

A&S 3099: Honors Colloquium: Leadership and Entrepreneurship  
Tuesdays - 5:00-6:00pm (Online via Zoom)  
Fall 2020

Instructor: Marques Colston  
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**Course Description**

Many college student-athletes won't have the opportunity to play sports professionally, but they have built transferable skills and brand equity that can be leveraged as a springboard into the next phase of their lives as they pursue and develop their careers. This course is designed to facilitate that process.

**Catalogue Description**

Prerequisites: junior or senior standing and recommendation of a professor or student's dean. The subject varies. Course may be repeated once for credit.

**Student Learning Outcomes**

By the end of the course students will learn techniques to utilize assessment tools, identify and implement self improvement techniques, and articulate their soft skills to assist in career and personal development:

- Begin to proactively plan for athlete transition
- Identify and distill personal skills, traits, strengths, and weaknesses
- Develop personal and professional development tools and strategies
- Introduce financial literacy and its career planning impact
- Develop a transition game plan with goals and objectives

**Course Format:**

This course will be taught in an online-only model using Moodle. Live class sessions will be conducted via live Zoom conference on Tuesday evenings from 5:00pm-6:00pm CST. Lectures and presentations for each week are found in Moodle. Classes will be recorded and available for students in Moodle while the class is in session.

Additional reading and video content will be assigned from time to time. Students will be expected to complete weekly readings and view video content prior to scheduled class sessions in preparation for class discussions.

## **Assignments and Grading**

### *Thoughtful Class Participation (20%)*

Students are required to contribute thoughtfully to all class discussions.

### *Self Scouting Report (15%)*

Students will complete this framework to better define and articulate their unique abilities and traits. The Self Scouting Report can be used as a guide to establish the right strategies that maximize the students unique skills and talents in pursuit of their personal and professional goals.

Report Due: Friday, September 25

### *Personal Vision and Mission Statement (15%)*

Each student will be asked to develop a brief summary of their career goals and identify key attributes to establish a potential career path forward.

Statement Due: Friday, October 23

### *Experiential Learning Project (50%)*

Your biggest assignment of the semester will be to figure out a way to make the world a better place—and then act on it. A complete description of this project, along with project deadlines, is provided on the last page of the syllabus. You will need to start this project almost immediately in order for you to be successful. Please read through the instructions now and think about how you want to proceed.

Presentation Due: Tuesday, December 1

Paper Due: Wednesday, December 2

### Grade Scale

A = 89.5 - 100%, B = 79.5 - 89%, C = 69.5 - 79%, D = 59.5 - 69%, F = 59% and below

## **Course Grading**

The final grade for the course will be based on satisfactory completion of the *Ethics Project* presentation.

## **Attendance Policy**

Participation is vital to the success of this course. The lecture content and materials will be available to students online and accessible at all times during the course. Any extended absence must be communicated to the faculty.

## **Statement on Student Conduct**

Students should abide by the University of New Orleans Student Code of Conduct. A copy of this statement is available at: <https://www.uno.edu/media/17427>

## **Statement on Academic Integrity**

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the

following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Judicial Code for further information. The new policy on Academic Dishonesty is available online at:

<https://www.uno.edu/media/15321>

### **Statement on Accommodations**

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to <http://www.ods.uno.edu>.

### **Statement on Student Verification and Proctoring**

To ensure academic integrity, all students enrolled in distance learning courses at the University of New Orleans may be required to participate in additional student identification procedures. At the discretion of the faculty member teaching the course, these measures may include on-campus proctored examinations, off-site or online proctored examinations, or other reasonable measures to ensure student identity. Authentication measures for this course are identified below and any fees associated are the responsibility of the student.

### **Tentative Schedule**

Week 1	Course Intro; Syllabus; What to expect; Final Project
Weeks 2-4	Learning to (Re)Define Your Skills <ul style="list-style-type: none"> <li>● Intro to Athlete 2.0</li> <li>● The Journey: Current Athlete to Former Athlete</li> <li>● Owning Your Value</li> </ul>
Week 5-8	Developing Your Version 2.0 <ul style="list-style-type: none"> <li>● Exploring Growth Mindset</li> <li>● Finding Your Passion</li> <li>● Planning and Goal For Success</li> <li>● Personal Branding and Positioning</li> </ul>
Week 9-11	Building Your Foundation <ul style="list-style-type: none"> <li>● Career Readiness</li> <li>● Financial Management</li> </ul>
Week 12-15	Intro to Entrepreneurship
Week 16	Final Project Presentations

## Experiential Learning Project

Your biggest assignment of the semester will be to figure out a way to make the world a better place—and then act on it. The details of your project will largely be up to you (though your actions must not violate any laws or university rules). You will tackle this assignment in groups of 2–4 students; whom you decide to partner with is up to you. You may pursue financial support or outside labor for your project, but this is not required: many valuable actions can be done by a small number of people with minimal monetary expenses. To assist you in this regard, each group may pursue and receive funding from UNO’s Urban Entrepreneurship and Policy Institute--which has set aside funding to support you--but you will need to contact the Institute’s director and pitch him your idea.

At the end of the semester, you will submit a written report and present your project to the class. Your report and presentation should answer the following questions:

- How did you interpret the demand to make the world a better place? What kind of value did you seek to create and why? What balance did you strike between what was most desirable in the abstract and what was most practically feasible for you to do? What, practically speaking, did your project aim to accomplish?
- How did you divide the responsibilities in your group? What was your schedule for carrying out your project? What obstacles did you expect to encounter, and how did you preemptively plan to overcome them? What obstacles did you actually encounter, and how did you respond to them?
- Was your project a success or a failure? What standards should we use to answer that question? Taking into account the combined costs of your time, effort, and any money spent, did you actually add value to the world? How can we realistically measure the value of your inputs and your outputs?
- What did you learn from this project? If you could do it again, what would you do differently?

Your written report for this project should be somewhere around 2,000 words. (This is not a strict word count range, but I will expect you to thoroughly address all elements of the prompts above while also maintaining an appropriate level of depth.) When you are ready to turn in your report, use the attachment form at the bottom of this page to upload your submission. Your report will be due on the last day of the semester: Wednesday, December 2.

Your presentation in class should run for about 10 minutes and follow much the same format as your paper. You should accompany your remarks with appropriate visuals (i.e., PowerPoint, Prezi, Google Slides, or equivalent), and these should be emailed to me in advance of your presentation so that I can load it onto my computer.

Your written report for this project will be worth 66% of the project grade and your presentation to the class will be worth 33% of the project grade. Except in cases where some students fail to contribute appropriately to their group's efforts, grades will be shared by all group members.

Note that your score on this assessment will be based on both the actions you take and your ability to analyze, explain, and defend your project in your report and in front of the class. It is therefore possible to receive a high score even if your project is an utter failure—but only if you demonstrate that you thought through your actions in a sophisticated way, developed and carried out a sensible plan, and learned important lessons from your failures. Likewise, it is possible to receive a low score on a highly successful project if you cannot explain why you did what you did, if your group conducted itself in a disorganized and haphazard manner, or if you cannot articulate any valuable lessons that can be taken away from your activities. Grades for this project will reflect the ideal of *combining* theory and practice.