

CHRISTOPHER NEWPORT UNIVERSITY
DEPARTMENT OF GOVERNMENT AND PUBLIC AFFAIRS
Course Syllabus GOVT 386-01
VALUES LEADERSHIP

I. Three credit hours - lecture. Spring Semester 2002. 1430-1545 TTh RATC 106

II. Professor: Robert E. Colvin, Ph.D. rcolvin@cnu.edu

Office: Ratcliffe 243 <http://www.cnu.edu/academics/govt/>

Office Hours: Monday 1000-1200

Tuesday 1000-1100 and 1600-1800

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III. Course description:

This course examines the paradigm of "values leadership" (Fairholm, 1991) as a theory and a philosophy. "Values leadership" is based on selecting, defining, modeling, and promoting values to unify individuals in striving toward a shared vision. Values leaders create a culture of trust and leverage core values that inspire individuals to a higher level of motivation, morality, and achievement. Terminal, instrumental, and organizational values will be explored. The techniques of visioning, culture shaping, developing self-led followers, fostering trust, and ethical decision making will be explored. The course considers the moral responsibilities associated with leading followers. The effectiveness of selected leaders who based their influence upon a set of non-negotiable principles and habits will be discussed.

IV. Required Texts:

Fairholm, G. W. (2000) Perspectives on Leadership: From the Science of Management to Its Spiritual Heart. Westport, Connecticut: Praeger.

Kuczmariski, S. S. and Kuczmariski, T. D. (1995) Values-Based Leadership. Paramus, NJ: Prentice Hall.

Pollard, C. W. (1996) The Soul of the Firm. Grand Rapids, MI: HarperBusiness.

IMPORTANT: Purchase all three textbooks at the beginning of the semester. The CNU Bookstore returns its remaining books to the publisher several weeks after the semester begins.

V. Supplemental Reading:

Fairholm, G. W. (1991) Values Leadership: Toward a New Philosophy of Leadership. New York: Praeger.

Goldthwait, J. T. (1996) Values: What They Are and How We Know Them. Amherst, NY: Prometheus.

Howard, R. (1992) "Values Make the Company: An Interview with Robert Hass." In Harvard Business Review Volume - Leaders on Leadership. Boston, MA: Harvard Business School.

Rokeach, M. (Ed.). (1979) Understanding Human Values. New York: The Free Press.

Stepahin, J.M. (2000) Personal Values: The Application of Personal Values to the World of Work. Klamath Falls, Oregon: Pacific Press.

Taylor, C. (1991) The Ethics of Authenticity. Harvard University Press.

For Internet Sources, See <http://LeadershipInfo.net>

VI. Learning Objectives and Course Perspective:

- 1, Develop a foundation of knowledge in the topic area (terminology, methods, trends).
 - Describe the elements and conceptualization of values leadership.
 - Identify possible terminal, instrumental, and organizational values.
2. Develop an understanding of fundamental principles in values leadership.
 - Explain the importance of values-based decision making and its impact on leadership effectiveness.
 - Distinguish values leadership from management and other theories and approaches of leadership
3. Learn to apply course material to improve thinking, problem solving, and decisions.
 - Comprehend the moral responsibility assumed when one chooses to lead others.
 - Identify core personal values and principles through introspection.
 - Via case study and organizational assessment, apply the processes of shaping values and culture, developing followers, and fostering trust.

The first book to be examined in the course is by Fairholm. This work explores the challenge of facilitating organized human effort from the approach of scientific management through values leadership and toward a late-breaking philosophy of spirit based leadership. The second book, Kuczumarski and Kuczumarski, looks at the details of leading on the philosophy of values. Their book is an in-depth "how to" examination. Finally, the third book, Pollard, presents a "case-study" of values-based leadership in a large organization.

It is important to note that while Fairholm addresses spirit-based leadership, his work does NOT promote any particular religious doctrine. His contribution shows us the next logical extension of values-based leadership. The Pollard book gives multiple examples of a company that places a strong emphasis on "God" and values of human dignity along with the expectation of high performance. This book is presented as an example of how one organization strongly incorporates values into the life of the organization; it is not presented in any attempt to recommend a personal or organizational value set based on religious tenets. The strength of Pollard's book is his description of how people can unite on shared values; he simply happens to use a religious-based values set. Students can substitute their preferred values in the example.

In this course, the professor will stress the values of integrity, truthfulness, character, inquiry, industry, and professionalism. Beyond those, each student will be challenged to identify his or her values of personal significance.

VII. General Course Requirements:

Academic Expectations: Written assignments and class discussions should consistently demonstrate critical thought, be related to the topic of discussion, focus on understanding relationships and concepts, demonstrate an ability to work with others, and display civility and recognition of diverse opinions. It is important to encourage an atmosphere of professionalism, mutual respect, and intellectual inquiry where all students become comfortable in asking questions and raising issues for meaningful discussion that will positively contribute to their learning experience.

Quality of Presentation: In addition to well-written content, care must be taken to ensure that written assignments are accurate in terms of spelling, punctuation, and grammar. Please proofread all work, and also use software to identify and correct errors.

WebCT Lecture Support Site: Students are expected to use the lecture support site for this course, and check the site for new information (and to check grades) once weekly at minimum. Students are expected to check the WebCT calendar, in addition to the syllabus, for due dates and deadlines. Such information posted by the professor to the WebCT site is considered formal notice to students.

Preparation: Students should read the assigned material in advance of class discussion.

VIII. Specific Assignments:

Midterm and Final Examination (14% each): These each, respectively, cover approximately one-half of the semester. The first exam will focus on the material related to Rokeach and Fairholm. The final exam will focus on the material related to Kuczmariski and Kuczmariski. Assigned readings and lecture will serve as the cognitive basis for evaluation.

Case Evaluation (15%): In a five-page report students will evaluate the organizational leadership described in the Pollard book by comparing the methods for implementing values leadership explained in the Kuczmariski and Kuczmarks book.

Paper - Values (15%): Students will write a four-page (1,000 word) biographical paper that reports on the life and leadership of a person who exemplified the use of values-based leadership. A key element is identifying what makes the person's leadership approach uniquely values-based.

Homework (24%): Respond with an informal report to each of the 12 homework assignments. The number of pages is explained in the homework assignment. Careful proofing is NOT required for homework assignments. The main concern is analysis. The homework assignments are provided in the Contents section of WebCT and the due dates are listed on the WebCT calendar.

Attendance (12%) One-half point per class will be awarded based on the student attending class. One point per class will be awarded based on the student attending class. The weeks of January 15, February 26, and April 30 are not included in this provision.

Pop Quizzes (6%) Unannounced quizzes will be given during the semester based on assigned readings. Students are expected to study the assigned material in advance of class discussion.

IX. Grading:

A. Assignment Items	Percent of Grade
<u>Midterm and Final Examination</u> (14%, 14%)	28%
<u>Case Evaluation</u>	15%

<u>Paper - Values-based Leader</u>	15%
<u>Homework</u>	24%
<u>Attendance</u>	12%
<u>Pop Quizzes</u>	06%
Total 100%	

B. Grading Scale:

93-100% = A; 90-92 = A -;
 87-89 = B+; 84-86 = B; 81-83 = B -;
 78-80 = C+; 75-77 = C; 72-74 = C -;
 69-71 = D+; 66-68 = D; 63-65 = D -;
 62 and lesser scores = F.

C. Punctual attendance

Discussion and sharing information in the classroom is an important learning modality in this class. Students should attend classes, on time. Students in this class are adults and attendance is a matter of personal responsibility. Accordingly, an explanation for being absent is **NOT** needed, requested, or expected. The professor will assume that students absent from class have a reason to be elsewhere! Missing class does NOT waive the due dates for assignments. As a last resort to avoid late penalties, work may be submitted as an attachment to a WebCT mail message to the professor. Students who are late entering class meetings momentarily disrupt the learning environment for all others in the class. In cases where this behavior becomes habitual, the professor reserves the right to reduce the student's final grade.

D. Submission of Work:

Students **may submit written assignments after the due date** (prior to also) and need **NOT offer an explanation** (except in the case of a medical **emergency** related to a request for an incomplete for the course **or** for missing an exam). All work submitted after the due date will be penalized 35 points for the first week or portion thereof and 21 points for subsequent weeks. It does NOT matter why the item is late; the late penalty applies to everyone, period. To avoid late penalties, take personal responsibility to get the work submitted before the due date. As a last resort, work may be submitted as an attachment to a WebCT mail message to the professor.

Make-up exams are given only due to documented medical **emergencies**. There are NO make-up pop quizzes, period.

Except for students receiving a grade of incomplete (I) for the course, written work **WILL NOT BE ACCEPTED FOR GRADING AFTER 10:00 p.m., Tuesday, April 23, 2002**. Except as noted below, it does **NOT** matter why work could not be submitted by the deadline; the deadline is absolute. You now know these deadlines months in advance, so take personal responsibility and plan ahead.

Incomplete (I) grades are given only in cases of documented medical **emergencies** specifically related to the non-completion of a particular assignment or assignments. The professor must be notified of the medical **emergency** within one week (before or after) the assignment is due.

X. Academic Integrity

Overview: Many students taking this class soon will be, or currently are, public administrators; civic, religious, or business leaders; lawyers; or politicians. Our nation must re-establish a requirement for honesty, integrity, and honor among persons holding positions of public trust. There is no substitute for these qualities. This requires a proactive commitment to truth and a willingness to take a stand.

Accordingly, the CNU Honor Code is enforced in this class aggressively, to the fullest extent, without exception, without hesitation, and without apology. Every student in this class is expected to model ethical behavior and lead by example. Be the change you want to see in the world, and be it every day. The path you take today is where you will be tomorrow.

The CNU Honor Code: *"On my honor, I will maintain the highest possible standards of honesty, integrity and personal responsibility. That means I will not lie, cheat, or steal and as a member of this academic community, I am committed to creating an environment of respect and mutual trust."*

All work subject to Honor Code: All work submitted in this course for a grade is subject to the CNU Honor Code. All work is to be solely that of the individual student, except for projects explicitly designated as group work. Having another person proof your written assignment for errors in punctuation, spelling, grammar, and readability does NOT violate the Honor Code in this course; this practice is expected in the professional workplace.

Avoiding Plagiarism - THIS IS EXTREMELY IMPORTANT. The professor compares student papers with cited and other possible source documents, and subscribes to a search service that compares written material (student papers) with papers, articles, and other information available electronically on the Internet. Regardless of repeated written and oral warnings and guidance on how to avoid plagiarism, nearly every semester between one and six students earn an F in my courses and face potential disciplinary action for deliberately and falsely presenting the writing of others as their own. To avoid such unpleasant complications STUDY the guides provided on WebCT and follow the five key rules below:

1. All direct quotes of others' words must be enclosed in "quotation marks" and the source immediately cited;
2. All indirect quotes must be immediately cited. To indirectly quote means to paraphrase or summarize the words or ideas of another.
3. Immediately cited means at the end of the sentence where the borrowed material is presented.
4. All cited works are to be shown in a list of references at the end of the paper.
5. **If you do NOT cite a source, you are presenting the writing as your original thought.**

The professor does not care if you use APA, MLA, Chicago, or any other standard "style" of citing at the end of the sentence and in drafting the bibliography as long as you use a style and use that style consistently.

Willful plagiarism or any other violation of the CNU Honor Code will result immediately in a grade of "F" for the course and potential disciplinary action. The professor aggressively enforces the CNU honor code.

XI. Administrative Details:

Withdrawal: see (<http://www.cnu.edu>).

Method of Instruction: The method of instruction will include lecture, group discussion, assigned readings, writing, and class work. Students are required to study the assigned material and are responsible for

understanding the material. This suggests coming to class with questions regarding the material. The professor will provide clarification of material and focus student learning and efforts as needed and appropriate. Students are invited to meet with the professor to discuss progress, to share concerns, questions, etc.

Statement on Disability and Course Access: Any student who believes that he or she has a qualifying disability should contact the professor as soon as possible to discuss needs. To receive a reasonable accommodation under the provisions of the Americans with Disabilities Act (ADA), the individual's disability must be recorded with CNU's Disability Services, located in the Academic Advising Center, Room 125, Administration Building (594-8763).

Tracking Grades: If a student does not receive a graded assignment back at the time when others in the class receive theirs, the student should contact the professor without delay to determine the status of the assignment evaluation. Thus, the student is responsible for tracking that he or she has submitted and received in return graded assignments. Do NOT wait until the last week of the semester to learn that a grade is missing; the professor will not be receptive to delayed requests for correction. *Each student is expected to track his or her grades using the Web CT lecture support site for this course.*

XII. A PERSONAL NOTE FROM THE PROFESSOR:

I am very interested in providing the best quality learning experience possible for you and your fellow students, and in helping students develop and grow professionally by virtue of taking this class and attending CNU.

I regret that the syllabus is so "rule-heavy." I take this approach – based on multiple unfortunate and time-wasting experiences- to avoid complications that will interfere with a positive experience for the majority of students. The strict parameters allow me to **invest my time helping those students who want to learn the material.**

These various "rules" and "requirements" clarify expectations up front; it is often unclear expectations that are the cause of disappointment, stress, and conflict. Hopefully, with the expectations set forth in definite terms, we can then move on to enjoy interacting and engaging the material in a meaningful and productive manner.

Study the syllabus, know the requirements, plan ahead and meet the deadlines, give a solid effort, and ask for all the help you need to learn the material. I will bend over backwards and gladly spend the time, including substantial time outside of class if necessary, to help students understand the material, but I will not waste valuable time dealing with otherwise avoidable problems created by procrastination and lack of effort and personal responsibility.

XIII. Spring 2002 "Proposed" Agenda

This detailed agenda is provided so students can plan their work throughout the semester. Exams, writing, and reading assignments for the semester are presented below.

1. January 15-17

Course Overview and Introductions. Present syllabus and review of course requirements.

Lecture on WebCT and on writing skills.

2. January 22-24, Hmwk No 1 due

Rokeach, Understanding Human Values

3. January 29-31, Hmwk No 2 due

Fairholm, Chapters 1-5, Leadership as Management and Leadership Excellence

4. February 05-07, Hmwk No 3 due

Fairholm, Chapters 6-9, Values Leadership,

5. February 12-14, Hmwk No 4 due

Fairholm, Chapters 10-14, Trust Leadership

6. February 19-21, Hmwk No 5 due

Fairholm, Chapters 15-20, The Spiritual Heart of Leadership

7. February 26-28

MIDTERM EXAM

Exam review, Tuesday, February 26

Midterm exam, Thursday, February 28

March 05-07

Spring Break 2002 --

Enjoy!

8. March 12-14, Paper on Values-based Leader are Due March 12

Paper presentations this week

9. March 19-21, Hmwk No 6 due

Kuczmarski Chapters 1-4

10. March 26-28, Hmwk No 7 due

Kuczmarski, Chapters 5-6

11. April 02-04, Hmwk No 8 due

Kuczmarski, Chapters 10 and 12-14

12. April 09-11, Hmwk 9 due

Kuczmarski, Chapters 15 and 18

13. April 16-18, Case Evaluation Report Due April 16

Discuss Case Evaluation Reports this week.

14. April 23-25, Deadline to submit written work is April 23 at 10 p.m.

Course review and seminar this week.

15. April 30, Tuesday, 1600-1900 hours

FINAL EXAMINATION