

SYLLABUS

ADVANCED SEMINAR IN ETHICAL LEADERSHIP

Spring 2013

Faculty: Howard T. Prince II
Course Number: PA 325
Unique Number: 62585
Meeting Time: Thursday, 2:00pm-5:00pm
Location: SRH 3.212/221

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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>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 9:00-11:00 AM or by appointment
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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. 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. You will also learn how to recognize bad leaders and what to do, or not to do, as an exemplary follower.

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

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- *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 Blackboard page that has been created for this course. Sign in at UT Blackboard Learn with your UTEID and password to gain access to course materials and announcements. I also use Blackboard to post my in-class Power Point slides each week after class for your review and future use. I will also post a pre-class version of the Power Point for each lesson by noon on the day of class. You may download and use these slides with proper acknowledgement throughout your career for personal reference or professional purposes such as teaching others.

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

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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.**

2. *Class Participation.* Class participation is an important component of student performance and is essential to group learning. As a minimum, participation requires prior preparation, attention, effective listening, good questions, 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. All of you have 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. *The quality, tone and timeliness of class comments are more important than the frequency and length of comments.*

3. *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 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 two 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?

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.

5. *Attendance Policy.* **Class attendance is also 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

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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. Any unexcused absence will reduce your class participation grade by three percentage points.** I also believe in starting and ending class on time because good leaders and followers respect each other’s time. If you arrive late, find a seat, get your bearings as to where we are, and join in when you can. **Class will start promptly at 2:00 PM and will end at 5:00 PM, not 15 minutes earlier as is the custom in many undergraduate classes on our campus.**

6. 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.

7. **Cell phone policy:** Please turn off your cell phone before class starts. While you may use your laptop computer for taking notes or reviewing assigned material during class, I expect you will not be 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. Nonetheless, 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 enforced. For further information, please visit the Student Judicial Services web site at: http://deanofstudents.utexas.edu/sjs/acint_student.php.

F. Grading.

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

1. Team Projects	25%
a. written video synopsis 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	(20%)
b. video reaction paper	(15%)
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%)
4. 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, and in-class participation)	10%

I define letter grades as follows:

A+:	97.1-100
A:	93.1-97.0
A-:	90.1-93.0
B+:	87.1-90.0
B:	84.1-87.0
B-:	81.1-84.0
C:	75.1-81.0
D:	70.1-75.0
F:	0-70

Please notify me ASAP if you are taking this course for Credit/No Credit. You may do so, but I expect you to work just as hard as everyone else on your team projects. Credit will require at least a B average, not just a barely passing grade.

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 use reason and judgment. I always grade spelling, grammar, and punctuation. Use the aids in your word processing software (Spell Check and Grammar Check) 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 with each written requirement (i.e., don't exceed the maximum number of words or fall short of the minimum number of words; **the word count is the governing variable** in the length of assignments, not number of pages).

Turn in your written work with a cover sheet followed by the text followed by a blank page and then your references. Number the pages at the top right corner of each page. 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 date and time of submission if different from the due date.

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 3. This is an exercise in describing yourself to help me get to know you better.
 - b. Submit a video reaction papers of 750-1250 words (three-five double-spaced pages, 12-point font) at one of the scheduled opportunities (**choose one of four dates**): February 7, March 7, March 28 or April 11. See Appendix 3.
 - c. During the semester you will be excused from class on February 21 to attend the annual Hatton W. Sumners Student Leadership Conference as an official UT delegate. Attendance is a course requirement. At the end of the conference prepare a reflection paper of 750-1250 words (three-five double-spaced pages, 12-point font) on what you learned about leadership, followership, and ethics from your attendance and participation during the conference. This paper is **due in class at lesson seven**.
 - d. Write a self-analysis of 750-1250 words (three-five double-spaced pages, 12-point font) based on the results of the *StrengthsFinder* from the conference, the MBTI on the Internet, the Five-Factor Personality Model on the Internet, two other Internet 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). This paper is **due in class at lesson nine**.

e. Submit a paper of about 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 help 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.* It is **due in class at lesson 13**.

f. Submit a memo on an ethical challenge you see in the world today that causes you moral outrage. Write a one-page memorandum of 300-500 words (one page single spaced, 12-point font using the template posted on Blackboard that you should download) on the following topic: **“Using Your Ethical Compass: What ethical challenges do you see for 2012-13, and what can leaders and followers do to master those challenges?”** It is not a research paper but rather a thoughtful analysis of something that bothers you 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 on your paper. Your answers are what matter and should constitute the body of the one-page memo. This paper is **due in class for lesson five**.

g. Submit a memo on **your theory of human nature**. Leadership is about influencing human beings and is fundamentally a matter of human relationships. Write a one-page memorandum of 300-500 words (one-page single spaced, 12-point font using the template posted on Blackboard that you should download on the topic: “What is human nature?” You do not need to repeat the questions in the template I provide on your paper. Your answers are what matter and should constitute the body of the one-page memo. It is not a research paper but rather just how you see the nature of human beings. You 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 leadership theory and practice. This paper is **due in class at lesson three**.

h. Complete **an ungraded leadership assessment of yourself and each member of your team**. See Appendix 5. **This will be due by 9:00 AM on May 6 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 discussion guide of about 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.**

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 about 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 discussion guide, then your team will assign the video as homework a week ahead of time and lead the class in a discussion based on your discussion guide. 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.
 - 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 Jay Leno 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 set up a situation that involves the rest of the class. 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. This is an example of what can happen to entries you may find on Wikipedia.

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“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>

Each assignment above is also recorded on the course calendar, pp. 10-14.

H. Class Calendar.

January 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17 First Class Bring completed student info form to class	18	19
20	21 MLK Day	22	23	24 Bring your written definition of leadership to class in two copies. Watch "Norma Rae" with your team before class	25	26
27	28	29	30	31 One-page personal bio and one-page memo on human nature due in class. Watch "Schindler's List" with your team before class		

February 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4	5	6 Choice of team project due in class Feb 7	7 First date for video reaction paper due in class, choose 1/4 due dates. Watch "Gandhi" with your team before class	8	9
10	11	12	13	14 One-page memo on an ethical challenge for 2012-13 due in class	15	16
17	18	19	20	21 NO CLASS Attend Sumners Leadership Conference Thurs-Sunday	22	23
24	25	26	27	28 Conference Reflection paper due in class. Watch "Blackhawk Down" and "Saving Private Ryan" with your team before class		

March 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4	5	6	7 Second date for video reaction paper due in class, choose 1/4 due dates. Watch "Dead Poets Society" with your team before class	8	9
10	11	12	13	14 NO CLASS SPRING BREAK	15	16
17	18	19	20	21 Self-analysis paper due in class. Watch "Whale Rider" with your team before class	22	23
24	25	26	27	28 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	29	30
31						

April 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4 Watch "Miracle" with your team before class	5	6
7	8	9	10	11 Last date for video reaction paper due in class, choose 1/4 due dates. Schedule team meeting for April 18 w/instructor	12	13
14	15	16	17	18 NO CLASS Team Meeting w/Instructor Personal leadership framework paper due in class	19	20
21	22 Exec Summ of team presentation due to class and instructor by 5:00 PM today via email	23	24	25 Team Presentations	26	27
28	29	30				

May 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	29 Exec Summ of team presentation due to class and instructor by 5:00 PM today via email	30 Five things I learned about leadership due by email to instructor and class	1	2 Team Presentations Team papers due in class for all teams	3	4
5	6 Individual team member assessments due by email to Tomas Gomez NLT 9:00 AM	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

“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 17 Lesson 1 Getting Started, Introductions, Team Formation, Why study leadership?

Read the entire syllabus before class.

Purchase the required books.

Log in and peruse Blackboard for this course.

Jan 24 Lesson 2 What is leadership?

Before you do the assigned reading or watch your team’s assigned video, write your current definition of leadership. Do this as individual work without discussion with any one else. Bring it to class in two copies. This is ungraded but 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

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

Unless otherwise indicated by **, the videos for each lesson are on reserve. You may, of course, download a copy, rent a copy, buy a copy or borrow a copy at your choice if you prefer to watch somewhere other than the library.

N.B. After watching your team’s assigned video, prepare two discussion questions and send them to the instructor and other students by e-mail not later than 7:00 AM on the day of class.

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

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of characters and a brief critic's review: <http://www.imdb.com/>. **The information is not, however, framed in leadership terms.** Using the videos as a form of data, we will learn how to tease out lessons about leading and following as we go through the course.

Jan 31 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

Blackboard: Hughes, R., Ginnett, R., Curphy, G., Leadership (3rd ed.), Chapter 12,

"Followers and Followership," pp. 338-344, 347-350

Watch "Schindler's List" before class. After watching the video prepare two discussion questions and send them to the instructor and other students by e-mail not later than 7:00 AM on the day of class. This is a moving and disturbing video. I encourage you to watch it with the other members of your team.

Your one-page memo on human nature is due in class.

Your Personal Biographical Sketch is due in class (Submit a one-page personal biographical sketch including any experience as a leader or a follower)

Feb 7 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 send them to the instructor and other students by e-mail not later than 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. 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 paragraph 3. b., p. 7 above). You may write about Norma Rae or Schindler's List.

Feb 14 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.

Your one-page memo on an ethical challenge for 2012-13 is due in class.

Feb 21 Lesson 6 NO CLASS!

The assignment is to attend the student leadership conference on campus Feb 21-24. 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! Prepare a 750-1250 word paper (three-five double-spaced pages, 12-point font) summarizing what you learned from the conference experience. The paper is due at lesson seven. **Conference attendance is a course requirement and may not be waived.**

Feb 28 Lesson 7 Military Leadership

Blackboard: "The Battle at LZ Colt"
 "Fire in the Streets"

McCain: "Humility," pp. 193-201
 "Self-Control," pp. 96-105
 "Citizenship," pp. 55-60

Reserve: Prince, H. T., and Tumlin, G. R., "Military," *Encyclopedia of Leadership*, vol. 3, pp. 1000-1010

Review on Blackboard: Hughes, R., Ginnett, R., Curphy, G., *Leadership* (3rd ed.), Chapter 12, "Followers and Followership," pp. 338-344, 347-350

Watch the following videos before class:

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

After watching the video prepare two discussion questions and send them to the instructor and other students by e-mail not later than 7:00 AM on the day of class. I encourage you to watch your assigned video with the other members of your team.

Conference reflection paper due.

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Mar 7 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

Blackboard: Gardner, John, “The Anti-leadership Vaccine,” pp. 193-200, in William Rosenbach and Robert Taylor, *Contemporary Issues in Leadership*, 3rd. ed., Boulder, CO: Westview Press, 1993.

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

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

<http://www.personalitytest.net/types/index.htm>

<http://www.psychtherapy.com/Enrolled/Activities/ToleranceForAmbiguityScale.htm>

<http://ezinearticles.com/?Do-You-Have-An-Innovative-Attitude?&id=743172>

Watch “Dead Poets Society” before class. After watching the video prepare two discussion questions and send them to the instructor and other students by e-mail not later than 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. Second date for turning in a video reaction paper. You may write about “Blackhawk Down” and “Saving Private Ryan” (counts as one movie) or “Dead Poets Society.”

Mar 14 **NO CLASS---SPRING BREAK!**



Mar 21 Lesson 9 Women and Leadership

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

Blackboard:

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

Watch “Whale Rider” before class. After watching the video prepare two discussion questions and send them to the instructor and other students by e-mail not later than 7:00 AM on the day of class. I encourage you to watch your assigned 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-analysis paper due in class.

Mar 28 Lesson 10 Business Leadership

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

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

Blackboard: Toughest guy in the room, Apple anniversary, Watkins email

Watch “Enron: The Smartest Guys in the Room” before class. After watching the video prepare two discussion questions and send them to the instructor and other students by e-mail not later than 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 4 Lesson 11 Sports Leadership

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

McCain: “Cooperation,” pp. 79-86

Michael Sokolove, “Follow Me,” Blackboard Reserve

Watch “Miracle” as assigned before class. After watching the video prepare two discussion questions and send them to the instructor and other students by e-mail not later than 7:00 AM on the day of class. I encourage you to watch your assigned video with the other members of your team.

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Apr 11 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

Watch “Truman” (HBO production with Gary Senise as Truman) before class. After watching the video prepare two discussion questions and send them to the instructor and other students by e-mail not later than 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 schedule 30 minutes with the instructor in class to review the plan for your team presentation on April 18.

Apr 18 Lesson 13 No Class---Prepare for Team Presentations

Each team schedule 30 minutes with the instructor in class on April 11 to review the plan for your team presentation. You do not have to be in class 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.

Apr 25 Lesson 14 Student Team Presentations I

Watch the assigned videos for each team presentation. After watching the videos prepare two discussion questions and send them to the instructor and other students by e-mail not later than 7:00 AM on the day of class. I encourage you to watch your assigned video with the other members of your team.

May 2 Lesson 15 Student Team Presentations II and Course Wrap-up

Watch the assigned videos for each team presentation. After watching the videos prepare two discussion questions and send them to the instructor and other students by e-mail not later than 7:00 AM on the day of class. I encourage you to watch your assigned video with the other members of your team.

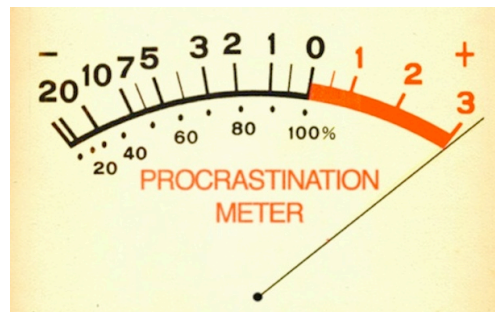
Write three-five things you learned about leadership this semester that you did not know, understand or believe at the beginning of the semester. Send your list to the class and the instructor by e-mail by **5:00 PM on Tuesday, April 30.**

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

May 6 Team Member Assessments

The team member leadership assessments are due electronically to Tomas Gomez, tgomez@austin.utexas.edu, by 9:00 AM on May 6 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%.



Appendix 1

Individual Leadership Framework Paper

Submit a paper of about 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 the context of leadership into account in terms of how 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 back in January. **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 of that 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 someone else become a better leader and a more effective follower in the first two-three decades of the 21st century.

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)

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.

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I will grade your paper on content, logic and internal consistency, grammar, punctuation, spelling and style. You should always run spell checker and grammar checker 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. Please put the word count on the cover sheet of your paper. I would appreciate **a cover sheet followed by the text followed by a blank sheet and then your references.** Please do not identify yourself by name anywhere in your paper except on the cover sheet. Number your pages at the top right corner of each page.

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 discussion guide.

Submit a leadership video discussion guide of about 2500-3750 words (10-15 double-spaced pages, 12-point font). **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.**

A leadership video discussion 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 discussion guide 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.**

I would appreciate **a cover sheet followed by the text followed by a blank sheet and then your references.** **Please do not identify yourself by name anywhere in your paper except on the cover sheet.** Number your pages at the top right corner of each page.

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.

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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 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 about 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 in 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 they have behaved as leaders or followers. 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.**

I would appreciate **a cover sheet followed by the text followed by a blank sheet and then your references.** Please do not identify yourself by name anywhere in your paper except on the cover sheet. Number your pages at the top right corner of each page.

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 750-1250 words (three-five 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 2013!

I have posted an example of excellent work on Blackboard. This paper shows you what "A+" work looks like.

Appendix 4

Self-Analysis Paper

You will take a high quality self-assessment during the course as part of the leadership conference that you will attend Feb 23-26 called *Strengths-Based Leadership*. In addition you will complete four free high quality assessments on-line 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 Internet 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. 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 Myers-Briggs Type Indicator, 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?

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 one or two specific situations that you think would be good fits for you as both a leader and a follower and explain why.

Appendix 5

Team Member Assessment (N. B. If you don't complete this task on time your class participation grade will be reduced by 50%. It is due by 9:00 AM on May 6.)

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*** and return them by e-mail to our course assistant, Tomas Gomez, , at tgomez@austin.utexas.edu by **9:00 AM, May 6**. He will compute an average score using the assessments others have done on you. While it is necessary to put your name on the form for each person you assess so that he can combine the scores, the information that you provide will be treated as **confidential data**. Tomas is the only person who will see your individual assessments. I will see only the aggregated data he prepares for you. Each student will receive feedback in an aggregated form so that the person who is assessed cannot know any of the individual inputs. **This information will not affect anyone's class participation grade. It is primarily for developmental purposes.** Please be as honest 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 last 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 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?