



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: August 12, 2021

Course Syllabus
EDLD 710 – Leadership Theories and Ethics

Fall 2021 – (3 Credit Hours)

August 22- December 5

Online

Required synchronous Zoom seminars
(Sept 12, Oct 10, Nov 7, 4-5:15 pm central time)

Instructor:

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WKU Ed.D. Program

VALUES	<i>Interdisciplinary</i> learning that <i>values</i> collaboration, critical thought, communication, cultural humility, ethical capacity, and community engagement.
MISSION	Prepare <i>scholarly practitioners</i> to be dynamic and diverse leaders working on our toughest challenges.
OUTCOMES	Prepare <i>creative and innovative leaders</i> to address challenges, lead change and transform educational institutions, organizations and communities.

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 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.

Ed.D. Signature Pedagogies- practices used to prepare scholarly practitioners to think, perform, and act with integrity incorporated into all leadership coursework.

- Integration of themes of *social justice, ethics, equity, and cross-cultural humility* across the curriculum.
- Emphasis on *public speaking* and *interpersonal communication* through presentations using *teamwork* in online and in person classes.
- *Laboratory of practice* using action learning, experiential activities and *community service*.
- *Leadership Tutorial*, a personalized learning component using *Praxis*, a Greek word that is the nexus of action and practice- learning by doing with an emphasis on *growth* and *reflection* connected to personal leadership practice.
- High quality *online pedagogy* with *Quality Measures* certification on all core courses.

LEARNING TARGETS:

Performance in the course will be assessed by evaluating the extent to which doctoral students can successfully master the following leadership standards:

Leadership Standard: 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.

- Demonstrates a useful perspective on leadership as a process.
- Demonstrates knowledge concerning a variety of theories about leadership.
- Understands the historical and contemporary perspectives of leadership.

Leadership Standard: 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.

- Demonstrates an understanding of one's own leadership style and personality type and consequent implications for working with others.
- Demonstrates an understanding of personal leadership strengths and areas for improvement.
- Demonstrates greater self-confidence in one's own capacity for effective leadership.

Leadership Standard: Ethics, Philosophy, Critical Thought 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.

- Demonstrates an understanding of the range of values and beliefs that influence ethical decision-making.

- Analyze ethical frameworks of leadership from a multidisciplinary perspective drawing from history, philosophy, psychology, and sociology.
- Demonstrates an understanding of moral and ethical dimensions of leadership as they inform and help one lead with integrity.

Leadership Standard: 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.

- Demonstrates an understanding of how to lead and institutionalize change within an organization.
- Demonstrates the ability to apply general leadership principles from various venues and settings, including organizations, communities, as well as multiple global and cultural contexts.

Required Texts.

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

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

Readings (provided via Blackboard)

Abu-Tineh, A., Khasawneh, S., & Al-Omari, A. (2008). Kouzes and Posner's transformational leadership model in practice. *Leadership & Organization Development Journal*, 29(8), 648–660.

<https://doi.org/10.1108/01437730810916613>

Arendt, H. (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, J. M. (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.

Kellerman, B. (2016). Leadership is a system-- It is not a person! *Daedalus: Journal of the American Academy of Arts and Sciences*, 145(3), 83-94.

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>

Miller, A. (1950). *An enemy of the people*. Adaptation from H. Ibsen. New York: Longman Edition.

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

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-

This 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-

Text-based analysis and discussion, mentoring/ coaching, 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. In this course, we will use the following technology platforms for tutorials (a) The [Hypothesis](#) is an asynchronous platform that builds critical-thinking and community using collaborative annotation and active reading enabling students to engage with texts, ideas, and each other in deeper, more meaningful ways. (b) [Zoom](#) video conferencing will be used for synchronous seminars, and the coaching or mentoring for the Praxis Project.

Seminars, Case Studies, Discussion Board –

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. In this course, we will use the following technology platforms (a) [Zoom](#) video conferencing will be used for synchronous seminars or case discussions. (b) [Flip](#) is a video discussion platform that allows students to record short responses so that discussion can take place asynchronously. (c) [Blackboard Discussions](#) will be written responses using Blackboard centered on questions from the readings and lectures.

Grading/Evaluation:

This course utilizes a standards-based approach to student assessment. Assignments are not worth point values as in a traditional class. Rather, feedback is provided to students relative to their progress toward mastery of the learning targets that define the content and skills students should know and be able to do at the conclusion of the course.

All assignments are designed to introduce students to these concepts and skills and allow them to use new knowledge and practice new skills until mastery of each learning target is demonstrated. See the learning targets describe above.

Rubrics are provided for each assignment offer descriptions of student performance indicating the extent to which the learning targets associated with the assignment have been mastered, partially mastered, or whether there is still limited evidence of mastery.

Final Grade Assignment

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

- A = 10 targets from 4 standards mastered
- B = 9 targets from 3 of 4 standards mastered
- C = 7 targets from 3 of 4 standards mastered
- D = 6 targets from 2 of 4 mastered
- F = less than 6 targets mastered

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 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 (DUE: Weeks 2, 5, 7, 8, 10, 12, & 14)

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 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	<i>Mastery</i>	<i>Partial Mastery</i>	<i>Limited Mastery/ Basic</i>
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.

Zoom Seminars (Weeks 4, 8, & 12)

Students will meet in groups at three points during the semester to participate in small group discussion on selected reading topics focusing on leadership and ethics. Students unable to attend a Zoom Seminar should contact the instructor.

- **WK 4: September 12-** Historical perspective of leadership (Arendt, Arthur Miller)
- **WK 8: October 10-** Contemporary leadership (Burns, Gardner, Heifetz, Kouzes and Posner)
- **WK 12: November 7-** Ethical dimensions of leadership (Benkler, LeGuin, case studies)

Flip Discussions (DUE: Weeks 1, 4, & 11)

Students will use the Flip platform for asynchronous seminar discussions of texts. Students should post an initial response and include follow up responses. The discussion board expectations and rubric will be used for Flip discussions

Hypothesis Tutorials (DUE: Weeks 5, 9, & 14)

Students will complete three text analysis tutorials using the Hypothesis platform. Students will be assessed using the discussion board rubric.

Case Study Analysis, Discussion, and Reflection (DUE: Weeks 6, 10, 12, & 13)

Students will read and respond to virtual discussions and short videos using Flip 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. The discussion board rubric will be used to evaluate case discussions.

Civic Action Group Project (DUE: Week 8)

Ron Heifetz from Harvard who developed the concept of adaptive leadership, says that complex problems today require a change in thinking. Since modern problem solving includes complex and interconnected systems, the nexus of most challenges requires direct interface with, not just the organization, but the community as well.

A major goal of this course is to help you apply what you learn in a way that you are able to work collaboratively with others. Therefore, during the semester you will be required to meet with an assigned group to work as a team to develop and present/facilitate a “Civic Action Proposal” on a community-level leadership challenge. The following are frameworks and ideas for developing your Civic Action Project.

- Clinton Global Initiative- [Commitment to Action](#)
- Aspen Institute [Weave Social Fabric Initiative](#)
- [Brookings Institution Citizen Juries](#)
- Lead for America [Civic Accelerator](#)
- Project for Public Spaces – [Community Placemaking](#)
- [Kansas Leadership Center](#)
- [Franklin Project Junto Clubs](#)

The above links are just ideas, groups can select any type of civic action needed in any community.

The deliverable for the project is a collaboratively developed policy memo or project proposal for the implementation of a community action project. Students must also complete a short two-minute pitch of the project using Flip. This assignment will use the leadership theory and action rubric for assessing this assignment is provided below.

The project will be broken down into the following parts:

- Part I- Research and consultation- exploring options & ideation, consulting with partners, experts and the instructor. (Week 3- Sept. 11).
- Part II- Plan and Study- working with group to develop proposal and implementation plan, including diagnosis, engagement, and interventions (Week 7- Oct. 9).
- Part III- Final Proposal completed and submitted (Due Week 8- Oct. 16).

Final Exam: Decision Making Scenario (DUE: Week 15)

The final exam will require students to complete a public communication to stakeholders involving your plans as a leader of an organization. The communication should incorporate your ideas about leadership and ethics, but written for consumption by employees, board members and community stakeholders. It should not be written as an academic exercise or paper.

This final exam will use the leadership theory and action rubric for assessing this assignment is provided below.

Praxis Project: Laboratory of Practice (DUE: Week 15- November 30)

This "laboratory of practice" is a personalized learning component using *Praxis*, a Greek word that is the nexus of action and practice- learning by doing with an emphasis on *growth* and *reflection* connected to personal leadership practice.

Theory to practice focuses on testing theories and research on leadership and policy within a laboratory of practice in your organization or community. Complete the following steps for this assignment:

- Identify a problem of practice in your organization or community.
- For this assignment use the Heifetz adaptative leadership model to develop a theory of improvement or a theory of change.
- Use concepts and tools of improvement science to identify and refine the problem and implement a change or intervention.
- Implement an experiment or intervention – theory to practice inquiry using the Heifetz model or other improvement science approach.

Deliverables:

- **Leadership Tutorial-** Find a leader to spend time with during your semester and discuss your project and different aspects of leadership, this can be a boss, mentor, or anyone that you feel you can learn from and willing to coach you. The tutorial will be completed with a coaching and consultation with one or two peers from the class as well as the instructor. These meetings and coaching sessions can be set using any virtual or in person option available to you.

- **Reflective Essay** - In this paper, you will (a) describe the leadership theories that inform your practice, (b) relate the elements of leadership theory to applicable theories/approaches that are embedded in your leadership style and code of ethics, (c) clarify the strengths and/or limitations as well as ethical implications of the theories/approaches you have identified, and (d) triangulate the feedback from your tutorial with your own reflections. Include adequate references from the research and literature about your leadership and ethical theories and well as a deep reflection on how these theories inform your practice of leadership. This paper should be 3-4 double spaced pages.

Students may complete a laboratory of practice though work in the leadership context of their organization, in the context of a current community service project, or by expanding on their civic action project by implementing a problem of practice and leadership intervention in an area of their proposed community commitment to action.

Submit your paper on Blackboard using Microsoft Word or PDF files only.

This project will use the leadership theory and action rubric for assessing this assignment is provided below.

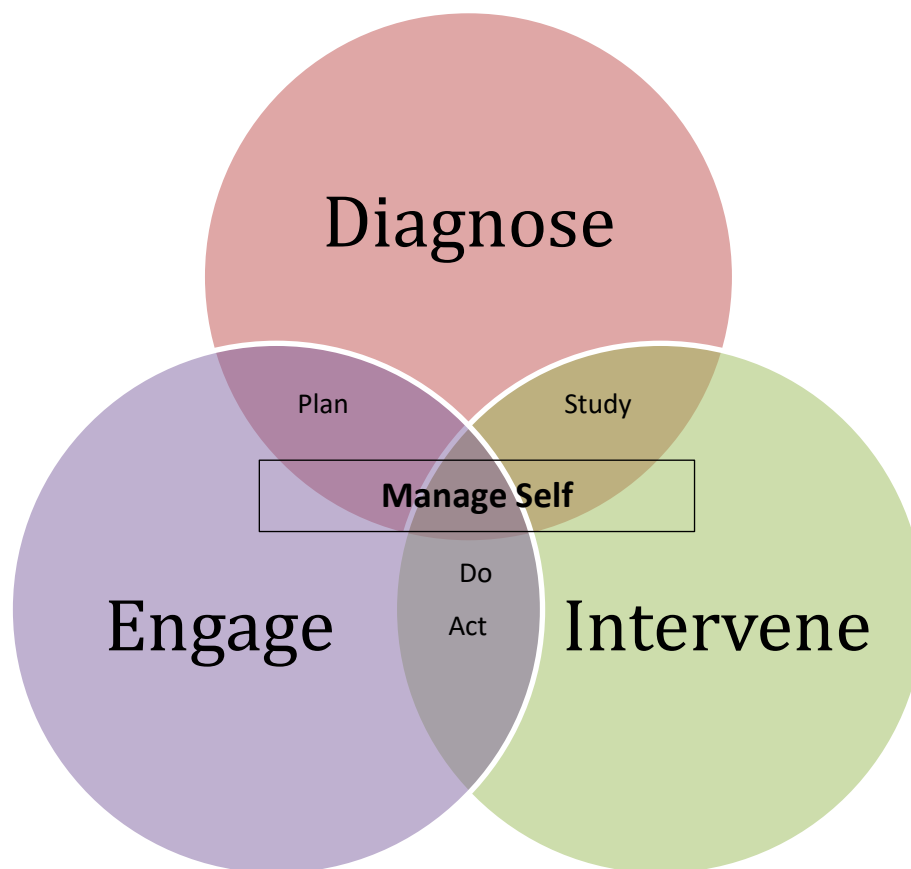


Figure 1. Praxis Project Model

Project Rubric

<i>Advanced Mastery/ Exceeds</i>	<i>Mastery/ Competent</i>	<i>Partial Mastery/ Needs Some Work</i>	<i>Unacceptable</i>
<i>Uses concept of leadership as a process in a creative and effective way</i> using novel perspectives and a sophisticated grasp of several aspects of multiple theories of leadership	<i>Demonstrates a deep grasp of leadership as a process by explaining it, using it to produce examples</i> , apply critical distinctions and relationships between more than two applications of leadership theory	<i>Demonstrates a useful perspective on leadership as a process.</i> Accurately recalls, uses, paraphrases or summarizes at least two theories of leadership.	<i>Does not recall or only somewhat accurately recalls or uses the concept of leadership as a process</i> with little effective connection to different theories of leadership. Provides details of leadership theory or theories used, but has some inaccuracies
<i>Uses concepts of one's personal philosophy and ethics in a creative and effective way</i> using novel perspectives and sophisticated and <i>reflective</i> grasp of the important moral and ethical dimensions of leadership as they inform one to lead with integrity	<i>Demonstrates a deep personal philosophy of leadership and ethics</i> , and applies critical, <i>reflective</i> thinking about distinctions and implications for the moral and ethical dimensions of leadership as they inform one to lead with integrity	<i>Demonstrates a personal philosophy of leadership and ethics</i> with an understanding of moral and ethical dimensions of leadership as they inform one to lead with integrity.	<i>Does not demonstrate or only somewhat accurately understands a personal philosophy of leadership and ethics</i> with little <i>reflective thinking</i> or understanding of the moral and ethical dimensions of leadership
<i>Evidence from practice of a deep understanding</i> of how to lead and institutionalize change within an organization. <i>Application from practice</i> of general leadership principles from various venues and settings, including organizations, communities and contexts.	<i>Demonstrates an understanding</i> of how to lead and institutionalize change within an organization. <i>Applies</i> general leadership principles from various venues and settings, including organizations, communities and contexts.	<i>Understands</i> of how to lead and institutionalize change within an organization. <i>Awareness</i> of general leadership principles from various venues and settings, including organizations, communities and contexts.	<i>Does not understand or demonstrate</i> how to lead and institutionalize change within an organization. <i>Lacks awareness</i> of general leadership principles from various venues and settings, including organizations, communities and contexts.

<i>Explains with a high-level of complexity,</i> historical and contemporary <i>multidisciplinary</i> perspectives of leadership	<i>Explain</i> historical and contemporary <i>multidisciplinary</i> perspectives of leadership	<i>Explains basic</i> historical and contemporary perspectives of leadership <i>Does not</i> make <i>multidisciplinary</i> connections.	<i>Does not explain</i> historical and contemporary perspectives of leadership. <i>Does not</i> make <i>multidisciplinary</i> connections.
<i>Supports diagnosis and opinions with strong arguments and evidence;</i> presents a balanced and critical view; interpretation is both reasonable and objective. Written or communicated to a level of publication. Few grammatical errors. Few stylistic errors.	<i>Supports diagnosis and opinions with arguments and evidence;</i> presents a balanced and critical view; interpretation is both reasonable and objective. Few grammatical errors. Few stylistic errors.	<i>Supports diagnosis and opinions with limited reasons and evidence;</i> presents a somewhat one-sided argument. Grammatical or stylistic errors.	<i>Does not support diagnosis and opinions with evidence;</i> 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.

or [Indiana University's Plagiarism and Academic Integrity](#)

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 academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

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.

University COVID-19 Protocols:

All students are strongly encouraged to [get the COVID-19 vaccine](#). Out of respect for the health and safety of the WKU community and in adherence with CDC guidelines and practices of all public universities and colleges in [Kentucky](#), the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations can be requested in special cases through the Student Accessibility and Resource Center ([SARC](#)): [270-745-5004](tel:270-745-5004) (voice), [270-745-3030](tel:270-745-3030) (TTY), or [270-288-0597](tel:270-288-0597) (video).

All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

EDLD 710: Leadership Theory and Ethics

Tentative Schedule

[NOTE: All dates and assignments subject to change until the first day of term.]

WEEK 1: Historical Views of Leadership & Power (August 23-28)

Topics/ Learning Targets:

- Leadership as a process
- Historical perspectives of leadership
- Individual capacity for leadership based on personality and style
- **Framing Questions:** What is leadership and how has our conception of it evolved over time?

To Read and Watch:

- Perruci & McManus article
- Video Lecture: Five Components of Leadership
- McManus text, Chapter 1
- Northouse text, Chapter 1-2

What Is Due:

- Introduce Yourself Using Flip

WEEK 2: Leadership and the Leader (Aug 29- Sept 4)

Topics/ Learning Targets:

- Leadership as a process
- Historical perspectives of leadership
- Individual capacity for leadership based on personality and style
- **Framing Question:** What is the difference between leadership and leaders?

To Read and Watch:

- Video Lecture: Leadership and the Leader
- Review of Leadership Theory
- Northouse text, Chapters 3-4

What Is Due:

- Discussion Board

WEEK 3: Goal and Environmental Context (September 5-11)

Topics/ Learning Targets:

- Contemporary perspective of leadership theory
- Multidisciplinary leadership and ethical framework
- Historical perspectives of leadership

- **Framing Question:** What role do goals and context play in the process of leadership?

To Read and Watch Before Class:

- Video Lecture: Goals
- Video Lecture: Environmental Context
- Northouse text, Chapters 3-4

What Is Due:

- Part I of Civic Action Project

WEEK 4: Followers (September 12-18)

Topics/ Learning Targets:

- Contemporary perspective of leadership theory
- Multidisciplinary leadership and ethical framework
- **Framing Question:** What is the role of followers in the process of leadership?

To Read and Watch Before Class:

- Video Lecture: Followers
- Arthur Miller, *An Enemy of the People*
- Northouse text, Chapter 7

What Is Due:

- Zoom Seminar, September 12, 4-5:15 pm central time- Historical perspectives of leadership
- Flip discussion of A. Miller, *An Enemy of the People*

WEEK 5: Followership Theory of Leadership (September 19-25)

Topics/ Learning Targets:

- Contemporary perspective of leadership theory
- Multidisciplinary leadership and ethical framework
- Moral and ethical dimensions of leadership
- **Framing Question:** How can followers partner with leaders to do the right thing?

To Read and Watch Before Class:

- Video Lecture: Followership Theory
- H. Arendt, *Eichmann in Jerusalem*
- McManus text, Chapter 14

What Is Due:

- Hypothesis discussion on H. Arendt, *Eichmann in Jerusalem*
- Discussion Board

WEEK 6: Adaptive Leadership and Change (Sept 26- Oct 2)

Topics:

- Contemporary perspective of leadership theory
- Leading change
- Lifelong learning in leadership, personal strengths, and areas of improvement
- Application of leadership to multiple venues
- **Framing Question: How can leaders and followers adapt their thinking to solve complex problems?**

To Read and Watch Before Class:

- Video Lectures: Adaptive Leadership (four videos)
- McManus text, Chapter 16
- Heifetz article

What Is Due:

- Mandela Case Study (McManus, p. 362-367)

WEEK 7: Adaptive Leadership and Improvement Science (October 3-9)

Topics/ Learning Targets:

- Lifelong learning in leadership, continuous improvement
- Leading change
- Application of leadership to multiple venues
- Lifelong learning in leadership, personal strengths, and areas of improvement
- **Framing Question: How is continuous learning and improvement a component of change leadership?**

To Read and Watch:

- Video Lecture: Adaptive Leadership (two videos)
- Improvement Science articles (Lewis & Demystifying IS)
- What Matters- OKRs (Google Playbook, What Matters website, videos)
- Improvement Science Tools
- Northouse text, Chapters 11

What Is Due:

- Discussion Board
- Part II of Civic Action Project

WEEK 8: Authentic and Servant Leadership (October 10-16)

Topics/ Learning Targets:

- Contemporary perspective of leadership theory

- Multidisciplinary leadership and ethical framework
- Individual capacity for leadership based on personality and style
- **Framing Question: How can leaders serve their followers and act with integrity?**

To Read and Watch:

- Video Lecture: Authentic and Servant Leadership
- McManus text, Chapters 12-13
- Northouse text, Chapters 9-10

What Is Due:

- Zoom Seminar, October 10, 4-5:15 pm central time- Contemporary leadership theory
- Discussion Board
- Civic Action Group Project (Part III- Final Proposal Due)

WEEK 9: Transformational Leadership (October 17-23)

Topics/ Learning Targets:

- Leadership as a process
- Contemporary perspective of leadership theory
- Multidisciplinary leadership and ethical framework
- **Framing Question: How can leaders create positive changes for themselves and their followers and organizations?**

To Read and Watch:

- Video Lecture: Transformational Leadership
- McManus text, Chapter 15
- Burns and Gardner Readings

What Is Due:

- Hypothesis discussion of J.M Burns and J. Gardner

WEEK 10: Transformational Leadership (October 24-30)

Topics/ Learning Targets:

- Leadership as a process
- Contemporary perspective of leadership theory
- Individual capacity for leadership based on personality and style
- **Framing Question: What is the ethical division between effective transformation and charismatic leadership that can be dangerous?**

To Read and Watch:

- Kouzes and Posner article
- Abu-Tineh article

- Northouse text, Chapter 8

What Is Due:

- Starbucks Case Study (McManus, p. 336-340)
- Discussion Board

WEEK 11: Ethical Model: Kantian vs. Utilitarianism (Oct. 31- Nov. 6)

Topics/ Learning Targets:

- Moral and ethical dimensions of leadership, ethical decision making
- Historical perspectives of leadership
- Multidisciplinary leadership and ethical framework
- **Framing Questions: What is the moral duty of leaders and followers? How can leaders create the greatest good for the greatest number?**

To Read and Watch:

- Video Lecture: Kant
- Video Lecture: Utilitarianism
- U. LeGuin, *The Ones Who Walk away from Omelas*
- McManus text, Chapter 2-3
- Northouse text, Chapters 13

What Is Due:

- Flip Discussion on LeGuin

WEEK 12: Ethical Models: Social Contract Theory and Justice Ethics (November 7-13)

Topics/ Learning Targets:

- Moral and ethical dimensions of leadership, ethical decision making
- Historical perspectives of leadership
- Multidisciplinary leadership and ethical framework
- **Framing Questions: What obligations do leaders and followers have to each other? How can they partner to create a just society?**

To Read and Watch:

- Video Lecture: Justice Ethics
- Video Lecture: Social Contract Theory
- McManus text, Chapter 9-10

What Is Due:

- Zoom Seminar, November 7, 4-5:15 pm central time- Ethical dimensions of leadership
- Discussion Board
- Immigration Case Study (McManus, p. 178-187)

WEEK 13: Ethical Model: Virtue and the Common Good (November 14-20)

Topics/ Learning Targets:

- Moral and ethical dimensions of leadership, ethical decision making
- Historical perspectives of leadership
- Multidisciplinary leadership and ethical framework
- **Framing Questions:** What does the common good demand of leadership? What virtues are required to attain “good?”

To Read and Watch:

- Video Lecture: Virtue Ethics
- Video Lecture: the Common Good
- McManus text, Chapters 4 & 11
- Benkler, *The Penguin and the Leviathan*

What Is Due:

- Hypothesis discussion of Benkler
- Anti-Vaccine Case Study (McManus, p. 49-54)

WEEK 14: Global Leadership (November 21-27)

Topics/ Learning Targets:

- Contemporary perspective of leadership theory
- Historical perspectives of leadership
- Application of leadership to multiple venues and cultural contexts
- **Framing Question:** How do culture and global context impact leadership?

To Read and Watch:

- Video Lecture: Global and inclusive leadership
- McManus text, Chapter 7
- Northouse text, Chapters 15-16

What Is Due:

- Discussion Board

WEEK 15: Leadership Praxis (Nov 28- Dec 6)

Topics/ Learning Targets:

- Leadership as a process
- Confidence in capacity for effective leadership
- Individual capacity for leadership based on personality and style
- Moral and ethical dimensions of leadership, ethical decision making

- **Framing Questions:** How is leadership a system and not a person? What is your system?

To Read and Watch:

- Video Lecture
- Kellerman article
- Leadership Reading List (reference)

What Is Due:

- Leadership Tutorial – KLC Manage Self Packet (Coaching: Mentor, Peer, Instructor)
- Praxis Project & Leadership Reflective Essay
- Final Examination: Decision-Making Scenario