

Ethical Leadership: Theory into Practice

Matthew J. Lyddon, Brown University¹

June 23 – July 3, 2014

Syllabus and Course Kit

Welcome to *Ethical Leadership: Theory into Practice*. This document is designed to provide all the key information you'll need over the next two weeks: contact information, a daily schedule, homework assignments—the lot! Please use this in conjunction with the course Canvas site (which is where you will be uploading assignments and where any additional readings/resources will be posted).

Using this document

On the following pages, you'll find a daily schedule listing all class sessions and activities, including readings and homework assignments. Required readings should be done in advance of the class for which they are listed. Homework assignments should be uploaded to Canvas by the deadline indicated. Please also take time to read the policies governing this class, which are listed after the schedule.

A note on the assigned texts and readings:

Our course is primarily framed around the required *Leadership for a Better World* text, but I have also identified a second book, *Leadership Ethics: an Introduction* for further reading. Think of this second text of it as a more detailed, technical look at the philosophy of leadership. For each class **you are expected to do only the required readings**—any recommended readings are offered for more in-depth exploration. I may recommend other sources either below or give you a further list during the course for this purpose.

General Information

Instructor: Matt Lyddon (mattlyddon@brown.edu)
Leader Fellow (TA): Carissa Caccia (carissa_caccia@brown.edu)
Class times: **Morning:** 9am-11:30am; **Afternoon Session:** 1-3pm
Classroom: Smith-Buonanno, 101 ([location on map](#))

Assigned Texts: **(Both available at the Brown Bookstore for purchase)**
Required: Komives/Wanger, *Leadership for a Better World: Understanding the Social Change Model of Leadership Development*, second edition (Jossey-Bass, 2009)
Recommended (for further/in-depth reading): Price, Terry L., *Leadership Ethics: An Introduction* (Cambridge University Press, 2008)

Schedule

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NOTE: No claim of ownership is made regarding other sources cited or linked to from this document (or those documented 'source unknown'). Sessions labeled '**BLI Activities**' and references to the BLI Action Plan are Brown Leadership Institute originated workshops and material, and were referenced here solely for student schedule and reference purposes. See <http://www.brown.edu/ce/pre-college/leadership/> for details.

MONDAY JUN-23 – NO PRIOR READING REQUIRED

Sessions:	9-9:45	Arrival, Welcome, Logistics
	9:45-10:45	Introduction & Icebreakers
	10:45-11:30	Group/Open Discussion – Leadership Experience
	1-3pm	Class & Group Exercises: (1) Concept-Mapping: What is Leadership? Where do we find it? (2) Values Clarification: THE 'VALUES AUCTION' ² (3) Breakout Groups: Drafting an 'Ethical Leadership Report Card'
BLI Activities:	4-6pm	NSEW Leadership Styles Workshop

Homework #1: Introductory Assignment – DUE 9pm on Canvas

Write a short (one-page) reflection applying today's report card to a leadership experience you've recently or previously experienced. Describe the situation and the leadership actions and decisions you undertook. How do you rate yourself on the scorecard? How does your description match up with the NSEW leadership styles you discussed at today's workshop?

(Ideally this should be a self-assessment exercise. If you don't have an experience of your own to write about, pick an example of someone else's leadership from your school, sports team, volunteer clubs etc.)

TUESDAY JUN-24

Sessions:	9-9:15	Recap, Questions, Logistics
	9:15-10:30	SEMINAR: Ethical Frameworks I <i>How do we work out what do to, and how to act?</i>

Required Reading – complete prior to class

² Values Auction Activity Documentation source: Emory University, Office of Student Leadership and Service website:
http://osls.emory.edu/files/leadership_emory_files/leadership_emory_staff/tenet_1_documents/values_auction
[accessed June 2014]

- 1) Ethics: a general introduction – BBC website:
http://www.bbc.co.uk/ethics/introduction/intro_1.shtml
- 2) ‘What is Ethics?’, Velasquez et. al., Markkula Center for Applied Ethics, Santa Clara University (2010):
<http://www.scu.edu/ethics/practicing/decision/whatisethics.html>
- 3) ‘Thinking Ethically: A Framework for Moral Decision-making’
Velasquez et. al., Markkula Center for Applied Ethics, Santa Clara University (2010):
<http://www.scu.edu/ethics/practicing/decision/thinking.html>

Recommended reading:

The Markkula Center website has additional pages for each of the ethical decision-making frameworks. A list of links can be found here:

<http://www.scu.edu/ethics/practicing/decision/homepage.html>

In particular, see Everyday Ethics

(<http://www.scu.edu/ethics/publications/iie/v8n1/everydayethics.html>)

and Comparing Conclusions

(<http://ethicsops.com/CompareConclusions.php>)

10:40-11:30

WORKSHOP: Introducing the BLI Action Plan and thinking about your Topic

BLI Activities:

1-3pm

Listening Skills Workshop

Homework #2: BLI Action Plan Topic Ideas – DUE 8pm on Canvas

Choose 2-3 causes/issues you’re passionate about.

Write a paragraph about each, outlining:

1. The challenge you are hoping to address and the contribution you hope to make
2. What resources you would need (input),
3. How you intend to address it (process), and
4. What your desired results are (output).

The input-process-output system will be explained in class. It is anticipated that one of these causes will become the focus of your Action Plan. **[A resource template will be available on Canvas³**

WEDNESDAY JUN-25

³ Document source: Kisa Takesue, BLI 2014.

Sessions:	9-9:30	Recap, Questions and Topic Feedback
	9:30-11:30	SEMINAR: Thinking about Ethics and Leading Social Change <i>How do we ethically define and pursue social change?</i>
	1-3pm	WORKSHOP DISCUSSION: Case Study; Celebrities and Corporations

Required Reading – complete prior to class
Leadership for a Better World
 Chs 1, 2, and Case Study #1 in Ch 3 (pp87-95)

Optional Further Reading
 Price, *Leadership Ethics: An Introduction*: Introduction

BLI Activities: **4-6pm** **Diversity Workshop**

No Homework Tonight! 😊

THURSDAY JUN-26 A DAY ON THE ROPES – NO CLASS

BLI Activities: **8am – 4pm** **LOW ROPES COURSE**

FRIDAY JUN-27

BLI Activities: **9:30-11:30am** **Public Speaking Workshop**

Sessions:	1-2:15pm	SEMINAR: INDIVIDUAL VALUES Consciousness of Self, Congruence and Commitment
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2:15-3pm *Begin working on Ethical Values Statements*

Required Reading – complete prior to class
Leadership for a Better World, Chs 9, 10, 11

Optional Further Reading:
 Price, *Leadership Ethics: An Introduction*: Ch1

Homework #3 & #4: #3 Ethical Values Statement – DUE MIDNIGHT on Canvas

What are your important ethical values? Describe the ethical values which motivate your own vision of leadership and approach to social change—the values which, taken together, will guide your action plan. (1-2 pages)

#4 BLI Action Plan Topic Memo – DUE SUNDAY MIDNIGHT on Canvas

Please submit a one-page memo containing an expanded description of the single topic you have chosen to address in your action plan, and a general plan to address it (with attention to inputs, process and outputs).

Please also prepare for your BLI Action Plan Topic Introduction presentation on Monday morning (see below).

MONDAY JUN-30

Sessions:	9-9:15	Recap, Questions
	9:15-9:45	BLI ACTION PLAN INTRODUCTIONS <i>2-minute elevator pitches</i>
	9:45-10:30	SEMINAR: GROUP VALUES I Collaboration and Common Purpose
	10:30-11:30	WORKSHOP: Establishing Common Purpose and Motivating Teamwork
	1-3:30pm	MOVIE VIEWING: INVICTUS (2009, Dir. Clint Eastwood)

Required Reading – complete prior to class

Leadership for a Better World, Chs 6, 7

‘Learning from Steve Jobs: How to lead with purpose’, John Baldoni, CNN (October 14, 2011): <http://www.cnn.com/2011/10/14/opinion/op-ed-john-baldoni>

Steve Jobs: An Unconventional Leader’, Sarah McInerney, *Sydney Morning Herald* (October 7, 2011): <http://www.smh.com.au/executive-style/management/steve-jobs-an-unconventional-leader-20111007-1lcmo.html>

Reclaiming Activism’, Alex Dewaal, World Peace Foundation at Tufts University (April 2013): <http://sites.tufts.edu/reinventingpeace/2013/04/30/reclaiming->

[activism/](#)

Optional Further Reading

Price, *Leadership Ethics: An Introduction*: Ch8

BLI Activities: **4-6pm** ***Creativity and Play Workshop***

Homework #5: Class Discussion Memo – DUE MIDNIGHT on Canvas

Please prepare for tomorrow’s class discussions by writing a short memo summarizing the most important leadership examples (think beyond simply Mandela) you took from our movie, *Invictus*. Use the values from among the 7Cs to evaluate/critique these examples where appropriate.

TUESDAY JUL-1

Sessions:	9-9:15	Recap, Questions
	9:15-10:15	BREAKOUT DISCUSSIONS: Invictus
	10:20-11:30	SEMINAR: GROUP VALUES II Controversy with Civility & Approaching Disagreement
	1-2pm	WORKSHOP: Ethical Leader presentations Choose and research a public figure who you think is an example of an Ethical Leader (2-3 minutes)

NOTE: this afternoon’s early finish is to allow you to work on your action plans. All students must drop in for office hours with Carissa this afternoon/evening.

Required Reading – complete prior to class

Leadership for a Better World, Chs 8

Martin Luther King, ‘Letter from a Birmingham Jail,’ available at:
http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html

Jose Antonio Vargas, ‘Not Legal Not Leaving’, *Time Magazine* (June 25, 2012), available at:
<http://www.time.com/time/subscriber/printout/0,8816,2117243,00.html> and in PDF via email.

Mandela: His 8 Lessons of Leadership', Richard Stengel, *Time Magazine* (July 9, 2008) → **PDF supplied**

Homework #6: BLI Action Plan Outline – DUE MIDNIGHT on Canvas

Please provide a detailed outline of your action plan, including both defining and implementing your plan. (2-3 pages). [A resource template will be available on Canvas⁴]

WEDNESDAY JUL-2

Sessions:	9-9:15	Recap, Questions
	9:15-10:15	SEMINAR: Leadership and the Personal
	10:20- 11:30	BREAKOUT GROUP DISCUSSIONS

Required Reading – complete prior to class

'The Personal Lives of Public Officials', Judy Nadler, Markkula Center for Applied Ethics, Santa Clara University:

http://www.scu.edu/ethics/practicing/focusareas/government_ethics/introduction/personal-lives.html

'The Petraeus Affair: A question of ethics, or of risk?', Travis Gigdado, Carnegie Council Global Ethics Network (November 2012):

<http://www.globalethicsnetwork.org/profiles/blogs/the-petraeus-affair-a-question-of-ethics-or-of-risk>

President Gerald Ford's announcement of his Pardoning of former-president Richard M. Nixon (September 1974):

<http://watergate.info/1974/09/08/ford-pardons-nixon.html>

'Ford's Pardon Still Controversial', CBS News (Feb 2009):

http://www.cbsnews.com/8301-3460_162-2318419.html

1-1:40pm SEMINAR: Bending the Rules? Ethical Leadership, Judgment and Discretion

Required Reading – complete prior to class

Walzer, 'The Problem of Dirty Hands', *Philosophy & Public Affairs*, Vol. 2, No. 2 (Winter, 1973), pp. 160-180* → **PDF supplied**

⁴ Document source: Kisa Takesue, BLI 2014.

Only the Ethical Survive', Michael Hackworth, Markkula Center for Applied Ethics, Santa Clara University:
<http://www.scu.edu/ethics/publications/iie/v10n2/ethical-surv.html>

Optional Further Reading
 Price, *Leadership Ethics: An Introduction*: Ch9

1:40-2:40pm **GROUP AND CLASS DEBATES: Can Leaders still be Ethical if they Break Ethical Rules?**

2:45-3:15pm **BLI ACTION PLAN
 PRACTICE PRESENTATIONS!**

Homework #7: Reflective Writing – Due MIDNIGHT on Canvas

Looking back on your previous assignments and on the course as a whole, how and in what respects have your views on ethical leadership changed, and why? Is there a particular example of a leadership issue, dilemma or case study that you have significantly changed your opinion on—if so, how and why? How do you imagine your own approach to future leadership opportunities will incorporate and reflect your learning? (2 pages)

THURSDAY-JULY 3

Sessions:	9-9:15	Recap, Questions
	9:20 – 10:20	SEMINAR: Leadership and Citizenship: Becoming an Ethical Enabler for Change

Required Reading – complete prior to class

Leadership for a Better World, Chs 5, 12

10:20-10:30 **Wrap up and Take-home points, burning questions**

10:30-11:30 **Closing Activity, Class Photo.**

BLI Activities: **1-2:30pm** **Closing Event
 BLI Action Plan Presentations**

Further Reading Recommendations

This page lists some additional resources for further research and reading.

Books

James McGregor Burns, *Leadership*, Harper Perennial Modern Classics; 1st edition (March 30, 2010). ([Amazon link](#))

Joanne B. Ciulla, *Ethics: the Heart of Leadership*, Praeger; 2nd edition (September 30, 2004). ([Google Books link](#))

Craig E. Johnson, *Meeting the Ethical Challenges of Leadership: Casting Light or Shadow*, SAGE Publications, Inc; 3rd edition (July 23, 2008). ([Amazon link to paperback](#)) *{This one has case studies, assessment exercises and movie recommendations}*

Lamar Odom, *Leadership Ethics: is Doing the Right Thing Enough?*, Xlibris, Corp. (June 10, 2010). ([Google Books link](#))

Online Articles

Joel Rosenthal (2009), 'Leadership as Practical Ethics', <http://www.policyinnovations.org/ideas/briefings/data/000140>

Alex Dewaal (2013), 'Reclaiming Activism,' <http://sites.tufts.edu/reinventingpeace/2013/04/30/reclaiming-activism/>

Jeffrey Pfeffer, (2013) 'Ethics and Power: How to strike the Right Balance,' <http://www.inc.com/jeffrey-pfeffer/striking-the-right-balance-between-ethics-and-power.html>

John Baldoni, CNN (2011), 'Learning from Steve Jobs: How to Lead with Purpose,' <http://www.cnn.com/2011/10/14/opinion/op-ed-john-baldoni>

Websites

Markkula Center for Applied Ethics, Santa Clara University, <http://www.scu.edu/ethics/>

Center for Ethical Leadership, <http://ethicalleadership.org/>

'Leadership Ethics: Traits of an Ethical Leader,' Management Study Guide, <http://www.managementstudyguide.com/leadership-ethics.htm>

Institute for Ethical Leadership, <http://www.ethicalleadership.com/>

Online Guide to Ethics and Moral Philosophy, Robert Cavalier at Carnegie Mellon University, <http://caae.phil.cmu.edu/cavalier/80130/index.html>

Stanford Encyclopedia of Philosophy, <http://plato.stanford.edu/>

- Consequentialism: <http://plato.stanford.edu/entries/consequentialism/>
- Deontological (duty-based) ethics: <http://plato.stanford.edu/entries/ethics-deontological/>
- Virtue Ethics: <http://plato.stanford.edu/entries/ethics-virtue/>
- Rights: <http://plato.stanford.edu/entries/rights/>
- The problem of Dirty Hands: <http://plato.stanford.edu/entries/dirty-hands/>

[Overview doc](#) of the Social Change Model (Wendy Wagner - upload via Trinity University)

Youtube Clips

Tim Cook, Apple CEO, on Ethical Leadership, <https://www.youtube.com/watch?v=3ygNKNaMv4c>

Professor Ed Freeman, University of Virginia, on The Ethical Leader, <https://www.youtube.com/watch?v=C3nooOv1Xz0>

Howard Schulz, CEO of Starbucks, on Ethical and Strategic Leadership, https://www.youtube.com/watch?v=GOO_ufk7utI

Virgin Atlantic in-flight video promoting Change for Children campaign: <https://www.youtube.com/watch?v=q19SeYeANaA>

Class Policies

Attendance and Participation

Students are expected to attend all class sessions promptly and to participate in class discussions. Students should complete the assigned readings for each class in advance of that class session. Students are also expected to complete and submit the class assignments by the times indicated. **In the event of any issue arising which might give rise to difficulty in attending a particular class or completing a particular assignment, please contact the instructor as soon as possible.**

Discussions

This course is intended to be largely discussion-based, and students are strongly encouraged to take all opportunities to express their opinions, experiences and perspectives.

You are encouraged to bring with you any puzzling questions or difficulties you had with the readings, and especially to bring your own experience and knowledge—be it from your school, sports team, club or other organization, or from your local community or the public sphere—to the conversation. We hope that your diversity of knowledge and experience will enliven and enrich the conversation for all members of the class.

BLI Action Plan – Preparation, Development, Completion and Office Hours

This course has been designed to allow a good amount of class time for work on your action plans.⁵ Some of this time will be of a ‘workshop’ nature where you can work on your own plan; some of it will be more structured, e.g. sessions where you will deliver a practice ‘elevator pitch’. You are encouraged to make maximum use of these opportunities, while also working on your plan outside of the class sessions

⁵ The Action Plan is a curricular requirement of summer programs at the Brown Leadership Institute, and runs parallel to the academic content delivered by Faculty. For details, see <http://www.brown.edu/ce/pre-college/leadership/>

The instructor will usually be available just before and after each class should you wish to talk about any aspect of your work or the course. The instructor and Leader Fellow will announce some sign-up times when you can meet and talk about your action plan topic and progress. **Each student is required to sign-up and meet with either one of us during one of these times—we will advise you of these.**

Academic Honesty

All work submitted must be the student's original work, with any references to the work of others cited or hyperlinked. Any incidents of plagiarism will be reported to the Leadership Institute Dean and proper action will be taken. Students who require advice on avoiding plagiarism should talk with their Instructor and/or Leader Fellow.

Class Etiquette

Inside and outside of class, students are expected to treat their peers, instructor, leader fellow and all other Brown personnel with the utmost respect. All students are to be afforded the opportunity to participate fully in lively debate and to offer their insights, opinions and reactions to the group. Students are encouraged to engage critically with their peers, instructor and leader fellow during discussions, but disrespectful, dismissive or hurtful language will not be tolerated.

Phones should be turned off during class and laptops must be used strictly for note-taking: at designated 'laptop-free' discussion times, laptops are to be powered down at the instructor's request. No social media use (Facebook, Twitter, etc.) or recreational web browsing (words with friends, sports games, news sites etc.) is allowed during class.

Special Accommodations

Students with any disability or personal circumstances that may require special accommodations are expected to have been in contact with the Leadership Institute staff prior to the start of the course. Such students should also speak with the instructor on the first day of class or as soon as possible thereafter to make or confirm proper arrangements.