

THE UNIVERSITY OF TEXAS AT AUSTIN
FALL 2010 EDP 369K: STUDENT ORGANIZATIONAL LEADERSHIP
PHR 2.116 Tuesdays & Thursdays, 12:30-2 p.m. Unique #: 10165

Instructor

Mary Beth Mercatoris, Ph.D.

Assistant Dean of Students
Office of the Dean of Students; Student Activities and Leadership Development
Student Services Building (SSB), Suite 4.400
Office Hours: By appointment
Telephone: 512-471-3065 Fax: 512-471-6273
E-mail: merc@mail.utexas.edu

Teaching Assistants

Janelle M. Todd

Assistant Director, University of Texas Leadership and Ethics Institute
Office of the Dean of Students; Student Activities and Leadership Development
Student Services Building (SSB), Suite 4.400
Office Hours: Tuesdays, 2-3 p.m.; Wednesdays, 10:30-11:30 a.m., or by appointment
Telephone: 512-232-9141 Fax: 512-471-6273
E-mail: jmtodd@mail.utexas.edu

Justin Brady

Coordinator of Leadership Development, University of Texas Leadership and Ethics Institute
Office of the Dean of Students; Student Activities and Leadership Development
Student Services Building (SSB), Suite 4.400
Office Hours: Mondays, 2-4 p.m., or by appointment
Telephone: 512-232-4589 Fax: 512-471-6273
E-mail: jbrady@mail.utexas.edu

Kayla M. Ford

Coordinator of Leadership Development, University of Texas Leadership and Ethics Institute
Office of the Dean of Students; Student Activities and Leadership Development
Student Services Building (SSB), Suite 4.400
Office Hours: Tuesdays, 10 a.m.-12 p.m., or by appointment
Telephone: 512-232-9142 Fax: 512-471-6273
E-mail: kford@austin.utexas.edu

Pedro Ramirez

Graduate Assistant, University of Texas Leadership and Ethics Institute
Office of the Dean of Students; Student Activities and Leadership Development
Student Services Building (SSB), Suite 4.400
Office Hours: By appointment
Telephone: 512-232-6580 Fax: 512-471-6273
E-mail: ramirezp@mail.utexas.edu

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 the Socially Responsible Leadership Scale (SRLS). Instructions for accessing the assessment are below:

- Go to www.srlsonline.org
- Click on “Purchase SRLS” tab along the upper section of the page
- New Users must register by clicking on the “Register Here” link. The registration process requires some basic contact information
- Once registered, you will log in to the system
- Click the “Buy” button to the right of the **Individual License** description
- Enter your payment information
- Once the license is purchased, you will be sent an e-mail with access instructions

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 **September 10, 2010**, 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/chicagofd.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.

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: Social Change Movement (5-7 pages)

Assignment Description

Using the class text, activities and discussions, your notes from class and additional sources that can be cited, choose 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

You will fully analyze the selected social change movement as well as the identified leader or champion of the movement. Use the questions below to guide your analysis and application of the Social Change Model of Leadership Development. *Please do not only answer the questions in your analysis – these are merely guides to get you thinking about this assignment.*

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?
- What is the root cause/issue/problem that the social change movement impacts/addresses? (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 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 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?
- Do you think the change that is being made is/was 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?
- Apply the social change model to the example. 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?
- What values does the leader hold?

- Who is/was in their sphere of influence?
- How did they influence others?
- Did the leader have a strategy to affect change? If so, was the strategy effective? Why or why not?
- How did the leader overcome resistance?
- What did the leader have to overcome (any of the –isms)?
- How did the leader get others involved and sustain their involvement?

Part 3: Visual Representation of the Social Change Movement

Create a visual representation of the social change movement that you have selected. This can be in the form of a collage, drawing, sculpture, etc..... be creative. Your project should communicate an overview of the social change movement inclusive of the following:

- Issue of concern
- Values
- Root causes
- Individuals/groups involved or affected
- Symbols
- Leaders of the movement
- Challenges of the movement
- Successes of the movement

DUE DATES:

DRAFT: *Thursday, September 23, 2010*

FINAL REVISED PAPER and PART 3: *Tuesday, October 12, 2010*

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 DATES:

- DRAFT: *Tuesday, November 2, 2010*. Draft will be used for in-class peer editing.
- FINAL REVISED PAPER: *Thursday, November 11, 2010*

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

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 (6 points):

After a semester of learning and exposure to new ideas and concepts, write your most current personal definition of leadership. Include a short reflection, **one page in length**, detailing 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 3: Individual Code of Ethics (6 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.

In addition to your code of ethics, include a short description, **one page in length**, detailing 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?

DUE DATES:

- DRAFT: *Thursday, November 18, 2010*: Draft will be used for in-class activity/discussion.
- FINAL REVISED PAPER: *Tuesday, November 23, 2010*: Submit by 5 p.m. to Jose De Haro, SALD Administrative Associate, who is located on the 4th floor of the Students Services Building, Suite 4.400.

Assignment #4: Capstone Project

Assignment Description

Each group of four students will select a local community group, business, non-profit organization, or active student organization on The University of Texas at Austin campus that is working toward social change, and to which group members do not belong. The group will gather various pieces of information from the selected organization in the form of interviews, surveys, and other pertinent research in order to analyze the leaders of the organization, as well as the dynamics and effectiveness of the organization based on concepts learned in class. 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 organization.

Each group should prepare a **20-minute presentation** and a **summary** of the organization and the project obtained throughout the semester. Presentations will be held in the last week of class on **November 30 and December 2**, and the summary will be due for all capstone groups in class on **December 2**.

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 an Organization

- Capstone Groups will be assigned by the instructors based on student feedback and preferences.
- Groups will be announced in class on Tuesday, September 14.
- At the end of class on Thursday, September 16, each group will submit the names of three organizations (in order of preference) that the group wishes to research, interact with, and analyze for the capstone project.
- Student groups will be notified of organization approval on Tuesday, September 21, at which point the student groups may begin contacting the organization to set up interviews and gather information.

Gathering Information

In the process of gathering pertinent information about the selected organization and its structure, students must **complete a minimum of four interviews with organization members who hold varying roles within the organization**. Students should be thoughtful about who is interviewed and from where the information is obtained, in order to get a well-rounded perspective and understanding of the organization. Information should also be gathered through researching relevant organization documents, including but not limited to Web sites, publications, news articles, historical documents, etc. Information may also be gathered through attendance at organization events and programs, if possible.

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. The questions beneath each section are provided to help you in gathering pertinent information for the capstone project. Use these questions to guide your research and interviews.

Community Profile

- Who are the members of the surrounding community? Age, demographics, etc. How are they impacted by the organization?
- Which population(s) is the organization attempting to reach? How?
- Are there any significant events, policies, or assumptions that currently impact this population(s)?
- What processes of community engagement has the organization used, or might you suggest the organization use to promote change?
- What other organizations could they partner with to build coalitions?

Organization Profile

- What is the organization's stated mission? Vision? Values? Core Purpose?
- What is the size/type of organization?
- What does the organization membership look like? Is it reflective of the surrounding community? Similar? Different?
- How many members? How many are 'active' members? What does it mean to be an active member of the organization?
- How are volunteers selected/recruited/mobilized? What does the membership/volunteer/employee retention look like?
- What is the organization's history? Why was it developed?
- Is the organization linked to a larger organization/association? If so, how does this inform and impact the organization? Positive/negative/neutral? Are there other outside factors that influence the organization? (for example, if a student organization is sponsored by a UT Austin department, etc.)

Organizational Leadership Profile

- Whom do you identify as the "leader" of the organization? Why? If it is not the appointed/elected/selected/hired leader, explain.
- How are the leaders chosen? (Appointed, elected, selected, hired, etc.)
- What are the leader(s) personal values? Does the leader act in congruence with those values? Why or why not?
- What does the leader do when her or his personal values conflict with the decisions/direction of the organization?
- How does the leader and/or the organization approach/handle conflict or controversy?
- What do you see as the leader(s) top strengths?
- What are some of the leader(s) limitations/growth areas?
- What motivates the leader to work with the organization and the organization's cause?
- What other leaders have influenced this organization's leader?

Organizational Values and Ethical Leadership

- Who are the stakeholders? What is the organization doing to be inclusive in order to involve all relevant stakeholders?
- Does the organization foster a culture of collaboration, competition, cooperation, or compromise? How do you know?
- How are most decisions made? (See *Leadership For a Better World*, page 250 for examples)
- Does the organization create a comfortable/open environment for all people and their ideas?
- Does the organization share power and responsibility? If so, how?
- How are members/volunteers/employees kept informed and connected? Is there a common purpose?
- When is the last time the organization renewed its mission/vision/core values?
- Is there an employee/volunteer/officer transition or formal training process? If so, what does it look like?
- Where, when, and how often does the organization meet? Where? What message does the physical space send to members/non-members?
- Does the organization have a code of ethics/values statement/etc.? If so, what is included?
- Do you feel the organization effectively incorporates ethics in guiding decisions, actions, etc.?
- Does the leader foster ethical accountability within the organization?
- Does the organization's culture create and promote an ethical climate? Why or why not?
- Is the group/leader effective in dealing with/responding to destructive behaviors (incivility, aggression, harassment, discrimination, etc.) within the organization?

- What are some of your recommendations for continuous ethical development for the organization?

Analysis of Leadership and Change

- What is the organization's approach to change (making change, surviving change, organic change)?
- Over the course of the past year, how did this organization react to change?
- Has the organization experienced any resistance to change? If so, how has this been handled/addressed?
- How does the leadership facilitate change?
- What role did an outside influence have on this change, if applicable?
- In what ways is the organization facilitating change for the campus/local/global community?
- What characteristics of a change agent does the leader possess? What is missing?

Recommendations

- Based on your research, what are three recommendations your group has for the organization to help them be more successful in the future?
- If you were serving as a consultant to the organization, what advice would you give?
- What are some of the organization's strengths? 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 you would give to the organization leader(s) to help her or him be a more effective leader?

DUE DATES:

- CAPSTONE PRESENTATIONS: *Tuesday, November 30 and Thursday, December 2, 2010*
CAPSTONE SUMMARY: *Thursday, December 2, 2010*

GROUP AND INDIVIDUAL EFFECTIVENESS EVALUATIONS: *DUE December 8, 2010*

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 December 8, 2010.*** 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	18%	24
Assignment #1 Visual	3%	4
Assignment #2	18%	24
Assignment #3	16%	21
Quizzes	13%	18
Capstone Paper	16%	21
Capstone Presentation	13%	18
Capstone Participation	3%	4
TOTAL	100%	134

Plus/Minus Grading

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

Points	Percentage	Final Grade
126-134	94-100%	A
120-125	90-93%	A-
116-119	87-89%	B+
112-115	84-86%	B
107-111	80-83%	B-
103-106	77-79%	C+
99-102	74-76%	C
94-98	70-73%	C-
90-93	67-69%	D+
86-89	64-66%	D
80-85	60-63%	D-
0-79	59% and lower	F

Class Outline

DATE	ASSIGNED READINGS	ASSIGNMENTS DUE
August 26 Class Introduction	Syllabus and Assignment Packet	Personal Definition of Leadership
PHASE 1: SOCIETAL/COMMUNITY VALUES		
August 31 Evolution of Leadership Models and Theories	<i>Evolution of Leadership Theory</i> article	
September 2 Evolution of Leadership Models and Theories		

September 7 Introduction to the Social Change Model of Leadership	<i>Leadership for a Better World:</i> Chapter 2: An Overview of the Social Change Model of Leadership Development	
September 9 Writing Workshop		
September 14 Defining Social Change	<i>Leadership for a Better World:</i> Chapter 1: What is Social Change?	
September 16 Overview of Change	<i>Leadership for a Better World:</i> Chapter 4: Change	
September 21 Citizenship	<i>Leadership for a Better World:</i> Chapter 5: Citizenship	
September 23 Ethics and Social Change	<i>Meeting the Ethical Challenges:</i> Chapter 5: General Ethical Perspectives	DRAFT of Assignment #1 DUE
PHASE 2: GROUP VALUES		
September 28 Building an Effective Ethical Small Group	<i>Meeting the Ethical Challenges:</i> Chapter 8: Building an Effective Ethical Small Group	
September 30 Paper #1 Revisions: Student Instructor Conferences		
October 5 Collaboration	<i>Leadership for a Better World:</i> Chapter 6: Collaboration	
October 7 Common Purpose	<i>Leadership for a Better World:</i> Chapter 7: Common Purpose	

October 12 Analysis of Social Change Movements		REVISED version of Assignment #1 DUE
October 14 Controversy with Civility	<i>Leadership for a Better World:</i> Chapter 8: Controversy with Civility	
October 19 Diversity in Leadership	<i>Meeting the Ethical Challenges:</i> Chapter 10: Meeting the Ethical Challenges of Diversity	
October 21 Creating an Ethical Organizational Climate	<i>Meeting the Ethical Challenges:</i> Chapter 9: Creating an Ethical Organizational Climate	
PHASE 3: INDIVIDUAL VALUES		
October 26 Consciousness of Self	<i>Leadership for a Better World:</i> Chapter 9: Consciousness of Self	
October 28 The Leader's Character	<i>Meeting the Ethical Challenges:</i> Chapter 3: The Leader's Character	
November 2 In-Class Peer Revisions		DRAFT of Assignment #2 DUE
November 4 Congruence	<i>Leadership for a Better World:</i> Chapter 10: Congruence	
November 9 Commitment	<i>Leadership for a Better World:</i> Chapter 11: Commitment	
November 11 Becoming a Change Agent	<i>Leadership for a Better World:</i> Chapter 12: Becoming a Change Agent	FINAL version of Assignment #2 DUE

November 16 Student Leaders as Change Agents		
November 18 Revisiting the Personal Definition of Leadership and Code of Ethics		DRAFT of Assignment #3 DUE
November 23 Capstone Work Day		FINAL version of Assignment #3 DUE
November 25 Thanksgiving!	NO CLASS	
November 30 Capstone Presentations		
December 2 Capstone Presentations		Capstone Summary DUE
December 8		Group and Individual Effectiveness Evaluation DUE through email