

Leadership, Ethics, & Social Responsibility

PSYCH 43247 HESB 30451 SOC IIPS

FINAL VERSION

Fall 2009
University of Notre Dame
Tuesday/Thursday
9:30 – 10:45 AM
232 Debartolo Hall

Dr. Jay W. Brandenberger
166 Geddes Hall: New CSC
Office Hours by appointment
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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
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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. 86th St., Indianapolis, IN 46240 • 317-259-1241)

Recommended:

Leadership Can Be Taught: A Bold Approach for a Complex World,
by Sharon Daloz Parks

The Student Leadership Challenge, by J. Kouzes & B. Posner (2008)

Exploring Leadership (2nd ed.), by S. Komives, N. Lucas, & T. McMahon (2007)

The Leadership Challenge, by J. Kouzes & B. Posner (2002)

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/>

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

<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>

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/~hnr/code/docs/handbook.htm>

Class Meetings *Leadership, Ethics & Social Responsibility* **Fall 2009**

(n = 29)

Dates	Topics/Class Action	Readings/Assignments
		To be done by date at left as preparation:
Aug. 25 (Tues.)	Learning Begins/Continues Introductions Course Goals, Objectives, Pedagogy	Prepare by spending 20+ years living Review syllabus and readings Define leadership/Survey
Aug. 27 (Thurs.)	Historical/Cultural Considerations Public Conversation and Democracy	Read: <i>The Essential Confucius</i> , and Lao-tzu, <i>Tao-te Ching</i> in Fuller (Ed.) Wheatley: <i>Turning to One Another</i> <i>Student Leadership Challenge</i> Chpts 1, 2 Kouzes & Posner 2008
Sept. 1	Leadership Definitions • Paradigms	Read: Komives et al, Chpts. 1, 2 (One page reflection due)
Sept. 3	An Alternative View: Servant Leadership	Read: <i>The Servant as Leader</i> (One page reflection due)
Sept. 8	Science and Leadership	The 75 Questions of Science Bateson/Wheatley excerpts

Sept. 10	Learning as Leadership	Preskill and Brookfield, 2009
Sept. 15	Altruism and Human Nature How do our assumptions about human nature affect our work, institutions, ...?	Read Excerpts from Kohn Born to be Good, Chpt 1, Keltner
Sept. 17	Moral/Ethical/Character Development	Komives et al., Chapter 6 Notes from instructor Due: Leadership Autobiography
Sept 22	Guests Speakers: Gabriela Montero and Emerson Spartz Founders of GivesMeHope	Read entries on web: http://www.givesmehope.com/
Sept. 24	Social Responsibility From Personality/Traits to Character/Principles Catholic Social Teaching: Ethical Principles for the Common Good	Consult: <i>7 Habits</i> , pages 15-62 Read: <i>An Introduction to the Principles of Catholic Social Thought:</i> http://socialconcerns.nd.edu/mission/cst/cst_into.shtml
Sept. 29	Cognitive Perspectives of Leadership Direct/indirect leadership Human development issues Stories and Leadership View: <i>Creativity and Leadership</i> , H. Gardner	Read: Gardner, <i>Leading Minds</i> pp. ix-xv and chpts. 1, 2, 3, Consider your own stories
October 1	No Class: Time to work on Res Projects	
Oct. 6	Fr Hesburgh 4:15 on Oct 6th Meet in Hesburgh Library!	Read: <i>The University President</i> In <i>The Hesburgh Papers: Higher Values in Higher Education</i>
Oct. 8	Meaning, Belief and Purpose See NPR, <i>This I Believe:</i> http://www.npr.org/templates/story/story.php?storyId=4538138 http://www.npr.org/thisibelieve/guide.html Read for Tuesday: Vision, Mission, Influence →	Read: Csikszentmihaly, pp. 214 - From <i>Flow</i> Read: Kouzes & Posner, Chpt. 5 Consult: Covey, <i>7 Habits</i> , pp 65-144 Consider personal mission statement
Oct. 13	Individuals and Communities	Read: Bellah, et al., <i>Good Society</i>

	Social Capital/Civic Engagement		Read: Putnam, <i>Bowling Alone</i> at: http://xroads.virginia.edu/~HYPER/DETOC/assoc/bowling.html
Oct. 15	Leadership Biography The Story of Sargent Shiver (view film) Leadership and Social Responsibility National Service as Leadership Development		See: http://en.wikipedia.org/wiki/Sargent_Shriver http://www.purposeprize.org/judges/wofford.cfm http://www.sargentshriver.com/ http://articles.latimes.com/2008/jan/21/entertainment/et-idealist21
Start at 8:30 AM	Meet at 1035 Notre Dame Ave?		Due: <i>This I Believe</i> Essay
Oct. 20, 22	Fall Break: No Class		Observe leadership in contexts Reflect, renew ...
Oct. 27	<i>The Content of Our Character: Voices of Generation X</i> How do generations vary in purpose, style?	→	Read: CoC document, all pages: http://www.contentofourcharacter.org/data/voices.htm To download, click on the logo to the right:
Oct. 29	Leadership: Misc Skill Development • Time Management/Investment (bring apt. bk.) • Putting first things first • Win/win and abundance		Read: <i>Einstein's Dreams</i> (excerpts) Consult: <i>7 Habits</i> , pages 145-182 Consult: <i>7 Habits</i> , pages 204-234
	Creativity, Imagination, and Leadership		Read: Csikszentmihaly and Von Oech, pp. 84-111 of rdgs. bk.
Nov. 3	Political Efficacy and Leadership The Life of Robert Kennedy		Read: Coles, <i>Lives of ...</i> , chpt. I Due: Mission Statement
Nov. 5	TBA		
Nov. 10	Listening: Seek First to Understand		Consult: <i>7 Habits</i> , pages 235-261
Nov. 12	Learning and Leadership Mindsets		Read: Peter Vail Excerpts from Carol Dweck
Nov. 17	Systems Theories		Consult: P. Senge, excerpts

	<i>Connexity</i> (see G. Mulgan, 1997)	Consult: Chapt. 7, Kouzes & Posner
Nov. 19	Enhancing Leadership via Diversity, Integration, Synergy	Read: <i>White Privilege and Male Privilege</i> , P. McIntosh Complete 1-page Reflection
Nov. 24	Leadership and Spirituality	Due: Draft of Research Project Consult: Palmer in <i>Insights, Chpt. 16</i>
	The Dalai Lama Tenzin Gyatso, the 14th Dalai Lama of Tibet See also: <i>The Art of Power</i> by Thich Nhat Hanh	Misc Readings to be provided For more info: nobelprize.org/peace/laureates/1989/lama-bio.html www.askthedalailama.com/aboutDalaiLama.html www.dalailama.com/html/contents.html
Optional:	<i>Entertaining Angels: The Dorothy Day Story</i> Movie available from instructor	Consult: VI in Coles, <i>Lives of Moral ...</i> Consult: Gandhi, pp. 171-174 rdgs. bk
Nov. 26	Thanksgiving	
	Colleague Research Presentations:	Full class attendance is critical
Dec. 1 (Tues)	<i>Teacher as Leader</i> , by Laura Bodien, Mary Deweese, & Jamie Schulte	Due: Research Project Report Final version, <u>well edited</u> Accepted thru 4:00 pm at CSC
Meet at 9:00 am	<i>Leadership in Professional Contexts</i> , by Ashley Herrmann, Rebecca Kant, Puja Parikh	Note: teams that present today may turn in written projects on Dec. 3.
Dec. 3 Meet at 9:00 am	<i>Leadership and Social Responsibility Minor at ND</i> , by Megan Connell, Jenny Heil, & Kevin Kimberly <i>Leadership and Sports</i> , by Tom Caruso & Megan McMahan	Readings assigned by project teams
Dec 6	<i>No class</i> Time spread over Dec. 1, 3, 10	
Dec. 10 Meet at 9:00 am	<i>Creating a Positive Environment for Impoverished Youth</i> , by Pat Loughrey, Jessica Mahon, & Imelda Guerra	
Last Day of Classes	<i>Youth Leadership Development</i> , by Aaron Quarles and Danny Wemple	

Dec. 11
Friday → →

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

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

Required Mtg.
Portfolios Returned

Additional Reading: A Short List

- Bateson, G. (1979). *Mind and Nature: A Necessary Unity*. New York: E.P. Dutton.
- Bateson, M. C. (2000). *Full Circles, Overlapping Lives: Culture and Generation in Transition*. New York: Random House.
- Belenky, M. F., Clinchy, B. M., Goldberg, N. R., & Tarule, J. M. (1986). *Women's Ways of Knowing: The Development of Self, Voice, and Mind*. Basic Books.
- Berman, S. (1997). *Children's Social Consciousness and the Development of Social Responsibility*. Albany: State University of New York Press.
- Borda, J. (2007). *Salsa, Soul, and Spirit: Leadership for a Multicultural Age*.
- Brown, J. (2005). *The World Café: Shaping Our Futures through Conversations that Matter*. San Francisco: Berrett-Koehler Publishers, Inc.
- Coles, R. (1989). *The Call of Stories: Teaching and the Moral Imagination*. Boston: Houghton Mifflin Company.
- Coles, R. (1993). *The Call of Service: A Witness to Idealism*. Boston: Houghton Mifflin Company.
- Coles, R. (1997). *The Moral Intelligence of Children* (Also: paperback edition by Plume in 1998). Random House.
- Coles, R. (1999). *The Secular Mind*. Princeton: Princeton University Press.
- Denning, S. (2000). *The Springboard: How Storytelling Ignites Action in Knowledge-Era Organizations*.
- Dewey, J. (1996). *Theory of the Moral Life* (First ed.). New York: Irvington Publishers, Inc.
- Ehrlich, T. (Ed.). (2000). *Civic Responsibility and Higher Education*. Phoenix: The American Council on Education and The Oryx Press.
- Emmons, P. (2007). *Thanks. How the New Science of Gratitude Can Make You Happier*. Houghton Mifflin.
- Fendrich, J. M. (1993). *Ideal Citizens: The Legacy of the Civil Rights Movement*. Albany, NY: State University of New York Press.
- Freire, P. (1994). *Pedagogy of Hope: Reliving Pedagogy of the Oppressed* (R. R. Barr, Trans.). NY: Continuum.
- Gardner, H. (1993). *Creating Minds*. New York: Basic Books.
- Gardner, H., Csikszentmihalyi, M., & Damon, W. (1991). *Good Work: When Excellence and Ethics Meet*. New York: Basic Books.
- Greene, M. (1995). *Releasing the Imagination: Essays on Education, the Arts, and Social Change*. San

- Francisco: Jossey-Bass.
- Horton, M. (1998). *The Long Haul: An Autobiography*. New York: Teachers College Press
- Johnson, M. (1993). *Moral Imagination: Implications of Cognitive Science for Ethics*. Chicago: University of Chicago Press.
- Kohn, A. (1990). *The Brighter Side of Human Nature: Altruism and Empathy in Everyday Life.*: Basic Books.
- Levine, A., & Cureton, J. S. (1998). *When Hope and Fear Collide: A Portrait of Today's College Student*. San Francisco: Jossey-Bass Publishers.
- Loeb, P. R. (1994). *Generation at the Crossroads: Apathy and Action on the American Campus*. New Brunswick: Rutgers University Press.
- McAdam, D. (1988). *Freedom Summer*. New York: Oxford University Press.
- Nicholl, C. (2005). *Leonardo da Vinci: Flights of the Mind*.
- Obama, B. (1995, 2004). *Dreams from My Father: A Story of Race & Inheritance*. NY:Three Rivers Press.
- Palmer, P. J. (1993). *To Know as We are Known: Education as a Spiritual Journey*. HarperSanFrancisco.
- Parks, S. (1986). *The Critical Years: The Young Adult Search for a Faith to Live By*. Harper & Row.
- Parks, S. (2000). *Big Questions, Worthy Dreams: Mentoring Young Adults in Their Search for Meaning, Purpose, and Faith*. San Francisco: Jossey-Bass.
- Hanh, T. N. (2007) *The Art of Power*. NY: HarperCollins.
- Quinn, R. E. (2000). *Change the World: How Ordinary People Can Achieve Extraordinary Results* (first ed.). San Francisco: Jossey-Bass.
- Seifter, H & Economy, P. (2002). *Leadership Ensemble: Lessons in Collaborative Management from the World-Famous Conductorless Orchestra*.
- Senge, P. M. (1990). *The Fifth Discipline: The Art and Practice of the Learning Organization*. NY: Doubleday.
- Simmons, A. (2006). *The Story Factor*. Perseus Books Group, 2nd Ed.
- Walshok, M. L. (1995). *Knowledge Without Boundaries: What America's Research Universities Can Do for the Economy, the Workplace, and the Community* (First ed.). San Francisco: Jossey-Bass Publishers.
- Wheatley, M. J. (2002). *Turning to One Another: Simple Conversations To Restore Hope to the Future*. San Francisco: Berrett-Koehler Publishers, Inc.
- Youniss, J., & Yates, M. (1997). *Community Service and Social Responsibility in Youth*. Univ. of Chicago Press.

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
