MGT 4611 - Leadership Studies Capstone Course
Fall 2012 (3 credit hours)

Class Times: Alternate Thursdays – 9:30 to 10:50 a.m. – August 30th – December 6th
Location: Conference Room 4432 - next to the Institute for Leadership & Entrepreneurship (ILE)
Instructor: Lalita Kaligotla
Phone: 404-385-5148, **E-mail: lalita.kaligotla@ile.gatech.edu** (preferred mode of contact)
Office: 4166, 4th Floor – College of Management
Office Hours: Mondays & Wednesdays: 11:00 – Noon or by appointment

Course Overview:

To fulfill the requirements of the Leadership Capstone, each student will work with the instructor to identify his/her capstone project based on a match between interests and available opportunities. Students may be grouped into small teams if appropriate for the project (of about 3-5 in each team).

Who can take this class?
All students enrolled in the Management Track of the Minor in Leadership Studies who have completed all other course requirements for the minor besides the Capstone Course.

Scope:

- This capstone course is intended to help students build their research and analytical skills, engage in problem based learning, develop their skills in project and time management, and improve their communication skills. Presentations and reports should reflect this learning.
- Projects will be designed to enable students to apply their leadership knowledge and skills to solving real-life practical problems that fall within the domains of management or social innovation.
- The instructor will help facilitate access to relevant local non-profit, for-profit or hybrid organizations.

Course Learning Objectives

- The course will help build skills in understanding social problems, their impact on organizations and communities, and effective ways and means of addressing them.
- The course also allows students to test ways in which leadership and management skills are applied to real life practical problem solving.
- Students will have an opportunity to test a leadership/organizational change model to understanding a practical, real-life management or social issues.
- Through effective teamwork, students will learn to create a tangible and positive impact for the organizations that they work with, and to understand the social and cultural barriers to change.
- The course will allow students to realize existing opportunities and barriers that individuals, organizations and communities face in tackling management and/or social problems.

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- Through individual and group work students will identify their own personal leadership models, how these are brought to bear in solving problems and how divergent value systems are reconciled as they work together in teams.

Instructional Methods

Instruction will be largely experiential and will comprise practical work in the field. The course will also include classroom interactions and communications with the instructor, independent research and reading. ***Students are required to communicate with the instructor every other week to review progress*** and address any challenges that they may have encountered. Students are also expected to work with their respective teams (if working in a team) and contribute equitably to the project. Students are expected to spend a minimum of ten (10) hours per week over the duration of the semester working on their projects. This is in addition to class time and time spent working with their teams on logistics and course deliverables.

Course Requirements and Credit Allocation:

All students will make three mandatory presentations and submit a report along with each presentation in the following order. If students are working in a team, there will be one presentation and report per team. Students working on individual projects will submit a report for their respective projects.

1. **Approach to the Challenge:** The initial presentation will be four (4) weeks into the course, and will be focused on introducing the problem. After this presentation, the students will submit a brief report/proposal (1-2 pages in length, single-spaced at 11-point font) describing the problem or area of challenge and the student/team's proposed approach to solving it.
2. **Mid-Course Update and Report:** Four (4) weeks after the initial presentation, teams will provide a mid-course update on the progress that they have made on their project up to that point, any hurdles that they may have encountered, their plans for dealing with them or planning a course correction as needed to complete the project on time. At this time, students are required to submit a report (about 3-5 pages in length, single-spaced at 11-point font) providing a brief overview of the project, its current status, time line for completion, and a short description of team members and their respective roles and responsibilities on the project.
3. **Final Presentation and Report:** Students will present the results of their completed project through a presentation to the instructor, their fellow class members and to the leadership teams at the respective organizations that they worked with towards the end of the course (this will be about 6 weeks after the mid-course update). In addition to the presentation, each team will also submit a written report (minimum of 7 single-spaced pages at 11-point font) describing their project, and results.
4. **Progress Updates or Relevant Essay to be submitted every other week:** In addition to the above assignments, each student will be expected to submit an independent progress report every other week during the semester. This report will describe the work that they did on the project over the two-week period that the report is being submitted for. This update may also include any major milestones or challenges encountered and ways and means that these were dealt with and overcome. Students

may also write about a significant observation pertinent to the organization that they are working with or a leadership issue of relevance to their project. Each of these reports is expected to be 1 page in length (at point 11 font or smaller) and should be submitted **NO LATER THAN 9:00 a.m. EST every other Monday** during the semester. The only exceptions are the first two weeks and the last week of the semester.

NOTE: All reports should be submitted as .pdf, .doc or .rtf files with the title of the project and the names of the individual student (for individual reports) and names of all team members (for group projects) included on the cover page. The suggested length of the paper does not include the cover page.

Grading
- Attendance & Class Participation – 5%
- Fortnightly Progress Updates – 15%
- 'Approach to challenge' Initial presentation & report – 10%
- Mid-Course Project Report & Presentation – 10%
- Final Project Presentation – 25%
- Written Report – 25%
- Peer Assessment and Organizational Assessment – 10%

Grades will be based on the following point structure:

90-100 - **A**
80-89 - **B**
70-79 - **C**
69-70 – **D**
Less than 69 – **F**

NOTE: As the class involves team-based work, no class absences or late work will be accepted unless *prior* permission is sought from the instructor. Requests for extensions to deadlines will generally be denied. Two unexcused absences will lead to an automatic one-level drop in grade.

Types of Projects appropriate for the capstone course

Students will work on a project based on one of the following models:

1. "Leading through Capacity Building" – Organizational Capacity Building Project: Student teams will work with the leadership at an organization to identify an issue or area that they could tackle for the organization and thereby enhance the impact of the organization. The project should have the potential to result in measurable positive outcomes for the organization. This format gives students a chance to help address a social challenge and potentially lead to positive social change.
2. "Leading Change" – Preparing a Case Study on Leadership, Vision & it's Outcomes: This project involves the preparation of a case study on a specific leadership issue, organization or an individual. It will involve detailed analysis of effective, and ineffective, processes in addressing a

challenge or problem. As in the previous instances, these case studies should be thoroughly researched and solidly supported with factual and accurate data. A theoretical framework within the field of management science should also guide the analysis.

Recommended Readings

1. Westley, F., Zimmerman, B. & Patton, M. Q. *(2007). Getting to Maybe: How the World Is Changed.* Toronto: Vintage Canada.

2. Herold, D. M., & Fedor, D. B. (2008). *Change: The Way you Lead Change.* Stanford, CA: Stanford University Press.

3. Seidman, D. (2007*). how: Why HOW We Do Anything Means Everything.* Hoboken, NJ: Wiley & Sons

4. *Catholic Health Association (CHA) Medical Surplus Donation Study: How Effective Surplus Donation Can Relieve Human Suffering.*
   Available online at http://www.chausa.org/MedicalSurplus/.

5. *It All Adds Up: MedShare 2011 Annual Report*.
   Available online at - http://www.medshare.org/annual-report-2011/)

Over the course of the semester, each student will be expected to do some research and share a current article relevant to their project or a leadership issue and share it with the instructor and the rest of the class and discuss it in class.

Honor Code
All students are expected to uphold the Georgia Institute of Technology Academic Honor Code. More information about this is available at: http://deanofstudents.gatech.eduHonor/.

Students with Disabilities
To request classroom accommodations, students with disabilities should contact the ADAPTS office: Assistant Dean/Coordinator for Students with Disabilities, Smithgall Student Services Building, Suite 221 (404-894-2564).