

THE UNIVERSITY OF TEXAS AT AUSTIN
Spring 2011 EDP 369K: STUDENT ORGANIZATIONAL LEADERSHIP
ETC 2.102 Tuesdays & Thursdays, 12:30-2 p.m. Unique #: 10365

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Class Contact

For any questions related to the class, please e-mail
UTLeadershipandEthicsInstitute@austin.utexas.edu. Please be sure to include 'EDP 369K' in the subject line of your e-mail to help us differentiate yours from other requests. Using this account will ensure that the instructors and/or teaching assistants can respond to your questions and requests in a timely manner.

Course Description

EDP 369K: Student Organizational Leadership is designed to develop student leaders by providing both theoretical and practical knowledge and skills necessary to understand and facilitate social change; develop group values; and create a personal definition of leadership and code of ethics. Through active participation in this class, students will have the opportunity to:

- develop a personal belief system;
- consider multiple perspectives to form a decision or opinion;
- use complex information from a variety of sources to form a decision;
- develop a leadership philosophy;
- identify personal strengths and limitations;
- demonstrate ethical decision-making;
- analyze values through activities and opportunities;
- comprehend the dynamics of an organization;
- listen to and consider others' point of view;
- identify one's own identity;
- effectively communicate thoughts and opinions; and
- prepare to serve in a leadership position.

Class Expectations

- 1) Bring your syllabus to class each day.
- 2) Actively listen to your colleagues during class.
- 3) Respect your peers and their opinions.
- 4) Contribute fully to the class environment, which includes staying actively engaged in class discussions with questions or ideas, coming to class on time, and completing your assignments in a timely manner.
- 5) Come to class prepared for discussion by having completed the reading assignments for that class period.

Required Textbooks and Online Assessment

There are two required texts for this class. Both textbooks are available for purchase at the University Co-op.

- 1) Johnson, C. E. (2009). *Meeting the ethical challenges of leadership* (3rd ed.). Thousand Oaks, CA: SAGE Publications.
- 2) Komives, S. R., Lucas, N., & Wagner, W. and Associates (2009). *Leadership for a better world: Understanding the Social Change Model of Leadership Development*. San Francisco, CA: Jossey-Bass.
- 3) Students are required to complete an online self-assessment called StrengthsQuest.
Instructions for accessing the assessment are below:
 - Go to <http://www.strengthsquest.com/schoolaccess/>
 - Click on "Proceed to Checkout" button at the bottom of the page
 - You will be taken to a Sign In page
 - Click on "New User? Click to Register"
 - Complete required fields on Registration page
 - Click on "Continue" at the bottom of the page

- You will be led through a checkout process to purchase your personal code to access the StrengthsQuest assessment. It will cost \$12.50 and is easiest to purchase with a credit/debit card. There are options to pay by check if necessary but it will delay your receipt of your code. Your code will be emailed to you with instructions to access the assessment.

Attendance

- 1) Students are expected to demonstrate responsibility and dependability by attending class on time and by missing class only if unavoidable. **If you must miss a class meeting, please notify all instructors and teaching assistants at UTLeadershipandEthicsInstitute@austin.utexas.edu.** After **FOUR** absences, your final grade will be dropped by a letter grade. Subsequent absences will result in further reduction of your final grade.
- 2) **In order for you to gain the most from the class, you are expected to contribute fully.** You will be learning through action and reflection with other class members. There is simply no way for you to compensate for having missed class instruction and shared experiences, but in order to help, **instructors and teaching assistants are available up to ONE WEEK after a missed class to review missed material in office hours or by making an appointment.**

Weekly Feedback Cards

Each Thursday, the class will be asked to complete an anonymous feedback card providing response to the following:

- 1) What did you learn this past week?
- 2) What questions do you still have?
- 3) Comments about the course

These weekly feedback cards will help the instructors and teaching assistants remain in tune with the progress of the class and allow us an opportunity to answer any questions before moving to the next topic. Questions raised in the Thursday feedback cards will be addressed at the beginning of class the following Tuesday.

Accommodations

As early as possible in the semester, students with disabilities who need special accommodations should present a letter to the instructors prepared by the Services for Students with Disabilities (SSD) area of the Division of Diversity and Community Engagement. To ensure that the most appropriate accommodations can be provided, students should contact SSD at 512-471-6259 or via Video Phone at 866-329-3986.

Religious and Holy Days

Persons who have religious or cultural observations that conflict with class meetings should let the instructor know by the 12th class day. With proper notification, students will not be penalized for missing class. We strongly encourage you to honor your cultural and religious holidays. However, if we do not hear from you by **February 2, 2011**, we will assume that you plan to attend all class sessions, and full attendance will be required.

Sexual Harassment

It is the policy of The University of Texas at Austin to maintain an educational environment free from sexual harassment and intimidation. Sexual harassment is expressly prohibited and offenders are subject to disciplinary action. In other words, all students at the university are entitled to study and to work free from the threat of sexual intimidation and discrimination from faculty and other university employees.

Students are encouraged to report any such incident immediately to Dr. LaToya Hill, Assistant Dean of Students (lhill@mail.utexas.edu) or Linda Millstone, Associate Vice President for Institutional Equity and Workforce Diversity (lindam@austin.utexas.edu).

Cell Phones and Computers

Unless you have received prior permission from the instructor, cell phones and computers should be turned off during class. Disruptions during class may result in removal from class on that particular day.

Policy on Scholastic Dishonesty

Students who violate university rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the university. Since such dishonesty harms the individual, all students, and the integrity of the university, policies on scholastic dishonesty will be strictly enforced. All work must be done on an individual basis unless explicitly stated by the instructor and in the assignment description. Any unauthorized or collaborative work will be considered academic dishonesty and will be referred to Student Judicial Services. Visit <http://deanofstudents.utexas.edu/sjs/> for more information about Student Judicial Services.

Policy on Proper Citation

A consistent problem with academic dishonesty centers on proper citation. Most students fail to cite sources altogether, while others take authors' words verbatim and do not quote them properly. Additionally, students paraphrase authors' words without citation. **This could put you in serious academic trouble.** Please be aware that plagiarism can merit a referral to Student Judicial Services (<http://deanofstudents.utexas.edu/sjs>). Please look at SJS's Web site to familiarize yourself with the definitions of plagiarism and paraphrasing. Because you have been informed about academic integrity through this class and in this syllabus, your instructors will refer cases of academic dishonesty to Student Judicial Services.

Depending on your department (and sometimes your professor's preference), your citation style may change. Below are some Web sites that have examples of different types of citation formats. You may do a Web search for your specific style to get examples. You may use the style with which you are most comfortable for the assignments in this class. Please note there are many more styles than those listed below. This list is not meant to be comprehensive but rather a place to begin your research on academic integrity and proper citation.

APA format: http://owl.english.purdue.edu/handouts/research/r_apa.html

APA electronic references: <http://www.apastyle.org/elecref.html>

MLA electronic references: http://www.mla.org/publications/style/style_faq/style_faq4

Turabian format: <http://www.bridgew.edu/Library/turabian.cfm>

Chicago style: <http://www.lib.ohio-state.edu/guides/chicagogd.html>

<http://www.liunet.edu/cwis/cwp/library/workshop/citation.htm>

Undergraduate Writing Center

The Undergraduate Writing Center (UWC) offers free, individualized, expert help with writing for any UT Austin undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT Austin can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you. Their services are not just for writing with "problems." Getting

feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant's advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work. The Undergraduate Writing Center is located in FAC 211 and the telephone number is 471-6222. Visit the UWC Web site at <http://uwc.utexas.edu> for additional information and writing resources.

Use of E-mail

It is the right and responsibility of every student to keep the university informed of changes in her or his official e-mail address and other directory information. All admitted and enrolled students may claim an e-mail address at no additional cost as provided by Information Technology Services (ITS). Information on obtaining an e-mail address is given at <http://www.utexas.edu/computer/email/>. ITS is responsible for providing centrally supported e-mail servers and addresses that assist the university in sending official communications. The university cannot be responsible for the handling of e-mail by outside vendors (e.g., @gmail.com, etc.). A student may provide an official e-mail address resident on, or that forwards to, such a server at her or his own risk. Undeliverable messages returned because of either a full in-box or use of a "spam" filter will be considered delivered without further action required of the university.

Quizzes

There will be one quiz each week based on the assigned readings for the day/week. Students are allowed to utilize notes taken in class or from reading to assist in completing the quiz however, books are not allowed to be used. The best eight quiz scores will be used to calculate final quiz points for the semester.

Assignments

Each assignment should follow the guidelines below:

- 12-point font
- Double-spaced
- Times New Roman
- Use an approved format listed in the syllabus to reference sources used in your paper. ***NOTE: You must use references when quoting or adapting materials from others. This includes in-text citations as well as a reference page at the end of the paper.***
- Students are expected to use outside sources for **ALL** assignments in this class. Please refer to the grading rubric for each paper for additional details.
- Assignments are due at the beginning of class. ***E-mailed papers will not be accepted.***

For all assignments, please refer to the policy on proper citation and Undergraduate Writing Center sections within the syllabus.

Late Assignment Policy

All assignments are due at the beginning of class on the due date indicated in the syllabus. Late assignments will be accepted within **ONE WEEK** of the due date with an automatic 10% reduction of the final assignment grade. After that point, assignments will not be accepted and students will not be given credit for the assignment.

Assignment Re-write Policy

Students who receive 59% or lower on an assignment will have the opportunity to re-write their assignment. Before re-writing, students must meet with an instructor/teaching assistant to discuss the assignment and receive additional feedback. The student will have **ONE WEEK** from the date the assignment was returned in class, to schedule and meet with an instructor/teaching assistant. Students rewriting assignments have **ONE WEEK** from the date of the meeting with an instructor/teaching assistant to submit the re-written paper. The final grade will be an average of the original paper grade and the re-write grade.

Assignment #1: Leadership Theory Research Paper (5-7 pages)

Assignment Description

Using the class reading (*Evolution of Leadership Theory* article posted on Blackboard), the class power point presentations, your notes from class, and additional sources that can be cited, choose:

- One leadership theory
- Two theorists/researchers who support the selected theory
- One current or past leader who embodies or is influenced by the selected theory

You will fully analyze your selected theory and apply it to a specific current or past leader. Use the questions below to guide your analysis and application of your selected leadership theory. *Please do not only answer the questions in your analysis – these are merely guides to get you thinking about this assignment.*

Part 1: Leadership Theory

- What are the main components or points of the selected theory?
- What theorists/researchers in the field support this theory? (please include at least **two** and reference them appropriately)
- What are some of the theorists'/researchers' thoughts on the theory?
- What are the advantages, benefits or strong points about this theory?
- How does this theory guide leaders to become agents of change?
- What are the ethical dimensions that are evident or not evident in this theory?
- What are some areas in which this theory could be improved?
- What components of this theory remain unclear or unanswered?
- In what areas is this theory lacking?

Part 2: Analysis of Leader

- Who is a specific current or past leader who embodies or is influenced by this theory?
- What are some examples of how your selected leader demonstrates or displays the theory?
- How has your selected leader impacted or influenced change?
- Does your selected leader demonstrate ethical dimensions in her or his leadership style?
- What benefits or advantages does a leader influenced by the selected theory have?
- What challenges might a leader face if they were solely influenced by this theory?
- Are there any shortcomings that your selected leader demonstrates that may relate directly to this theory?
- If your selected leader demonstrates shortcomings, what are they and how do they impact the leader's ability to lead, impact change or influence others?

DUE DATES:**DRAFT:** *Tuesday, February 15, 2011***FINAL REVISED PAPER:** *Thursday, March 3, 2011***Assignment #2: Ethical Case Study (5-7 pages)*****Assignment Description***

Identify a situation/story/scenario that presents an ethical dilemma. This situation/story/scenario should include the following components:

- Two or more differing viewpoints
- Presence of a true ethical dilemma (right vs. right)
 - Truth versus loyalty
 - Individual versus community benefit
 - Short-term versus long-term decisions
 - Justice versus mercy
- The best solution is not immediately apparent
- Decision-making includes consideration of values/beliefs

Sources to find situation/story/scenario:

- Internet
- Current events/news outlets
- Magazine
- Newspaper
- Materials from other classes (with permission to use)

Points to Ponder:

- It will be important to select a situation/story/scenario with at least two differing viewpoints for an easier comparison and contrast of responses.
- We do not oppose to your using the same situation/story/scenario as a classmate, as long as it is apparent that you wrote your analysis individually.
- If you want to discuss the relevance/appropriateness of the selected situation/story/scenario, feel free to come by office hours or stay after class.

Part 1: Summary of Scenario

Introduce the situation/story/scenario and provide a brief summary of the important details that qualify it as an ethical case study. Be sure to include the following details:

- Who was involved?
- Where did the situation take place?
- When did this happen?
- What is going on in the scenario?

NOTE: You must include a copy of the original, full-length situation/story/scenario with your paper as an extra attachment. This may be the full online article or news story, or a copy of the full scenario from the magazine/newspaper/book from which you created your summary.

Part 2: Identification of Ethical Dilemma and Stakeholders

Identify the ethical dilemma and why there are conflicting viewpoints. Describe the values/ethics that are competing in this right versus right scenario. Identify the various viewpoints present in the situation/story/scenario. Fully explain at least two differing viewpoints as well as the level of investment each individual has in the situation/story/scenario. Explore the following:

- What are the competing ethical values in the scenario?
- How/why is each individual involved?
- To whom will each individual have to explain his or her decision?
- What are all the issues, concerns and needs that are present in each viewpoint?

Part 3: Courses of Action

Explore the possible courses of action and the advantages and disadvantages for each individual involved in the scenario. Consider the following:

- What are the options for resolving this dilemma?
- How will each decision(s) affect each individual?
 - What does each individual have to gain?
 - What does each individual have to lose?
- What are the tradeoffs for each course of action for the individuals involved?
 - i.e.; If ____ then ____ will happen because ____.
- Are there any ethical standards/strategies that would apply to each course of action (i.e.; Utilitarianism, Communitarianism, Altruism, etc.? See Chapter 5 in *Meeting the Ethical Challenges of Leadership* for a full list and descriptions).

DUE DATE:

- *Thursday, March 31, 2011*

Assignment #3: Capstone Project: Social Change Movement

Assignment Description

Each group of four students will select the following:

- One well-known social change movement (global, national, regional, community-level)
Examples include: Civil Rights, Fair Trade, Landless Peoples, LGBT, Women's Suffrage, Social Entrepreneurship, Prohibition, Human Rights, Animal Rights, Chicano Movement, etc.
- One identified leader or champion of the cause/change/movement
- Components of the Social Change Model of Leadership Development that apply to the selected social change movement

As a group, you will fully analyze the selected social change movement as well as the identified leader(s) or champion(s) of the movement. This comprehensive project should integrate all of the concepts covered in class and in the course textbooks, including definitions, theories, and models. In addition, students are expected to incorporate their own analyses and recommendations for the future of the leader(s) and the movement.

Each group should prepare a **20-minute presentation** and a **summary** of the selected social change movement. Presentations will be held during the last three class sessions on April 28, May 3, and May 5, and the summary will be due for all capstone groups in class on **May 5**.

Grading: Group members will be graded individually for the capstone presentation, based on the Capstone Presentation Rubric. All group members will receive the same grade for the Summary, based on the Capstone Summary Rubric.

Selecting a Social Change Movement

- Capstone Groups will be assigned by the instructors based on student feedback and preferences.
- Groups will be announced in class on Thursday, February 24.
- At the end of class on Thursday, March 3, each group will submit the three social change movements (in order of preference) that the group wishes to research and analyze for the capstone project.
- Student groups will be notified of approval on Thursday, March 10, at which point the student groups may begin gathering information and researching the selected social change movement.

Capstone Presentation and Summary Requirements

Successful completion of the capstone project will include a 20-minute PowerPoint presentation and a printed Summary. One printed copy is sufficient. The Summary should be between 6-8 pages, including a reference page. The presentation and Summary should include each of the sections below. Use the questions below each section to help you in gathering pertinent information for the capstone project. Use these questions to guide your analysis and application of the Social Change Model of Leadership Development.

Part 1: Analysis of the Social Change Movement

- What social change movement have you selected?
- What is the historical context of this movement? What was happening in society at this point in time? How did these events influence the movement?
- Are there any significant events, policies, or assumptions that currently impact(ed) this movement?
- What is the root cause/issue/problem that the social change movement impacts/addressses? (i.e.; living wage, resources, healthcare, natural disasters, homelessness, etc.)
- What are the surface-level issues? Do these differ from the root cause? If so, how?
- What makes this social change? What are the major elements of social change?
- Who are the stakeholders in the community? Age, demographics, etc. How does the social change movement impact them?
- Who has a voice in the movement? Who does not have a voice in the movement? (Marginalization)
- Who are the major actors and what roles do they play?
- How are most decisions regarding strategy, course of action, etc. made? (See *Leadership For a Better World*, page 250 for examples)
- How did people make change or how did they intend to make change?
- How was social change achieved? How is social change being achieved?
- Who is/was affected by the change being made?
- Is the change that is/was being made positive or negative? Why?
- What are some of the potential inequities, pitfalls or challenges that might be/have been created from this change?
- Are there any other possible solutions to the problem/root causes/issues of the movement?

- How do the values of the Social Change Model of Leadership Development apply to your selected social change movement? (i.e.; citizenship, collaboration, common purpose, controversy with civility, etc.)

Part 2: Analysis of the Leader

- Who is the identified leader? Is it one person or a group of individuals?
- How is the leader chosen? (Are they appointed, selected, hired, emerged, etc.)
- What motivates the leader to work with the social change movement?
- What personal values does the leader hold?
- Does the leader act in congruence with their personal values? Why or why not?
- Who is in their sphere of influence?
- How do they influence others?
- Does the leader foster ethical accountability amongst supporters of the movement?
- Does the leader have a strategy to affect change? If so, is the strategy effective? Why or why not?
- How does the leader overcome resistance?
- How does the leader approach/handle conflict or controversy?
- What did the leader have to overcome (any of the –isms such as racism, sexism, ageism, etc.)?
- How does the leader get others involved and sustain their involvement?
- What are the leader's top strengths?
- What are some of the leader's limitations/growth areas?
- What characteristics of a change agent does the leader possess? What is missing?
- What other leaders have influenced this leader?

Part 3: Recommendations

- Based on your research, what are **three** recommendations your group has for the people involved in the social change movement to help them be more successful in the future?
- If you were serving as a consultant to the leader(s) of the movement, what advice would you give?
- What are some of the strengths of the movement? How can they capitalize on them?
- What are some growth areas, and how can they nurture those areas to help convert those weaknesses into strengths?
- From an individual leader perspective, what are **two** recommendations for the leader(s) of the movement to help her or him be a more effective leader?

DUE DATES:

- **DRAFT OF CAPSTONE SUMMARY:** *Tuesday, April 26, 2011 (Draft will be used for in-class peer editing)*
- **CAPSTONE PRESENTATIONS:** *Thursday, April 28, Tuesday, May 3, and Thursday, May 5, 2011*
- **CAPSTONE SUMMARY:** *Thursday, May 5, 2011*

GROUP AND INDIVIDUAL EFFECTIVENESS EVALUATIONS: DUE May 12, 2011

As a final component of the capstone project, you will evaluate the participation and effectiveness of each group member, including yourself. ***The evaluations should be completed and submitted via e-mail to UTLeadershipandEthicsInstitute@austin.utexas.edu by May 12, 2011.*** This component is part of your capstone participation and will be factored into your grade accordingly.

Based on what you have learned in class about leadership, ethics and group dynamics, please answer the following questions as honestly and accurately as you can.

- 1) How would you grade yourself on a 1-100 scale?
- 2) How would you grade your other group members on a 1-100 scale?
- 3) List specific examples of ways in which you contributed to the project (i.e.; attended all general meetings, wrote the paper, edited the paper, compiled the presentation, etc.).
- 4) List specific examples of ways in which each of your group members contributed to the project.
- 5) Do you have any additional feedback/thoughts about your capstone project?

Grades	Percentage	Points
Assignment #1	19%	24
Assignment #2	16%	21
Assignment #2 Presentation	14%	18
Quizzes	14%	18
Capstone Paper	19%	24
Capstone Presentation	14%	18
Capstone Participation	4%	5
TOTAL	100%	128

Plus/Minus Grading

The Plus/Minus grading system will be used in the class, applying the following grading scale:

Points	Percentage	Final Grade
120-128	94-100%	A
115-119	90-93%	A-
111-114	87-89%	B+
107-110	84-86%	B
102-106	80-83%	B-
98-101	77-79%	C+
95-97	74-76%	C
89-94	70-73%	C-
86-88	67-69%	D+
82-85	64-66%	D
77-81	60-63%	D-
0-76	59% and lower	F

Class Outline

DATE	ASSIGNED READINGS	ASSIGNMENTS DUE
January 18 Class Introduction	Syllabus and Assignment Packet	Personal Definition of Leadership
PHASE 1: SOCIETAL/COMMUNITY VALUES		
January 20 Evolution of Leadership Models and Theories	<i>Evolution of Leadership Theory</i> article	
January 25 Evolution of Leadership Models and Theories		
January 27 Overview of Change and Introduction to the Social Change Model of Leadership	<i>Leadership for a Better World:</i> Chapter 1: What is Social Change? Chapter 4: Change	
February 1 Defining Social Change	<i>Leadership for a Better World:</i> Chapter 2: An Overview of the Social Change Model of Leadership Development	
February 3 Citizenship	<i>Leadership for a Better World:</i> Chapter 5: Citizenship	
February 8 Ethics and Social Change	<i>Meeting the Ethical Challenges:</i> Chapter 5: General Ethical Perspectives	
February 10 Building an Effective Ethical Small Group	<i>Meeting the Ethical Challenges:</i> Chapter 8: Building an Effective Ethical Small Group	
February 15 Writing Workshop		DRAFT of Assignment #1 DUE (Leadership Theory/Research Paper)

PHASE 2: GROUP VALUES

February 17 Collaboration	<i>Leadership for a Better World:</i> Chapter 6: Collaboration	
February 22 Paper #1 Revisions: Student Instructor Conferences		
February 24 Common Purpose	<i>Leadership for a Better World:</i> Chapter 7: Common Purpose	
March 1 Controversy with Civility	<i>Leadership for a Better World:</i> Chapter 8: Controversy with Civility	
March 3 Diversity in Leadership	<i>Meeting the Ethical Challenges:</i> Chapter 10: Meeting the Ethical Challenges of Diversity	REVISED version of Assignment #1 DUE (Leadership Theory/Research Paper)
March 8 Creating an Ethical Organizational Climate	<i>Meeting the Ethical Challenges:</i> Chapter 9: Creating an Ethical Organizational Climate	
March 10 Experiential Learning and Group Development		In-Class Experiential Activities
March 15	Spring Break NO CLASS	

PHASE 3: INDIVIDUAL VALUES

March 17	Spring Break NO CLASS	
March 22 Consciousness of Self	Strengths Quest Reading Descriptions of top 5 Signature Themes	Signature Themes Printout

March 24 Consciousness of Self	<i>Leadership for a Better World:</i> Chapter 9: Consciousness of Self	
March 29 The Leader's Character	<i>Meeting the Ethical Challenges:</i> Chapter 3: The Leader's Character	
March 31 Congruence	<i>Leadership for a Better World:</i> Chapter 10: Congruence	Assignment #2 DUE (Ethical Case Study)
April 5 In-Class Presentations		5-7 Minute Individual Presentation of Assignment #2
April 7 In-Class Presentations		5-7 Minute Individual Presentation of Assignment #2
April 12 Commitment	<i>Leadership for a Better World:</i> Chapter 11: Commitment	
April 14 Becoming a Change Agent	<i>Leadership for a Better World:</i> Chapter 12: Becoming a Change Agent	
April 19 Revisiting Personal Definition of Leadership and Code of Ethics		Reflection on questions to be used for class discussion
April 21 Capstone Work Day	NO CLASS	
April 26 Peer Editing of Capstone Summary		Draft of Capstone Summary DUE
April 28 Capstone Presentations		

May 3 Capstone Presentations and Course Evaluations		
May 5 Capstone Presentations and Internal Course Evaluations		Capstone Summary DUE
May12		Group and Individual Effectiveness Evaluation DUE through email