 7 Habits of Highly Successful People
  Leadership article notes (and read the article if interested):
    Goleman, “What Makes a Leader?”
Review workbook documents posted in the Sakai folder for this class
Work on leadership map and team leadership project
Oct. 8  My leadership paths

**Topics**
At Duke and after Duke  
Paths  
Careers  
Jobs  
Being “paid to play”  
Career management, jobs, and interviewing

**Assignment**
Complete mid-semester course evaluation survey  
Read:  
  Article Notes:  
    Sahlman, “Some Thoughts on Career Management”  
  Reread MBTI report  
Review workbook documents posted in the Sakai folder for this class  
Work on leadership map and team leadership project

Oct. 13  *Fall break: no class*

Oct. 15  My purpose and creating a good life

**Topics**
The good life: different meanings of happiness  
Personal missions and life choices  
Life balance  
Grit and self-discipline

**Assignments**
Read:  
  Book notes: O’Toole. *Creating the Good Life, Part One*  
  Leadership article notes (and the article if interested):  
    Nash and Stevenson. “Success That Lasts”  
Complete (not to turn in):  
  Personal mission statement  
Review workbook documents posted in the Sakai folder for this class  
Work on leadership map and team leadership project  
Exchange draft of leadership map with class buddy and arrange for a feedback conversation. Help each other

Oct. 20  My priorities, goals, and action commitments

**Topics**
Leadership aspirations  
Leadership development plans  
Leadership goals  
Leadership map synthesis: “one-page”
Assignment
Turn in:
Mid-semester reflective learning paper
Read:
Book notes:
Brafman and Beckstrom. *The Starfish and the Spider*. Chapter 5
Workbook documents posted in the Sakai folder for this class
Work on leadership map and team leadership project

**Action:** Exercising Enterprising Leadership
Oct. 22 Team leadership project workshop

**Topics**
Progress reports
Issues, problems, and solutions
Plans

**Assignments**
Turn in (one per team):
  - Revised project definition
  - Project progress report #1

Oct. 26 *Leadership map due by 11:59pm. Firm deadline.*
Monday

Oct. 27 Alumni engagement and life after Duke

**Topics**
Conversation progress reports
Issue identification and resolution
Updated plan
Twentysomethings

**Assignments**
Read:
  - Book Notes: Jay, Meg. *The Defining Decade*
Turn in:
  - Do Better-Be Better alumni conversation #1 assignment
Additional assignment(s) to be added

Oct. 29 Diversity and inclusiveness

**Topics**
Diversity
Inclusiveness
Managing my biases
Stories: Todd Sears, Out Leadership, and Out on the Street
Assignments
To be added

Guest
Todd Sears, Founder and Principal
Out Leadership

Nov. 3
Communications and authenticity

Topics
Authenticity
Empathy
Effective dialogues: active listening, effective questions
Negotiation and conflict resolution
Stories: Amanda and Dan Kimberg

Assignments
Read:
   Dialogue materials
Review workbook documents posted in the Sakai folder for this class

Guests (to be confirmed)
Dan Kimberg, Founder and Executive Director
Student U
Amanda Dorsey, fourth year student
Duke Medical School

Nov. 5
Marketing, selling, and engagement

Topics
Marketing
Selling
Stories: Candy and Adam Grossman

Assignments
Read:
   Book notes: Pink, Daniel. To Sell Is Human. Chapters 1, 4-6
Assignment(s) to be added

Guests
Adam Grossman (Duke 2002)
Senior Vice President, Marketing
Boston Red Sox and Fenway Sports Marketing

Candy Hannemann (Duke 2002)
Mother of two. Previously played on the LPGA for seven years and now training for
Brazilian Olympic Team for the 2016 games in Rio.
Nov. 10

Teams and team leadership projects

Topics
Effective teams
Team leadership project learning experiences to date, challenges, and solutions
Team leadership project team member effectiveness

Assignments
Turn in (one per team):
  Team leadership project progress report #2
  Final project definition
Complete:
  Team leadership project team member assessments (one per student) - to be shared with teammates, and not to turn in.
Read:
  Review your MBTI report again
  Workbook documents posted in the Sakai folder for this class
Work on leadership map and team leadership project

Nov. 12

Change leadership

Topics
Change leadership model and process
Leading Duke organizations and teams
Good to great

Assignments
Read:
  Leadership article notes (and read the articles if interested):
  Collins, “Level 5 Leadership”
  Kotter, “Leading Change”
  Collins, Jim. Good to Great and the Social Sectors
Workbook documents posted in the Sakai folder for this class
Work on team leadership project

Nov. 13-15

36 Hours at Duke program (Friday evening to Sunday noon)

Nov. 17

Relationship leadership: peers and bosses

Topics
Leading colleagues and teammates
Leading your relationship with your boss
Personal peer and boss leadership experiences at Duke and in jobs and internships

Assignment
Turn in (optional):
  Change model and “50% better plan” for a campus organization
Read and prepare case: “Lisa Benton.”
  Harvard Business School Publishing. (#9-494-114)
Read leadership article notes (and read the article if interested):
  Gabarro and Kotter, “Managing your Boss.”
Review workbook documents posted in the Sakai folder for this class

Nov. 19  Networks and support: coaches, advisors, and mentors

Topics
Relationships important to success and happiness in careers and in life
Networks
Coaching and advising
Mentors and mentoring

Assignments
Turn in:
  Do Better—Be Better alumni conversation assignments
Read:
  Book notes: Grant, Adam. Give and Take. Chapter 2
Review workbook documents posted in the Sakai folder for this class
Work on team leadership project

Guest (to be confirmed)
David Shapiro
President & CEO
MENTOR

Synthesizing Results and Experiences
Nov. 24  Making meaning of the course experience: synthesis, learning, and hypotheses:

Topics
Models and nuggets worth remembering: leadership, strong-hearted leadership,
  enterprising leadership, and leadership development
Calibrating experience-based synthesis with academic discipline-based models:
  PPS265 and your major
  Hypotheses and research questions
Course outcomes and change model
Post-Thanksgiving assignments

Assignments
Assignment(s) to be added
Review workbook documents posted in the Sakai folder for this class
Work on team leadership project

Nov. 26  Thanksgiving break: no class

Dec. 1  Team leadership project presentations
Topics
Presentations

Assignments
Team leadership project presentation
Turn in team leadership project one-page memo (by noon on Wednesday)
Work on team leadership project deliverables (due on Sunday, December 6)

Dec. 3
Final class: course outcomes, enhancements, and evaluations

Topics
Course outcomes, assessments, and improvements
Nuggets and handles
Course outcomes (revisited)
Sanford School course evaluations

Assignment
Turn in:
   Class contribution: peer nominations - one per student
Complete:
   Survey – PPS265 outcomes
   Finalize team leadership project deliverables.

Dec. 6
Turn in:
Sunday
   Team leadership project outputs
   Team leadership project assessment paper - one per team
   Team evaluation of client - one per team
   Team contribution: peer assessment - one per student

Dec. 8
Turn in:
Tuesday
   Second reflective learning paper