

Ethics and Leadership

Course code: SOC 355/555

Semester and year: Fall 2023

Day and time: Thursdays 11:30 to 14:15

Classroom: 3.26

Instructor: Dr. Joshua M. Hayden

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Consultation hours: Tuesdays and Wednesdays 10-12 and 13-15:00 and by appointment

Credits US/ECTS	3/6	Level	Undergraduate/ Graduate
Length	15 weeks	Pre-requisite	none
Contact hours	42 hours	Course type	Elective

1. Course Description

One of the most universal cravings of the human spirit is for leadership that is grounded in character, one that reaches beyond success to significance. Many say that our times are defined by a leadership crisis, a void of courageous voices that inspire through the integrity of their lives. Contemporary leadership theorists have sought to define this inner quality that is the bedrock of values-based leadership, refusing to describe it as an amoral activity. Our purpose is to create a bridge between the ability to lead others and moral character. Using an interdisciplinary approach to understand leadership, we will explore the lives, values, and philosophies of eight leaders, examining both successes and failures. This course seeks to hone students' analytical capabilities, to foster their understanding of key concepts of the leadership literature, to help them develop a set of systematic ideas regarding moral leadership, and to stimulate their capacity for self-awareness as potential leaders and as informed and responsible followers.

“Character matters, we believe, because without it, trust, justice, freedom, community, and stability are probably impossible.”

– James Davison Hunter, sociologist

2. Student Learning Outcomes

At the end of this course, students will be able to:

1. Describe the context of each leader, including the social, political, economic and cultural environment and pressures that shaped the unique situations in which they exercised moral responsibility;
2. Compare and contrast leaders related to their contexts, aims, strategies, and outcomes;

3. Interpret the lessons of historical leaders through the lens of ethical theory and leadership research;
4. Synthesize the lessons through the leaders and readings for constructing a framework for their own leadership;
5. Analyze the role of moral character within the activity of leading others;
6. Discover their own values, principles and methods through the human stories of these individuals.

3. Reading Material

Required materials: All materials (articles, book chapters, etc.) will be available on NEO.

- Aristotle, (1953 translation) *Nicomachean Ethics*. J.A.K. Thompson, trans. Selection: Book II: “Moral Goodness”
- Badaracco, J.L. (2013) “*PepsiCo, Profits, and Food: The Belt Tightens*” *Harvard Business School* (HBR Case Study on Indra Nooyi)
- Battilana, J. (2017) HBR case study: Christine LaGarde and the IMF. Harvard Business School/Kennedy School of Government.
- Boehmer, E. (2008) *Nelson Mandela: A very short introduction*.
- Chaleff, I. (2009) *The Courageous Follower: Standing up to and for our leaders*, chapter 1 “The dynamics of the leader-follower relationship”
- Ciulla, J. (2002) *The Ethics of Leadership*. San Francisco: Sage. Selections: Buddha, “The First Sermon and the Synopsis of Truth”; Mill, “What Utilitarianism Is”; Solomon, “The Myth of Charisma”; Bailey, “Values, Beliefs and Leadership”; Burns, “The Structure of Moral Leadership”; Greenleaf, “Servant Leadership”
- Ciulla, (2014) *Ethics, The Heart of Leadership*, 3rd Edition. Chapter 4 “The Bogus Empowerment of Followers”
- Ciulla, J. (2005) *Honest Work: A Business Ethics Reader*. Selections: Stone, “Why Shouldn’t Corporations Be Socially Responsible?”; and Cases: Ciulla, “The Problem with Dudley Less” and “Overworked and Ready to Blow”
- Ciulla, (2014) “Searching for Mandela: The insights of biographical research” in *Leadership 12* (2).
- Ciulla, J. (2009) *Leadership Ethics and Effectiveness*. Sage Publications.
- Ciulla, J.; Price, T. & Murphy, S. (2005) *The Quest for Moral Leaders: Essays on Leadership Ethics*, Selection: Chapter 3, Hicks, “Ethical diversity and the leader’s religious commitments”
- Sabharwal, M.; Levine, H. & D’Agostino, M. (2020) Characterization of Women and Leadership in Public Administration and Beyond. *Women and Leadership*.

- Ganz, M. (2009) *Why David Sometimes Wins: Leadership, Organization, and Strategy in the California Farm Worker Movement*, Introduction: “How David Beat Goliath”
- Gardener, H. (1995) *Leading Minds: An Anatomy of Leadership*. Chapter 6 “Eleanor Roosevelt: Ordinarity and Extraordinarity” and Chapter 12 “Lessons from the past, implications for the future”
- Hunter, J.D. (2001) *The Death of Character: Moral Education in an Age Without Good or Evil. Chapter 1 “Character and Culture”*
- Isaacson, W. (2011) *Steve Jobs: A Biography*
- Isaacson, W. (2012) “The real leadership lessons of Steve Jobs” *Harvard Business Review*.
- Kellerman, B. (2010) *Leadership: Essential Selections on Power, Authority and Influence*. New York: McGraw Hill. Selections: Havel, “The power of the powerless”; Betty Friedan, “The Feminine Mystique”; Mandela, “I am prepared to die” speech
- Loeb, P. (2004) *The Impossible Will Take a Little While: A Citizen's Guide to Hope in a Time of Fear*. NY: Basic Books. Selection:
- Midgley, M. (1981) *Heart and Mind: The Varieties of Moral Experience*. chapter: “Trying Out One’s New Sword”.
- Schlingensiepen, F. (2012). *Dietrich Bonhoeffer 1906-1945 : Martyr, thinker, man of resistance*. Bloomsbury Publishing Plc. chapter 5 “The Year 1933”
- Simpson, A; Rego, A.; Berti, M.; Clegg. S.; Pina e Cunha, M. (2022) Theorizing compassionate leadership from the case of Jacinda Ardern: Legitimacy, paradox and resource conservation. *Leadership*, 18 (3), 337-358.
- Wren, J.T. (1995) *The Leader’s Companion: Insights on Leadership Through the Ages*. Selection: Wren & Swatez, “The Historical and Contemporary Contexts of Leadership: A Conceptual Model” and Clayborne, “Charismatic Leadership in a Mass Struggle
- Žantovský, M. (2014) *Havel: A Life*.

Recommended materials

Brooks, D. (2015) *The Road to Character*. New York: Random House.

Ciulla, J. (2014) *Ethics, the Heart of Leadership* (3rd Ed) ABC-CLIO.

Ganz, M. (2009) *Why David Sometimes Wins: Leadership, Organization, and Strategy in the California Farm Worker Movement*. Oxford University Press.

Gardener, H. (1995) *Leading Minds: An Anatomy of Leadership*. Haper Collins.

Grint, Jones & Holt (2017) “What is leadership? Person, Result, Position, Purpose or Process, or All or None of These?” in John Storey, Jean Hartley, Jean-Louis Denis, Paul Hart and Dave Ulrich (eds) *The Routledge Companion to Leadership*.

Heifetz, R. (1994) *Leadership Without Easy Answers*. Harvard University Press.

Kellerman, B. (2010) *Leadership: Essential Selections on Power, Authority and Influence*. New York: McGraw Hill.

Price, T. (2008) *Leadership Ethics: An Introduction*. Cambridge University Press.

Wren, T. J. (1995). *The leader’s companion: Insights on leadership through the ages*. New York, NY: Free Press

4. Teaching methodology

The quality of this course will depend upon student’s active engagement as it will be highly interactive, reflective and experiential. Leadership is best learned in the combination of action and reflection and the constant effort to make vital connections between them. Even though we are focused mostly on historical leaders, we will make their legacies come alive through academic inquiry, symbolic spaces, guest speakers, and our discussions about what they wrote, what they spoke, and what they did in collaboration with others. Understanding moral leadership over the arc of someone’s life requires us to “get close” to these individuals by studying the specific moments that brought challenge, confusion or controversy and what we can learn from the way they engaged and inspired others in these moments.

The framework of this course will be grounded in the virtue ethics of Aristotle (and as further developed by contemporary authors), but also include other approaches to ethics such as the ethics of care and Eastern philosophy. Specifically, seven virtues derived from classical and contemporary scholars will guide us through the challenges and dilemmas of ethical leadership. There are:

1. Magnanimity
2. Self-cotnrol (temperance)

3. Courage (Fortitude)
4. Compassion
5. Justice
6. Wisdom (prudence)
7. Hope

5. Course Schedule

Date	Class Agenda
Session 1 Aug. 31	<p>Topic: The Challenge of Ethical Leadership</p> <p>Description: We begin this course with a case study from which to draw out some challenges involved in good leadership. This will set the tone for the framework of this course, which includes the intersection of learning from history, sociology and philosophical ethics—the lived experiences of leaders and their followers within historical, social, and cultural contexts. Also to include a short introduction to the field of leadership ethics.</p> <p>Reading:</p> <ol style="list-style-type: none"> 1. This syllabus 2. Optional: Grint et. al. “What is leadership? Person, Result, Position, Purpose or Process, or All or None of These?” <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> ● read this syllabus
Session 2 Sept. 7	<p>Topic: Virtue ethics and the study of leadership through biography</p> <p>Description: Reading biography and the study of leader’s lives is a promising way to understand leadership as a particular kind of relationship. This session will focus on defining our study of leaders and followers through political, social and economic contexts in which they live(d). Sometimes the study of authentic leaders is illusive, the character of the leader and the image projected to followers may be two different things. We will examine the social pressures inherent in leadership and preview the ethical challenges we will explore throughout this course.</p> <p>Reading:</p> <ol style="list-style-type: none"> 1. Ciulla, “Habits and Virtues: Does It Matter if a Leader Kicks a Dog?” 2. Wren & Swatez, “The Historical and Contemporary Contexts of Leadership: A Conceptual Model” from Wren, <i>The Leader’s Companion</i> 3. Aristotle, “Moral Goodness” in <i>Nicomachean Ethics</i>. <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> ● Critical reading questions on NEO (2)

<p>Session 3 Sept. 14</p>	<p>Topic: Magnanimity: Nelson Mandela Description: We will examine how Mandela struggled to build trust with a divided country instead of overinvesting in crafty public relations. He was a leader who has a dramatic sense for the symbolic, making powerful gestures toward reconciliation between black and white South Africans. We will look closer at how Mandela developed a larger, magnanimous vision for his country and embodied it. Our personal application will consider how we as ethical leaders can put emphasis on a process of building magnanimity and navigating the challenges of authentic leadership. Reading:</p> <ol style="list-style-type: none"> 1. Ciulla, “Searching for Mandela: The insights of biographical research” in <i>Leadership</i> 2. Nelson Mandela, “I am prepared to die” speech from Kellerman <i>Leadership: Essential Selections</i> 3. Irwin, “Magnanimity as Generosity” in <i>The Measure of Greatness: Philosophers on Magnanimity</i> <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> • Conceptual Framework Map • Critical reading questions on NEO
<p>Session 4 Sept. 21</p>	<p>Topic: Self-control: Steve Jobs Description: Jobs was a brilliant person and innovator but the record is not so good in terms of how he treated people. On the other hand, Jobs exemplified the discipline of simplicity and self-control of Zen Buddhism, to which he ascribed throughout his career. Self-control is the virtue that keeps the other virtues grounded as it implies a long-term perspective and patience towards others and one’s work. Yet his biographer, Walter Isaacson explains that Jobs often treated his employees as means to an end. We will consider here Emmanuel Kant’s philosophy and apply it to Job’s leadership as well as our own. Reading:</p> <ol style="list-style-type: none"> 1. Price, Introduction and ch. 2 “Reason and Amoralism” in <i>Leadership Ethics: An Introduction</i> 2. Isaacson, “The Reality Distortion Field” from <i>Steve Jobs</i> <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> • Critical reading questions on NEO
<p>Sept. 28</p>	<p>No class meeting- St. Wenceslas Day</p>
<p>Session 5 Oct. 5</p>	<p>Topic: The problem with charisma and traits</p>

	<p>Description: Often we identify exemplary leaders by the way they make us feel. We are inspired or magnetically drawn to certain figures and the Western obsession with heroes is a powerful myth many grow up with. Yet, is charisma a helpful notion when it comes to understanding the emotional relationship that is at the heart of leadership? We consider in this session the dynamics of trust and the justification based on ability or virtue that can drive leaders and followers to unethical ends. This will include our first set of group discussions where we will explore these issues in more depth.</p> <p>Reading:</p> <ol style="list-style-type: none"> 1. Solomon, “The Myth of Charisma” from Ciulla <i>The Ethics of Leadership</i> 2. Price, ch. 4 “Traits and Virtues” in <i>Leadership Ethics: An Introduction</i> <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> • Discussion leadership group #1 • Critical reading questions on NEO
<p>Session 6 Oct. 12</p>	<p>Topic: Courage: Delores Huerta</p> <p>Description: Delores Huerta was a somewhat overlooked and vital leader in the Farm workers movement in California in the 20th Century. Along with Caesar Chavez, she led a small group of dedicated Mexican-Americans who worked strategically for impoverished worker communities launching a movement for labor rights among powerful growers and state government. We will watch a recent documentary called <i>Delores</i>, which captures her dedication and sacrifice but more importantly her practice of the virtue of courage.</p> <p>Reading:</p> <ol style="list-style-type: none"> 1. Ganz, “Introduction: How David Beat Goliath” in <i>Why David Sometimes Wins: Leadership, Organization, and Strategy in the California Farm Worker Movement</i> 2. Watch Delores Huerta’s TED Talk on “How to Overcome Apathy and Find Your Power”: https://www.ted.com/talks/dolores_huerta_how_to_overcome_apathy_and_find_your_power <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> • Critical reading questions on NEO
<p>Session 7 Oct. 19</p>	<p>Topic: The ethics of followership: when to support, when to challenge, when to oppose</p>

	<p>Description: James MacGregor Burns seminal work <i>Leadership</i> placed conflict as a central role in the moral relationship between leaders and followers. Yet, most of us could make a long list of instances where conflict has gone awry and even been counterproductive. Many of us would just like to avoid it altogether. Yet, much evidence finds that the most productive and meaningful leadership is marked not by the absence of conflict, but its presence. How do we go about addressing conflict? When is it right to stand up to leaders and/or authority figures? How do we become advocates for others? How can we balance obedience and challenge as followers?</p> <p>Reading:</p> <ul style="list-style-type: none"> ● Burns, “The Structure of Moral Leadership” from Ciulla, <i>The Ethics of Leadership</i> ● Chaleff: Ch. 4 “The Courage to Challenge” in <i>The Courageous Follower: Standing Up to and For Our Leaders</i> <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> ● Discussion leadership group #2 ● Critical reading questions on NEO
Oct. 23-27	Mid-term break
Session 8 Nov. 2	<p>Topic: Compassion: Jacinda Ardern</p> <p>Description: As the youngest prime minister in New Zealand’s history, Jacinda Ardern could be seen as an example of a new paradigm of leadership in government. She faced several crises including a terrorist attack on a NZ mosque and COVID-19. Leading right up to her resignation as Prime Minister, Ardern also faced misogynistic assertions of her opponents, as well as the media, as she sought to address some of the most difficult issues facing any government. We will discuss the ethics of compassion in public leadership in this session.</p> <p>Reading:</p> <ol style="list-style-type: none"> 1. <i>Simpson et. al. (2022)</i> “Theorizing compassionate leadership from the case of Jacinda Ardern: Legitimacy, paradox and resource conservation.” 2. Sabharwal et. al. (2020) “Characterization of Women and Leadership in Public Administration and Beyond.” in <i>Women and Leadership</i> <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> ● Discussion leadership group #3 ● Critical reading questions on NEO
Session 9 Nov. 9	<p>Topic: Justice: Indra Nooyi</p> <p>Description: As CEO of PepsiCo, Indian-born Indra Nooyi introduced social responsibility into her multinational corporation in a way few have done before.</p>

	<p>Some say the purpose of business is simply to maximize profits, some say the balance of profits and social responsibility, but Nooyi found ways to take a soft drink company and make it responsive to a health and environmental crisis. We will discuss how she accomplished this and why in a competitive business environment.</p> <p>Reading:</p> <ol style="list-style-type: none"> 1. Kristol, “A Capitalist Conception of Justice” in <i>Honest Work: A Business Ethics Reader</i>. 2. HBS Case Study on Indra Nooyi: “PepsiCo, Profits, and Food: The Belt Tightens” by Badaracco and Preble <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> • Critical reading questions on NEO
<p>Session 10 Nov. 16</p>	<p>Topic: Wisdom: Aung San Suu Kyi</p> <p>Description: Aung San Suu Kyi won the Noble Peace Prize in 1991 and experiences a meteoric rise to the top of her Myanmar government after decades of military dictatorship. She was applauded by Western countries, but fell from power saddled by allegations of supporting genocide of the Rohingya (muslim) minority and backing the military. She was arrested in 2021 following a military coup detat. Myanmar continues to struggle with democracy and her legacy is yet uncertain. We will look at a complex context of post-colonial relationships, sanctions from the West, internal turmoil, and struggle for wisdom in deep uncertainty.</p> <p>Reading:</p> <ol style="list-style-type: none"> 1. Howell & Wanasika, ch. 38 “Ann Sang Suu Kyi—Leader of Myanmar Democracy Movement” in <i>Snapshots of Great Leadership</i> 2. Price, ch. 6 “Situations and Circumstances” in <i>Leadership Ethics: An Introduction</i> <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> • Discussion leadership group #4 • Critical reading questions on NEO
<p>Nov. 17 (optional)</p>	<p>Vaclav Havel Tour around Prague: Struggle for Freedom and Democracy Day (Hayden with special guests)- 2 hours</p>
<p>Session 11 Nov. 23</p>	<p>Topic: Hope: Václav Havel</p>

	<p>Description: We will discuss the life of Václav Havel as a playwright, community-builder, founder of Charter 77, failure and imprisonment, intellectual influences, and Civic Forum facilitator and moral force. He was nicknamed “The Carbon” because of his ability to bond people together for a common purpose, but he also challenged his countrymen to take responsibility and shoulder the work of recovery from 40 years of a repressive communist system. We will discuss the theological virtue of hope in the context of spiritual leadership in the dissident actions of Havel that brought him into the Presidency of the Czech Republic.</p> <p>Reading:</p> <ol style="list-style-type: none"> 1. Žantovský, “The Trial” and “The Fog of Revolution “ chapters in <i>Havel: A Life</i> 2. Hayden, (2023) “Leadership and the Ethics of Hope: Lessons from Charter 77 Human Rights in Czechoslovakia” <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> • Everyday Ethics Project due • Critical reading questions on NEO
<p>Session 12 Nov. 30</p>	<p>Topic: Hope & Prophetic Leadership: Dietrich Bonhoeffer</p> <p>Description: German pastor and professor, Dietrich Bonhoeffer is considered one of Europe’s all-time greatest theological thinkers, but he was more than that. A life-long pacifist, he became involved in a plot during WWII to assassinate Adolf Hitler and resisted Nazism in underground communities during the war. He was one of the few to protest the German church’s (Catholic and protestant) capitulation to Hitler’s regime. He has been called a “prophet” and a “martyr” for his life work and imprisonment and execution weeks before the war ended.</p> <p>Reading:</p> <ol style="list-style-type: none"> 1. Brueggeman (2011) “Prophetic Leadership: Engagement in Counter-Imagination” <i>Journal of Religious Leadership</i>. 2. Schlingensiepen (2012). Ch. 5 “The Year 1933” in <i>Dietrich bonhoeffer 1906-1945 : Martyr, thinker, man of resistance</i>. <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> • Discussion leadership group #5 • Critical reading questions on NEO
<p>Session 13 Dec. 7</p>	<p>Topic: The Ethics of spiritual and religious leadership in a pluralistic society</p> <p>Description: In a global and increasingly pluralistic society the issue or religion and spirituality as a uniting and dividing force has received a lot of attention, but we are no closer to finding a way forward that respects all belief and practices in modern society. Hicks proposes a “respectful pluralism” framework that may hold promise for leaders and followers.</p>

	<p>Reading:</p> <ol style="list-style-type: none"> Hicks, “Ethical diversity and the leader’s religious commitments” in Ciulla, Price and Murphy (eds) <i>The Quest for Moral Leaders</i> Midgley (1981) “Trying Out One’s New Sword” in <i>Heart and Mind: The Varieties of Moral Experience</i> <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> Critical reading questions on NEO Comparative Leadership Analysis Paper
<p>Session 14 Dec 14</p>	<p>Topic: Ethics and Leadership: The lessons from experience</p> <p>Description: Students will share their insights from their comparative ethical leadership analysis research papers. We will draw out some commonalities and students will be asked to write in class about the dominant themes about ethics and leadership that they have observed across the leaders we have studied.</p> <p>Reading:</p> <ol style="list-style-type: none"> (Optional) Gardner, “Lessons from the past, implications for the future” from <i>Leading Minds</i> <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> (In class) Written Synthesis of Leadership Lessons

6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (average)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes (see list above)	Evaluated Institutional Learning Outcomes*
Attendance and Class Participation/ weekly questions	38	15%	2, 3, 5, 6	1, 2
Conceptual Framework Map	10	10%	1,5	1,2
Group Discussion Leadership	30	20%	1, 2, 4	1, 3
Comparative Leadership Analysis	40	20%	5, 7	1, 2

(Research Paper)				
Everyday Ethics Project	14	20%	3, 6, 8	2, 3
Final: Written Synthesis of Leadership Lessons	18	15%	2,5,6,8	1
TOTAL	150	100%		

*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

7. Detailed description of the assignments

1. Class participation and attendance (20% of your grade)

Attendance and participation include your weekly questions that go with the reading, putting cell phones away (not on the table), and being on-time for class. Your participation grade will depend, in large part, on your active participation each class per the areas below.

Outside of class:

- Each week, *you are expected to complete the reading assignments before class and submit at least two (2) critical questions on NEO*. These questions can be for clarification, synthesizing reading together, applying examples/case studies to concepts, etc. These should be discussion-based questions and not simply factual.
- Optional: include a talking point- one aspect of the reading you'd like to explore in more depth.

In-class:

The following are some general expectations for class participation that are inspired by the approach of Aristotle virtue ethics and the “golden mean”. An ideal—this is, virtuous student, will substantively improve the learning of the group by doing some or all of the following:

1. **Curiosity:** Ask questions that uncover confusion or contradiction, probe the depths of an idea, or appropriately apply concepts from the texts to the real world.

- The excessive student will ask too many questions or frequently interrupt the flow of the conversation. An excessive student might dominate the conversation to take it in a direction that is more about personal interest than improving learning in the group.
 - The deficient student will not add to the group, will be reluctant to share his or her own confusion, questions, or insights. If the class were to be dominated by deficient students, then the class’s learning would depend on the performance of the authority figures only, rather than on collective learning.
2. **Collaboration:** In small groups, the virtuous student would help the group learn by keeping on task, exploring new ideas, listening, and appropriately adding their own questions and insights.
- The excessive student will dominate the small group with his or her own agenda, not listen deeply to the ideas of others, consider his or her own needs and not the needs of the group to learn collectively.
 - The deficient student will not actively participate, will allow others to take charge and lead the way, will not offer insights to further the learning of the group.
3. **Contribution:** The virtuous student would come to class not only having done the reading but having given it thought. The virtuous student is willing to express confusion and questions and offer theories of explanation.
- The excessive student might read the texts only to show off his or her learning. The excessive student might hijack the conversation by only wanting to discuss the reading that most spoke to him or her.
 - The deficient student would not have done the reading or have done it sparingly or without thoughtfulness. The deficient student would have trouble adding to the learning of the group because they have no knowledge of the shared texts.

Assessment breakdown

Assessed area	Percentage
Attendance in class (4 or less absences)*	20%
Critical reading questions (each class)	40%
Active participation in class/ good curiosity, collaboration and contribution	40%

*See policy on excessive absences below

2. **Conceptual Framework Map:** Since this is a course applying virtue ethics to the study of historical and contemporary leaders and followers, we will need to construct an evaluative lens from which to compare leaders in their context. Throughout the course we will consider the long-term historical and cultural forces that shape leadership. To bring all of this together at the beginning of the semester students will create a “metaphor map” which will be used as a framework to critically examine each leader we will study. In this framework, each student will choose an example of a leader and how they would analyze their leadership using their map.

Assessment Breakdown

Assessed area	Percentage
Clarity: is the metaphor and its explanation communicated clearly?	20%
Accuracy: are the details correct? Students should use quotes from the readings/cited paraphrase and show understanding.	20%
Complexity: the explanation and example are not oversimplified, shows nuanced understanding	20%
Comprehensiveness: does the framework fully represent the concept (virtue ethics and leadership)?	20%
Uses a specific example of a leader’s actions that helps to illustrate the framework	20%

3. **Group discussion leadership:** Your group project for the semester will entail preparing for (in groups of 2 or 3) and leading a discussion and/or activity on the readings for one class period. During your group’s discussion period, each group member will be responsible for *leading a discussion in separate groups*. Students will be placed in groups based on the topics they select. Resources and materials will be provided and made available ahead of time. Each group will *meet with the professor* prior to their discussion date for guidance on their topic. Each group is expected to create a discussion plan built around a learning model for their facilitation and dialogue. Group discussions are to include three elements: *activity, analysis and application*. These will be explained in greater detail early in the semester. Students will be *evaluated on the quality of preparation/facilitation both by the professors and by their peers*.

Assessment breakdown

Assessed area	Percentage
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Thoughtful incorporation of all the readings	20%
Well-planned discussion, new learning resources added	20%
Generates an engaged discussion about the readings, their implications, and applications of the lesson	20%
Group work is shared evenly across group members	20%

4. **Comparative Leadership Analysis Paper:** You will choose a leader to study outside of the leaders we are discussing in the class and compare them to one of the leaders we have studied/ will study in class. The research you will do will mostly be historical from primary and secondary source documents about the leader or significant events in his/her life (accounts, speeches, news articles, in addition to a biography. Your main task will be to develop a set of themes or concepts using a conceptual framework from the reading (or outside reading), which will set the criteria from which to compare. In addition, you will need to draw upon historical and cultural contextual frameworks to situate and evaluate your chosen leader in his/her environment. The length should be at least 8 pages double-spaced and must be documented in the APA style (5th Ed.).

Assessment breakdown

Assessed area	Percentage
Well-chosen speech, writing, or other resource for analysis	20%
Considers contextual dynamics that impacted the leader and followers	20%
Well thought out comparison between would-be leaders, their approach and the ethical issues at play	20%
Draws clear conclusions about leadership through the comparison.	20%

5. **Everyday Ethics Project:** It is not enough to study leadership and historical leader, however detailed, we must reflect on ethics and how they show up in our lives. This project will ask students to reflect on their experience of leadership- either from a follower or participant standpoint or from the standpoint of one who led a group or organization, or project formally or informally. Students will apply an ethical concept/ virtue in their own lives using 3 or more readings from class. Although this will be a written assignment, it will be unconventional and students will be directed in terms of what they can creatively include in their project.

Assessment breakdown

Assessed area	Percentage
Follows assignment instructions in a detailed fashion and addresses the assignment appropriately.	25%
Examines the role of leaders and followers within the event/ series of events or initiative.	25%
Evidence of detailed and critical reading of assigned readings which he/she/they incorporate into the assignment.	25%
Raises three or more thoughtful questions that are clearly influenced by the analysis and good understanding of the situation.	25%

6. **Final exam: Written Synthesis of Leadership Lessons:** You will be assessed on your knowledge and synthesis of the readings in 1 midterm online essay covering the readings thus far and 1 end of term in-class essay synthesizing the major themes and lessons about ethical leadership from the people we have studied. These essays will be short and you should expect to write between 30 and 45 minutes.

Assessment breakdown

Assessed area	Percentage
Discusses readings accurately and effectively	33%
Makes effective connections between the readings/ synthesizes main themes of the course (original and in the student's own voice)	33%
Answers question effectively (does not wander or attempt to overload essay with too much information from readings)	34%

8. General Requirements and School Policies

General requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

Electronic communication and submission

The university and instructors shall only use students' university email address for communication, with additional communication via NEO LMS or Microsoft Teams. Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, "COM101-1 Mid-term Exam. Question".

All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

Attendance

Attendance, i.e., presence in class in real-time, at AAU courses is default mandatory; however, it is not graded as such. (Grades may be impacted by missed assignments or lack of participation.) Still, students must attend at least two thirds of classes to complete the course. If they do not meet this condition and most of their absences are excused, they will be administratively withdrawn from the course. If they do not meet this condition and most of their absences are not excused, they will receive a grade of “FW” (Failure to Withdraw). Students may also be marked absent if they miss a significant part of a class (for example by arriving late or leaving early).

Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), and the student wishes to request that the absence be excused, the student should submit an Absence Excuse Request Form supplemented with documents providing reasons for the absence to the Dean of Students within one week of the absence. Each student may excuse up to two sick days per term without any supporting documentation; however, an Absence Excuse Request Form must still be submitted for these instances. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

Late work: No late submissions will be accepted – please follow the deadlines.

Electronic devices

Electronic devices (e.g. phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

Eating is not allowed during classes.

Cheating and disruptive behavior

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the student's Dean.

Students engaging in behavior which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the student will fail the exam or assignment and be expelled from the exam or class.

Plagiarism

Plagiarism obscures the authorship of a work or the degree of its originality. Students are expected to create and submit works of which they are the author. Plagiarism can apply to all works of authorship – verbal, audiovisual, visual, computer programs, etc. Examples are:

- **Verbatim plagiarism:** verbatim use of another's work or part of it without proper acknowledgement of the source and designation as a verbatim quotation,
- **Paraphrasing plagiarism:** paraphrasing someone else's work or part of it without proper acknowledgement of the source,
- **Data plagiarism:** use of other people's data without proper acknowledgement of the source,
- **False quotation:** publishing a text that is not a verbatim quotation as a verbatim quotation,
- **Fictitious citation:** quoting, paraphrasing, or referring to an incorrect or a non-existent work,
- **Inaccurate citation:** citing sources in such a way that they cannot be found and verified,
- **Ghostwriting:** commissioning work from others and passing it off as one's own,
- **Patchwriting:** using someone else's work or works (albeit with proper acknowledgement of sources and proper attribution) to such an extent that the output contains almost no original contribution,
- **Self-plagiarism:** unacknowledged reuse of one's own work (or part of it) that has been produced or submitted as part of another course of study or that has been published in the past,
- **Collaborative plagiarism:** delivering the result of collective collaboration as one's own individual output.

At minimum, plagiarism will result in a failing grade for the assignment and shall be reported to the student's Dean. A mitigating circumstance may be the case of novice students, and the benefit of the doubt may be given if it is reasonable to assume that the small-scale plagiarism was the result of ignorance rather than intent. An aggravating circumstance in plagiarism is an act intended to make the plagiarism more difficult to detect. Such conduct includes, for example,

the additional modification of individual words or phrases, the creation of typos, the use of machine translation tools or the creation of synonymous text, etc. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Intentional or repeated plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

Use of Artificial Intelligence and Academic Tutoring Center

The use of artificial intelligence tools to search sources, to process, analyze and summarize data, and to provide suggestions or feedback in order to improve content, structure, or style, defined here as AI-assisted writing, is not in itself plagiarism. However, it is plagiarism if, as a result, it obscures the authorship of the work produced or the degree of its originality (see the examples above). AAU acknowledges prudent and honest use of AI-assisted writing, that is, the use of AI for orientation, consultation, and practice is allowed. For some courses and assignments, however, the use of AI is counterproductive to learning outcomes; therefore, the course syllabus may prohibit AI assistance. A work (text, image, video, sound, code, etc.) generated by artificial intelligence based on a mass of existing data, defined here as AI-generated work, is not considered a work of authorship. Therefore, if an AI-generated work (e.g. text) is part of the author’s work, it must be marked as AI-generated. Otherwise, it obscures the authorship and/or the degree of originality, and thus constitutes plagiarism. Unless explicitly permitted by the instructor, submission of AI-generated work is prohibited. If unsure about technical aspects of writing, and to improve their academic writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/scheduler/manage/event/1/>.

Course accessibility and inclusion

Students with disabilities should contact the Dean of Students to discuss reasonable accommodations. Academic accommodations are not retroactive. Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

9. Grading Scale

Letter Grade	Percentage*	Description
A	95–100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A–	90–94	

B+	87–89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83–86	
B–	80–82	
C+	77–79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73–76	
C–	70–72	
D+	65–69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student’s work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60–64	
F	0–59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

* Decimals should be rounded to the nearest whole number.

Prepared by: Joshua Hayden

Approved by: Karen Grunow-Hårsta

Date: 17 April 2023

Date: 20 April 2023