

THE UNIVERSITY OF TEXAS AT AUSTIN
**FALL 2011 EDP 369K SOCIALLY RESPONSIBLE AND ETHICAL
LEADERSHIP FOR CHANGE**

SZB 284 Tuesdays & Thursdays, 12:30-2 p.m. Unique #: 10342

Instructors

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Class Contact

For any questions related to the class, please e-mail both Janelle and Justin. ***Please be sure to include 'EDP 369K' in the subject line of your e-mail to help us differentiate yours from other requests.***

Course Description

EDP 369K: Socially Responsible and Ethical Leadership for Change 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* (4th 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 via email. 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 interaction 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 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 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 instructors 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 **September 8, 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 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. Students rewriting assignments have **ONE WEEK** from the date of the meeting with an instructor 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, September 13, 2011*

FINAL REVISED PAPER: *Tuesday, October 4, 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.
- Students tend to do better with this assignment when they choose a specific scenario versus a broad issue. For example, pro-choice vs. pro-life is a broad issue. The specific stories found at <http://www.prochoiceamerica.org/womens-voices/womens-stories/> are specific scenarios.

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:

- *Tuesday, November 1, 2011*

Assignment #3: Personal Definition of Leadership and Code of Ethics

Assignment Description

Part 1: Original Personal Definition of Leadership (3 points):

On the first day of class, you shared your personal definition of leadership. Submit this original version as part 1 of this assignment.

Part 2: Revised Personal Definition of Leadership (3 points):

After a semester of learning and exposure to new ideas and concepts, write your most current personal definition of leadership.

Part 3: Personal Definition of Leadership Reflection (3 points):

Reflect on your personal definition of leadership and any changes, modification or updates you have made from your original definition. In a **one page**, written reflection, explain, in detail, any changes to your definition. Explain why it changed or did not change. Consider the following questions in your reflection:

- If there was a change, what influenced that change/addition/deletion?
- If there was not a change, why do you think that is?
- Did the class materials, content, readings, and activities help shape your definition? If so, which parts of class and how?

Part 4: Individual Code of Ethics (3 points):

Write your individual code of ethics. Your individual code of ethics should serve as a guiding document for your individual decision-making process and behaviors. As a starting point, it may be helpful for you to think of your code of ethics within the context of your strengths, limitations, experiences, background, ambitions, goals, talents, values, and individual principles. Your code of ethics may be created in a variety of formats (poems, artwork, paragraph form, etc.) but you must ensure that the reader understands WHY you included each item in your code of ethics.

Part 5: Individual Code of Ethics Reflection (3 points):

Reflect on your individual code of ethics. In a **one page**, written reflection, explain, in detail, the development of your individual code of ethics. Consider the following questions in your reflection:

- How did your code of ethics evolve throughout the semester?
- What did your code of ethics include early in the semester? What have you added or deleted? Why?
- Are your code of ethics and personal definition of leadership similar? Why or why not?
- Did the class materials, content, readings, and activities help shape your code of ethics? If so, which parts of class and how?

Part 6: Assignment Draft Submitted on DUE DATE (3 points):

Part 7: Individual Presentation of Code of Ethics (12 points):

DUE DATES:

- DRAFT: *Thursday, November 17, 2011*: Draft will be used for in-class activity/discussion.
- Part 7 – Presentation: *Tuesday, November 29 and Thursday, December 1, 2011*
- FINAL REVISED PAPER: *Thursday, December 1, 2011*

Grades	Percentage	Points
Assignment #1	22%	24
Assignment #2	19%	21
Assignment #2 Presentation	16%	18
Assignment #3	16%	18
Assignment #3 Presentation	11%	12
Quizzes	16%	18
TOTAL	100%	111

Plus/Minus Grading

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

Points	Percentage	Final Grade
104-111	94-100%	A
100-103	90-93%	A-
96-99	87-89%	B+
93-95	84-86%	B
89-92	80-83%	B-
85-88	77-79%	C+
82-84	74-76%	C
78-81	70-73%	C-
74-77	67-69%	D+
71-73	64-66%	D
66-70	60-63%	D-
0-65	59% and lower	F

Class Outline

DATE	ASSIGNED READINGS	ASSIGNMENTS DUE
August 25 Class Introduction	Syllabus and Assignment Packet	Personal Definition of Leadership
PHASE 1: SOCIETAL/COMMUNITY VALUES		
August 30 Evolution of Leadership Models and Theories	<i>Evolution of Leadership Theory</i> article	
September 1 Evolution of Leadership Models and Theories		
September 6 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	
September 8 Defining Social Change	Chapter 2: An Overview of the Social Change Model of Leadership Development	
September 13 Writing Workshop		DRAFT of Assignment #1 DUE (Leadership Theory/Research Paper)
September 15 Citizenship	<i>Leadership for a Better World:</i> Chapter 5: Citizenship	
September 20 Ethics and Social Change	<i>Meeting the Ethical Challenges:</i> Chapter 5: General Ethical Perspectives	
September 22 Paper #1 Revisions: Student Instructor Conferences		

PHASE 2: GROUP VALUES		
September 27 Building an Effective Ethical Small Group	<i>Meeting the Ethical Challenges:</i> Chapter 8: Building an Effective Ethical Small Group	
September 29 Collaboration	<i>Leadership for a Better World:</i> Chapter 6: Collaboration	
October 4 Common Purpose	<i>Leadership for a Better World:</i> Chapter 7: Common Purpose	REVISED version of Assignment #1 DUE (Leadership Theory/Research Paper)
October 6 Controversy with Civility	<i>Leadership for a Better World:</i> Chapter 8: Controversy with Civility	
October 11 Diversity in Leadership	<i>Meeting the Ethical Challenges:</i> Chapter 10: Meeting the Ethical Challenges of Diversity	
October 13 Creating an Ethical Organizational Climate	<i>Meeting the Ethical Challenges:</i> Chapter 9: Creating an Ethical Organizational Climate	
PHASE 3: INDIVIDUAL VALUES		
October 18 Consciousness of Self	StrengthsQuest Reading Descriptions of top 5 Signature Themes	Signature Themes Printout
October 20 Consciousness of Self	StrengthsQuest Continued	
October 25 Consciousness of Self Personal Code of Ethics	<i>Leadership for a Better World:</i> Chapter 9: Consciousness of Self	
October 27 The Leader's Character	<i>Meeting the Ethical Challenges:</i> Chapter 3: The Leader's Character	

November 1 Congruence	<i>Leadership for a Better World: Chapter 10: Congruence</i>	Assignment #2 DUE (Ethical Case Study)
November 3 Commitment	<i>Leadership for a Better World: Chapter 11: Commitment</i>	
November 8 In-Class Presentations		5-7 Minute Individual Presentation of Assignment #2
November 10 In-Class Presentations		5-7 Minute Individual Presentation of Assignment #2
November 15 Becoming a Change Agent	<i>Leadership for a Better World: Chapter 12: Becoming a Change Agent</i>	
November 17 Revisiting Personal Definition of Leadership and Code of Ethics		Draft of Assignment #3: Personal Definition of Leadership and Code of Ethics DUE Reflection on questions to be used for class discussion
November 22 Experiential Learning and Group Development		In-Class Experiential Activities
November 24 Thanksgiving!	NO CLASS	
November 29 Presentation of Individual Code of Ethics and Course Evaluations		5-7 Minute Individual Presentation of Individual Code of Ethics
December 1 Presentation of Individual Code of Ethics and Internal Course Evaluations		5-7 Minute Individual Presentation of Individual Code of Ethics Assignment #3: Personal Definition of Leadership and Code of Ethics DUE

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