

**School for New Learning**  
**DePaul University**  
**TENTATIVE Course Syllabus: AI 227 Values Based Leadership**  
**Spring 2007**

**1. General Information**

Faculty: Christine Hayda  
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Location: O'Hare

Dates/Time: Mondays: In Class: 04/02, 04/16, 04/30, 05/14, 05/21, 6/4  
Via Blackboard: 04/09, 04/23, 05/07, week of 05/28

Credit Hours: 2 per competence

**2. Course Description and Faculty Biographical Sketch**

- Values based leadership includes both process and outcomes. Becoming a values based leader requires that an individual has a relatively clear understanding of his or her own values and that those values are the foundation for leading their organization. We will also look at various ethical models and explore how those models shape our values and leadership. We will learn that moral values and leadership come from within, therefore if we want to make an impact on the environment that we live in we must have a better understanding of who we are and what we believe in. In this course we will use various texts, videos, engage in small and large group discussions and spend some time in self reflection in order to explore values based leadership and the leadership potential within all of us.

- Christine earned Masters Degree in Organization Development from Loyola, Chicago, and is pursuing another in the field of Leadership Development using the competencies of Emotional Intelligence. In addition to teaching and working at The School for New Learning as Assistant Director of Suburban Campus Advising and Operations, Christine has consulted and developed courses and training for individuals who work in faith based communities. She is also a board member of a state accredited foreign language studies school in Chicago.

**3. Competencies**

A3A Can interpret experience in relationship to the perspective of a thinker or tradition.  
A4 Can analyze a problem using two different ethical systems.  
H3X Can use theories or models of values based leadership to understand ones own experience.

FX Can identify the characteristics found in a values based leader or a values based organization and explain the impact the individual has had on the organization or organization has had on the community.

#### **4. Learning Experience**

##### **Learning Strategies**

The learning environment will model a laboratory where students will have the opportunity to test various rules, beliefs and assumptions. To fuel the discussions and learning, students will engage in discussion with the instructor, read text and various articles, view films and videos, participate in small and large group discussions, read a case studies, and engage in reflective journaling.

##### **Required readings:**

- *Awakening the Leader Within; A Story of Transformation*  
Cashmna, Kevin, New Jersey, John Wiley & Son, Inc., 2003
- *Leading With Values; Positivity; Virtue and High Performance*  
Hess, Edward D., Cameron, Kim S., ed., Cambridge Press, 2006

##### **Suggested readings:**

- Daily newspapers such as the *Sun-Times, Tribune, New York Times*, etc.
- Periodicals such as *Harvard Business Review, Newsweek*, etc.

##### **Attendance and Participation**

*Attendance and participation are essential. In the event of an absence it is imperative that you (1) let me know ahead of time, and (2) contact a classmate ahead of time to be your "tutor" for the missed session. Always consult our Blackboard for handouts and assignments. It is understood that illness, business, or family related issues may arise and one or two absences may be unavoidable. However, if you foresee that you may miss more than two class sessions, it is recommended that you drop the course. If you miss more than two courses and choose not to drop the course, your grade will be lowered by one letter grade*

#### **5. Outcomes**

At the end of the course the students will;

- be able to identify roles or models of leadership in order to identify ones own experience
- be able to identify and understand ones own values and the implication those values have on the ones own leadership style
- be able to identify and describe an ethical issue or problem
- be able to describes the distinctive assumptions of two different ethical systems
- be able to analyzes the problem by comparing and contrasting how these two different systems would apply to that particular ethical issue or problem.

## 6. Evidence the Students will Submit

*The DePaul Student Handbook defines plagiarism as follows: “Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else’s. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one’s own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another’s work or ideas without proper acknowledgement.” Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!*

## 7. Criteria for Assessment

### Evaluation/Grading

Writing Assignments	= 45 points
Participation	= 10 points
Journal	= 20 points
Final Essay	= <u>20 points</u>
Total	= 100 points

Grades will be assigned as follows; 90-100 A, 80-89 B, 70-79 C, 60-69 D, >59 F.

### **Written Work Will be Evaluated As Follows:**

**A=** designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

**B=** designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

**C=** designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

**D=** designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.

**Unfinished work** or work requiring revision will be given an Incomplete (IN) grade. In order to qualify for the IN, students must have regularly attended class, and

*must have completed two thirds of assignments. Work not submitted by the due date must be submitted within 2 weeks, and will be assessed on a P/F basis only.*

## **7. Class Schedule**

(assignment due dates and readings are subject to change)

### **Session I – April 2, 2007**

INTRODUCTIONS

REVIEW OF COURSE SYLLABUS

COURSE EXPECTATIONS

*For Next Week*

-Read ATW pp.1-59

### **Session II – April 9, 2007 (via Blackboard)**

VALUES

*For Next Week*

Read ATW pp.60 – 97  
Values Assignment

### **Session III – April 16, 2007**

LEADERSHIP APPROACHES

*For Next Week*

Read ATW pp.98-131,  
Begin Journaling

### **Session IV – April 23, 2007 (via Blackboard)**

A FEW ETHICAL CONSIDERATIONS

*For Next Week*

### **Session VI – April 30, 2007**

PERSONAL APPROACHES TO VALUES BASED LEADERSHIP

*For Next Week:*

Read ATW pp.132 – 191  
“Who are you?” Assignment

### **Session VI – May 7, 2007 (via Blackboard)**

LEADERSHIP DEVELOPMENT AND LEARNING

*For Next Week:*

Read ATW pp. 192-222  
Watch the movie *Gandhi*

### **Session VII – May 14, 2007**

BECOMING A VALUES BASED LEADER

*For Next Week:*

Read: ATW 223- 259  
Personal Growth Commitment  
Assignment

### **Session VIII – May 21, 2007**

VALUES BASED ORGANIZATIONS

*For Next Week:*

TBD

**Session IX – May 28, 2007 (via Blackboard)**

LEADERSHIP IN ACTION

*For Next Week*

TBD

**Session X – June 4, 2007**

VBL IN MODERN MEDIA (**bring “good eats” to share**)

WRAP UP

**Session XI – June 11, 2007**

FINAL PAPER DUE ON **June 11, 2007**

**DePaul University Academic Integrity Policy**

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

**DePaul University Incomplete Policy**

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

- PLS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.