

**UNIVERSITY OF PITTSBURGH
COLLEGE OF BUSINESS ADMINISTRATION
SERVICE LEARNING ORGANIZATIONS
CERTIFICATE PROGRAM IN LEADERSHIP AND ETHICS**

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CERTIFICATE PROGRAM IN LEADERSHIP AND ETHICS

The Certificate Program in Leadership and Ethics (CPLE) is a unique opportunity for College of Business Administration (CBA) students who wish to explore the relationship between leadership and ethics. It contributes to the student's preparation for a career in business by helping to foster contacts with organizations committed to leadership and ethics. The CPLE curriculum is based on the belief that students ought to experience a sustained and integrated exposure to ethics and leadership in organizations. It is also based on the assumption that an emphasis on leadership, without proper consideration of ethics, will not generate leaders who approach their roles with a sense of responsibility and accountability; while an emphasis on ethics, without proper consideration of leadership, will not produce leaders with the necessary tools to develop and implement their vision and understanding of ethics. Thus, leadership and ethics must be considered together. Courses within the CPLE curriculum focus on the development of five key competencies areas: ethical awareness and decision-making; relational leadership; high impact communication; team project management; and, civic/social engagement.

COURSE DESCRIPTION

Service-learning is an approach that enriches education by engaging students in meaningful service to their schools and communities through a process that is carefully integrated with established learning objectives. Active engagement in meaningful service enhances academic achievement, citizenship, and leadership development. Service learning is a form of active learning that values critical thinking and problem solving. When service-learning is effectively implemented, students gain in measures of academic achievement, citizenship, and leadership competence. There are several components of the service learning (SL) approach:

- SL uses community service as the vehicle for the attainment of students' academic goals and objectives.
- Community service fills a need in the community through volunteer efforts. Service-learning also fills that need, but it uses that need as a foundation to examine ourselves, our society, and our future. Further, service-learning provides students with opportunities to use newly acquired skills and knowledge in real-life situations.
- SL It identifies in advance, and tracks, specific learning objectives and goals (as well as the intangible ones).
- Students perform a valuable, significant, and necessary service which has real consequence to a community, organization or other stakeholder group.

- SL enhances student learning by joining theory with experience and thought with action; it also helps students to see the relevance of the academic subject to the real world.
- SL also builds leadership competence through practice, reflection and active engagement.

COURSE OBJECTIVES

Upon completion of the course, students will have accomplished the following:

1. Developed an understanding of the concept of servant leadership and how it explains the inextricable link between ethics and effective leadership.
2. Studied the key characteristics of servant leadership and how they related to and impact both personal and business success
3. Enhanced one's project management skills by working as part of a small team on a service learning project
4. Develop critical leadership skills such as conflict resolution, negotiations and high impact communication.
5. Applied course concepts to a relevant corporate example in the service learning project, in which the teams work on a specific external project related to ethics, leadership, social responsibility and or sustainability in business.
6. Applies course concepts using a case analysis and/or presentation to a client, in which students teams may be charged with using course materials to a case problem generated and/or analyzed by an external corporate client.

COURSE MATERIALS

- ALL OF THE HANDOUTS AND POWERPOINT SLIDES WILL BE POSTED ON COURSEWEB

CODE OF ETHICS AND ACADEMIC INTEGRITY

Any violation of the Guidelines for Academic Integrity will lead to serious consequences. This includes writing of cases and papers as well as exams. Please make sure you are familiar with these guidelines which can be found at <http://www.katz.pitt.edu>. If you have any uncertainty about what is acceptable collaboration, please check with us.

COURSE REQUIREMENTS AND GRADING:

There are four components that will be used to calculate your final grade in the course:

Reflections on Leadership (2)

20%

You are required to submit two (2) 2-3 page papers that provide responses to the “reflections on leadership” questions assigned by your instructors. One of these reflections will be submitted as a project team and the second reflection will be completed as individuals. A key aspect of the evaluation of your paper will be how well you understand the theories, examples and information from lecture, text and class discussion. All papers must be submitted on the date due by the beginning of class. Your papers should be typed, double-spaced using a 12-point font and one inch margins (top, bottom, left and right).

Midterm Examination

30%

You will be required to complete mid-term examination that covers all text and lecture materials prior to the exam date. The exam will be an all-essay format exam. Detailed information along with sample questions will be provided prior to the examination date. Make-up exams are only provided with verified medical or family emergency.

Class Participation

20%

This course relies very heavily on discussion and interactive learning. Therefore, attendance and participation are required. The extent of your preparation, consistency of your attendance and quality of your contribution to the class discussion will be evaluated and constitute your grade for class participation. If you cannot attend class, you are required to notify the instructor 24 hours prior to the scheduled class meeting. Two consecutive absences from class require written medical or family emergency verification. Team involvement also counts toward this portion.

Note: Every student gets two “personal days” to miss class that will not count against your attendance grade. You are still expected to complete any work due for the class and/or your team, and you must notify us that you are using your personal day – like if you were using personal days at work.

Service-Learning Team Project

30%

Students will be assigned to a project management team at the beginning of the semester. Goals for the team are two-fold: (1) engage in a meaningful service-learning project activities as outlined by the instructor and project sponsor, and; (2) experience and learn from the many aspects of project management. This semester long project culminates in a multi-media, dynamic management presentation and the completion of a consulting report shared with the class and our project client. Due dates for all assignments are provided on the course outline and schedule. There are several components that must be completed as part of your project team’s activities/deliverables:

- **Project Scope of Work Statement:** Outlines (1-2 pages) project ideas, statement of team expectations & personal team learning objectives, potential organization benefits, and deliverables. The team client manager is responsible for coordinating the scope.
- **Team Meetings w/ Professor:** Your project team will have met with the professor a minimum of 2 times during the term. The focus of each meeting will be on doing team reflections regarding service learning, problem shooting, identifying outside resources and other related issues. The team project liaison is responsible for scheduling and coordinating these meetings.
- **Project Progress Reports:** Two progress reports in the form of a memo (1 -2 pages) confirming project parameters, tasks completed, service performed to date, use of external resources and brief summary of reflections and potential findings. The team project manager is responsible for submitting the progress report.
- **Peer Feedback Assessment:** Completion of team development of a peer review instrument that will be provided by the instructor. Assessment is to provide feedback both to members of the team and to the instructor on the level of participation within the

project team. Submission of peer feedback assessment is required and counts toward your class participation grade component.

- **Project Report:** A final "client- centered" paper providing clear descriptions of the problem(s) or challenges client faced; analysis of the problem, findings/conclusions based on the analysis and final team recommendations. Appropriate integration of theories/models/etc. is expected. A copy of this paper will go to the client and professor.
- **Project Presentation:** Each team will participate in an overall project presentation delivered to the professor and the client. This presentation will summarize project, findings and what team learned professionally and personally; presentations should also demonstrate how course concepts, theories, etc. provided insights on addressing client needs. All team members must be present and participate in the final presentation.
- **Client Feedback:** Each client will be contacted by the instructor to confirm that all students on the team were actively engaged in the SL Project, spent a minimum number of hours working with the client and, as a member of a SL team, acted professionally in its interactions with the community partner(s). Students not meeting the expectations, spirit and intent of the assignment will receive "penalty points" in determining what grade they will receive on the report and presentation.

COURSE GRADING

The following grading scale will be used to compute your final letter grade for the course. The grade earned for the Service-Learning Team project components is the grade earned by all members of the project management team. The CBA guidelines for grading are also available for your reference in *CourseWeb*.

A+	99 – 100	B+	86-89	C+	75-78	D+	65-67
A	95 – 98	B	82-85	C	71-74	D	62-64
A-	90 – 94	B-	79-81	C-	68-70	D-	59-61

MAKE-UP AND ATTENDANCE POLICIES

Class attendance is a mandatory and graded aspect of this course. Students are required to notify the instructor 24 hours prior to the scheduled class of any absences. Only absences for personal illness and/or medical emergencies will be considered excused absences. Make-ups for the mid-term examination are provided only with verified family and/or medical *emergency* and must be taken within two (2) weeks of the scheduled exam date. There is no make-up provided for the final project. Incomplete (I) grades are given for health/medical emergencies only and must be approved by the instructor prior to the final class session.

IMPORTANT UNIVERSITY RESOURCES

In regard to university policies and resources, first and foremost, students are encouraged to hold me (and any faculty member at this university for that matter) fully-accountable for the detailed specific standards for faculty behavior outlined in such official documents as the university's policy on non-discrimination, the university policy on sexual harassment, and the university policy on academic integrity. Copies of these policies are available in the CBA main office.

In addition to these policies, we are also a tremendous supporter of the efforts and services which are made available to students by the following offices:

- Office of Disability Resources and Services (DRS) (216 William Pitt Union, 648-7890). DRS provides a broad range of support and services to assist students, faculty and staff with disabilities. Such disabilities may include visual impairment, auditory impairment, mobility impairment and “hidden” disabilities, such as ADD, AHD and psychological disabilities.
- Learning Skills Center (311 William Pitt Union, 648-7920) This office offers a range of services which are designed to help students develop their skills in areas such as math, reading, study skills, time management and test taking.
- Writing Center (501 Cathedral of Learning, 624-6556). As a project course, there is a tremendous amount of writing required throughout the term. While the technical aspects of writing re part of the grade, we will not have the opportunity to provide in-depth feedback and coaching in this area. However, the university writing center is an invaluable resource. Students can make appointments to work one-on-one with a person who will give patient assistance and valuable advice on a variety of writing concerns.
- University Counseling Center (334 William Pitt Union, 648-7930). The Center's staff is dedicated to assisting students in their pursuit of personal and academic growth, to helping students gain a better understanding and appreciation of themselves, and to supporting students as they make important decisions about their lives. They offer counseling in a range of different areas including stress management, conflict resolution, coping with anxiety, and sexual assault services. Both individual and group counseling is available with trained professionals who respect professional ethics of confidentiality.

Finally, on a personal note, we take great pride in the constructive relationship we have with the dedicated advisors in the CBA. While all of the advisors have heavy work loads, I have been amazed by how academic advisors will consistently go above and beyond to act in the best interests of students. Thus, if you have any personal and/or academic problems which may inhibit your progress in school or in life-in-general, we can personally attest to the fact that your advisor in the CBA will be “in your corner.” Be sure to keep in contact with your advisor - particularly if you are facing any difficulties.

COURSE OUTLINE, ASSIGNMENTS & DEADLINES

Dates	Topic(s) to be covered	Assignments
Week 1	Introduction, Course Overview & Projects Understanding Service Learning	<i>“Service Learning in Business Ethics” Reading in Courseweb</i>
Week 2	Greenleaf, Ethics & Servant Leadership Project Assignments & Roles	<i>Project Teams & Assignments</i>
Week 3	Principles of Ethical Project Management Writing an Effective Scope of Work	See <i>Courseweb</i> for Readings
Week 4	Servant Leadership Perspectives	<i>Reflection I Due</i>
Week 5	Servant Leaders & Effective Team Dynamics	<i>Draft Scope of Work Due</i>
Week 6	Servant Leaders at the Top and the Middle	<i>Final Scope of Work Due</i>
Week 7	Actions of Effective Servant Leaders	
Week 8	Wrap Up and Midterm Examination	<i>Midterm Exam</i>
Week 9	Issue Selling for Servant Leaders	<i>Progress Report I Due</i>
Week 10	<i>Spring Break – No Classes</i>	<i>-----</i>
Week 11	Managing Stakeholder Relationships	
Week 12	Servant Leadership & Conflict Resolution	<i>Progress Report II Due</i>
Week 13	Servant Leadership and Managing Effective Projects Outcomes	<i>Peer Feedback Survey Due</i>
Week 14	Practice Team Presentations	<i>Reflection II Due</i>
Week 15	Project Team Final Presentations	<i>Project Final Reports Due</i>