LEADERSHIP, ETHICS, & SOCIAL RESPONSIBILITY

PSYCH 43247  HESB 30451  SOC  IIPS

Fall 2009  Dr. Jay W. Brandenberger
University of Notre Dame  166 Geddes Hall: New CSC
Tuesday/Thursday  Office Hours by appointment
9:30 – 10:45 AM  Phone: 631-5293 Fax: 631-4171
232 DeBartolo Hall  E-mail: jbranden@nd.edu

Electronic Syllabus (via Concourse at ND):  https://concourse.nd.edu/

All leadership takes place through the communication of ideas to the minds of others.
— Charles Cooley

Description  This course examines leadership and ethical issues from various disciplinary perspectives, focusing on the role of the leader in promoting service, social action, or other forms of social responsibility. Alternative models of leadership are explored, with attention to value and moral implications. Sample topics include: historical/cultural paradigms of leadership, altruism, systems and organizational theory, leadership and gender, creativity, learning as means to leadership, and social change.

Student leaders from various majors and campus student organizations are encouraged to participate. Readings will be drawn from a variety of sources and discussed in a seminar format. Guest speakers will present a variety of views on leadership. Students will take an active role in creating the class. Independent student research and experiential/community-based education opportunities will augment the learning experience.

Learning Objectives

1) To foster understanding of leadership from a variety of perspectives: psychological, historical, cultural, and organizational

2) To examine the ethical and moral implications of leadership, and how leaders can promote social responsibility in relevant organizations

3) To provide opportunities for students to develop as leaders through academic reflection, analysis, dialogue, and active-learning methods

The course will present opportunities for skill development (e.g., listening ability, critical thinking), verbal and written expression, and creative response/imagination.
Topics

- Historical/Cultural Traditions of Leadership
- Ethical/Moral Theory and Leadership
- Cognitive/Developmental Views of Leadership
- Organizational Theory/Images of Organization
- Learning and Leadership; Learning Organizations
- Politics, Power, and Leadership
- Empowerment and Social Change
- Servant Leadership
- Leadership Paradigms
- Systems Theory
- Corporate Soc. Responsibility
- Leadership and Gender
- Creativity/Imagination
- Spirituality and Leadership

Required Readings: Most readings will be accessed via Concourse and eReserve.

- The Servant as Leader, by R. Greenleaf
  (available through Greenleaf Center for Servant-Leadership, E. 86 St., Indianapolis, IN 46240 • 317-259-1241)

Recommended:

- Leadership Can Be Taught: A Bold Approach for a Complex World, by Sharon Daloz Parks
- Lives of Moral Leadership, by Robert Coles (Random House)
- Leading Minds: An Anatomy of Leadership, by Howard Gardner
- The Impossible Will Take A Little While: A Citizen’s Guide to Hope in a Time of Fear, by Paul Loeb
- Seven Habits of Highly Effective People, by Stephen Covey
- Soul of A Citizen: Living With Conviction In A Cynical Time, by Paul Loeb
- Leading and Leadership, edited by T. Fuller
- Learning as a Way of Being, by Peter Vail
- Insights on Leadership, edited by Larry Spears

We recognize, I believe, that leadership is interpersonal, that leaders cannot be seen in isolation from followers, that the linkage between the two embraces the dynamics of wants and needs and other motivations, that leadership is largely a teaching process …, that creative leadership is closely related to conflict and crises or at least to debate and dialogue, and that—above all—transforming leadership carries grave but not always recognized moral implications.

— James MacGregor Burns
Miscellaneous Course Information

Research/Writing Project — A central focus of the course will be a student-directed research/writing project that builds on engagement with a social action group or community initiative. The semester-long project will enable students to focus on an issue relevant to their personal interests and goals, to incorporate student-directed research and experiential learning, and to contribute their findings to the class and community as appropriate. Students will work in teams (unless an unusual individual opportunity is available). Further details will be discussed in class. The project will be due in final form on Dec. 1, 2009.

Reading Reflections/Class Preps — In preparation for class discussion, various brief writing assignments (one page) will be required in response to readings or other course components.

Personal Reflections — Students will be asked to complete various personal reflections with respect to leadership development (building upon optional journal entries). Specific required assignments include:

1) a moral leadership autobiography (due: Sept. 17)

→ 2) an essay of personal belief (due: October 15)

3) a mission statement (due: Nov. 3)

4) a teleography of future vision (due: December 11)

Exams/Evaluation — Assessment and evaluation will assist the learning process. Specifics will be discussed in class. Consistent with the nature of a leadership course, self-evaluation will be an important component.

Final Portfolio — Students will develop a final portfolio that outlines/exemplifies their learning. The portfolio may include assigned written components (e.g., autobiography, mission statement, teleography, research project), new writings, and other indicators of progress, development. Due: December 11th, 2009.

Experiential/Community Learning Component — We learn to lead through experience. Student learning will be enhanced by experiential or service learning in the local community. Students are encouraged to build upon ongoing involvements, to examine and enhance current commitments. Community-based learning and research opportunities will be discussed in class.

Class Participation — Class attendance and participation are essential to creating meaningful dialogue among learners. The first priority is attendance; a learning community begins with personal interaction. Unexcused absences will lead to a lowering of course grade. Further, students are encouraged to contribute ideas, questions, readings, etc., and to take an active role in learning. Students will be expected to make a minimum of two specific contributions to class (e.g., leading a discussion, presenting a summary of additional outside reading for the benefit of the class, coordinating a site visit, etc.).
Learning is community endeavor. Let’s build an atmosphere of shared commitment and trust in our meetings: public conversation is the root of democracy (see, for example: Turning to One Another: Simple Conversations to Restore Hope to the Future, by M. Wheatley).

**Self-Directed Reading** — **Course readings** are key to the learning experience, as learning to draw from collected wisdom is to leadership. Readings need to be done prior to the relevant class meeting (not just prior to the exam or assignment). Students are encouraged to read widely on their own as well, sharing insights with the class. Remember Mark Twain’s advice: “The person who does not read good books has no advantage over the one who can’t read them.”

**Text summary assignment:** Leaders need to make use of collaborative, ongoing learning methods. Students are asked to read one relevant work in addition to the required readings (see samples at end of syllabus) and distill key points for a brief presentation in class.

**Course-Related Opportunities** — A variety of opportunities (conferences, campus presentations, etc.) for relevant learning will be noted in class (see last page of syllabus). Students are encouraged to attend those events relevant to their interests. Some events may be required.

**Evaluation/Grading** — Active, consistent engagement in the course should lead to positive evaluation. Students will be asked to critique their own learning. The means of evaluation will be adapted by students and instructor in a manner appropriate to the focus of the course. Written assignments, class participation, essay exam(s), and the final portfolio will contribute to the evaluation.

**Electronic Resources**

We will use a variety of web-based resources to enhance communication and learning:

**Concourse/WebCT Vista** will be a central component. A variety of readings and resources will be included on the course page. Some assignments may be turned via the Concourse portal. Access via: [https://concourse.nd.edu/](https://concourse.nd.edu/)

We may also access readings via: **eReserves:**

[https://www.library.nd.edu/reserves/ereserves/search.cgi](https://www.library.nd.edu/reserves/ereserves/search.cgi)

Instructor and students will communicate via a course **listserv** during the semester. Please use a regular nd.edu address (not a hotmail or other type address) when posting. Submissions to the course listserv will not go through if submitted using a non-ND address or another student’s account. Please check mail often.

The email address for the course listserv is: **psy43247-01-fa09@acadlist.nd.edu**

The URL for the listserv archive (which includes all messages from the semester) is: [http://acadlist.nd.edu/archives/psy43247-01-fa09.html](http://acadlist.nd.edu/archives/psy43247-01-fa09.html)
HONOR CODE

Students are expected to follow the honor code of the University:

“As a member of the Notre Dame community, I will not participate in or tolerate academic dishonesty.”

Although students are encouraged to work collaboratively and to cooperate in the mastery of course material, the various papers and course projects should reflect the individual accomplishment and insights of students. Take care to cite sources of ideas and information appropriately.

Please review more about the Honor Code at one the following sites (this is especially relevant in a course focused on ethics and leadership):

http://www.nd.edu/~hnrcode/docs/handbook.htm

Class Meetings  Leadership, Ethics & Social Responsibility  Fall 2009

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics/Class Action</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
<td>Aug. 25 (Tues.)</td>
<td>Learning Begins/Continues</td>
<td>To be done by date at left as preparation:</td>
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<tr>
<td></td>
<td>Introductions</td>
<td>Prepare by spending 20+ years living</td>
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<td>Course Goals, Objectives, Pedagogy</td>
<td>Review syllabus and readings</td>
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<td>Define leadership/Survey</td>
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<td>Aug. 27 (Thurs.)</td>
<td>Historical/Cultural Considerations</td>
<td>Read: <em>The Essential Confucius</em>, and Lao-tzu, <em>Tao-te Ching</em> in Fuller (Ed.)</td>
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<td></td>
<td>Public Conversation and Democracy</td>
<td>Wheatley: <em>Turning to One Another Student Leadership Challenge</em></td>
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<td>Chpts 1, 2 Kouzes &amp; Posner 2008</td>
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<td>Sept. 1</td>
<td>Leadership Definitions • Paradigms</td>
<td>Read: Komives et al, Chpts. 1, 2</td>
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<td>(One page reflection due)</td>
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<td>Sept. 3</td>
<td>An Alternative View: Servant Leadership</td>
<td>Read: <em>The Servant as Leader</em></td>
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<td>(One page reflection due)</td>
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<td>Sept. 8</td>
<td>Science and Leadership</td>
<td>The 75 Questions of Science</td>
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<td>Bateson/Wheatley excerpts</td>
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<td>Date</td>
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<td>Sept. 10</td>
<td>Learning as Leadership</td>
<td>Preskill and Brookfield, 2009</td>
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<td>Sept. 15</td>
<td>Altruism and Human Nature</td>
<td>Read Excerpts from Kohn Born to be Good, Chpt 1, Keltner</td>
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<td>Sept. 17</td>
<td>Moral/Ethical/Character Development</td>
<td>Komives et al., Chapter 6 Notes from instructor Due: Leadership Autobiography</td>
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<td>Sept. 22</td>
<td>Guests Speakers:</td>
<td>Read entries on web:</td>
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<td>Gabriela Montero and Emerson Spartz</td>
<td><a href="http://www.givesmehope.com/">http://www.givesmehope.com/</a></td>
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<td>Sept. 24</td>
<td>Social Responsibility</td>
<td>Consult: 7 Habits, pages 15-62</td>
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<td>From Personality/Traits to Character/Principles</td>
<td>Read: An Introduction to the Principles of Catholic Social Thought:</td>
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<td>Catholic Social Teaching:</td>
<td><a href="http://socialconcerns.nd.edu/mission/cst/cst_into.shtml">http://socialconcerns.nd.edu/mission/cst/cst_into.shtml</a></td>
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<td>Sept. 29</td>
<td>Cognitive Perspectives of Leadership</td>
<td>Read: Gardner, Leading Minds pp. ix-xv and chpts. 1, 2, 3,</td>
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<td>Direct/indirect leadership</td>
<td>Consider your own stories</td>
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<td>Human development issues</td>
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<td>Stories and Leadership</td>
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<td>View: Creativity and Leadership, H. Gardner</td>
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<td>October 1</td>
<td>No Class: Time to work on Res Projects</td>
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<td>Oct. 6</td>
<td>Fr Hesburgh 4:15 on Oct 6th Meet in Hesburgh Library!</td>
<td>Read: The University President In The Hesburgh Papers: Higher Values in Higher Education</td>
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<td>Oct. 8</td>
<td>Meaning, Belief and Purpose</td>
<td>Read: Csikszentmihaly, pp. 214 - From Flow</td>
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<td>See NPR, This I Believe:</td>
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<td><a href="http://www.npr.org/thisibelegend/guide.html">http://www.npr.org/thisibelegend/guide.html</a></td>
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<td>Read for Tuesday: Vision, Mission, Influence</td>
<td>Read: Kouzes &amp; Posner, Chpt. 5 Consult: Covey, 7 Habits, pp 65-144</td>
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<td>Consider personal mission statement</td>
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<td>Oct. 13</td>
<td>Individuals and Communities</td>
<td>Read: Bellah, et al., Good Society</td>
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Social Capital/Civic Engagement

Oct. 15  
**Leadership Biography**  
The Story of Sargent Shiver (view film)  
Leadership and Social Responsibility  
National Service as Leadership Development  
Meet at 1035 Notre Dame Ave?

Oct. 20, 22  
**Fall Break: No Class**

Oct. 27  
**The Content of Our Character:**  
*Voices of Generation X*  
How do generations vary in purpose, style?

Oct. 29  
**Leadership: Misc Skill Development**

- **Time**  
  Management/Investment  
  (bring apt. bk.)
- Putting first things first
- Win/win and abundance

**Creativity, Imagination, and Leadership**

Read: *Einstein’s Dreams* (excerpts)

Nov. 3  
**Political Efficacy and Leadership**

The Life of Robert Kennedy  
Read: Coles, *Lives of …*, chpt. I

Nov. 5  
**TBA**

Nov. 10  
**Listening:** Seek First to Understand  
Consult: *7 Habits*, pages 235-261

Nov. 12  
**Learning and Leadership**

*Mindsets*

Nov. 17  
**Systems Theories**

Read: Peter Vail  
Excerpts from Carol Dweck

Due: *This I Believe* Essay

Due: Mission Statement

Observe leadership in contexts  
Reflect, renew …

Due: *This I Believe* Essay

Read: Putnam, *Bowling Alone*  at:  
See:  
[http://www.purposeprize.org/judges/wolford.cfm](http://www.purposeprize.org/judges/wolford.cfm)  

Read: CoC document, all pages:  
[http://www.contentofourcharacter.org/data/voices.html](http://www.contentofourcharacter.org/data/voices.html)  
To download, click on the logo to the right:

Due: Mission Statement
**Connexity** (see G. Mulgan, 1997)

**Nov. 19**

**Enhancing Leadership via Diversity, Integration, Synergy**
Read: *White Privilege and Male Privilege*, P. McIntosh
Complete 1-page Reflection

**Nov. 24**

**Leadership and Spirituality**
Due: Draft of Research Project
Consult: Palmer in *Insights, Chpt. 16*

**The Dalai Lama**
Tenzin Gyatso, the 14th Dalai Lama of Tibet
See also: *The Art of Power* by Thich Nhat Hanh
Misc Readings to be provided
For more info:
nobelprize.org/peace/laureates/1989/ama-bio.html
www.askthedalailama.com/aboutDalaiLama.html

Optional: *Entertaining Angels: The Dorothy Day Story*
Movie available from instructor
Consult: VI in Coles, *Lives of Moral …*
Consult: Gandhi, pp. 171-174 rdgs. bk

**Nov. 26**

**Thanksgiving**

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<tr>
<th><strong>Colleague Research Presentations:</strong></th>
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**Dec. 1**
( Tues )

Meet at 9:00 am

**Teacher as Leader**, by Laura Bodien, Mary Deweese, & Jamie Schulte
**Leadership in Professional Contexts**, by Ashley Herrmann, Rebecca Kant, Puja Parikh

**Dec. 3**
Meet at 9:00 am

**Leadership and Social Responsibility Minor at ND**, by Megan Connell, Jenny Heil, & Kevin Kimberly
**Leadership and Sports**, by Tom Caruso & Megan McMahon

Dec 6

**No class**  *Time spread over Dec. 1, 3, 10*

Dec. 10

Meet at 9:00 am

**Creating a Positive Environment for Impoverished Youth**, by Pat Loughrey, Jessica Mahon, & Imelda Guerra
**Youth Leadership Development**, by Aaron Quarles and Danny Wemple

Note: teams that present today may turn in written projects on Dec. 3.
Dec. 1
Friday →

Dec. 11

Teleography & Portfolio
Due @ CSC: Fri., Dec. 11,
by 3:00 pm

Dec. 14
Final Exam Meeting: 10:30AM to 12:30 PM
at the Center for Social Concerns

Required Mtg.
Portfolios Returned

Additional Reading: A Short List

Palmer, P. J. (1993). *To Know as We are Known: Education as a Spiritual Journey*. HarperSanFrancisco.

The best and deepest moral training is precisely that which one gets through having to enter into proper relations with others in a unity of work and thought. —John Dewey