

SYLLABUS

ADVANCED SEMINAR IN ETHICAL LEADERSHIP

Spring 2017

<u>Instructor:</u>	Howard T. Prince II
<u>Course Number:</u>	PA 325
<u>Unique Number:</u>	61135
<u>Meeting Time:</u>	Thursday, 2:00pm-5:00pm
<u>Location:</u>	SRH 3.212/221
<u>Office:</u>	SRH 3.267
<u>Office Hours:</u>	Thursday 10:00-12:00 AM or by appointment

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**“Go confidently in the direction of your dreams.
Live the life you have imagined.”---Henry David Thoreau**

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<u>Office Phone:</u>	512-471-4303
<u>E-mail:</u>	hprince@austin.utexas.edu

Faculty Assistant: Daniele Rappaport, SRH 3.3C1, Tel. 512-475-8691,
drappaport@austin.utexas.edu

I. Introduction

The purpose of this course is for you to acquire knowledge about leadership **so you can lead and follow more effectively and ethically**. It will also help you continue the journey of self-discovery, a journey that lasts a lifetime if you choose to lead. **My intent** is that you will learn new ideas about leadership, strengthen important leadership skills, and discover your hidden potential for leadership. I also want you to learn the value of good followership and its importance in the complicated interaction between leaders and followers. You will have many more opportunities to be a follower than a leader, especially early in your life. I believe you will enjoy the follower role much more and be able to contribute much more effectively if you understand the important role that good followers play in any leadership process. You will also learn how to recognize bad leaders and what to do, or not to do, as an exemplary follower. I also want you to acquire greater sensitivity to the ethical dimensions of leadership. Learning to recognize the importance of questions of purpose and to understand leadership as a form of service to others is an important insight and a balance to one's personal ambitions.

II. The Learning Plan

A. Course Learning Outcomes.

This is a course that combines knowledge and application. As we examine theories and the results of research about leadership, we will ask, “How can I use this?” Working and studying in

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small groups, we will find practical answers to this question and work to accomplish the following outcomes by the end of the course:

- *Have a clear sense of the purpose of leadership, the ethical dimensions of leadership, and the relationship between leaders and followers in a free society.*
- Be able to use multiple leadership concepts to understand leadership situations and enhance your effectiveness in the leadership process.
- *Understand the impact of individual differences and different situations on the practice of leadership.*
- Understand your current strengths and weaknesses as a leader and as a follower, and develop your own personal approach to the practice of leadership.
- *Enhance your ability to participate in and to lead a small group with an interdependent task.*
- Enhance your ability to think critically, to analyze complex and diverse concepts, and to use your reasoning, judgment and imagination to create new possibilities in leadership situations.
- *Be able to communicate your ideas clearly and persuasively orally and in writing.*

B. Required Books.

The following texts should be purchased and are available at the UT Co-Op East. You may, of course, get the required books from anywhere you choose.

1. Bennis, Warren G. and Thomas, Robert J., *Geeks and Geezers*, Boston, Harvard Business School Press, 2002. (Referred to in assignments as **Bennis**)
2. Kellerman, Barbara, *Bad Leadership*, Boston, Harvard Business School Press, 2004. (Referred to in assignments as **Kellerman**)
3. McCain, John with Salter, Mark, *Character is Destiny*, New York, Random House, 2005. (Referred to in assignments as **McCain**)
4. Gardner, John W., *On Leadership*, New York: The Free Press, 1990. (Referred to in assignments as **Gardner**)

C. Reserve Reading.

Articles will be available electronically through the **Canvas** page that has been created for this course. Sign in to **Canvas** with your UTEID and password to gain access to course materials and announcements.

I also use **Canvas** to post my in-class Power Point slides each week after class for your review and future use. I encourage you to download the final set of slides for each class and use them with proper acknowledgement throughout your career for professional purposes such as teaching others or for your own reference. I will also post a pre-class version of the Power Point for each lesson by noon on the day of class. You may open and refer to these slides during class.

D. How we will use our class time.

1. Active Learning and Shared Responsibility. Our class meetings will be used for things that are not so easy to do by yourself out of class. The classroom is not the only place where learning should happen, and, in fact, should not be the primary place for exposure to new ideas. In this

course that should occur wherever you prefer to read and study before classes. In class I will create activities and opportunities for you to try out your understanding of new material, to see new ideas in action, and to learn from others by sharing knowledge and experiences. Our class will become a place where discussion and group work are the principal way that we spend our time. **This means that you share the responsibility for learning with me and with your fellow students.**

Class Participation. Class participation is a graded course requirement because public speaking and persuasive communication are important leadership skills and are also essential to group learning as well as your future professional effectiveness. As a minimum, participation requires prior preparation, attention, effective listening, good questions, thoughtful comments, and the ability to make connections with other knowledge and experiences. It means addressing other students, not just the instructor. **It doesn't mean talking all the time or just restating what was in the assigned reading.** Each student has valuable insights and experiences that can enrich the learning context of the class. I expect you to contribute to class discussions in ways that enhance and advance the group's understanding of the topics being discussed, while simultaneously being attentive to the comments of other class participants. **You should make arguments using evidence from course assignments or other sources rather just stating your own opinions, experiences or preferences.** While the latter are important to you and may add to the class learning process, you should strive to support your positions with argument and evidence, especially scientifically valid evidence and openly acknowledge when you are just stating an unsupported opinion. Remaining silent for all or most of the classes during the semester is not acceptable. On the other hand, *the quality, tone and timeliness of class comments are more important than the frequency and length of comments.*

Preparation. You are responsible for all assigned readings, leadership videos, and materials covered in class. I encourage group collaboration as you prepare for class. The assigned classroom normally will be available for use one-half hour prior to the start of class on class days. **Please bring the assigned reading with you to each class (i.e., textbooks, etc.).**

4. *End-of-class activity.* Giving and getting effective feedback are part of the leadership process. Rather than wait until the middle or the end of the course, I prefer to have your feedback about the course after each lesson. At the conclusion of each class session, you will be asked to complete a "one-minute" feedback card. This exercise will be **anonymous and ungraded**. You will simply be asked to answer, in a sentence or two, the following questions:

- What was the essential issue or question that today's readings and class activities were intended to highlight?
- What aspects of today's class are still unclear to you?
- What can I do to improve classes to help you learn and enjoy this course more?

I will provide note cards for you to use in this exercise and to hand in at the end of class. I will also provide a collection box for the cards. This exercise can be helpful in keeping you focused on the big picture. It also may alert me to potential problems in time for us to clear them up promptly.

Since **this exercise is anonymous**, you may also use the card to make comments and suggestions regarding ways to improve the course at any time in the semester. I welcome your feedback about what could be improved and your suggestions about how to do so. I would prefer to learn about your concerns when they arise so I can address them in near real time instead of learning about them at the end of the course on the UT course evaluation form when it is too late to take action on my part to benefit students this semester.

6. **Attendance Policy.** Class attendance is a norm because we will become interdependent as the semester progresses. That is to say, your presence is essential not only for your own learning, but also for the learning of the other class members, especially those in your group. **I will record attendance for each class.** I will excuse absences for valid reasons only if you contact me well in advance of a foreseeable and justifiable absence, or immediately after the fact in an emergency when prior notification is not feasible, such as your sudden illness or accident or a family emergency. I always appreciate a word in advance, a timely call, or an e-mail message when you know you will be unable to attend class. Such behavior is courteous and responsible, both leadership virtues. **There are no “free” class cuts in this course. The first unexcused absence will reduce your class participation grade by five percentage points.** Each subsequent unexcused absence will cost 10% of your class participation grade. I also believe in starting and ending class on time because good leaders and followers respect each other’s time. **Class will start promptly at 2:00 PM and will end at 5:00 PM.** If you arrive late, find a seat, get your bearings as to where we are, and join in when you can. At an appropriate point please explain your tardiness to me. By UT-Austin policy, you may miss class to observe a religious holy day. You must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you choose to miss a class, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

7. Any **student with a documented disability** (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259, 471-4641 TTY as soon as possible to request an official letter outlining authorized accommodations. Please inform me of the authorized accommodations so I can assist you in learning.

8. **Cell phone policy:** Please turn off your cell phone before class starts. While you may use your laptop computer or tablet for taking notes or reviewing assigned material during class, I expect you will not be texting, checking your email or surfing the Internet. Text and voice messages can be retrieved during the break. Evidence that you are using electronic devices for any purpose other than to refer to class-related documents is grounds for suspending the use of your devices during class.

E. Academic Honesty and Professional Integrity

“It is better to suffer wrong than to do it and happier to be sometimes cheated than not to trust.”

– Samuel Johnson (English lexicographer, critic, and poet, 1709-1784)

You are preparing for a life of leadership that requires trust in the leader by the led. Followers expect their chosen leaders to serve honorably in all of their actions. Effective leaders also must create and sustain environments that expect and support ethical conduct on the part of all involved, and take action against those who cannot or will not participate honorably. Leaders should set and exemplify the highest ethical standards. Practicing honesty and integrity in the student role is a minimum standard for future leaders.

I expect you to act with integrity at all times and to be scrupulously honest in all of your work for this course. I trust you completely unless you show by your words or deeds that you are not trustworthy. The policy in this course is that any student who violates rules of the University of Texas at Austin on scholastic dishonesty is 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 followed. For further information, please visit the Student Judicial Services web site at: <http://deanofstudents.utexas.edu/conduct/>.

**"Courage is not simply one of the virtues,
but the form of every virtue at the testing point."
C. S. Lewis (English novelist and essayist, 1898-1963)**

F. Grading.

The course requirements will be combined into a final grade according to the following formula:

1. Team Projects	25%
a. written video case study and discussion guide or research report replicating the “Geeks and Geezers” study by Bennis and Thomas	(15%)
b. leading the in-class discussion of your video or team presentation on results of research project	(10%)
2. Individual writing assignments	65%
a. final personal leadership framework	(25%)
b. video reaction paper	(10%)
c. conference attendance reflection paper	(10%)
d. ethical challenges one-page memo	(5%)
e. theory of human nature one-page memo	(5%)
f. self-assessment	(10%)

3. Class participation (includes class attendance, timely submission of video discussion questions the day before each class with assigned videos, team member assessments completed on time, one virtue presentation and in-class participation) 10%

I define letter grades as follows:

A+:	96.0-100
A:	93.0-95.9
A-:	90.0-92.9
B+:	87.0-89.9
B:	84.0-86.9
B-:	81.0-83.9
C:	78.0-80.9
D:	70.0-77.9
F:	0-69.9

Please notify me ASAP if you are taking this course for credit only (i.e., pass/fail). You may do so with my foreknowledge and permission only if you orally commit to me in person to work just as hard as everyone else on your team projects. Credit requires a total percentage of at least 81.1%.

G. Course Requirements.

1. Prepare for each class and participate actively during class.
2. **Write clearly, concisely, critically, and persuasively.** Evaluate the data and arguments others make. Use available evidence to support your ideas. When data are scarce make this clear and then use reason and judgment. ***I always grade spelling, grammar, and punctuation.*** Use the Spell Check and Grammar Check tools in your word processing software to correct and improve your writing and to count the number of words so you know if you have completed the assignment according to the required length. I expect you to meet the length requirement and to **turn in a word count** on the cover page of each written requirement. Stay within the stated range of the **word count, which is the governing variable in the length of assignments** (i.e., don't exceed the maximum number of words or fall short of the minimum). **If your work does not fall within the word count range, then your grade for an assignment will be reduced by the same percentage that you exceed or fail to meet the minimum word count.** For example, if you exceed a 500-word upper limit by 50 words then your grade will be reduced by 10%. The same applies if you write fewer than the minimum number of words. The word count does not include the cover page or anything after the main text such as references or bibliography.

Turn in all written work with a cover sheet followed by the text followed by a blank page and then your references, if any. Number the pages at the top right corner of each page. Use 12-point font and the default margins in MS Word. The cover page should include your name, my name, the name of the assignment, the course name and number, word count, the due date, and

the actual date and time of submission if later than the due date and time. **Do not put your name anywhere except on the cover sheet. Do not mention other identifying personal information in your papers.**

3. Complete the **individual writing requirements**:

a. Prepare an ungraded one-page personal bio including any experience as a leader or a follower for **turn in during class at lesson three**. This is an exercise in describing yourself to help me and possibly others get to know you better. Refer to the instructor bio on Canvas at lesson one for ideas on how to format your bio and what kind of information to include. Include a head and shoulders photo in professional attire. Smile. Dress professionally. Refer to “Erotic Capital” posted on Canvas for Lesson 3.

b. Leadership is about influencing human beings and is fundamentally a matter of human relationships. Write a memorandum of 300-500 words (two-pages, double spaced, 12-point font) on the topic, “My Theory of Human Nature,” using the template posted on Canvas that you should download. You do not need to repeat the questions in the template I provide in your paper. Your answers are what matter and should constitute the body of the memorandum. It is **not a research paper** but rather just how you see the nature of human beings. You already have a theory of human nature and use it all the time, mostly without thinking about it. You just have never written it down before, even though it is a foundation of your leadership theory and practice. This is an individual paper and is **due in class at lesson three**.

c. Submit a video reaction paper of 1000-1500 words (four-six double-spaced pages, 12-point font) at one of the scheduled opportunities (**choose one of these four dates**): February 9, March 9, March 30 or April 13. See Appendix 3. An exemplar of A+ work based on “Schindler’s List” is posted on Canvas.

d. Write a memorandum of 300-500 words (two pages, double spaced, 12-point font) on the following topic: **“Using Your Ethical Compass: What ethical challenges do you see for 2017, and what can leaders and followers do to master those challenges?”** Use the template posted on Canvas that you should download. It is **not a research paper** but rather a thoughtful analysis of **something that causes you to feel morally outraged** because it is ethically wrong in some place that you care about now. You do not need to repeat the questions in the template I provide in your paper. Your answers are what matter and should constitute the body of the memorandum. You must use one or more ethical theories (hint: read Thomas Plante, chapters 1&2 assigned for lesson three) to show why this is an ethical issue and not just a policy matter. Weigh alternatives in moral terms as you decide what should be done. This is an individual paper and is **due in class at lesson five**.

e. During the semester you will be excused from class on February 25 to attend the 15th annual Hatton W. Sumners Student Leadership Conference as an official UT delegate. **Attendance at all conference events is a course requirement.** At the end of the conference prepare a reflection paper of 1000-1500 words (four-six double-spaced pages, 12-point font) on what you learned about leadership, followership, and ethics from your attendance and participation during the conference. An exemplar is posted on Canvas. This paper is **due in class at lesson seven**. You will learn a lot, have fun and meet many interesting new people.

f. Write a self-assessment of 1000-1500 words (four-six double-spaced pages, 12-point font) based on the results of the *StrengthsFinder* from the conference, the Essex Integrity Test on the Internet, the Five-Factor Personality Model (NEO-IPIP) on the Internet, two other paper assessments, and feedback from your leadership and followership experience to date. One way to frame this paper is to answer the questions, “Why would anyone follow me?” and “Why a good leader would want me as a follower.” Include in your paper a section on what you will do to develop yourself to become an even more promising leader and a better follower and what virtues you will strengthen (see Appendix 4). **Include a matrix of your scores without your name as the first page of the paper.** This paper is **due in class at lesson nine.**

g. Submit a paper of 1500-2500 words (six-10 double-spaced pages, 12-point font) in which you present your current personal leadership framework. See Appendix 1. A leadership framework is an organized set of ideas that helps you make sense of the role of leaders and followers in different leadership situations. Your framework should also be practical (i.e., prescriptive where appropriate) and help you perform your leadership and followership responsibilities well. Sensitivity to the ethical dimensions of leadership should be reflected in your work. *This paper is the equivalent of a final exam and serves as the primary evidence of individual learning for the course. Therefore, it must reflect your critical engagement with the assigned course material.* It is **due in class at lesson 13.** An exemplar of A+ work for this assignment is posted on Canvas for lesson 13.

h. Complete **an ungraded leadership assessment of yourself and each member of your team.** See Appendix 5. **This will be due by 12 noon on May 8 and may not be submitted before completion of all team assignments.**

4. Complete the **team writing assignment** (see Appendix 2):

Option 1. Prepare a leadership video case study of 2500-3750 words (10-15 double-spaced pages, 12-point font). This will be a team project, and each member of the team will receive the same grade. An exemplar is posted on Canvas for lesson 15. **The team paper is due in class at lesson 15 for each team.**

Option 2. Conduct a replication of the study by Bennis and Thomas on generational differences that affect leaders and followers. It will be your team’s responsibility to find five people age 60 or over and five people age 35 or under and interview them using a protocol similar to the one in Bennis, pp. 199-201. Prepare a written report of 2500-3750 words (10-15 double-spaced pages, 12-point font). This will be a team project, and each member of the team will receive the same grade. **The team paper is due in class at lesson 15 for each team.**

N. B. You must notify me in class of your group’s choice of one of the two options above by the end of lesson four. If you are interested in research, Option 2 would be a good way to acquire more skill and experience in collecting and analyzing data and reporting your findings. Everyone will interview a Geek and a Geezer in class during lesson five and you may use these interviews as part of the data if you choose this option.

N.B. For written work you should follow the writing guidelines from one of the following:

***APA Style Manual, Chicago Manual of Style, or MLA Style Manual.* Helpful information can be found at <http://www.utexas.edu/lbj/writing/styleguides.html>**

5. Make a **team oral presentation** on your team project. This will be a 60-minute presentation at lesson 14 or 15.

a. If you choose to prepare a leadership video case study, then your team will assign the video as homework for the rest of the class one week ahead of time. Send your video scene guide to the class by email one week before your class presentation with an announcement to watch the video you have selected as homework for that lesson. Then send each member of the class and the instructor a 250-500 word electronic executive summary of the team paper (a class e-mail will be fine) by 5:00 PM on Monday of the week your team presents.

b. If you choose to replicate the Geeks and Geezers study, then you will prepare a team presentation that is intended to educate the rest of the class about what you learned from the field study experience. Give each member of the class and the instructor a 250-500 word electronic executive summary of the team paper (a class e-mail will be fine) by 5:00 PM on Monday of the week your team presents.

For either option you may use any format for the oral presentation and any tasteful touch of humor to get your points across to your audience. You don't have to do a Jimmy Fallon or Saturday Night Live routine, but sometimes a light touch can help. For example, you could use a skit, model your presentation on a TV program, do role plays, use brief film/video segments, create an original short video, or play a game. **You must involve the rest of the class for at least 25% of the time.** Remember that the more senses people use while taking in new information, and the more they are involved, the more likely attention and retention will happen. Remember also that people have trouble attending to one format for more than 15-20 minutes. Have fun while you educate others!

N.B. Although you may read Wikipedia at any time for anything you want, it is not considered to be a reliable, authoritative, scholarly source. Because it is an open public forum that can be edited by users, there is no way to determine the accuracy of anything posted on Wikipedia or any other similar Internet source. **Therefore, you may not cite Wikipedia as a source for any requirement you complete for this course.** Beware of what you accept when you go there, and use none of it as a source for the requirements of this course. The following account is an example of what can happen to entries you may find on Wikipedia.

“The other thing I did wrong was that several years ago I started to notice some things I didn't like in the Wikipedia entry about me, so I took them out. To do that, I created a user-name that wasn't my own. Using that user-name, I continued to edit my own Wikipedia entry and some other people's too. I took out nasty passages about people I admire – like Polly Toynbee, George Monbiot, Deborah Orr and Yasmin Alibhai-Brown. I factually corrected some other entries about other people. But in a few instances, I edited the entries of people I had clashed with in ways that were juvenile or malicious: I called one of them anti-Semitic and homophobic, and the other a drunk. I am mortified to have done this, because it breaches the most basic ethical rule: don't do

to others what you don't want them to do to you. I apologize to the latter group unreservedly and totally." Johann Hari, "A Personal Apology," *The Independent*, September 15, 2011.

<http://www.independent.co.uk/opinion/commentators/johann-hari/johann-hari-a-personal-apology-2354679.html>

H. Flag Course Designation (<http://www.utexas.edu/ugs/ccc/teaching-resources/syllabus>)

1. Ethics and Leadership

This course carries the Ethics and Leadership flag. Ethics and Leadership courses are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional life. You should therefore expect a substantial portion of your grade to come from assignments involving ethical issues and the process of applying ethical reasoning to real-life situations.

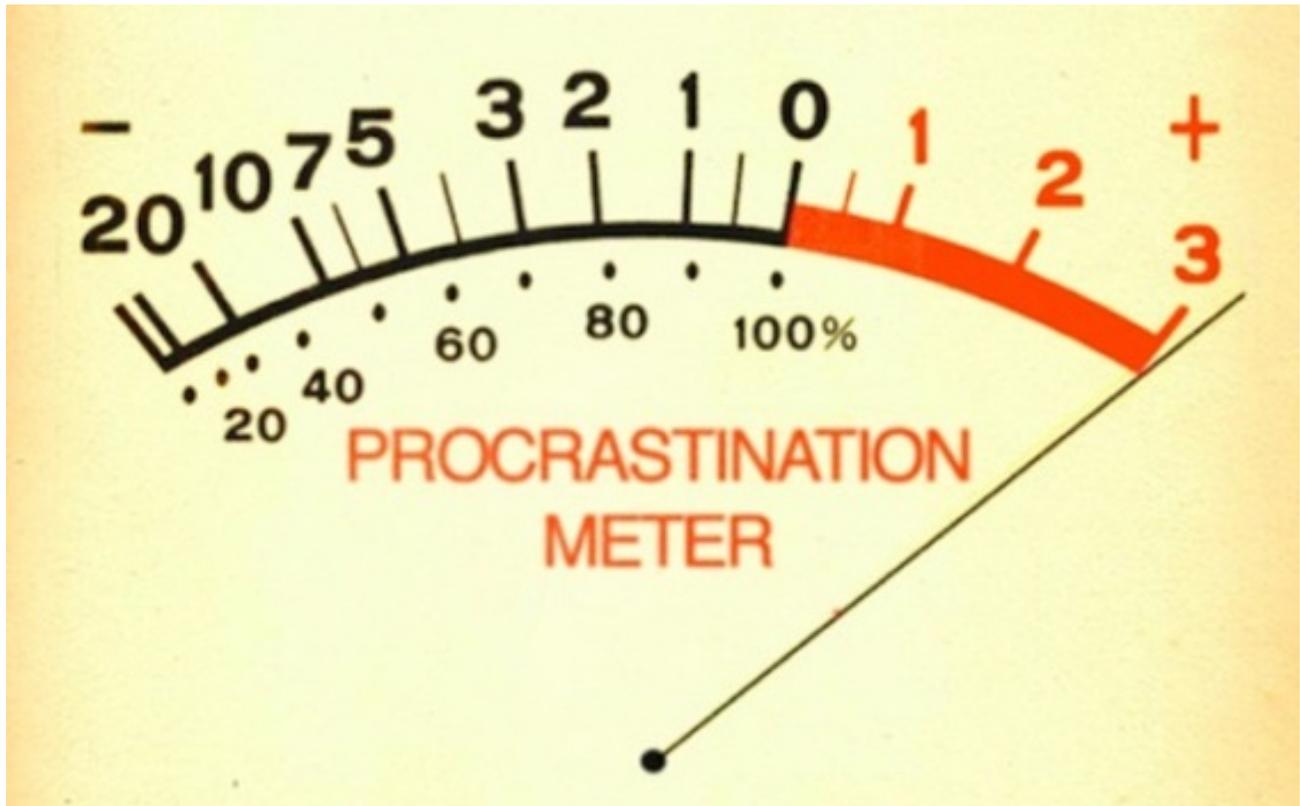
2. Writing

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

https://utdirect.utexas.edu/registrar/nrclav/results.WBX?s_ccyys=20152&s_search_type_main=COURSE&s_fos_cn=P%20A&s_course_number=325&s_flags%281%29=WRITCRSE&s_flags%285%29=ETHLDSHP

I. Class Calendar.

Plan your work, work your plan!



January 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16 MLK Day	17	18	19 Lesson 1 Bring completed student info form to class	20	21
22	23	24 Belly Laugh Day	25	26 Lesson 2 Bring your written definition of leadership to class in two copies. Watch "Norma Rae" with your team before class.	27	28
29	30	31				

February 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2 Lesson 3 One-page personal bio and one-page memo on human nature due in class. Watch "Schindler's List" with your team before class.	3	4
5	6	7	8	11 Lesson 4 Choice of team project due in class; first date for video reaction paper, choose 1/4 due dates. Watch "Gandhi" with your team before class.	10	11
12 President Lincoln's Birthday	13	14 Valentine's Day	15	16 Lesson 5 One-page memo on an ethical challenge for 2017 due in class.	17	18
19	20 Presidents Day President Washington's Birthday	21	22	23 Lesson 6 <u>NO CLASS</u> Attend Summers Leadership Conference Thurs-Saturday	24	25 Maha Shivaratri
26	27 Lent Begins	28 Mardi Gras Fat Tuesday Carnival				

March 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 Ash Wednesday	2 Lesson 7 Conference Reflection Paper due in class. Watch "Commitment and Sacrifice" and "Saving Private Ryan" with your team before class.	3	4
5	6	7	8	9 Lesson 8 Second date for video reaction paper due in class, choose 1/4 due dates. Watch "Dead Poets Society" with your team before class.	10	11
12 Daylight Savings Begins Purim	13 Holi	14 Holi	15	16 NO CLASS Spring Break	17 St. Patrick's Day	18
19	20	21	22	23 Lesson 9 Self-assessment paper due in class. Watch "Whale Rider" with your team before class.	24	25
26	27	28	29	30 Lesson 10 Third date for video reaction paper due in class, choose 1/4 due dates. Watch "Smartest Guys in the Room" with your team before class.	31	

April 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1 April Fool's Day
2	3	4	5 Ramanavami	6 Lesson 11 Watch "Miracle" with your team before class.	7	8
9	10	11 Passover April 11-18	12	13 Lesson 12 Watch "Truman" with your team before class. Last date for video reaction paper, due in class if you haven't written this earlier. Schedule team meeting for April 20	14 Good Friday	15
16 Easter	17	18	19	20 Lesson 13 Team Meeting w/Instructor. Personal leadership framework paper due at meeting.	21	22 Earth Day
23	24 Exec Summ of team presentation due to class and instructor by 5:00 PM today via email.	25	26	27 Lesson 14 Team Presentations I	28	29
30						

May 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 Exec Summ of team presentation due to class and instructor by 5:00 PM today via email.	2 "Five things I learned about leadership" posted on Canvas by 5:00 PM.	3	4 Lesson 15 Team Presentations II Team papers due in class for all teams.	5 Cinco de Mayo	6
7	8 Individual team member assessments due to Danielle Rappaport NLT 12 noon (50% late penalty).	9	10	11	12	13
14 Mother's Day	15	16	17	18	19	20 UT Commencement Armed Forces Day
21	22	23	24	25	26	27 Ramadan (Beginning)
28	29 Memorial Day	30	31 Shavouth			

“Do not worry if you have built your castles in the air. They are where they should be. Now put the foundations under them.”

Henry David Thoreau

G. Class Schedule and Assignments.

Jan 19 Lesson 1 Getting Started, Introductions, Team Formation, Why study leadership?

Read the entire syllabus before class. (Yes, all of it, at least once!)

Purchase the required books.

Log in and peruse Canvas for this course.

Download the **Student Information Form** from Canvas, fill it in on your computer, print and bring it to class and turn it in to the instructor.

Canvas: 1. Perry, J., “How to Be a Better Procrastinator.”

2. Feintzig, R., “‘Nice’ Is a Four-Letter Word at Companies Practicing Radical Candor.”

3. Newport, C., “Quit Social Media. Your Career May Depend on It.”

4. Rosenblum, D., “Leave Your Laptops at the Door to My Classroom.”

Jan 26 Lesson 2 What is leadership?

Before you do the assigned reading or watch the assigned video, write your current definition of leadership. Do this as individual work without discussion with anyone else. Bring it to class in two copies. This is ungraded but completing it counts toward your participation grade.

Gardner: Contents

Preface, pp. ix-xii

Introduction, pp. xv-xix,

Chapter 1, “The Nature of Leadership,” pp. 1-10

Chapter 2, “The Tasks of Leadership,” pp. 11-22

Kellerman: Contents

Introduction, Webs of Significance, pp. xii-xvi

Chapter 1, Claiming the Bad Side, pp. 3-14

Chapter 2, Reasons for Being Bad, pp. 15-27

McCain: Introduction, pp. xi-xviii

Loyalty, pp. 23-31

Selflessness and Contentment, pp. 289-297

Canvas: 1. Hughes, R., Ginnett, R., Curphy, G., *Leadership*, (3rd ed.), Chapter 2, pp. 23-49. “Leadership Involves an Interaction Between The Leader, The Followers, and The Situation.”

2. McHugh, P., “A New Semester, a New Approach to Campus Turmoil.”

3. Margaret Thatcher and Character, <https://www.youtube.com/watch?v=uZi0vLAhgzQ>

4. Martinez-Brocal, J., ”Teresa of Kolkata, From Mother to Saint.”

Watch “Norma Rae” and take notes on the Video Scene Guide provided for you on **Canvas to download**. I encourage you to watch the assigned video with the other members of your team.

After watching “Norma Rae,” prepare two discussion questions and post them on Canvas NLT 7:00 AM on the day of class.

N. B. The following URL links to the Internet Movie Data Base which provides basic information about most of the videos you will be assigned during the course such as a list of characters and a brief critic’s review: <http://www.imdb.com/>. The information is not, however, framed in leadership terms. Using each video as a case study, we will learn how to tease out lessons about leading, following and ethics during the course.

Feb 2 Lesson 3 The Ethical Dimension of Leadership

Gardner: Chapter 7, “The Moral Dimension,” pp.67-80

Kellerman: Chapter 3, “Making Meaning of Being Bad,” pp. 29-48

Chapter 10, “Evil,” pp. 191-216

McCain: “Honesty,” pp. 3-9

“Dignity,” pp. 32-37

“Righteousness,” pp. 49-54

Canvas: 1. Plante, T., *Do The Right Thing*: Chapters 1 and 2.

2. Wilson, J., “What Is Moral, and How Do We Know It?”

Watch “Schindler’s List” before class. This is a moving and potentially disturbing video about the Holocaust carried out by Nazi Germany. I encourage you to watch it with the other members of your team. After watching the video prepare two discussion questions and post them on Canvas NLT 7:00 AM on the day of class.

Your graded memo on human nature is due in class.

Your ungraded Personal Biographical Sketch is due in class.

Feb 9 Lesson 4 Transformational and Social Change Leadership

Gardner: Chapters 11-13, pp. 112-156

Kellerman: Chapters 11-12, pp. 219-243

McCain: “Forgiveness,” pp. 168-175

“Fairness,” pp. 185-192

“Courtesy,” pp. 224-231

Watch “Gandhi” before class. After watching the video prepare two discussion questions and post them on Canvas NLT 7:00 AM on the day of class. I encourage you to watch the video with the other members of your team. While you are together you can decide on a team project.

N. B. Your team must submit its choice of a team project at this class meeting. We will reconcile the choices so that each team is using a different video. Though not a

mandate, I encourage at least one team to replicate the Geeks and Geezers study. It may be helpful to exchange information among the teams before class to minimize the potential for conflicts.

N. B. First date for turning in a video reaction paper (choose one of four specified dates, see para G., 3. c., p. 8 above). You may write about “Norma Rae” or “Gandhi.” An exemplary paper based on “Schindler’s List” has been posted on Canvas for your review to see what A+ work looks like. Therefore, you may not write about “Schindler’s List.”

Feb 16 Lesson 5 Generational Differences in Leadership

Bennis: Chapter 1, “Leading and Learning for a Lifetime,” pp. 1-21
 Chapter 2, Geezers, pp. 23-49
 Chapter 3, Geeks, pp. 51-85
 Chapter 5, The Alchemy of Leadership, pp. 121-155

Gardner: Chapter 5, “Attributes,” pp. 48-54.

Canvas: Goodman, A., “The Noble Red Man.”

Your memo on an ethical challenge for 2017 is due in class. “The Noble Red Man” gives you an example of how to analyze an ethical issue. Before you write your memo you should read it and pay special attention to how the author uses different ethical theories to weigh different sides of the issue and then makes a moral judgment.

Feb 23 Lesson 6 ATTEND LEADERSHIP CONFERENCE

The assignment is to attend the student leadership conference on campus Feb 23-25. You must attend every session and all of the social events as a full-time, active participant.

You are getting a scholarship to attend that is worth about \$1,000, so make the most of it!

Conference attendance is a course requirement and may not be waived.

Mar 2 Lesson 7 Military Leadership

McCain: “Humility,” pp. 193-201

“Self-Control,” pp. 96-105

“Citizenship,” pp. 55-60

Canvas: 1. Wickham, J. and Coulson, B., “The Battle at LZ Colt.”

2. Hammel, E., “Fire in the Streets.”

3. Prince, H. and Tumlin, G. “Military,” *Encyclopedia of Leadership*, vol. 3, pp. 1000-1010.

4. Kolditz, T., “Why the Military Produces Great Leaders.”

5. Hughes, R., Ginnett, R., Curphy, G., *Leadership* (3rd ed.), Chapter 12, “Followers and Followership,” pp. 338-344, 347-350. Complete the assessment for yourself as a follower, save, print and bring to class.

Watch the following videos before class:

1. “Commitment and Sacrifice” (I will loan a copy to each team.)

2. "Saving Private Ryan," first 36 minutes only, through chapter 5.

After watching the videos prepare two discussion questions and post them on Canvas NLT 7:00 AM on the day of class.. I encourage you to watch the videos with the other members of your team. As a combat veteran I believe the scenes from "Saving Private Ryan" are the most realistic portrayal of the violence of conventional war that Hollywood has ever made, so I encourage you to watch the videos with your team.

Conference reflection paper due (see para G, 3, e, p. 8 above). An example of a good reflection paper from a previous conference is posted on **Canvas**.

Mar 9 Lesson 8 Developing Yourself and Others for Leadership

Gardner: Chapter 14, "Leadership Development: The Early Years," pp. 157-170
Chapter 15, "Leadership Development: Lifelong Growth," pp. 171-182
Chapter 17, "The Release of Human Potential," pp. 193-199

McCain: "Excellence," pp. 277-285
"Diligence," pp. 61-69
"Curiosity," pp. 255-265

Canvas: 1. Gardner, J., "The Anti-leadership Vaccine," pp. 193-200, in Rosenbach, W. and Taylor, R., *Contemporary Issues in Leadership*, 3rd. ed., Boulder, CO: Westview Press, 1993.

2. Albergotti, R., "At Facebook, Boss Is a Dirty Word: Young Workers at the Social Network Get to Choose Assignments, Focus on Strengths."

3. Print, complete and bring the following self-assessments to class:

- a. Tolerance of Ambiguity
- b. Innovative Attitude Scale

4. Review Strengths-Finder Power Point from Leadership Conference

Complete self-assessments at the following web sites, print the results, and bring them to class for discussion:

<http://www.personalitytest.net/ipip/ipipneo120.html>

<http://www.essex.ac.uk/government/documents/integrity-test.pdf>

Watch "Dead Poets Society" before class. After watching the video prepare two discussion questions and post them on Canvas NLT 7:00 AM on the day of class.. I encourage you to watch the video with the other members of your team.

N. B. Second date for turning in a video reaction paper. You may write about "Commitment and Sacrifice" and "Saving Private Ryan" (counts as one video) or "Dead Poets Society."

Mar 16

NO CLASS---SPRING BREAK!



Mar 23 Lesson 9 Women and Leadership: We Need All The Good Leaders We Can Find!

Kellerman, Chapter 4, “Incompetent,” Jill Barad, pp. 54-57

Chapter 7, “Callous,” Leona Helmsley, pp. 123-126

McCain: “Authenticity,” pp. 16-22

“Courage,” pp. 89-95

“Confidence,” pp.106-114

“Female Power”: http://www.economist.com/displaystory.cfm?story_id=15174418

Canvas: 1. Slaughter, A., “Why women still can’t have it all.”

Watch “Whale Rider” before class. After watching the video prepare two discussion questions and post them on Canvas NLT 7:00 AM on the day of class.. I encourage you to watch the video with the other members of your team.

Watch Sheryl Sandberg on TED: “Why there are so few women at the top.”

http://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders.html

Self-assessment paper due in class.

Mar 30 Lesson 10 Business Leadership

Kellerman: Chapter 7, “Callous,” Al Dunlap, pp. 129-146

Chapter 8, “Corrupt,” Andrew Fastow, pp. 151-155

Canvas 1. Tully, S., “In This Corner! The Contender.”

2. Wong, M., “Apple Computer Set to Mark 30th Birthday.”

3. Watkins, S., “Sherron Watkins’ email message to Enron Chairman Kenneth Lay.”

Watch “Enron: The Smartest Guys in the Room” before class. After watching the video prepare two discussion questions and post them on Canvas NLT 7:00 AM on the day of class.. I encourage you to watch your assigned video with the other members of your team.

N. B. Third date for turning in a video reaction paper. You may write about “Whale Rider,” or “Smartest Guys in the Room.”

Apr 6 Lesson 11 Sports Leadership

Kellerman: Chapter 4, “Incompetent,” Juan Samaranch, pp. 57-70

McCain: “Cooperation,” pp. 79-86

“Enthusiasm,” pp.

Canvas: 1. Sokolove, M., “Follow Me.”

2. Roden, W., “College Football Playoff May Be a Boon, or Just a Pandora’s Box.”

3. Tracy M. and Rohan, T., “What Made College Football More Like the Pros? \$7.3 Billion, for a Start.”

4. Roberts, R., “When Alabama and Ohio State Turned Down Pasadena.”

5. Tracy M., “N.F.L. Coaches Now Reach for Next Level: College.”

6. Sampson, P., “Hire Learning: How ND got an educational edge.”

7. Review: Goodman, A., “The Noble Red Man — An Ethical Dilemma In Sports.”

Watch “Miracle” before class. After watching the video prepare two discussion questions and post them on Canvas NLT 7:00 AM on the day of class. I encourage you to watch the video with the other members of your team. It will both shock you and make you feel very good.

Apr 13 Lesson 12 Political Leadership***United States Constitution***

Kellerman: Chapter 9, “Insular,” Bill Clinton,” pp. 174-190

Chapter 6, “Intemperate,” Marion Barry, pp. 103-117

Chapter 7, “Callous,” Rudy Giuliani, pp. 120-123

Chapter 8, “Corrupt,” Buddy Cianci, pp. 148-151

McCain: “Resilience,” pp. 115-121

“Tolerance,” pp. 160-167

“Hopefulness,” pp. 129-136

Canvas: 1. Miscamble, W., “Obama, Truman and Hiroshima.”

2. Sanger, D., “Obama’s Visit Raises Ghosts of Hiroshima.”

3. Hanson, V., “The Horrors of Hiroshima in Context.”

Watch “Truman” (HBO production with Gary Senise as Truman) before class. After watching the video prepare two discussion questions and post them on Canvas NLT 7:00 AM on the day of class. I encourage you to watch your assigned video with the other members of your team.

N. B. Last date for turning in a video reaction paper. You may write about “Miracle,” or “Truman.”

Each team will schedule 30 minutes with the instructor in class to review the plan for your team presentation next week in lieu of class on April 20.

Apr 20 Lesson 13 **No Class---**Prepare for Team Presentations

Each team schedule 30 minutes with the instructor in class during lesson 12 to review the plan for your team presentation. You do not have to be in class today except for your team meeting with the instructor.

N. B. Individual leadership framework paper due today when you come for your team meeting with the instructor. An exemplar of A+ work for this assignment is posted on Canvas for lesson 13.

Now Get it together.

Start putting your thoughts together for the team presentation and team paper. After the meeting with the instructor set aside time as a team to finalize your plan, rehearse, time and polish your team presentation. Then rehearse it at least one more time.

Apr 27 Lesson 14 Student Team Presentations I

Watch the assigned video (s) for each team presentation. After watching the video (s) prepare two discussion questions and post them on Canvas NLT 7:00 AM on the day of class. I encourage you to watch the assigned video (s) with the other members of your team.

May 4 Lesson 15 Student Team Presentations II and Course Wrap-up

Watch the assigned video (s) for each team presentation. After watching the video (s) prepare two discussion questions post them on Canvas NLT 7:00 AM on the day of class. I encourage you to watch the assigned video (s) with the other members of your team.

Write three-five things you learned about leadership this semester that you did not know, understand or believe at the beginning of the semester. Post your list on Canvas by **5:00 PM on Tuesday, May 2.**

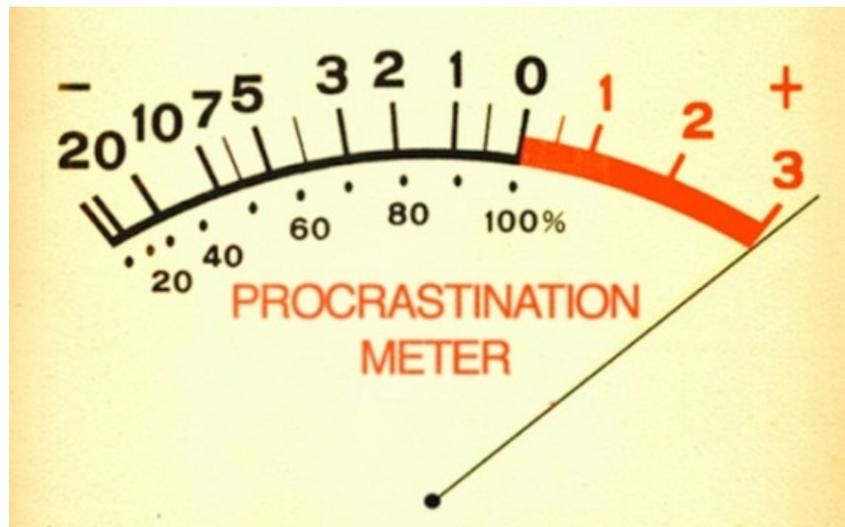
The written team leadership video case study or Geeks and Geezers replication study is due at the beginning of class for all teams.

May 8 Team Member Assessments

The team member leadership assessments are due electronically to our course assistant, Danielle Rappaport, by 12:00 noon on **May 8** and may not be submitted before completion of all team assignments.

N. B. If you don't complete this task on time your class participation grade will be reduced by 50%.

Keep your eye on the Procrastination Meter!



Plan your work, work your plan!

Appendix 1

Individual Leadership Framework Paper

Submit a paper of 1500-2500 words (six-10 double-spaced pages in 12-point font) in which you present your current personal leadership framework. A leadership framework is an organized set of ideas that help you understand the roles of leaders and followers in different leadership situations so that you can perform your own leadership and follower roles well, help others to perform their leadership and followership roles well, develop yourself and others for leadership and followership, and think critically about what you read and hear about leadership and followership from this day forth. Your work especially should reflect sensitivity to the ethical dimension of leadership. You should also take into account the situation in which leadership occurs in terms of how to determine what is relevant and whether it supports or limits leaders and followers and how it might impact ethical decision making and conduct.

This paper takes the place of a final exam. It should be much richer than how you thought about leadership at lesson one. **It should not be something that someone who has not taken this course could produce.** This does not mean that you are merely to summarize the course content. On the contrary, it means that you should give evidence of having thought critically about the major issues and concepts you have encountered in this course. For example, if you incorporate something you learned this semester, explain why you find the idea(s) particularly useful. Similarly, you should explain why you have rejected a major idea(s), if you do so. You also should inductively develop ideas about leadership and followership that reflect your engagement with the assigned leadership videos.

The paper is not a research paper, meaning you do not have to consult any sources beyond those you have been assigned during the semester. Instead it should be a statement of how you think about leadership now based on what you have read, observed or heard this semester. It should reflect your ideas. **It should be a statement of what you think about leadership that you can actually live by for the near term as you gain more experience and knowledge.** It should be a useful guide to you in future leadership situations, and it should be something you would be proud to give to someone who knows nothing about leadership. It should have the potential to help you help someone else become a better leader and a more effective follower in the next two-five years.

The basic framework should include, as a minimum, your answers to the following:

1. Definitions of basic concepts (e.g., leadership and followership)
2. Identification and discussion of some of the basic issues or controversies and how you view them (e. g., is leadership learned or innate, are there gender differences in leadership, how is leadership different from management, how does leadership vary from one context to another and why, the importance of character and ethics, and others that matter to you)

You may cite the work of others, and you may also adopt or reject the ideas of others as long as you are able to explain why you choose to do so. Useful criteria for accepting for or rejecting the work of others include research, experience, and practicality.

I will grade your paper on content, logic and internal consistency, grammar, punctuation, spelling and style. You should always run the spell checker and grammar checker in MS Word before turning in a paper such as this. Of course, you must also proof read for those errors that the computer will not catch because of context such as “there” and “their.” Your word processor will also tell you how many words you have written.

For all written work you should follow the writing guidelines from one of the following:

APA Style Manual, Chicago Manual of Style, or MLA Style Manual.

I look forward to reading your work and to learning from you.

Appendix 2A

Team Writing Assignment

Option 1. Leadership video case study.

Submit a written leadership video case study of 2500-3750 words (10-15 double-spaced pages, 12-point font). **Before you do this assignment I urge you to examine closely the exemplar based on “Lawrence of Arabia” that is posted on Canvas for lesson 15. This represents A+ work.** It is a standard of quality that your team should strive to exceed.

This is a team project and should not be a collection of loosely written individual sections that are cut and pasted together. At best it should read as though one person wrote the paper. **Each member of the team will receive the same grade.** You must also include a video scene guide similar to the ones I have posted during the course for video assignments. A leadership video scene guide should include basic information about the film such as title, release date, list of characters and actors who play each character, any awards the film received such as Oscars or Golden globes, and **a brief synopsis** of the film.

The most important part of the leadership video case study is the identification of key leadership scenes that help the viewer experience leadership and followership vicariously. Create a section for each scene that you consider instructive (should include five scenes as a minimum) and explain why the scene is relevant to understanding leadership and followership. Either connect the scene to concepts from the course reading or generate your own concepts to account for what the scene portrays in leadership terms. For example, you might include a scene in which a leader behaves unethically. You could then explain why the leader’s actions are unethical in terms of how his or her actions affect the other people involved and the outcomes of the leader’s influence. Or you might include a scene in which a leader or follower displays a character virtue that you have studied this semester and show how practicing the virtue affected the leadership or followership of the person involved. Similarly, you could describe how a character flaw affected a character’s leadership and how that might apply in other leadership circumstances. **The intended value of your paper is to be useful to students of leadership and to those who are teaching about leadership.** You should write a final section that summarizes your insights from the movie. You should also include a list of eight to 10 questions that could be used to guide a discussion of the video from a leadership perspective.

In any case, how well the paper was written will influence your grade. This includes grammar, punctuation, sentence structure, spelling/proofreading errors, etc. **I expect you to run a spell check and a grammar check on any paper you submit.** You should also count the number of words to be sure you are close to the required length in either direction. Please indicate the word count on the cover sheet. **AS THE FINAL STEP BEFORE SUBMITTING YOUR PAPER, THERE IS NO SUBSTITUTE FOR A CAREFUL PROOFREADING BY EACH MEMBER OF THE TEAM TO CATCH MISTAKES THE COMPUTER CANNOT DETECT.** Read it aloud at least once and you may be amazed at what you find that can and should be fixed.

For all written work you should follow the writing guidelines from one of the following:

APA Style Manual, Chicago Manual of Style, or MLA Style Manual.

Appendix 2B

Team Writing Assignment

Option Two. A replication of the Geeks and Geezers study by Bennis and Thomas.

Conduct a replication of the study by Bennis and Thomas on generational differences that affect leaders and followers. It will be your team's responsibility to find five people age 60 or over (older is better) and five people age 35 or under (younger than 30 is better) and interview them using a protocol similar to the one in Bennis, pp. 199-201. Prepare a written report of 2500-3750 words (10-15 double-spaced pages, 12-point font).

The purpose of this project is to help you develop a better understanding of leadership in action. It should help you to apply the conceptual knowledge learned in class. Doing the project as part of a team also creates a context for learning about leadership in small groups. And replication is an essential step in building a science of leadership.

Interview five Geeks and five Geezers. You may include the two that your team interviewed in class during lesson five so take very careful notes and save them. Then briefly describe the people whom you interviewed and highlight some of their formative life experiences. Then develop the significance of each subject's life experiences for the way he or she has behaved as a leader or a follower. Next generalize from the five people in each sample to create themes that might be characteristic of other people of the same age range. Finally, compare and contrast your findings with those of Bennis and Thomas.

In any case, how well the paper was written will influence your grade. This includes grammar, punctuation, sentence structure, spelling/proofreading errors, etc. **I expect you to run a spell check and a grammar check on any paper you submit.** You should also count the number of words to be sure you are close to the required length in either direction. Please indicate the word count on the cover sheet. **AS THE FINAL STEP BEFORE SUBMITTING YOUR PAPER, THERE IS NO SUBSTITUTE FOR A CAREFUL PROOFREADING BY EACH MEMBER OF THE TEAM TO CATCH MISTAKES THE COMPUTER CANNOT DETECT.** Read it aloud at least once and you may be amazed at what you find that can and should be fixed.

For all written work you should follow the writing guidelines from one of the following:

APA Style Manual, Chicago Manual of Style, or MLA Style Manual.

I look forward to reading your work and to learning from you.

Appendix 3

Leadership Video Reaction Papers

You will prepare and submit a paper of 1000-1500 words (four-six double-spaced pages, 12-point font).

Here are some general guidelines for writing the paper though you may also include other points and issues that are of interest to you. You should describe the leaders and followers and the situation (e.g., business, military, etc.), developing the significance of relevant situational variables for their impact on leaders and followers. Briefly summarize the key scenes that involve leadership and followership. Classify leaders using Kellerman's framework of effective vs. ineffective, ethical vs. unethical. Classify the followers also. How did the followers enable the leaders to do what they did? What are the key leadership concepts that you can develop from watching this video? What are the key followership concepts that you can develop from watching this video? How does the situation shape what leaders and followers can and can't do? What forces in the situation affect the ethical or unethical behavior of leaders and followers? What virtues and/or character flaws do the characters have and how do these virtues or flaws affect leadership or followership?

What lessons or principles will you take from this video that will become part of your personal approach to leading effectively and ethically? to following effectively and ethically? to recognizing situational factors that can affect leaders and followers unless the leaders take positive steps to counter such forces?

Would you recommend this video be used again the next time the course is taught? Why? Why not? If you don't recommend using the video again, what video(s) would you recommend instead and why?

Rate the video on the following scale:

1	2	3	4	5
worthless Don't use again!	little value	some value	Leadership Oscar Nominee	Oscar Leadership Winner 2017!

I have posted an example of excellent work on Canvas. This paper shows you what "A+" work looks like. Before you write this paper you should examine the exemplar posted on Canvas for "Schindler's List."

N. B. Since this paper is available to you, you may not write about "Schindler's List" to satisfy this requirement.

Appendix 4

Self-Assessment Paper

Write a self-assessment paper of 1000-1500 words (four-six double-spaced pages, 12-point font). You will take a high quality self-assessment called *Strengths-Based Leadership* during the course as part of the leadership conference that you will attend. In addition, you will complete four free high quality assessments for lesson eight. You also have had some experience as a leader and as a follower. In this paper you will analyze the results of the *Strengths-Based Leadership* assessment and the other assessments to generate information that can help you become more effective as a leader and as a follower. Assessment and reflection are two ways to find and fix behavior or personal qualities that could make us less effective than we wish to be. They also help you identify strengths so you can find situations that are a good fit for your leadership abilities and traits. You should describe the major insights that the data reveal about yourself and then relate these insights to the roles of leader and follower. As you think about what the results tell you, along with your feedback and self-knowledge from past leadership and followership experiences, you might want to think about how you would answer the following questions:

1. Why would anyone want to follow me?
2. Why would a leader want me to be a follower on his or her team?

Include a matrix showing your scores on each assessment. Use all of your results. What do your assessment results and previous experience suggest about your potential effectiveness in these two roles? In what ways do the results suggest areas that you could usefully benefit from working to improve yourself? What are your current strengths and how can you build on these? In what kinds of situations are your strengths likely to be most helpful to you as a leader and a follower and how can you learn to pick situations in which your strengths can be an asset to the collective purpose? We all have blind spots in our self-knowledge that can be crippling if we remain unaware of them. How do the results square with your perception of yourself? If the results are different than the way you see yourself, how can you make sense of the differences? What do your past experiences as a leader and a follower suggest to you about your strengths and areas for potential development? What do your scores on the Five-Factor Personality assessment (NEO-IPIP), the Essex Integrity Test, the Tolerance of Ambiguity Scale, and Attitude Toward Innovation suggest about your personality traits and preferences? How do your traits and preferences predispose you to be effective in leadership and followership roles? What traits and preferences might detract from your leadership effectiveness and what could you do about this if you choose to do so?

Define the one or two most important goals that you will set for your personal leadership development program based on this exercise. What will you do to make progress toward your new goals? How will you measure progress? Identify a specific situation that you think would be a good fit for you as both a leader and a follower and explain why. Identify a specific situation that you think would be a bad fit for you as both a leader and a follower and explain why.

Appendix 5

Team Member Assessment

“You have to get voted onto the team every day as an employee, and you have to be the employer of choice every day. I would often ask team leaders: “You have seven people working for you. How many of those would you rehire if all the positions were open again?”

The point is that you can’t let mediocre performance impede where you can go. Most managers are good-hearted people, and it’s really hard to tell somebody they’re not performing well. I would just encourage people to get after that more quickly because the rest of your team is watching you and waiting for you to do something.”

“I’m just looking for self-awareness and openness. And then I try to probe on value systems and how they work in teams.”

Maynard Webb, Chairman, Yahoo! (Wall Street Journal interview, Jan 4, 2015)

(http://www.nytimes.com/2015/01/04/business/corner-office-maynard-webb-yahoos-chairman-even-the-best-teams-can-be-better.html?emc=edit_th_20150104&nl=todaysheadlines&nid=3469431)

One of the major requirements of the course has been to work together to produce a team-written paper and a team oral presentation. This activity was assigned with two goals in mind. The first was to help you to learn more about leadership in a context or issue of contemporary relevance. The second was to create an opportunity to learn about small group leadership through experience. To get as much as possible from the small group learning, please ***complete the assessment below for yourself and each member of your team.*** Our course assistant will compute an average score using the assessment data. While it is necessary to put your name on the form for each person you assess so that Danielle Rappaport can combine the scores, the information that you provide will be treated as **confidential data**. In fact, Danielle is the only person who will see your individual assessments. I will see only the aggregated data she prepares for you, after I have determined your final grade. Each student will receive feedback in an aggregated form so that the person who is assessed cannot know any of the individual inputs. **Being honest** with your team members is a gift to them. **This information will not affect anyone’s class participation grade. It is only for developmental purposes.** Please be as candid as you can so that the people you assess may benefit from learning how others perceive their ability to participate in leadership roles and processes, including followership. Thank you for your candor.

Name of Assessor: _____ Name of Team Member _____

Use the following scale to determine a rating for each item:

1 2 3 4 5 6 7 8 9 10 (highest)

1. Attended group meetings and other activities: _____
2. Respected the time of others: _____
3. Was prepared to contribute at group meetings: _____
4. Accepted a fair share of the work to be done: _____
5. Performed leadership roles that helped the group get things done: _____
6. Helped the group resolve differences among members: _____
7. Provided encouragement and support to others: _____
8. Showed respect for the views and opinions of others: _____
9. Did extra things that helped the group make progress: _____
10. Produced high quality contributions on time: _____

I would describe this person's **PRIMARY** contributions to the group as:
(Choose only one)

_____ Task/Getting the work done

_____ Interpersonal/Helping others work together effectively

The best thing this person did for the group was:

This person could be an even better group member if:

If I could choose the members of a team to do a project with me in the future, the likelihood that I would choose someone who performed as this person did is:

1 2 3 4 5 6 7 8 9 10 (highest)

Comment:

The next two items are intended to be a form of accountability feedback from you to your peers. Though stated in a consequential form, your team member's grade will not be affected. This is bottom line feedback of the sort you will rarely receive in the work place until it is too late and you have been passed over, derailed or been fired. Even if you are considered to be a superstar, you may only learn this by paying attention to the opportunities and rewards that come your way. Choose one of the following categories.

This person deserves the same grade as the rest of the team _____ because:

This person deserves to have his or her grade reduced by _____% because:

This person deserves to have his or her grade increased by _____% because:

Recall that one purpose of assessment is to predict future potential; another is to guide development planning. So now please think ahead and try to relate your observations of this person to future work/professional and other leadership possibilities.

Would you like to work for this person? Would you be willing to volunteer to support a community/social/political initiative led by this person, assuming you agreed with the purpose of the initiative? Would you like to have this person as a follower/team member? Why? Why not? (You may write additional comments on extra pages as needed.)

What are this person's strengths and weaknesses as a leader? As a follower? In what situations do you think this person would be most effective at leading? At following? Why? (You may write additional comments on extra pages as needed.)

How well does this person communicate his or her ideas? How inspiring is this person?