

# IDS 2935: [Authentic Leadership: how to lead without selling your soul]

## Quest 2

### I. General Information

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#### Class Meetings

- Quest 2
- Asynchronous lecture, discussion sections F 3, 4, 5
- Residential (3 sections of 22) | UF Online (3 sections of 22)

#### Instructor

- Anita Anantharam
- Virtual Office Hours via Zoom (<https://ufl.zoom.us/my/aanita>)
- Tuesdays 9am-10am, and by appointment
- [aanita@ufl.edu](mailto:aanita@ufl.edu) | 352-273-2946

#### Course Description

Authentic Leadership: How to lead without selling your soul

*Pressing question(s): Is it possible to lead without compromising your values? Is an authentic leadership style which emphasizes cardinal virtues (prudence, temperance, justice, and fortitude, etc.) profitable for business or is it better suited for social justice movements and non-profit contexts? How can we discern which leadership style has worked best for what contexts – and why is authentic leadership important now? This course asks these questions in both theoretical and practical terms. It asks how different people in different historical and social contexts have lead organizations and movements and explores the influence of religion and spirituality on their leadership strategies, styles, and effectiveness in achieving their goals.*

To achieve success and influence in business, it still comes down to who generates the most revenue. But this might require giving up ideals that one holds dear. Leadership competence in companies is typically measured in terms of productivity, revenue, and maximizing shareholder value. But over the last few years, we have seen major changes in how organizations and their employees think about leadership, work, and productivity. In the post-pandemic return-to-office life, prioritizing mental health, valuing spiritual well-being, and aligning leadership purpose to skills are things organizations are paying more attention to, in order to combat an overworked, disengaged, and exhausted workforce. Companies are offering yoga and meditation in the workplace, universities are creating safe spaces for students to decompress from the day-to-day demands of college life and channel their energies into creativity and innovation, and corporations are facilitating mindfulness retreats for their executive

leadership. More and more, people are making business, economic, and financial decisions that are better aligned with their spiritual, ethical, and social beliefs. It goes without saying then that the more effectively (and quickly) you align your leadership purpose with your values, your goals, and your life plans, the less the likelihood of experiencing disconnect and burnout. But is this good for business?

This class will introduce students to a variety of leadership styles –from a diverse range of national and international public figures, scholars, and theorists all of whom have drawn on mindfulness, intentionality, spirituality, non-violence, social justice, and compassion as informing their leadership strategy. *The purpose of this class is to help you become fluent in these various leadership styles and to recognize approaches to leadership that align best with your own. Not everyone wants to lead given the corporate business expectations on leaders to answer to people who are writing their paychecks—but in a world of dysfunctional and morally bankrupt leadership, people are searching for “authentic” leadership. This class will provide a toolkit of leadership style from various social and behavioral science disciplines to explore, evaluate, and discern between leading authentically and selling your soul.*

## Quest and General Education Credit

- Quest 2
- Social & Behavioral Sciences
- Writing Requirement (WR) 2000 words

*This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.*

## Required Readings and Works

Required Readings and Works

All required readings will be available on our course Canvas site or online.

*I recommend the Chicago manual of style (<https://www.chicagomanualofstyle.org/home.html>) as a guide for writing format and style. However, you may use a different style guide, as long as you check with me first and make sure to use the same format consistently.*

Materials and Supplies Fees: n/a

## II. Graded Work

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### Description of Graded Work

Assignment	Description	Requirements	%
Short reflection essay #1	Self-reflection essay: personal audit. Fill out the <b>SMART</b> Goals worksheet.	500 - 750 words (WR)	10

	<p><b>S</b>pecific (simple, sensible, significant).  <b>M</b>easurable (meaningful, motivating).  <b>A</b>chievable (agreed, attainable).  <b>R</b>elevant (reasonable, realistic and resourced, results-based).  <b>T</b>ime bound (time-based, time limited, time/cost limited, timely, time-sensitive).</p> <p>Use the SMART goals worksheet as a guide to answers these questions. How well do you know yourself? What is your mission statement for your own life? What are areas of personal or professional growth: Spiritual? Financial? Educational? Family? Etc.</p> <p>PLEASE NOTE: <b>2% OF THE OVERALL 10% GRADE WILL BE BASED ON COMPLETING THE SMART GOALS SHEET</b></p>		
Short analytical essay #2	Analysis of one of the leadership styles discussed in the first 6 modules and how that leadership style helps advance your mission/vision that you wrote about in reflection essay #1. You must pay attention to the resources, impact, practices, and ideology in your leadership analysis and how they connect to your self-audit.	1000 words (WR)	20
5 Reading Annotations on Perusall	There will be 5 short annotations on the readings for the day. I will provide some guiding questions to test your reading comprehension and to help you annotate the reading via perusall.	5 short reading annotations on Perusall App	20
Professional Development Activity	<p>This is an assignment that provides an experiential learning opportunity. <b><u>You can fulfill it in one of two ways – either option (a) or option (b) below:</u></b></p> <p>a) Interview someone who you consider to be a leader and someone who you believe embodies one of the leadership qualities you align most with. You must transcribe the essay and submit it. (There are a number of free transcription programs and apps, including Google Keyboard and Transcribe.)</p> <p><b><u>OR</u></b></p> <p>b) b) Attend a public event (lecture, meeting, etc.) where someone who is in a leadership role is talking about their mission/vision.</p> <p>Regardless of which option you choose, you must write a (1000 word) summary report paper on how what you learned, how this experience relates to your chosen leadership style, and how you plan to incorporate their advice into your own professional development.</p>	1000 words (WR)	20

4 Discussion posts	Answer 4 discussion prompts relating course readings and your own leadership experience. Each discussion prompt is approximately 250-300 words. Questions will be drawn from pressing issues we face today but will ask you to situate your response with context from the readings (i.e. What is the role of empathic leadership in AI/Machine Learning environments? Why would mindfulness matter in writing a corporate press release during adversarial times, &c.)	1250-1500 words	20
Final short reflection essay based on SMART Goals	Return to the SMART Goals worksheet that you filled out at the beginning of the class and come back to it at the end of the class. What did you learn? Has anything shifted? Reflect on your growth and knowledge acquired about yourself and your leadership style.	500-750 words (WR)	10

### Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

### Grading Rubric(s)

#### Writing Assessment Rubric and Statements

	SATISFACTORY (Y)	UNSATISFACTORY (N)
<b>CONTENT</b>	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
<b>ORGANIZATION AND COHERENCE</b>	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.

ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

- The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.
- The instructor will evaluate and provide feedback before the end of the course on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.
- WR course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

### III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Introduction to the course, explain concepts,</li> <li>• <b>Summary:</b> This week we will introduce the topic of the course, including definitions of key terms and an overview of the theoretical and methodological approaches we will cover throughout the semester.</li> <li>• <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Peter Rigii Gaitho, Influence of Religion on Leadership Styles and Leadership Roles: A Critical Literature Review, <i>Microeconomics and Macroeconomics</i>, Vol. 7 No. 1, 2019, pp. 8-11;</li> <li>○ <b>INSEAD:</b> <a href="https://knowledge.insead.edu/leadership-organisations/what-religion-teaches-us-about-great-leadership">https://knowledge.insead.edu/leadership-organisations/what-religion-teaches-us-about-great-leadership</a> ;</li> <li>○ McKinsey &amp; Co: "Tuning in, turning outward: Cultivating compassionate leadership in a crisis", online (10 pages);</li> <li>○ Listen to Podcast (51mins) – "Finding my Leadership Voice - A leader with a non-traditional background must learn how to communicate with</li> </ul> </li> </ul>

Week	Topics, Homework, and Assignments
	<p>more confidence” Harvard Business Review:  <a href="https://hbr.org/podcast/2021/03/finding-my-leadership-voice">https://hbr.org/podcast/2021/03/finding-my-leadership-voice</a></p> <ul style="list-style-type: none"> <li>● <b>Assignment:</b> SMART goals template/worksheet (this is the first part of the short reflection essay #1 which will be due in 2 weeks)</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>● <b>Topic:</b> What is authentic leadership?</li> <li>● <b>Summary:</b> This week is literature review. What have scholars and organizational leaders said about leadership. What is “authentic” leadership really mean?</li> <li>● <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ George, B., Ibarra, H., Goffee, R., &amp; Jones, G. (2017). Authentic Leadership (HBR Emotional Intelligence Series) (pp. 1-38). Harvard Business Review.</li> <li>○ Margaret Wheatley, It Starts With Uncertainty, Shambala Sun, November 1999, A conversation between Margaret Wheatley &amp; Pema Chodron</li> <li>○ Managing Authenticity: The Paradox of Great Leadership by Rob Goffee and Gareth Jones, From the HBR Magazine (December 2005)</li> </ul> </li> <li>● <b>Assignment:</b> Leadership Audit draft (draft of short reflection essay #1)</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>● <b>Topic: Finding your purpose</b></li> <li>● <b>Summary:</b> Scholars we are reading this week argue that without a strong sense of leadership purpose you cannot be an effective leader. By the end of this module you’ll be able to explain what purposeful leadership means for you.</li> <li>● <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>Hewlett, S. A. (2017). Cracking the code that stalls people of color: Sacrificing identity to conform. In <i>Authentic Leadership</i> (pp. 95–105). Harvard Business Review Press.</li> <li>Bennis, W. G., &amp; Thomas, R. J. (2002, September 1). Crucibles of Leadership. <i>Harvard Business Review</i>.</li> <li>Craig, N., &amp; Snook, S. A. (2014, May 1). From Purpose to Impact. <i>Harvard Business Review</i>.</li> </ul> </li> <li>● <b>WR Assignment:</b> Short Reflection Essay 1</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>● <b>Topic: Mindful leadership</b></li> <li>● <b>Summary:</b> Leadership styles incorporating holistic approaches that are good for businesses and families</li> <li>● <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Bill George, “Mindfulness Helps You Become a Better Leader”, <i>Harvard Business Review</i>, online (6 pages);</li> <li>○ Rasmus Hougaard, Jacqueline Carter, and Marissa Afton, “Connect with Empathy, But Lead with Compassion”, <i>Harvard Business Review</i>, online (9 pages);</li> </ul> </li> </ul>

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> <li>○ Clayton Christensen, “How Will You Measure Your Life? - Don’t reserve your best business thinking for your career” in Harvard Business Review, pp. 46-52, 2012.</li> <li>● <b>Assignment: DISCUSSION POST 1/4</b></li> </ul>
Week 5	<ul style="list-style-type: none"> <li>● <b>Topic: Leadership in Conflict</b></li> <li><b>Summary:</b> After a brief introduction to the Bhagavad Gita, we will discuss what lessons in management and leadership are embedded in Krishna’s council on the battlefield and relate those to the conflicts that Robert Oppenheimer faced in developing the atomic bomb.</li> <li>● <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>Hijjiya, J. A. (2000). The “Gita” of J. Robert Oppenheimer. <i>Proceedings of the American Philosophical Society</i>, 144(2), 123–167.</li> </ul> </li> <li>● <b>Assignment: READING ANNOTATION IN PERUSALL 1/5</b></li> </ul>
Week 6	<ul style="list-style-type: none"> <li>● <b>Topic: Spiritual leadership</b></li> <li>● <b>Summary:</b> The reading for this week explain how attitudes of authenticity and spirituality at work play an important role in keeping employees feeling connected to each other, to their leadership, and feeling a greater sense of satisfaction in the workplace.</li> <li>● <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Mar Ortiz Gomez, “Servant Leadership in a Social Religious Organization: An Analysis of Work Engagement, Authenticity, and Spirituality at Work”, in <i>International Journal of Environmental Research and Public Health</i> (pp. 1-21)</li> <li>○ Hooks, B. (1996, April). <i>Thinking about capitalism: A conversation with cultural critic Paul Gilroy</i>. Z Magazine.</li> <li>○ King, M. L., Jr. (1962, September 30). “Can a Christian be a communist?” <i>Sermon delivered at Ebenezer Baptist Church</i>. The Martin Luther King, Jr. Research and Education Institute.</li> </ul> </li> <li>● <b>Assignment: DISCUSSION POST 2/4</b></li> </ul>
Week 7	<ul style="list-style-type: none"> <li>● <b>Topic: Servant leadership</b></li> <li>● <b>Summary:</b> The readings for this week focus on leaders who embody servant leadership styles—who work alongside the people who their purport to lead. We will also introduce concepts of civil disobedience as a leadership strategy.</li> <li>● <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Dennis Dalton, Introduction to Gandhi, (pp. 1-11) and Satyagraha Meets Swaraj: The Development of Gandhi’s Ideas, 1896-1917, (pp. 12-29).</li> </ul> </li> <li>● <b>Assignment: READING ANNOTATION IN PERUSALL 2/5</b></li> </ul>
Week 8	<ul style="list-style-type: none"> <li>● <b>Topic: Visionary leadership</b></li> <li>● <b>Summary:</b> Business experts discuss what visionary leadership is, when it works, and why it fails</li> <li>● <b>Required Readings/Works:</b></li> </ul>

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> <li>○ Nufer Yasin Ates, Murat Tarakci, Jeanine P. Porck, Daan van Knippenberg, and Patrick Groenen, “Why Visionary Leadership Fails” in <i>Harvard Business Review</i>, online, 2019, (9 pages);</li> <li>○ Watch video on Visionary Leadership from Indeed - <a href="https://www.indeed.com/career-advice/career-development/traits-of-visionary-leadership">https://www.indeed.com/career-advice/career-development/traits-of-visionary-leadership</a> (13:43mins);</li> <li>○ Somers, M. (2021, November 15). <i>How a visionary boss helped this CEO succeed</i>. MIT Sloan.</li> <li>○ hooks, b. (2014). <i>Visionary feminism: Passionate politics</i>. In <i>Visionary feminism</i> (2nd ed., pp. 110–119). Routledge.</li> </ul> <ul style="list-style-type: none"> <li>● <b>WR Assignment:</b> Short Essay #2 (Analytical essay)</li> </ul>
Week 9	<ul style="list-style-type: none"> <li>● <b>Topic: Nonviolent leadership</b></li> <li>● <b>Summary:</b> Erica Chenoweth explains why civil resistance works and talks about the strategic alternatives to violence in the 21st century. September, 2015.</li> <li>● <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Video, 1 hour, 10 mins. <a href="https://fordschool.umich.edu/video/2015/erica-chenoweth-why-civil-nonviolent-resistance-works">https://fordschool.umich.edu/video/2015/erica-chenoweth-why-civil-nonviolent-resistance-works</a> ;</li> <li>○ Martha Nussbaum, “Patriotism and Cosmopolitanism” in <i>Boston Review</i>, 22 pages, 1994.</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>● <b>Assignment: READING ANNOTATION IN PERUSALL 3/5</b></li> </ul>
Week 10	<ul style="list-style-type: none"> <li>● <b>Topic: Fearless Leadership</b></li> <li>● <b>Summary:</b> Aung San Suu Kyi, Nobel Prize Laureate, mother, and devout Buddhist, is one of the most inspiring examples of spiritually infused politics and fearless leadership. She was a politician and civil servant and led a non-violent struggle for democracy and human rights in Myanmar. We will read selections from her book which outline her vision of engaged compassion and describes how she has managed to sustain her hope and optimism.</li> <li>● <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Aung San Suu Kyi, <i>Freedom from Fear and Other Writings: Revised Edition</i>, select chapters, 1997 (37 pages from intro and chapter 2)</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>● <b>Assignment: DISCUSSION POST 3/4</b></li> </ul>
Week 11	<ul style="list-style-type: none"> <li>● <b>Topic: Compassionate Leadership</b></li> <li>● <b>Summary:</b> We will center the readings this week on how one CEO reconciled “compassionate leadership” while maximizing shareholder profits for PepsiCo.</li> <li>● <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Louay Safi, “Compassionate Leadership” from <i>Leading with Compassion</i> (p.7-37): <i>Anchoring Leadership Practices in Prophetic Traditions</i>, read the introductory chapter, online (17pages);</li> <li>○ Jacqueline Carter, “How to do Hard Things in a Human Way” in <i>Harvard Business Review</i>, pp.1-6;</li> <li>○ Indra Nooyi, <i>Compassionate Leadership</i> in <i>Forbes</i>, (7 pages), online, 2022.</li> </ul> </li> </ul>



Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> <li>● <b>Assignment: READING ANNOTATION IN PERUSALL 4/5</b></li> </ul>
Week 12	<ul style="list-style-type: none"> <li>● <b>Topic: Inclusive Leadership</b></li> <li>● <b>Summary:</b> This week we draw inspiration from Black and Indigenous spirituality, celebrate what it means to belong in community, and the importance of channeling strength from “the elders” to give back, find joy, and lead.</li> <li>● <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Adrienne Maree Brown, <i>Pleasure Activism, The Politics of Feeling Good</i>, Introduction and selections from chapter 1, pp. 1-32.</li> <li>○ Sarah Federman, “How Companies Can Address Their Historical Transgressions: Lessons from the slave trade and the Holocaust” in Harvard Business Review Online, 11 pages, 2022</li> </ul> </li> </ul> <p><b>Assignment: DISCUSSION 4/4</b></p>
Week 13	<ul style="list-style-type: none"> <li>● <b>Topic: Making an Impact –College Edition</b></li> <li>● <b>Summary:</b> How can college students make a difference? The readings use environmental stewardship as a case study to answer this question.</li> <li>● <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Taylor, D.E. College Students and Nature: Differing Thoughts of Fear, Danger, Disconnection, and Loathing. <i>Journal of Environmental Management</i> 64, 79–96 (2019).</li> </ul> </li> <li>● <b>WR Assignment:</b> Professional Development Activity</li> </ul>
Week 14	<ul style="list-style-type: none"> <li>● <b>Topic: Vulnerability as a Leadership Strength</b></li> <li>● <b>Summary:</b> This week’s readings focus on the power of vulnerability and why being vulnerable is something that can be channeled as a great leadership strength.</li> <li>● <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Brene Brown, <i>Dare to Lead</i>, Chapters introduction and Chapter 1 (pp. 3-19);</li> <li>○ Soraj Hongladarom, “A Buddhist Perspective on Vulnerability,” White paper, Center for Ethics of Science and Technology, 14 pages, n.d.</li> </ul> </li> <li>● <b>Assignment: READING ANNOTATION IN PERUSALL 5/5</b></li> </ul>
Week 15	<ul style="list-style-type: none"> <li>● <b>Topic: Finding your Voice and Starting your leadership Journey</b></li> <li>● <b>Summary:</b> In different ways both the readings/videos for this week ask you to think about the importance of listening to your instincts. Winfrey also offers advice to students on how to find their calling: “Align your personality with your purpose, and no one can touch you” and Brown talks about her own “daringness” to lead.</li> <li>● <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Oprah at Stanford Business School (1 hour 4mins): <a href="https://www.youtube.com/watch?v=6DlrqeWrczs">https://www.youtube.com/watch?v=6DlrqeWrczs</a> ;</li> <li>○ Brene Brown, <i>Dare to Lead</i>, chapter on Shame and Empathy (15 pages);</li> </ul> </li> <li>● <b>WR Assignment:</b> SMART GOAL revisited – Final reflection paper using SMART goals</li> </ul>

## IV. Student Learning Outcomes (SLOs)

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At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

**Content:** *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).*

- Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes. **(Quest 2, S)**
- Identify and analyze core themes, questions, theoretical frameworks, and methods used in the social scientific study of leadership. **(Quest 2, S)**. **Assessments:** short essays, discussion posts.
- Analyze the interactions between leadership and social/political/religious values, including different theories about the ways leadership styles reflect these values and vice-versa **(Quest 2, S)**. **Assessments:** short essays, quizzes, discussion posts.
- Identify, describe, and explain the ways that spiritual/mindful/nonviolent leadership styles have emerged in response to various social problems, utilizing a variety of methodologies and theoretical frameworks from business/ social sciences **(Quest 2, S)**. **Assessments:** short essays, quizzes, discussion posts, final reflection paper using SMART goals.
- Identify various leadership styles and how religion and spirituality have informed these strategies. **Assessments:** short essays, discussion posts.

**Critical Thinking:** *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

- Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions. **(Quest2, S)**
- Expose students to the variety of quantitative and qualitative methods used to analyze leadership styles and religion's role in them **(Quest 2, S)**. **Assessments:** short essays, discussion posts, quizzes.
- Analyze critically the ways that leadership values emerge, their strategies and outcomes, and the relations between individuals and social collectives **(Quest 2, S)**. **Assessments:** short essays, discussion posts, quizzes.
- Analyze and evaluate both primary and secondary texts about religion and leadership theory, using established methods and practices appropriate to the Social and Behavioral Sciences **(Quest 2, S)**. **Assessments:** short essays, Professional Development Activity, final reflection paper using SMART goals.

**Communication:** *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

- Communicate knowledge, thoughts, and reasoning clearly and effectively. **(Quest2, S)**
- Develop and present in writing the analysis of qualitative and quantitative materials to draw reasonable conclusions based on their analysis on a specific problems **(Quest 2, S)**. **Assessments:** short essays, Professional Development Activity, discussion posts.

- Present their analyses to the instructor and fellow students using appropriate text, data, and images (**Quest 2, S**). **Assessments:** Professional Development Activity, final reflection paper using SMART goals.

**Connection:** *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- Reflect on the ways that knowledge of leadership theory and organizational behavior helps students understand their own role as citizens and future workforce participants and the links between their work at UF and the larger public sphere (**Quest 2**). **Assessments:** reflection short essay 1, Professional Development Activity, final reflection paper using SMART goals.

## V. Quest Learning Experiences

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### 1. Details of Experiential Learning Component

The course will include several experiential learning components:

Required for Professional Development Activity:

- An off-campus experience that can be **either an interview with a leader, OR attendance at an event a leader has organized and is presenting.** These events and interviews will ideally be local and visited/interviewed in-person, if health safeguards permit, but if that is not possible, interviews can be by Zoom or phone and events can be attended virtually.

Recommended Experiences for Final Reflection Paper and/or Short Analytical Essay:

- A class visit (or audio/video recording) from a leader who embodies “authentic” leadership values (You can use this guest lecture to reflect on your own growth and/or use ideas presented to write your analytical paper)
- Attendance at off-campus events organized by local groups (i.e. Chamber of Commerce, or Innovation Hub, or Engineering Leadership Institute) focused on building leadership, empowerment, and creating community, as health safeguards permit. (You can use this event to reflect on your own growth and/or use ideas presented to write your analytical paper)

### 2. Details of Self-Reflection Component

Students will write a final reflection statement in which they analyze their experiences researching leadership values, working with others, and participating in experiential learning through their attendance at events and/or interviews with business/organizational leaders. They will also be reflecting on their own professional growth as they engage with course readings and activities. (**WR component**)

## VI. Required Policies

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## **Attendance Policy**

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

## **Students Requiring Accommodation**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

## **UF Evaluations Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## **University Honesty Policy**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. 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 have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

## **Counseling and Wellness Center**

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

## **The Writing Studio**

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

## **In-Class Recordings**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.