NOTICE: All information pertaining to this course, including course policies, is subject to being changed until the first day of the term. Last date modified:

Course Syllabus

EDLD 710 – Leadership Theories and Ethics

Spring 2021 – (3 Credit Hours)
January 19 – April 30
Online with required Zoom meetings

Instructor:
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Catalog description: Theory and research on leadership, ethics, and managerial effectiveness. Topics include: leadership and management, power and influence, trait theories, current and seminal leadership theories, delegation and shared decision making, morality and ethics for leaders, and current trends in leadership research.

Course purpose: This course is the first in a series of a three-course global leadership core coordinated leadership sequence for all doctoral program candidates. It will engage the learner in scholarly and applied exploration of the complexities of educational leadership and the moral and ethical dimensions of leadership behavior. The focus is on gaining an understanding of one's own leadership style and strengths and that of others, developing skills and tools to examine values and beliefs that guide ethical decision making, and on enhancing capacity to further one's development as an effective educational leader.

Learning Targets: Performance in the course will be assessed by evaluating the extent to which doctoral students can successfully:

1. Explain historical and contemporary perspectives of leadership;
2. Demonstrate an understanding of the key assumptions, strengths, and limitations of each of the leadership approaches presented;
3. Apply leadership concepts and behaviors to other ideas, people, case studies and real-life situations;
4. Describe research related to effective educational leadership with attention to select variables such as gender, power, ethics, motivation, personality, equity and culture;
5. Describe how goals and environmental context interacts with leadership and its potential implications for one's own preferred leadership style and that of others;
6. Describe your leadership style and strengths and best opportunities for enhancing leadership capacity;
7. Describe the moral and ethical dimensions of leadership as they inform and affect one's ability to lead with integrity;
8. Utilize appropriate skills and tools in examining values/beliefs that guide ethical decision making;
9. Synthesize learning into a coherent and practical philosophy of leadership that reflects both personal and professional codes of ethics in the context of equity; and
10. Demonstrate continuing improvement of analytical and critical thinking skills as well as the ability to communicate ideas effectively.

WKU Ed.D. Leadership Standards and Performance Indicators for EDLD 710

Leadership Standard 1: Foundational Knowledge: The EdD program candidate demonstrates an understanding of and appreciation for seminal and current theories, research, and key concepts related to effective leadership.

> **LPI 1.1.** Demonstrates a useful perspective on leadership as a process. (1)
> **LPI 1.2.** Demonstrates knowledge concerning a variety of theories about leadership. (2)

Leadership Standard 2: Self Understanding and Lifelong Learning- The EdD program candidate demonstrates an understanding of self and a commitment toward continued personal development through the lens of effective leadership qualities.

> **LPI 2.1.** Demonstrates an understanding of one's own leadership style and personality type and consequent implications for working with others. (4)

LPI 2.2. Demonstrates an understanding of personal leadership strengths and areas for improvement. (5)

LPI 2.3. Demonstrates greater self-confidence in one's own capacity for effective leadership. (6)

Leadership Standard 3: Ethics, Philosophy, Critical Thinking and Communication Skills- The EdD program candidate demonstrates ethical leadership, guided by a personal leadership philosophy and supported with effective critical thinking and communication skills.

LPI 3.1. Demonstrates an understanding of the range of values and beliefs that influence ethical decision-making. (8)

LPI 3.2. Demonstrates personal philosophy of leadership and code of ethics. (9)

LPI 3.3. Demonstrates an understanding of moral and ethical dimensions of leadership as they inform and help one lead with integrity. (10)

Leadership Standard 7: Change and Context- The EdD program candidate demonstrates an understanding of the importance of change, flexibility, and multiple global and cultural contexts in effective leadership.

LPI 7.1. Demonstrates an understanding of how to lead and institutionalize change within an organization. (20)

LPI 7.2. Demonstrates the ability to apply general leadership principles from various venues and settings, including organizations, communities, as well as multiple global and cultural contexts. (21)

Required Texts.

McManus, Robert (2015). *Ethical Leadership: A Primer*. Cheltenham, UK: Elgar.

Wren, Thomas, ed. (1998). *The Leader's Companion: Insights on Leadership Through the Ages*. New York: Free Press.

Optional Reference Text

Northouse, Peter G. (2016). *Leadership: Theory and Practice* (7th ed.) Los Angeles: Sage Publishing. (Ch. 16)

Readings (provided via Blackboard)

Arendt, Hannah (1963, Feb. 16). Eichmann in Jerusalem: A report on the banality of evil, part 1. *The New Yorker*. https://www.newyorker.com/magazine/1963/02/16/eichmann-in-jerusalem-i

Benkler, Y. (2011). *The Penguin and the Leviathan: How Cooperation Triumphs over Self Interest.* New York: Crown Business Publishers. (Ch. 1, 10)

Burns, James McGregor (1978). *Leadership.* New York: Harper Collins. (p. 36-46)

Heifetz, R.A. & Laurie, D.L. (1997*). The work of leadership*. Harvard Business Review, 7 (1), 124-134.

Kouzes, J.M. & Posner, B. Z. (2010). *Student leadership challenge.* http://www.studentleadershipchallenge.com

LeGuin, Ursula. (1973). *The ones who walk away from Omelas*. New York: Harper Perennial. https://sites.asiasociety.org/asia21summit/wp-content/uploads/2011/02/3.-Le-Guin-Ursula-The-Ones-Who-Walk-Away-From-Omelas.pdf

Machiavelli, N. (1513). *The prince* (George Bull, trans., 2003). New York: Penguin Books.

Perruci, G. & McManus, R.M. (2013). The state of leadership studies. *The Journal of Leadership Studies,* 6 (3), 49-54.

Scharmer, Otto (2017). *Theory U: Leading from the future as it emerges*, *2nd Ed.* Oakland, CA: Berrett-Koehler Publishers, Inc. (Introduction)

Major Learning Methods: Students will engage the course content via reading assignments, instructor presentations, in-class and online discussion, and written assignments. Focus will be upon active engagement as adult learners. This is an online course, so pedagogical methods will focus on active engagement in online and video-based discussions as well other online methods of student engagement. The following methods will be used for online instruction:

- **Didactic Instruction**- the entails the use of short video lectures and PowerPoint presentations as well as content presentations using YouTube, Media Site, or Zoom voice threads.

- **Tutorials or Supervisions-** small group discussion, text-based discussion groups, mentoring/ coaching circles, or peer group consultation are all methods that exist using the tutorial method. Arguably, this model, which is used at Oxford and Cambridge, is as

old as formal teaching and perhaps older, since it is in some respects the collegiate equivalent of the apprenticeship model. This approach can be used effectively in a face-to-face setting or for online classes using Zoom, Google Meet or other video conferencing techniques. This class will use Zoom-based small group discussion and coaching circles.

- **Seminars or Case Clinics-** large group discussion about a text or a case study presented to the class using a Socratic method of dialog and critical thinking based discussion and problem solving. This method is ideally reserved for face-to-face classroom situations but may use Zoom or other video conferencing methods if needed. The case study method is one of the most highly regarded ways to teach public and private sector leaders in business, public administration and education. This class will include four case studies.

Grading/Evaluation: All assignments are designed to introduce students to leadership concepts and skills and allow them to use new knowledge and practice new skills of each learning target. See the learning targets described above.

Rubrics are provided for each assignment. They offer descriptions of student performance for the assessment of learning targets. The learning targets for each assignment will be assessed as mastered, partially mastered, or limited evidence of mastery. The level of mastery will be converted using total points to a traditional grade using the grading scale below.

Final Grade Assignment

The final letter grade for the course will be assigned based on the following scale:.

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = below 60

Assignment Format: As organizational leaders, you continually are/will be expected to express your ideas logically, both orally and in writing; that same expectation exists for this course. Unless instructed otherwise, written materials should be typed or word-processed in 12-point font, Times New Roman, double-spaced, 1.0" left/right margins, 1.0" top/bottom margins. APA style will be used for all papers and written assignments unless otherwise indicated. **All documents are to be submitted as a Microsoft Word or PDF documents. Assignments submitted in any other format will not be accepted.** Assignments will be submitted either electronically or as hard copy as instructed by the professor.

COURSE ASSIGNMENTS

Course assignments include the following. Rubrics and guidelines for each will be posted under Blackboard. Assignment expectations will be discussed in great depth during the orientation class session. Each assignment will be carefully aligned to the learning targets it is designed to measure.

Discussion Board Participation (20% final grade; 10% midterm, 15% final)
Doctoral students are expected to complete all required readings and participate productively in Blackboard discussions (see Discussion Rubric for EDLD 710). BlackBoard Discussions will be centered on questions from the readings and lectures.

Discussion Board Format: Students will have one or two discussion prompts each week. They will be expected to post an initial response by the middle of the week (Wednesday) and then engage in substantive discussion and dialog with members of the class through the discussion board by the end of each session (end of the day on Sundays).

Discussion Board Postings: You are encouraged to log in at least three times during the week to have an opportunity to respond to posts of classmates. Posts should be a minimum of one short paragraph and a maximum of two paragraphs. Avoid postings that are limited to "I agree" or "great idea", etc. Tell why you agree or disagree with a posting and support your statement with concepts from the reading for that week or by relating a real-world example or experience. If you use quotes from the readings, include appropriate references. Look for opportunities to build on responses of others. Bring in related prior knowledge (work experience, prior coursework, readings, etc.) when possible.

Netiquette: Postings to the discussion boards require polite behavior or the learning process breaks down, people's feelings are hurt, and your grade may be impacted. Polite online behavior is called "netiquette". This class will use the Netiquette guidelines established by Deana Molinari and posted on the course Blackboard site.

Discussion Board Scoring Rubric: Each week you will respond to a discussion board prompt based on the readings or course assignments. The instructor will post a prompt in the small group discussion board. You will be given due dates for your initial and follow-up posts for each discussion assignment. **Discussion board participation will be graded at mid-term and at the end of the class and scored using the following rubric.**

Indicator	Mastery/ Advanced (3)	Partial Mastery/ Competent (2)	Limited Mastery/ Basic (1)
Initial Response	Rich in content. Evidence of thought, insight, and analysis. Reflects understanding of course content and ability to apply it meaningfully. Submitted on time.	Substantial information. Evidence of thought, insight, and analysis. Does not reflect full understanding of content or meaningful application. Submission is late.	Information is thin and commonplace. No analysis or insight is displayed. Does not reflect understanding of content or application. Submission is late.
Subsequent Responses	Responses to colleagues postings provide the requested number of responses. Responses reflect understanding of course content and ability to apply it meaningfully. Subsequent responses are on time.	Responses to colleagues postings provide the requested number of responses. Responses reflect full understanding of course content or meaningful application. Subsequent responses are late.	Responses to colleagues postings do not provide the requested number of responses. Responses do not reflect understanding of course content and ability to apply it meaningfully. Subsequent responses are late and out of sync with discussion.
Stylistics & Grammar	Few grammatical errors. Few stylistic errors.	Grammatical or stylistic errors.	Obvious grammatical and stylistic errors. Errors interfere with content.

Tutorial Discussions (15% final grade)

Students will meet in groups of 3 or 4 at three points during the semester to participate in small group discussion on selected reading topics focusing on leadership and ethics. The tutorial method of small group text-based discussion is used at Oxford and Cambridge, and is as old as formal teaching and perhaps older, since it is in some respects the collegiate equivalent of the apprenticeship model. This approach can be used effectively in a face-to-face setting or using Zoom, Google Meet or other video conferencing techniques. This class will use Zoom-based small group discussion. Students will complete a reflection on Blackboard and pose unanswered questions. The unanswered questions will be addressed with a Zoom recording or written response back to the class from the instructor.

Case Study Analysis, Discussion, and Reflection (15% final grade)
Students will read and respond to virtual discussions and voice threads using Flipgrid from assigned case studies of leadership and ethical situations that require them to synthesize concepts and ideas about the case. The case study method is one of the most highly regarded ways to teach public and private sector leaders in business, public administration and education. Students will complete a two-page reflection on each case discussion.

Paper 1- Personal Leadership and Ethical Philosophy Paper (15% final grade)
There are a number of different theories/approaches/to describe leadership styles and ethics. In this paper, you will (a) describe your own primary leadership style, (b) relate the elements of your primary leadership style to applicable theories/approaches that are embedded in your leadership style and code of ethics, and (c) in responding to item (b) above, be sure to clarify the particular strengths and/or limitations as well as ethical implications of the theories/approaches you have identified. Include adequate references from the research and literature about your leadership and ethical theories. This paper should be 3-5 double spaced pages using the assignment criteria described above in this syllabus.

For example topics might include problems of race or poverty using situational, contingency, transformational leadership, servant leadership or ethical models such as Kantian, utilitarian, or virtue ethics as they have been explored in empirical literature. A rubric for assessing this assignment will be provided. A rubric for assessing this assignment is provided below.

Excellent (3)	*Satisfactory (2)*	*Needs Some Work (1)*	*Unacceptable (0)*
Describe, with a high-level of complexity, your leadership style and strengths and best opportunities for enhancing leadership capacity	*Describe your leadership style* and strengths and best opportunities for enhancing leadership capacity	*Describes, at a basic level, your leadership style* and strengths and best opportunities for enhancing leadership capacity	*Does not describe your leadership style* and strengths and best opportunities for enhancing leadership capacity
Complex synthesis of learning into a coherent and practical philosophy of leadership that reflects both personal and professional codes of	*Synthesize learning into a coherent and practical philosophy of leadership* that reflects both personal and professional codes	*Basic synthesis of learning into a coherent and practical philosophy of leadership* that reflects both personal and professional codes of	*Does not synthesize learning into a coherent and practical philosophy of leadership* that reflects both personal and professional codes of

ethics in the context of equity	of ethics in the context of equity	ethics in the context of equity	ethics in the context of equity
Explains with a high-level of complexity, historical and contemporary perspectives of leadership	***Explain*** historical and contemporary perspectives of leadership	***Explains basic*** historical and contemporary perspectives of leadership	***Does not explain*** historical and contemporary perspectives of leadership
Supports diagnosis and opinions with strong arguments and evidence; presents a balanced and critical view; interpretation is both reasonable and objective. Written to a level of publication. Few grammatical errors. Few stylistic errors.	***Supports diagnosis and opinions with arguments and evidence***; presents a balanced and critical view; interpretation is both reasonable and objective. Few grammatical errors. Few stylistic errors.	***Supports diagnosis and opinions with limited reasons and evidence***; presents a somewhat one-sided argument. Grammatical or stylistic errors.	***Does not support diagnosis and opinions with evidence***; argument is one-sided and not objective. Obvious grammatical and stylistic errors. Errors interfere with content.

Paper 2- Leadership Issue Paper (20% final grade)

Envisioning and preparing for the future issues and challenges is one of the most complex responsibilities for leadership. Please identify a future social trend or force you consider most problematic for your profession or community and describe: a) the skills you would expect leaders to have, and b) the strategies they would need to follow. How would you plan to teach leaders these skills and strategies? What are the ethical implications for leading this change?

Issues should include an analysis using some of the following: adaptive, situational, contingency, transformational, servant leadership or ethical models such as Kantian, utilitarian, or virtue ethics as they have been explored in empirical literature. A rubric for assessing this assignment is provided below.

Excellent (3)	*Satisfactory (2)*	*Needs Some Work (1)*	*Unacceptable (0)*
Uses concept of leadership as a process in a creative and effective way using novel perspectives and a sophisticated grasp of several aspects of multiple theories of leadership	***Demonstrates a deep grasp of leadership as a process by explaining it, using it to produce examples***, apply critical distinctions and relationships between more than two applications of leadership theory	***Demonstrates a useful perspective on leadership as a process.*** Accurately recalls, uses, paraphrases or summarizes at least two theories of leadership.	***Does not recall or only somewhat accurately recalls or uses the concept of leadership as a process*** with little effective connection to different theories of leadership. Provides details of leadership theory or theories used, but has some inaccuracies
Uses concepts of one's personal philosophy and ethics in a creative and effective way using novel perspectives and sophisticated grasp of the important moral and ethical dimensions of leadership as they inform one to lead with integrity	***Demonstrates a deep grasp of level personal philosophy of leadership and ethics***, using examples and applying critical distinctions and implications for the moral and ethical dimensions of leadership as they inform one to lead with integrity	***Demonstrates a personal philosophy of leadership and ethics*** with an understanding of moral and ethical dimensions of leadership as they inform one to lead with integrity	***Does not demonstrate or only somewhat accurately understands a personal philosophy of leadership and ethics*** with little understanding of the moral and ethical dimensions of leadership
Explains with a high-level of complexity, historical and contemporary perspectives of leadership	***Explain*** historical and contemporary perspectives of leadership	***Explains basic*** historical and contemporary perspectives of leadership	***Does not explain*** historical and contemporary perspectives of leadership
Supports diagnosis and opinions with strong arguments and evidence; presents a balanced and critical view; interpretation is	***Supports diagnosis and opinions with arguments and evidence***; presents a balanced and critical view; interpretation is	***Supports diagnosis and opinions with limited reasons and evidence***; presents a somewhat one-sided argument.	***Does not support diagnosis and opinions with evidence***; argument is one-sided and not objective.

both reasonable and objective. Written to a level of publication. Few grammatical errors. Few stylistic errors.	both reasonable and objective. Few grammatical errors. Few stylistic errors.	Grammatical or stylistic errors.	Obvious grammatical and stylistic errors. Errors interfere with content.

<u>Final Examination</u> (15% of final grade)

Students will be required to sit for a 90-minute final exam consisting of essays to gauge understanding and analytical skills regarding the key leadership theories and ethical principles covered in the course. The exam will be administered via Blackboard and mirror the Qualifying Examination that Ed.D. students will take at the completion of coursework. Marks will be given using the rubric below.

Excellent (3)	*Satisfactory (2)*	*Needs Some Work (1)*	*Unacceptable (0)*
Uses concept of leadership as a process in a creative and effective way using novel perspectives and a sophisticated grasp of several aspects of multiple theories of leadership	***Demonstrates a deep grasp of leadership as a process by explaining it, using it to produce examples***, apply critical distinctions and relationships between more than two applications of leadership theory	***Demonstrates a useful perspective on leadership as a process.*** Accurately recalls, uses, paraphrases or summarizes at least two theories of leadership.	***Does not recall or only somewhat accurately recalls or uses the concept of leadership as a process*** with little effective connection to different theories of leadership. Provides details of leadership theory or theories used, but has some inaccuracies
Uses concepts of one's personal philosophy and ethics in a creative and effective way using novel perspectives and sophisticated grasp of the important moral and ethical dimensions of leadership as they inform one to lead with integrity	***Demonstrates a deep grasp of level personal philosophy of leadership and ethics***, using examples and applying critical distinctions and implications for the moral and ethical dimensions of leadership as they	***Demonstrates a personal philosophy of leadership and ethics*** with an understanding of moral and ethical dimensions of leadership as they inform one to lead with integrity	***Does not demonstrate or only somewhat accurately understands a personal philosophy of leadership and ethics*** with little understanding of the moral and ethical dimensions of leadership

	inform one to lead with integrity		
Explains with a high-level of complexity, historical and contemporary perspectives of leadership	*Explain* historical and contemporary perspectives of leadership	*Explains basic* historical and contemporary perspectives of leadership	*Does not explain* historical and contemporary perspectives of leadership
Supports diagnosis and opinions with strong arguments and evidence; presents a balanced and critical view; interpretation is both reasonable and objective. Written to a level of publication. Few grammatical errors. Few stylistic errors.	*Supports diagnosis and opinions with arguments and evidence*; presents a balanced and critical view; interpretation is both reasonable and objective. Few grammatical errors. Few stylistic errors.	*Supports diagnosis and opinions with limited reasons and evidence*; presents a somewhat one-sided argument. Grammatical or stylistic errors.	*Does not support diagnosis and opinions with evidence*; argument is one-sided and not objective. Obvious grammatical and stylistic errors. Errors interfere with content.

Course Organization and Expectations: This course is designed on the assumption that learning is something that we as adult learners actively engage in by choice, have a commitment to, and accept responsibility for. The format of the class will be that of a community of scholars, each with their rights and responsibility of membership. Differing perspectives and opinions will not only be tolerated but also encouraged.

Plagiarism Policy: Plagiarism is a serious offense. The academic work of students is expected to be his/her own effort. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from another source as one's own is plagiarism. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Plagiarism is an act of academic dishonesty. Students who commit any act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work will be subject to review and checks using plagiarism detection software.

Before receiving a grade in this course students will be required to verify in writing that they have completed the Harvard Graduate School of Education online tutorial: Principles of

Paraphrasing: How to Avoid Plagiarism in Three Easy Modules -
http://isites.harvard.edu/icb/icb.do?keyword=paraphrasing.
or Indiana University's Plagiarism and Academic Integrity -
http://edtech.wku.edu/~counsel/policies/plagiarism-and-academic-integrity.htm.

Academic Dishonesty: Students who commit any act of academic dishonesty may receive a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility for withdrawal. Acts of academic dishonesty shall be reported to the Department of Educational Administration, Leadership, and Research for possible disciplinary action, which may result in permanent disqualification from the program.

Attendance and Participation Policy: Graduate students should be able and willing to share information and ideas; regular attendance and productive participation using the virtual format and on Blackboard are essential for success in the course. Students are expected to have read all assignments prior to discussion in class or on the web, if applicable, and be prepared to participate in class discussions and activities. As graduate students, there is an expectation that relevant literature and information beyond what is assigned will be identified, obtained, and read by the student.

Effective learners demonstrate classroom behaviors that enhance (a) the professor's ability to conduct the class and (b) the ability of students to benefit from the instructional process. Any behavior which is disruptive or interferes with other students' learning is not acceptable and may result in loss of points for class participation credit. A student's final grade for the course will be adversely affected by lack of attendance (including coming in late and/or leaving early), lack of participation in class activities and/or failure to complete graded/non-graded assignments. Students may have personal and professional conflicts with scheduled class meetings. Students must prioritize and make decisions related to scheduling conflicts. Absences from virtual class or anticipated lapses from on-line participation should be discussed with the instructor prior to the absence; if circumstances do not permit prior notice, the instructor should be contacted immediately after the absence. It is the student's responsibility to secure materials, notes, and assignments for all classes missed.

If the University officially cancels classes for any reason, students are expected to continue with readings and assignments as originally planned. Assignments scheduled during missed classes are due at the next regular class meeting unless other instructions are given.

Technology Usage: The instructor will utilize the WKU email and Blackboard Announcements as the primary methods to contact students outside of class. Students are expected to check their

official University email and Blackboard on regular business days (Monday-Friday) to receive information or notices from the instructor.

Cellular phones need to be silenced and stored during class sessions. If there is a situation where a candidate legitimately needs access to a cellular telephone during class, please notify the professor. The instructor may allow electronic devices (such as I-pads, laptops, and tablets) to be utilized for instructional purposes related to the course.

Technology Requirements: As mentioned under participation and attendance students will be expected to have access to the Internet and email and to regularly monitor the course website on Blackboard, if applicable. Additionally, due to the temperamental nature of technology, the student shall have a contingency plan for connectivity and participation. In other words, perhaps the primary connection planned would be the student's home computer; a contingency plan may be to access it from the student's school computer. For technical issues related to Blackboard, please contact the IT Helpdesk at (270) 745-7000.

Statement of Diversity: The Department of Educational Administration, Leadership, and Research believes that Diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment.   The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Students with Disabilities: In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center.   The phone number is 745-5004.

Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Course Adjustments: The instructor reserves the right to modify the course requirements, schedule, and syllabus. No change will occur, however, unless proper, timely, and prior notice is given to students.

EDLD 710: Leadership Theory and Ethics
Spring 2021
Tentative Schedule
*[NOTE: All dates and **assignments subject to change until the first day of term.**]*

Session	Topics	Readings	Assignments
1	Historical Views of Leadership & Power	Wren, p. 3-17, 47-78 McManus, Ch.1 Perruci & McManus article Northouse, Ch 1-2 (Optional)	Video Lectures Discussion Board Posts
2	Leadership & the Leader	Wren, p. 27-46, 83-99, 125-148 Enemy of the People Northouse, Ch 3-4 (Optional)	Video Lectures Discussion Board Posts Enemy of the People Tutorial Discussion
3	Follower & Followership	Wren, p. 185-203 McManus, Ch. 14 Northouse, Ch 7 (Optional)	Video Lectures Discussion Board Posts

4	Goal-Oriented Leadership	Wren, p. 100-123 Machiavelli, Dedication, ch. 15-18, 25 & in Wren, p 67-68 Northouse, Ch 6 (Optional)	Video Lectures Discussion Board Posts Machiavelli Tutorial Discussion
5	Environmental Context of Leadership	Wren, p. 245-324 Arendt, p. 1-20 Northouse, Ch 5 (Optional)	Video Lectures Discussion Board Posts
6	Ethical Models of Leadership: Kantianism vs. Utilitarianism	McManus, Ch. 2-3 Arendt, p. 21-40 Northouse, Ch 13 (Optional)	Video Lectures Discussion Board Posts Arendt Tutorial Discussion

7	Ethical Models of Leadership: Virtue Ethics & Social Contract Theory	McManus, Ch. 4, 9 Wren, p. 483-508 Le Guin	Video Lectures Discussion Board Posts Anti-Vaccine Debate Case Study (McManus, p. 49-54) Paper 1- Leadership Style, Philosophy & Ethics
8	Ethical Models of Leadership: Justice & the Common Good	McManus, Ch. 10-11 Benkler, Penguin & Leviathan	Video Lectures Discussion Board Posts LeGuin & Benkler Voice Thread Discussion
9	Leadership Models: Authentic & Servant Leadership	McManus, Ch. 12-13 Wren, p. 207-230, 327-352 Northouse, Ch 9-10 (Optional)	Video Lectures Discussion Board Posts
10	Leadership Models: Transformational Leadership	McManus, Ch. 15 Wren, p. 377-427 Scharmer, Kouzes & Posner Northouse, Ch 8 (Optional)	Video Lectures Discussion Board Posts Starbucks Case Study (McManus, p. 336-340)

11	Leadership Models: Adaptive Leadership	McManus, Ch. 16 Heifetz Northouse, Ch 11 (Optional)	Video Lectures Discussion Board Posts Mandela Case Study (McManus, p. 362-367) Paper 2- Leadership Issue
12	Leadership & Culture	McManus, Ch. 7 Northouse, Ch. 15-16 Wren, p. 149-184	Video Lectures Discussion Board Posts Immigration Case Study (McManus, p. 178-187) Final Examination