

# About: Bus 322 Leadership for Managers

## Course Introduction

The requirement for you to lead is coming to you fast if it hasn't already arrived. Businesses and organizations are "hungry" for leadership at all levels. This means you will be required to "lead," probably much sooner than you imagined. This course is designed to prepare you for your leadership challenge – whatever that may be – team leader, project manager, lead, supervisor, manager, etc.

I label our class as the ***League of Mutual Learning*** to highlight the importance of interdependence in order to achieve the desired outcomes for the course. As you'll come to appreciate through this course "interdependence" provides us our greatest effectiveness - in both business and life.

My goals for this course are:

"Self-mastery" is the essential starting point for effective leadership. My aim is to help you develop self-mastery by applying the principles of *The 7 Habits of Highly Effective People*.

How to lead effectively is not a mystery. There is a proven model for successful leadership - effective leaders: *Model the Way, inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart* all from a foundation of *Credibility*.

By the end of this course, you will understand this powerful model of leadership and be able to "operationalize" this model whenever you are confronted with a leadership challenge.

## Course Format

The sea of contemporary leadership ideas, models, and actions is vast. New research, books, articles, etc. about leadership appear on a weekly basis. We cut through the "noise" of popular business media and focus in on principles and behaviors that have stood the test of time and have proven to work. That's not to say there isn't value in currency - there is, and you'll be exposed to some of that as well.

You'll have a combination of reading, explainer videos, quizzes, writings, and exercises to complete - consider this your "interpersonal skill building laboratory" where you can develop your effectiveness as a leader. We'll meet in class twice a week except for weeks that I have assigned you a project that will take up class time as well as time outside of class. Most weeks we'll meet on Monday's and Wednesday's from 9:30 - 10:45 pm in room CPS 209. Your course schedule in Canvas will alert you to any days that we won't meet in class, and I will let you know as well. I'll lecture, we'll have discussions, mini team projects, activities, etc. We may from time to time have another venue for class that better suits our needs for that session - that won't happen, but a few times and I'll be sure to let you know in advance of any changes.

Your participation is critical to both your success in the class and the success of the class - your classmates. Please be an active participant.

**Read! Reading will drive much of your learning in this course. Leaders are readers!**

Let's Create a Culture of Learning

In this course (and at this university) we are expected to maintain a high degree of professionalism, commitment to active learning and participation in this course, and also integrity in our behavior around campus and beyond.

When I attended Executive Education at the Harvard Business School, they provided me with guidance and expectations for how to behave to create a learning culture. Here's my adaptation of what they recommended: If each of us makes an honest effort to ensure we treat each other with respect and dignity we will enjoy the maximum benefit from working and learning together. Each of us is entitled to respect. I expect that you will demonstrate respect for each of your classmates worth, dignity, and capacity to contribute.

Let's have open discussions where we maintain or enhance the esteem of the other. Let's learn from one another. Let's reflect on our thinking and adjust our paradigms to reflect an attitude of respectful dialogue.

Finally, when people open up and share their experiences, thoughts, rationale, etc. please be circumspect with the information and treat it with the confidentiality it deserves.

We will operate on a first name basis. We will **Make a Point!**

## Meet the Leader of the League

**Greg Koepel**



I've been an executive business leader specializing in leadership, human resources, organizational development, and organizational communications. My professional experience spans over 40 years. I have a BS in Business Administration and an MA in

Management. I am in year 2 of UW-Stout's Doctor of Education (EdD) in Career and Technical Education Leadership. I have moved from the company leadership setting to university teaching. I look forward to sharing my experience and know how along with the course content. I also look forward to learning from you. What can you teach me? A lot! Your questions, comments and feedback will help me refine what I'm doing and help me improve. I thank you in advance for that.

My wife and I live in downtown Stevens Point and our daughter and son-in-law and our two grandkids live in Columbus Ohio.

While in class and beyond I encourage you to **Make a Point!**

Follow this link to my LinkedIn page to learn more - click on "see more" in each section to view the full content: <https://www.linkedin.com/in/gregkoepel/>

## Syllabus - Course Basics (How We Run the League)

### Instructor Information

Instructor: Greg Koepel

E-mail: [gkoepel@uwsp.edu](mailto:gkoepel@uwsp.edu)

Phone: 715-252-7192

Office hours: Please feel welcome to call me or send me an email between 8 and 5 daily to set up a time to meet. Please leave a message and I'll call you back. You are also welcome to call me after business hours if you find yourself "stuck" and unable to proceed on an assignment or project and would like my help - I'll want to ensure you've used your resources - however if you're in a jam - please call.

### Course Information

Course Description: Explore the various theories of leadership within the context of management. The role of the leader's impact on attainment of organizational goals at various levels is studied. Situational theories are examined. Personal analysis of preferred style is included, as well as skill building techniques needed for development of leadership.

Credits: 3

Prerequisite: BUS 320 or BUS 325

Meeting time: Tuesday and Thursday, 11:00 - 12:15, CPS 209.

### Textbook & Course Materials

Required Texts:

*The 7 Habits of Highly Effective People* by Steven Covey. A free electronic version of this book is available from the university library: [The 7 Habits of Highly Effective People \(Links to an external site.\)](#) It's also available for purchase from the University Bookstore and you can obtain it from many other sources as well. It's the best-selling business book of all time so it's widely available - you might find it at Goodwill, our university library, the public library, the Kindle edition is free if you have an Amazon Prime membership, etc. It doesn't really matter what edition you use. The content we're interested in hasn't changed since the first edition. I'll refer to this text as **7H**.

*The Leadership Challenge, Sixth Edition*, by James M Kouzes and Barry Z. Posner, published by John Wiley and Sons, Hoboken, New Jersey. Copyright 2017 by James M Kouzes and Barry Z. Posner. All rights reserved. I will refer to this book as **TLC** in the outline and reading assignments. This book is available as a text rental from the campus bookstore.

Articles & Other Readings: You will be assigned articles and papers and videos to watch as well. These will be embedded in the module for the week the article applies to.

Engage with the course content and classmates. Read everything assigned and use your study strategies to ensure you understand it. Engage your classmates and others. Talk about what you're learning. Apply it. As soon as you become aware and have a sense for how it works try it - apply it. Be genuine - we're not trying to manipulate people. If you don't believe 7H or TLC then put those on the shelf and leave it there. Please do not turn these attitudes and values into "techniques."

## **Format**

I've set up the course in a "modular" format with a module for each week of the semester (1-15). Each module contains an outline for classes that week along with assignments. There are separate modules for Lincoln and for your Pro Event assignments.

Each week you'll read the assigned chapter(s), read additional materials I've selected to emphasize the topic for the week, Watch any explainer videos, attend and participate in class, and take a Quiz covering the content of each chapter (including the videos and articles), and complete a team assignment (most weeks). Quizzes and assignments are typically due each week by 11:59 pm Monday night - be watchful there are some assignments with different due dates.

The text and associated materials are major drivers of your learning. In other words, you'll need to read the text! Leaders are readers! Some modules will include additional resources I've selected to help make or reinforce a point.

Teach - one of the best ways to learn a subject is by taking on the role of teacher. You will do exactly that as you teach your classmates several of habits from 7H.

The reading for the weekly topic(s) may be 50 pages - usually less. Start your week off by understanding the volume of reading and time you'll need for videos, team meetings, etc.

## Smiley Pro Events

In addition to the content in the modules you'll attend one Pro Event during the semester. That event called "Lunch with a Leader," will be a "in person" or Zoom meeting with an area business leader in the second half of the semester (sometimes it's possible to meet for lunch sometimes not and that's fine - the main point is meeting and interacting with another leader). More on the Pro Event requirement in a subsequent module.

## Get Your Questions Answered

Please use the Q & A chat space to ask general questions about the course.

## Syllabus - Learning Outcomes (aka "Take Away's")

The requirement for you to lead is coming to you fast if it hasn't already arrived. Businesses and organizations are "hungry" for leadership at all levels. This means you will be required to "lead," probably much sooner than you imagined. This course is designed to prepare you for your leadership challenge – whatever that may be – team leader, project manager, lead, supervisor, manager, etc.

Using the language of business training, a learning outcome is called a "take away." When a manager invests in your further development by sending you to a training class, they want to know what you're going to "take away" from the class and apply back on the team.

So, what can you expect to *take away* from this course?

### The *take away's* are:

- 1) There are some foundational concepts - the basics if you will for how to interact effectively to meet personal and practical needs and how to provide effective feedback. These concepts are called the *Interaction Essentials*
- 2) "Self-mastery" is the essential starting point for effective leadership. You will develop self-mastery by applying the principles of *The 7 Habits of Highly Effective People*.
- 3) How to lead effectively is not a mystery. There is a proven model for successful leadership (called *The Leadership Challenge*) which is about doing these behaviors: Model the Way, inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart.

By the end of this course, you will understand this powerful model of leadership and be able to "operationalize" this model whenever you are confronted with a leadership challenge.

### Self-mastery:

## 7 Habits

## Outcome (Take Away)

Intro

Define the concepts of principles, paradigms and the P/PC Balance.

1. Be Proactive®

Assume responsibility for your own choices. Take initiative to solve your problems rather than passively accepting circumstances that work against you.

2. Begin with the End in Mind®

Develop a clearly defined “life plan” and “graduation plan” and an orientation toward purposeful living.

3. Put First Things First®

Prioritize your time and activities to align with the goals in your “life plan.”

4. Think Win-Win®

Become collaborative, breaking out of isolation.

5. Seek First to Understand, Then to Be Understood®

Develop communication skills critical to taking part in the college and business community and building relationships, including writing and presenting ideas persuasively.

6. Synergize®

Value diversity and capitalize on the multiple perspectives you are exposed to - to produce new and creative solutions.

7. Sharpen the Saw®

Overcome the near-universal tendency to lose balance and “burn out” under the intense pressure of many priorities.

## TLC Practices

## Outcome (Take Away)

Model the Way

- Clarify Values by finding your voice and affirming shared values.
- Set the example by aligning your actions with shared values.

Inspire a Shared Vision

- Envision an uplifting and ennobling future.

- Enlist others in a common vision by appealing to their values, interests, hopes and dreams.

Value diversity and capitalize on the multiple perspectives you are exposed to in order to produce new and creative solutions.

#### Challenge the Process

- Search for opportunities by seizing the initiative and looking outward for innovative ways to improve.
- Experiment and take risks by consistently generating small wins and learning from experience.

#### Enable Others to Act

- Foster collaboration by building trust and facilitating relationships.
- Strengthen others by increasing self-determination and developing competence.

#### Encourage the Heart

- Recognize contributions by showing appreciation for individual excellence.
- Celebrate the values and victories by creating spirit of community.
- Understand that saying thanks is important but likely nowhere near enough. People have invested themselves in this activity (work, job, etc.), that's a pretty big investment. The dividends come in the form of someone knowing and truly appreciating that investment.

#### The Leadership Challenge:

- Understand the fundamental principles of leadership development.
- Identify the characteristics of exceptional leaders.
- Identify The Five Practices of Exemplary Leadership.
- Design a personal action plan for developing your leadership behavior.
- Integrate specific leadership habits into your daily activities.
- Evaluate your progress in developing as a leader.

# Syllabus - How You Earn Your Grade

You will successfully acquire the "Take Away's" through a combination of the following activities in this course:

- Engaging with all of the course content, particularly:
  - Reading.
  - Videos.
- Actively participating - which also implies attending team meetings and classes.
- Fully and actively participating as a member of your team.
- Engaging with classmates and me.
- Self-Assessments and reflections - think about how the leadership intersects with you.
- Discussions.
- Quizzes.
- Etc.

Points for each assignment are listed as part of the assignment content. You can also view the points for each activity/assignment in the Grade Book - points for each activity are displayed as well as cumulative points to date for the semester.

All activities/assignments for this course will be submitted electronically through Canvas unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.

Late Work Policy: Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

Participation: More than two weeks of absences will result in a deduction of one letter grade from your final course grade. I understand that an occasional conflict may occur, or some other circumstance may inhibit you from attending class. We may be able to develop alternative learning experiences to provide you an opportunity to gain the points you otherwise would miss - please understand that this also may not be possible. Please work with me prior to your absence to develop the alternative with me. If you have some extenuating circumstance that prevents you working with me prior to the absence, please contact me at the soon as practicable after the absence to work with me to develop the alternative. Sending me an email alerting me that you won't be attending does not constitute working with me. Contact me - we'll set a time to meet or discuss alternatives over the phone or through email and ultimately establish a plan of activities for you to complete. Most likely the activity will involve meeting with me and discussing the class topic that you missed. My email address is: [gkoepel@uwsp.edu](mailto:gkoepel@uwsp.edu) My phone number is (715)252-7192.



Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

A	= 93 and higher
A-	= 90 to 92.9
B+	= 87 to 89.9
B	= 83 to 86.9
B-	= 80 to 82.9
C+	= 77 to 79.9
C	= 73 to 76.9
C-	= 70 to 72.9
D+	= 67 to 69.9
D	= 63 to 66.9
D-	= 60 to 62.9
F	= below 60

## Syllabus - Important Stuff About Our BUS 322 Class Values, Our “Learning” Culture and Academic Honesty.

### Let’s Create a Culture of Learning

As a student in this course (and at this university) you are expected to maintain a high degree of professionalism, commitment to active learning and participation in this class, and integrity in your behavior around campus and beyond. Same for me.

When I attended Executive Education at the Harvard Business School, they provided me with guidance and expectations for how to behave to create a learning culture. Here’s my adaptation of what they recommended: If each of us makes an honest effort to ensure we treat each other with respect and dignity we will enjoy the maximum benefit from working and learning together.

Each of us deserves **respect**.

As my granddaughter is fond of saying, "guess what?" The "what" is that these guidelines are also the stuff of good interpersonal relations that great leaders practice! So, consider it a win - win. Being conscious of, and actively working towards, following these guidelines as a member of this class provides you "exercise" for the leadership muscles that power effective relationships at work.

I expect that you will demonstrate respect for each of your classmates worth, dignity, and capacity to contribute. Let's have open discussions where we maintain or enhance the esteem of the other. Let's learn from one another. Let's reflect on our thinking and adjust our paradigms to reflect an attitude of respectful dialogue.

Finally, when people open up and share their experiences, thoughts, rationale, etc. please be circumspect with the information and treat it with the confidentiality it deserves.

We will operate on a first name basis.

### **Class Participation**

To further our learning culture, I'm sharing these "best practices" which Dr. Elizabeth Martin shared with me.

The classroom environment - including team meetings, digital communications, zoom meetings, etc. - is a unique opportunity for students to share ideas, voice opinions and discuss course content. As each student is entitled to contribute in class, specific expectations are necessary to ensure a thriving class environment. Expectations include: no loud shouting, arriving to group/team meetings late or under the influence of any alcohol or drugs, profane language, verbal or physical threats, intimidation of any kind, or any other behavior that may be disruptive to other students or me. If any of this behavior is exhibited, you may be asked to leave the class. Any continued disruptive behavior may result in a referral to the Dean of Students Office.

Reading your text and timely completing assignments and exercises is what will drive most of your learning. Therefore, it is important that you organize and prepare yourself to "learn". Since this class requires you to complete several hours of study and work beyond an actual class setting - best practice is to set yourself in a quiet workspace, schedule your class/reading/study, etc. time regularly and commit to the length of time it requires you to gain the understanding of the key concepts.

Most cases do not have "right" answers. Consequently, being "right" or "wrong" should not be your concern when contributing to a discussion of group assignment. Your point of view is important and if there is a later consensus that differs from your viewpoint, that in no way diminishes the value of your earlier comments. At this point in your career getting comfortable offering your "voice" to the discussion is a key skill for you to develop. In other words, don't be a bystander be a participant.

Besides being an active contributor, you should also strive to listen or read carefully the comments of your classmates. If you disagree with what someone has said, speak up and explain how and why your viewpoint differs.

### **Please, Keep Me Informed**

If you find that you have any trouble keeping up with assignments or other aspects of the course, please let me know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional and effective

manager. Make sure that you are proactive in informing me when difficulties arise during the semester so that I can help you find a solution.

### Response Times

- My goal is to respond to your email within 24 hours.
- If you have a general course question (not confidential or personal in nature), please post it to the Course Q&A Discussion Forum found on the course homepage. I will post answers to general questions there so that all students can view them. I encourage you to answer each other's questions too.

### Academic Honesty

Cheating in any form, including plagiarism, will not be tolerated. **Any academic misconduct will result in a failing grade for the course.**

While completing your team assignments, you are to make your best effort at contributing towards the team's success.

UW System policy (UWS 14) states that students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in UWS 14. A direct link to this policy can be found here: [https://docs.legis.wisconsin.gov/code/admin\\_code/uws/14](https://docs.legis.wisconsin.gov/code/admin_code/uws/14) (Links to an external site.) .

UW-Stevens Point implements the rules defined in UWS 14 through our own "Academic Misconduct Campus Procedures." UWS 14.03 (<https://www.uwsp.edu/dos/Documents/UWS%2014-1.pdf> (Links to an external site.)) defines academic misconduct as follows:

Academic misconduct is an act in which a student:

- seeks to claim credit for the work or efforts of another without authorization or citation.
- uses unauthorized materials or fabricated data in any academic exercise.
- forges or falsifies academic documents or records.
- intentionally impedes or damages the academic work of others.
- engages in conduct aimed at making false representation of a student's academic performance; or
- assists other students in any of these acts.

Examples include but are not limited to: cutting and pasting text from the Web without quotation marks or proper citation; paraphrasing from the Web without crediting the source; using notes or a programmable calculator in an exam when such use is not

allowed; using another person's ideas, words, or research and presenting it as one's own by not properly crediting the originator; stealing examinations or course materials; changing or creating data in a lab experiment; altering a transcript; signing another person's name to an attendance sheet; hiding a book knowing that another student needs it to prepare an assignment; collaboration that is contrary to the stated rules of the course, or tampering with a lab experiment or computer program of another student.

Academic integrity is critical to maintaining fair and knowledge-based learning at UW-Stevens Point. Academic dishonesty is a serious violation: it undermines the bonds of trust and honesty between members of our academic community, degrades the value of your degree and defrauds those who may eventually depend upon your knowledge and integrity. Examples of academic misconduct include, but are not limited to: cheating on an examination (copying from another student's paper, referring to materials on the exam other than those explicitly permitted, continuing to work on an exam after the time has expired, turning in an exam for re-grading after making changes to the exam), copying the homework of someone else, submitting for credit work done by someone else, stealing examinations or course materials, tampering with the grade records or with another student's work, or knowingly and intentionally assisting another student in any of the above.

### **Reporting Misconduct**

If you see incidents of misconduct, you should tell me about them, in which case I will take appropriate action and protect your identity. The School of Business & Economics will inform the Dean of Students as required and additional sanctions may be applied. You could also choose to contact the Dean of Students (Dr. Troy Seppelt, email [tseppelt@uwsp.edu](mailto:tseppelt@uwsp.edu)) and your identity will be kept confidential.

### **Confidentiality**

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the class unless permission has been granted to share them.

It is important for students to understand that faculty are required to report any incidents of maltreatment, discrimination, self-harm, or sexual violence they become aware of, even if those incidents occurred in the past, off campus, or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow the university to provide resources to help the student continue to be successful.

### **Sample Coursework Permission**

I may wish to use a sample of your work or some of the feedback you provide on the course in future teaching or research activities. Examples: showing students an example of a well-done assignment; analyzing student responses on a particular question; discussing teaching techniques at a conference. If your coursework or feedback is used, your identity will be concealed. If you prefer not to have your work included in any

future projects, please send me an e-mail indicating that you are opting out of this course feature. Otherwise, your participation in the class will be taken as consent to have portions of your coursework or feedback used for teaching or research purposes.

### **Please Do not Copy to Distribute**

Lecture materials and recordings for Bus 322 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1]

Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

## **Syllabus - Course Administration (Managing the League of Mutual Learning)**

**Important Note:** This syllabus, along with course assignments and due dates, are subject to change. It is your responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

### **League Management Using Canvas**

We'll manage the League together through the course management system Canvas. Be sure to use the tools and resources within Canvas to help you become comfortable operating in this learning management system.

### **Schedule and Topic Outline**

Refer to the Canvas course home page - *Leadership for Managers* - for pertinent information. Activity and assignment details will reside within each week's corresponding Module. As assignments come due, they will appear in your Assignments list.

The course is set up with "modules" for each week of the semester (1- 15).

Most students rely on the Canvas Calendar and the Canvas "to do" list - great tools to be sure - also ensure you review the Module for the week to ensure you don't miss anything. If you only use the calendar feature to alert, you too due dates you will likely

miss out on key learning which is not necessarily in the form of an assignment with a due date that shows up on the calendar.

Within the module you'll find a list of the "take away's"; content you need to read and watch; assignments; the weekly quiz; and an overview of classes for the week.

### **Teamwork**

You will be assigned to a team - at first with one other person and later with 2-3 other people - most weeks you'll work as a team to conduct a teaching or feedback assignment.

### **Teaching**

One of the most powerful learning methods is to prepare yourself to teach the material to someone else and then to teach that material. You'll be doing that as part of a team.

### **Giving and Receiving Feedback**

Both giving feedback and receiving feedback are essential skills for a successful career most anywhere - especially in business. You'll be giving and getting feedback throughout the course in order to develop this skill.

### **Got Questions - Get Answers**

Please use the *Q&A Chat Space* for questions you may have about the course. Also start being a supportive and responsive manager by answering other questions. The *Q&A Chat Space* is a separate module.

### **Viewing Grades in Canvas**

Points you receive for graded activities will be posted to Grades. Click on the Grades link to view your points. I will update the online grades each time a grading session has been completed, typically weekly. You will see a visual indication of new grades posted on your Canvas home page under the link to this course.

### **How to Contact Me:**

My email address is: [gkoepel@uwsp.edu](mailto:gkoepel@uwsp.edu) My phone number is (715) 252-7192.

## **Syllabus - The School of Business and Economics**

**School of Business and Economics (SBE) Mission:** The UW-Stevens Point School of Business and Economics creates career ready graduates and leaders through applied learning. We serve the businesses, economy, and people of the greater Central Wisconsin region. We specialize in preparing students for success by providing professional development experiences, access to employers, and in-demand skills. The SBE achieves its mission by valuing:

- Talent development
- Lifelong learning
- Career preparation
- On the job experiences
- Community outreach
- Regional partnerships
- Continuous improvement

Accreditation Commitment: SBE is accredited by the Association to Advance Collegiate Schools of Business (AACSB), a designation earned by only 5 percent of world business schools. Accreditation instills a culture of continuously improving our programs through connections with local business leaders, alumni and the community.

## Syllabus - Inclusivity

It is my intent that students from diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring in and out of class be viewed as a resource, strength, and benefit. Every person has a unique perspective, and we learn from hearing many of them, but not all perspectives are represented in course readings. So, learning depends upon you and everyone in class, contributing to the class with your own opinions and perspectives.

It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this link. You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu)

## Make a Point!

### **What do Leaders do? - they Make a Point!**

Make a Point - 1. to act purposefully and intentionally., 2. to do something because it's important., 3. (of) making something one's regular habit (being respectful; practicing empathy; building trust, etc.), 4. (of) "seeing" people and treating them as if they matter - because they do.

### **What do Leaders do? - Make a point!**

I will often use "Make a Point!" as an affirmation in class - I'll ask you to stand up and respond vigorously and loudly (this is about the only time shouting is allowed in class) to the question "what do leaders do?"

An overarching theme of your education here at Point is to develop yourself as a leader - to develop those leadership skills that will energize our region, state, nation and the world. I believe you have that ability! So when the call goes out "What do leaders do?" - your response is Make a Point! - *please respond in a way that affirms my belief!*

**What do Leaders do? - Make a Point!**