

EMPATHY AND ETHICAL LEADERSHIP: LEARNING OUTCOMES

We take an outcomes-centered approach to course design and integration of empathy and ethical leadership. Outcome-centered approaches are a backward course design strategy where you start the course design process by identifying the learning outcomes you desire (Nilson 2016; Wiggins and McTInhe 2005), rather than developing a course around a list of content topics. We take this approach in order to directly link course content and assignments with learning outcomes, to improve measurements of learning, and align course content with accountability to university and accreditation metrics ensuring student success. We stress that these leadership development outcomes are intended to complement and supplement existing introductory course content, not replace or reduce the fundamental content. In other words, crucial core content for political science courses are assumed to remain intact, where leadership development can be integrated and supplement this content.

For example, pursuant SACSCOC requirements for core curricula, UTEP has committed that each course addresses a minimum of three Core Objectives: (1) Critical Thinking Skills (CT) – creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information, (2) Communication Skills (COM) – effective development, interpretation and expression of ideas through written, oral, and visual communication, (3) Empirical and Quantitative Skills (EQS) – manipulation and analysis of numerical data or observable facts resulting in informed conclusions, (4) Teamwork (TW) – ability to consider different points of view and to work effectively with others to support a shared purpose or goal, (5) Social Responsibility (SR) – intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities, and (6) Personal Responsibility (PR) – ability to connect choices, actions, and consequences to ethical decision-making. As such, our program and emphasis

on leadership development closely aligns with these learning outcomes and directly contributes to these goals. Specifically, empathy and ethical leadership corresponds with student development of communication, teamwork, social responsibility, and personal responsibility. In addition, our program facilitates UTEP EDGE experiences pertaining to leadership, entrepreneurship, confidence, and problem-solving.

Below we outline the learning outcomes associated with the re-envisioned POLS 2311 (introductory American Government or political science courses). The first set of learning outcomes are cognitive, content-based outcomes consistent with state laws and THEBC requirements. The second set pertain to empathy and ethical leadership outcomes specifically (in bold). These learning outcomes can be integrated or added to learning outcomes from the other three pillars as well.

Students will be able to:

1. Explain the origin and development of constitutional democracy in the United States.
2. Demonstrate knowledge of the federal system.
3. Describe separation of powers and checks and balances in both theory and practice.
4. Demonstrate knowledge of the legislative, executive, and judicial branches of the federal government.
5. Evaluate the role of public opinion, interest groups, and political parties in the political system.
6. Analyze the election process.
7. Describe the rights and responsibilities of citizens.
8. Analyze issues and policies in U.S. politics
9. Explain the origin and development of the Texas constitution.
10. Describe state and local political systems and their relationship with the federal government.
11. Describe separation of powers and checks and balances in both theory and practice in Texas.
12. Demonstrate knowledge of the legislative, executive, and judicial branches of Texas government.
13. Evaluate the role of public opinion, interest groups, and political parties in Texas.
14. Analyze the state and local election process.
15. Identify the rights and responsibilities of citizens.

16. Analyze issues, policies and political culture of Texas.
- 17. Developed effective teamwork skills for collaborative work while demonstrating respect and value for a diversity of opinions, viewpoints, and perspectives.**
- 18. Demonstrate leadership skills through successful development of communication, vision, empathy, ethics, and conflict resolution skills.**

These two (bolded) leadership-oriented learning outcomes include several components. Hence, in order to achieve these goals, we break down these learning outcomes into smaller ones so student gradually build and develop their skills over the course of the semester.

1. Develop their own voice. (*Communication*)
2. Develop and demonstrate active listening skills. (*Communication, Empathy*)
3. Identify own goals and demonstrate self-awareness. (*Vision, Empathy*)
4. Break down long-term/overarching goals into smaller goals. (*Vision*)
5. Identify their own ethics and guiding principles. (*Ethics*)
6. Demonstrate an awareness of others and respect for diversity of experiences, identities, and perspectives. (*Empathy*)
7. Identify commonalities and shared goals across diverse team members. (*Empathy, Vision, Communication, Conflict Resolution*)
8. Identify source(s) of (potential) disagreement and alternative options. (*Conflict Resolution, Empathy, Vision, Communication*)
9. Evaluate alternative options for goals and (conflict) resolution and enter dialogue with team members to identify best option(s). (*Conflict Resolution, Communication, Ethics*)
10. Demonstrate stress management, control of emotions, and appreciation of team member viewpoints and contributions. (*Conflict Resolution, Empathy*)
11. Negotiate and collaborate with team members to accomplish goals and resolve conflict through mutual agreement. (*Conflict Resolution, Ethics, Empathy, Communication*)

These learning outcomes include, social, ethical, and affective outcomes that integrate with Fink's (2013) categories of learning: (1) foundational knowledge, (2) application, (3) integration (of learning to their own lives), (4) human dimension (gain understanding of themselves and human implications of learning), (5) caring (valuing learning and acquiring interests), and (6) learning how to learn. These learning outcomes also address higher levels of Bloom's (1956) and Anderson and Krathwohl's (2000) hierarchy of cognitive outcomes: analysis (analyzing), evaluation (evaluating), and synthesis (creating). Finally, these learning outcomes are (a)

observable and assessable, (b) include high levels of cognition, (c) are achievable, and (d) are relevant and meaningful to students and society. Figure 1 depicts the learning process of these outcomes via a learning outcome map.

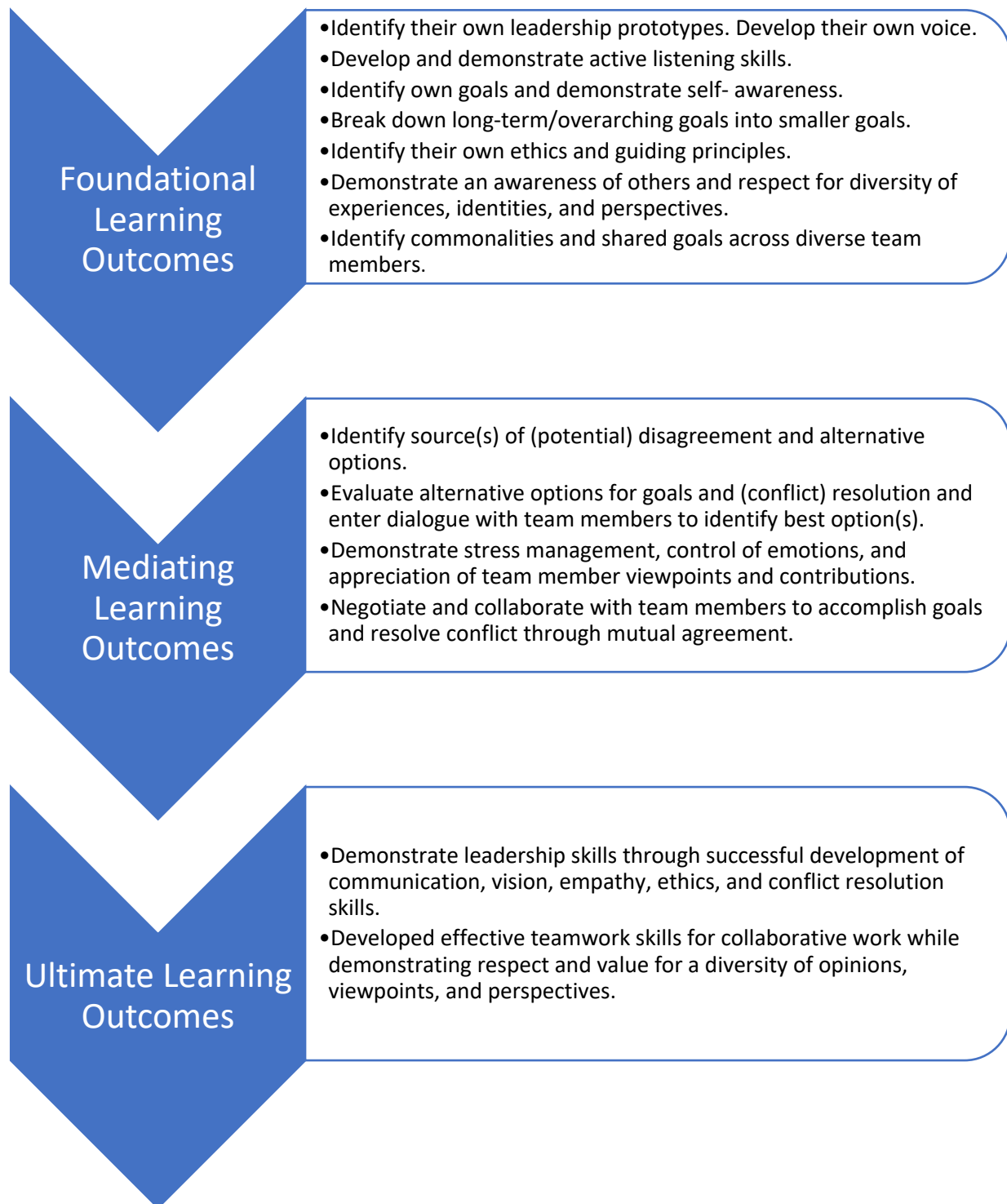


Figure 1: Empathy and Ethical Leadership Learning Outcome Map

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