

# Leadership, Service, and Ethics

COMM 3050 – P01

Spring 2004

Subject to Revision

## Purpose and Objectives

The overall purpose of this course is to encourage you to carefully analyze your responsibilities and commitments in the context of leadership for the common good and for purposeful change. The course is more than the study of leadership; it is designed to help you develop your own leadership potential.

This course will encourage a high level of class discussion and active participation. You will have a chance to work through case studies, participate in simulations, interact with experienced leaders, and discuss the impact of current events and the realities of leadership. Grades will be based on class participation, papers, presentations, and tests.

You will be encouraged to think critically about leadership issues facing our communities and society, to understand the importance of self-knowledge, to explore how values influence the leadership process, and to understand gender and cultural influences on leadership. From this course, you will realize that leadership issues permeate every aspect of daily living, from events that make the local news to world crises. In this course, you will embrace the belief that you have the potential to transform your world.

## Meeting Times

Tuesdays and Thursdays from 11:00 a.m. to 12:20 p.m. in Winningham, Room 112.

## Required Books

Kouzes, J. & Posner, B. (2002). *The Leadership Challenge, 3<sup>rd</sup> Edition*. Jossey-Bass Publishing: San Francisco, California.

Personal Journal (choose your own)

## Instructor

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## Class Attendance, Participation, and Guidelines

A quality learning experience in this course rests heavily on a high degree of interaction and exchange of ideas among all of us. Your ability to contribute to class discussions thoughtfully and to integrate course readings will be heavily weighed in determining final grades. **This is a discussion course!**

In class, you will work in small teams to discuss readings, engage in simulations, and use theory to enhance practice through carefully designed group activities. These teams will be laboratories in which you can apply leadership theory and concepts. **On-time class attendance is essential and expected.** If you cannot attend a class session, please contact me. Points will be deducted for each absence. Students who miss more than three classes will be dropped a letter grade automatically and will lose additional points for each class missed after this point. When in doubt, get a hold of me before class! Unexcused absences will be calculated into your grade the following way:

- 1 absence = loss of 10 points (10 total)
- 2 absences = loss of 20 points (30 total)
- 3 absences = loss of 30 points (60 total)
- 4 absences = loss of 90 points (150 total)

Habitual tardiness will be subject to a loss of class participation points.

3 tardies = 1 absence

Please turn off all cell phones and beepers during class...if they go off, Zane will answer them! If you have an emergency situation that requires you to keep your phone/pager on during class...please let me know in advance.

## Grading

Grades will be assigned as follows:

Attendance and Class Participation	150 points
Ethical Decision-Making Presentation	100 points
Ethical Decisions Activity	100 points
Exam I	100 points
Resume and Cover Letter	100 points
Exam II	100 points
Service Learning Hours	100 points
Service Learning Reflection Paper	100 points
Service Learning Project Presentation	100 points
Leadership Reflection Journal	50 points
<b>Total</b>	<b>1000 points</b>

Grades are assigned as follows:

<b>A</b>	900-1000 points
<b>B</b>	800-899 points
<b>C</b>	700-799 points
<b>D</b>	600-699 points
<b>F</b>	Below 600 points

You are required to do your own work. Any student who violates the academic integrity policy will automatically receive a '0' on that assignment and may receive an 'F' in the course.

## Assignments

Below is some specific information regarding your assignments. If you have questions, please don't guess... ask!

### Ethical Decision-Making Handout and Presentation

Using the book, *Ethics and College Student Life* by Kenneth Strike and Pamela Moss, create an outline of the chapter assigned to your group. Using that outline create a handout for members of the class describing the highlights of the chapters. You will be asked to "teach" the class the important concepts from your chapter, so it is important to be complete and concise. Presentations need to be 10-12 minutes, and all group members must participate in the discussion.

### Ethical Decisions Activity Paper

You will be given a list of 10 of the *Twenty-One Questions for Ethical Dialogue*. You will need to pick four of them and write a response for each. The paper should be 4-5 pages long and should be double-spaced (use twelve point font). Use citations, in APA format, from class discussions and additional readings to reinforce, confirm, or enhance your answers. Proper grammar and spelling is expected. Remember, there are no wrong answers. You will be graded on clarity of ideas and ability to connect the situation between your own ethical decision-making process and ethical principles visited in class. The ability to logically break-down the dilemmas and come to educated decisions is a direct reflection of your class preparation and participation.

### Exam I

This exam will cover chapters 1-6 and 9-10 in the *Leadership Challenge* textbook and ethical decision-making.

### Cover Letter and Resume

The cover letter should be written for a job or internship in your desired career field. The resume should highlight your leadership experience and community service work. Specific information for the cover letter and resume will be handed out in class.

### Exam II

This exam will cover Chapters 7-8 and 11-13 in the *Leadership Challenge* textbook, servant leadership, and ethics.

### Leadership Reflection Journal

You will be required to keep a journal of your thoughts and experiences when you, as an individual, are put into a leadership role or ethical decision. You will also journal when you see other individuals around you, both familiar and celebrated, make good or poor leadership and ethical decisions. Journals are due on the last class day of the semester, but they will be checked randomly throughout the semester for activity. Please bring your journals to class everyday because you may be asked to use them during in-class assignments.

### Service Project

Theoretically, there is a strong connection between service and leadership. With this thought in mind, the class will be challenged to work in small groups of three to five people, identify a need within the campus or Charlotte community, and address it through a service project.

This is an important project because it will:

1. provide you with an opportunity to experience and reflect on group dynamics, delegation, and teamwork within your small groups;
2. familiarize you with problem identification and solving skills;
3. familiarize you with the steps required to create change within an organization;
4. and expose you to the UNC Charlotte campus, and hopefully, encourage you to get involved in a campus organization that works to create change on an on-going basis.

Each member of the group is required to put in at least 10 hours of service toward the fulfillment of your service project. You will have some time to discuss the progression of your project throughout the class. The project must be completed by **April 16, 2004**.

### Service Project Presentation

Your community service group will prepare a 20 minute presentation discussing your chosen community service project. Keep the following items in mind when creating your presentation:

- History of the Organization
- Institutional Overview
  - i. SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis
  - ii. Leadership Interviews
  - iii. Future Direction
- Current Issues or Needs
- Suggestions for Future Action
- Challenges your group faced and how you overcame those challenges
- How you were able to make a difference in the time allotted

All group members must participate in the presentation. You will be graded on presentation style, creativity, use of visual aids, and overall quality. Please prepare a handout with the information above and about how to get involved with the organization you volunteered with. Presentations will be evaluated by Zane and your classmates. **Attendance is required for everyone on the presentation dates.**

### Service Reflection Paper

Although there are two group portions to the service project, the Service Reflection offers group members an opportunity to provide individual work. The paper should be 4-5 pages long and should be double-spaced (use twelve point font). Use citations, in APA format, from class discussions and additional readings to reinforce, confirm, or enhance your answers. Use these questions as prompts in writing your reflection on your experience.

- What is the connection between your service project and the principles taught in the *Leadership Challenge* book?
- What expectations did you have going in to the project and how were they changed (if at all)?
- What did you learn about working collaboratively?
- What insights have you gained on how to work as a team?
- Do you feel like all group members contributed equally?
- What did you learn about yourself, your values, and your responsibility as a community member?
- Did your understanding of how you learn change through your service experience?
- What issues are you willing to commit yourself to in the future and how will you show your commitment?
- Why was this service project a part of a leadership class?
- Finally, reflect on your overall experience.

## Syllabus

### Course Schedule

- January 13 Introductions and course overview  
"Get to Know You" exercises  
**Read:** *Preface*
- January 15 Teambuilding exercises  
**Read:** *Chapter 1: The Five Practices of Exemplary Leadership*  
**Assign:** "Ethics and College Student Life" Presentations
- January 20 What do constituents expect of leaders?  
What is leadership?  
Draw leadership  
Discuss myths  
Discuss *Chapter 1: The Five Practices of Exemplary Leadership*  
**Read:** *Chapter 2: Credibility Is the Foundation of Leadership*
- January 22 Discuss *Chapter 2: Credibility Is the Foundation of Leadership*  
**Assign:** 1<sup>st</sup> draft of Cover Letter and Resume
- January 27 Venture exercises (Student Activity Center or Cone University Center)  
**Guest Speaker:** Cheryl Hilptershauser, Assistant Director of Venture  
**Read:** *Chapters 3: Find Your Voice*
- January 29 Discuss *Chapter 3: Find Your Voice*  
**In-Class Assignment:** "Ten Greatest Accomplishments"
- February 3 **"Ethics and College Student Life" Presentations**  
**Due:** "Ethics and College Student Life" Handouts  
**Read:** *Chapter 4: Set the Example*
- February 5 The power of shared values  
Personal values and decision-making  
Discuss *Chapter 4: Set the Example*  
**Due:** 1<sup>st</sup> draft of Cover Letter and Resume
- February 10 Marketing your leadership experience  
**Guest Speaker:** Audrey Rorrer, Associate Director of Employer Connections  
**Assign:** Final Cover Letter and Resume  
**Read:** *Chapter 9: Foster Collaboration and Chapter 10: Strengthen Others*
- February 12 Discuss *Chapter 9: Foster Collaboration and Chapter 10: Strengthen Others*  
**Read:** *Chapter 5: Envision the Future*
- February 17 Discuss *Chapter 5: Envision the Future*  
Vision exercises  
**In-Class Assignment:** "Ten Most Important Goals"
- February 19 Discuss servant leadership and service learning  
**Guest Speaker:** Christina Barberot, Assistant Dean of Students for Off-Campus Students and Volunteer Programs  
**Read:** *Chapter 6: Enlist Others*  
**Due:** Final Cover Letter and Resume
- February 24 Discuss *Chapter 6: Enlist Others*  
Wrap-up servant leadership and service learning  
SWOT analysis  
**Assign:** Service Learning Project

March 2	Review for Exam I Work in Service Learning Project groups
March 4	<b>Exam I</b> Covers – <i>Leadership Challenge</i> chapters 1-6, 9-10; and ethical decision-making <b>Read:</b> <i>Chapter 7: Search for Opportunities</i>
March 9	Spring Break ( <b>no class</b> ) **Have a wonderful week and be careful**
March 11	Spring Break ( <b>no class</b> ) **Have a wonderful week and be careful**
March 16	Discuss <i>Chapter 7: Search for Opportunities</i> <b>Read:</b> <i>Chapter 8: Experiment and Take Risks</i>
March 18	Discuss <i>Chapter 8: Experiment and Take Risks</i> <b>Read:</b> Ethical Decision Handouts <b>Due:</b> Final Cover Letter and Resume
March 23	Ethics discussion <b>Read:</b> Ethics Articles
March 25	Ethics discussion continued Emotional intelligence <b>Assign:</b> Ethical Decisions Activity Paper
March 30	Discuss ethical dilemmas Ethics case study <b>Guest Speaker:</b> Randy McWhorter, Associate Dean of Students
April 1	Ethical Decisions Activity Paper ( <b>no class</b> ) **Use this time wisely to work on your paper or meet with groups**
April 6	Ethics discussion wrap-up Prepare for Service Learning Project Ask questions about Service Learning Project <b>Due:</b> Ethical Decisions Activity Paper
April 8	Review servant leadership and service learning Prepare for Service Learning Project Ask questions about Service Learning Project
April 13	Service Learning Project ( <b>no class</b> ) **Use this time wisely to meet with your group and finalize presentations**
April 15	Service Learning Project ( <b>no class</b> ) **Use this time wisely to meet with your group and finalize presentations**
April 20	<b>Service Learning Presentations</b> <b>Due:</b> Service Reflection Papers
April 22	<b>Service Learning Presentations</b> <b>Read:</b> <i>Chapter 11: Recognize Contributions</i>
April 27	Discuss <i>Chapter 11: Recognize Contributions</i> <b>Read:</b> <i>Chapter 12: Celebrate Values and Victories</i>
April 29	Discuss <i>Chapter 12: Celebrate Values and Victories</i> <b>Read:</b> <i>Chapter 13: Leadership is Everyone's Business</i>

- May 4            Discuss *Chapter 13: Leadership is Everyone's Business*  
Review for Exam II  
**Due:** Leadership Reflection Journals
- May 6            Ask questions about Exam II (**class optional**)  
\*\*Come and review more for the test or spend time studying on your own\*\*
- May 10-14  
(TBA)            **Exam II**  
Covers – *Leadership Challenge* chapters 7-8, 11-13; servant leadership; and ethics