

College of Journalism and Communications
Department of Telecommunication
Department Chair: Professor David Ostroff, 2088 Weimer Hall
Tel: 392-0463

RTV4432
Senior Seminar: Being an Ethical Leader
Summer A 2017

Instructor: Michael Leslie, Ph.D.
Co-Instructor and Course Reader: Kym Elder, Ed. D.

Contact Information for
Professor Leslie
Office: 3060 Weimer Hall
Office Hours: TBA
Office Telephone: (352) 392-2904
Email: mleslie@jou.ufl.edu
Fax: (352) 846-2899

I. Course Description

The study of ethics is usually taught with the goal of having you learn about ethics and how to apply ethical principles to the problems you will face in the exercise of your career as a mass communications professional. Unfortunately, experience shows that this approach has not left many communications professionals actually being ethical, and the troubled state of news, information and entertainment media attests to this failure.

Hence, this course will not be primarily focused on learning more about the nexus between the media and social problems. Instead, this course will focus on giving you access to being an ethical leader in the communications profession, and dealing with those factors that limit your freedom to be ethical, that constrain and shape your perceptions, emotions, creative imagination, thinking, planning and actions. When you are no longer constrained or shaped by those factors, you will be free to perform at your personal best in your chosen profession and in all the other areas of your life.

During the course, you will have the opportunity to carefully examine your worldview and your frames of reference. When you have done this, you will discover new and powerful openings for producing extraordinary results, both in your personal and professional life, and in your ability to work effectively with others.

II. Course Objectives

The purpose of this course is to leave you being an ethical leader and exercising ethical leadership effectively as your *natural self-expression*. By “*natural self-expression*” I mean a way

of being and acting in any leadership situation that is a spontaneous and intuitively effective response to what you are dealing with. The course is based on a new science of leadership, which will leave you actually *being* a leader rather than simply *knowing* more about leadership.

The first part of the course is devoted to you acquiring a deep understanding of the foundational elements on which being a leader and the effective exercise of leadership are built: integrity, authenticity, being committed to something bigger than yourself, and being cause in the matter.

In the second part of the course, you will create a powerful context for being a leader, including an in-depth examination of the role of language and being in creating futures that were not going to happen. You will examine *being* and *occurring* as they relate to *being* a leader, and the impact of *being* and *occurring* on one's perceptions, emotions, creative imagination, thinking, planning, and actions in the exercise of leadership.

In the third part of the course, you will discover the perceptual and functional constraints that get in the way of your natural self-expression as a leader, limiting and shaping your ability to be and act effectively when being a leader and exercising leadership, and you will discover ways to reduce the impact of these constraints on your leadership effectiveness.

During the course, you will have the opportunity to carefully examine your worldview and your frames of reference. When you have done this, you will discover new and powerful openings for producing extraordinary results, both in your personal and professional life, and in your ability to work effectively with others.

In addition, you will create and execute a professional leadership project related to your personal, community or career interest.

III. Teaching Method

The course will employ an ontological/phenomenological approach, which gives you direct access to being a leader and exercising leadership rather than accumulating more knowledge about leadership. This approach, will leave you actually *being* an ethical leader rather than just *knowing* more about leadership.

The teaching format includes lectures, inquiry and discussion, individual reflection, and work in small groups.

IV. Textbooks and Required Readings

- Introduction to Being a Leader and the Effective Exercise of Leadership: An Ontological Model <http://ssrn.com/abstract=1392406>
- Education as Stretching the Mind by *Jamshed Barucha* <https://www.edge.org/response-detail/10131>

Additional required readings will be sent to you via the course listserv or posted on the course site in Canvas E-learning.

V. Teaching Schedule

Session	Date & Time	Content	Remark
Week 1	May 9-10	<ul style="list-style-type: none"> • Transformational vs. Informational Learning • On the Court vs. In the Stands 	Exercise: Ground Rules, Conditions and Promises for the course
Week 2	May 16-17	<ul style="list-style-type: none"> • Introduction to the Four Foundations of Effective Leadership 	Integrity, Authenticity, Being Given Being and Action by Something Larger than Yourself, Being Cause in the Matter
Week 3	May 23-24	<ul style="list-style-type: none"> • The Power of Context to Use You • Creating an Ontological Context for Leader and Leadership 	Creating an Ontological Context for Leader and Leadership
Week 4	May 30-31	<ul style="list-style-type: none"> • Perceptual Constraints: Already-Always Listening • Functional Constraints: Life Sentences 	Exercise: Removing Personal Constraints to Being a Leader and Exercising Leadership Effectively
Week 5	June 6-7	<ul style="list-style-type: none"> • Occurring and Performance • Examining Existing Conversations and Silences • Impact of Conversation on Occurring 	Exercise: Conversations for Breakthroughs
Week 6	June 13-14	<ul style="list-style-type: none"> • Creating New Futures for Yourself and Your Professional Life 	Exercise: Using the Power of Language to Create New Futures

<u>VI. Course Assignment/Requirements Weights</u>		
Item	Weight	Due
In-Class Participation	25%	Each Day
Attendance	25%	Each Day
Weekly Quizzes	20%	Each Week
Leadership Project	20%	End of Course
End of Course Assessment	10%	End of Course
TOTAL		

1. In-class Participation

Active participation is defined being physically present for each activity, doing the exercises, working with others so that the course moves forward with each session; completion of class exercises and assignments, self-inquiry, discovery and commitment to bring what you learn in the course to bear on your personal and professional life.

2. Attendance

On time attendance is required. You will not receive attendance credit if you arrive late for class.

3. Weekly Quizzes

These are used to determine whether you have accurately understood and completed the course assignments and readings.

4. Course Leadership Project

Students will design a personal leadership project, using the knowledge and skills they have learned in the course. A report on their project is due August 1, 2017.

5. End of Class Learning Assessment

Comprehensive Assessment of Learning Derived from the Course

VII. Textbooks and Required Readings

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Additional required readings will be sent to you via the course listserv or posted on the course site in Canvas E-learning.

VIII. Course Scoring

I employ a base-10 grading scale, as follows:

10= Extraordinary performance in the course

9= Very good

8= Above average (minor deficiencies)

7= Average (mixed performance)

6= Below average with major deficiencies

5 or less = Unsatisfactory

Final Grades will be assigned according to the following scale (I reserve the option to curve final grades):

A (Excellent) 95-100 percent

B (Good) 80-89 percent

C (Average) 70-79 percent

D (Marginal) 60-69 percent

E (Insufficient) <60 percent

Minus and plus grades will be awarded according to current University of Florida grading policies.

IX. Course Policies, Instructor Expectations and Methods of Evaluation.

General Evaluation Criteria

All written and oral assignments will be evaluated based on both form and content. *Form* refers to professional and timely completion in accordance with assignment instructions, as well as cogency and organization. Content refers to quality of analysis, correct application of principles, coherence in reasoning, and thoroughness of research. Your grade will indicate your success in meeting these standards.

Attendance

You are **expected** to attend all classes, presentations, video showings, discussions, and other class activities. **Your grade for this course will be negatively affected if you do not participate fully and/or are absent from class.** Covering news for any of the stations, no matter how significant the story, is not a valid excuse for missing classes, assignment due dates, failing to complete assigned reading/viewings, or failing to participate in group projects.

Classroom Decorum

No reading of newspapers, eating, drinking, loud talking, work on assignments for other classes, web surfing, texting, etc. is permitted during lectures, presentations, group discussions, or other class activities. If you are discovered engaging in these activities, you will be asked to desist or leave the classroom.

Students with special challenges: I am committed to helping students with special challenges overcome difficulties with comprehending the subject matter, while abiding by the standards of fairness and confidentiality. In order to address your academic needs, I must be informed of your circumstances at the beginning of the semester *before* performance becomes a factor. Reasonable and appropriate measures will be taken to ensure that officially recognized challenges do not become a hindrance to your ability to succeed in this course. You should provide me with an official statement from the Office of Student Services explaining the

accommodation required, if you face such a challenge.

The University of Florida Honor Code was voted on and passed by the Student Body in the Fall 1995 semester. The Honor Code reads as follows:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. **Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action.** A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I will neither give nor receive unauthorized aid in doing my assignments."

For more information about academic honesty, contact, Student Judicial Affairs, P202 Peabody Hall, 392-1261. You can review UF's academic honesty guidelines in detail at: <http://www.dso.ufl.edu/judicial/procedures/honestybrochure.php>

X. OTHER MATTERS

- I reserve the right to make changes, if necessary, to the grading system, assignments, schedule, or other matters pertaining to the course.
- I can be reached preferably via e-mail, and the telephone, but please be aware that I will not be able to respond immediately to your communication. As a rule, allow up to 48 hours for a response. Therefore, barring an emergency situation, it is advisable to contact me well in advance of any deadline in order to give me adequate time to respond.
- Students are not permitted to bring guests to this course.
- Please feel free to approach me about any concerns or comments you might have about this course. I will be happy to meet with you during my office hours, or by appointment.
- You are expected to arrive promptly for every class, fully prepared to discuss the assigned Readings and engage in the course.
While I understand the problems created by a large campus with limited parking, it is your responsibility to arrive in class in a timely manner.
- You are responsible for signing the attendance sheet every class.
- Any evidence of plagiarism or cheating will result in an "E" for the assignment and possible disciplinary action.
- Regarding plagiarism: Do not adapt work from another course for this course without my

prior written permission. Do not adapt someone else's work and submit it as your own. This course requires original work, created at this time, for this purpose.

- Spelling counts. So do grammar, punctuation and professional presentation.
- In addition to the required readings, you are encouraged to take class notes because classroom sessions often reveal information that is not contained in the readings.