

Ethics and Leadership

Course code: SOC 355/555

Semester and year: Spring 2026

Day and time: Wednesdays 11:15- 14:00

Classroom: 2.05

Instructor: Dr. Joshua M. Hayden

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Consultation hours: Mondays 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”
- Boehmer, E. (2008) *Nelson Mandela: A very short introduction*. Oxford University Press.
- 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.
- Ciulla, J. (ed) (2005) *Honest Work: A Business Ethics Reader*. Selections: Stone,
- Ciulla, J. (2009) *Leadership Ethics and Effectiveness*. San Francisco: Sage Publications.
- Ganz, M. (2009) *Why David Sometimes Wins: Leadership, Organization, and Strategy in the California Farm Worker Movement*. Oxford University Press.
- Hayden, J. (2024) Leadership and the ethics of hope: Václav Havel and the Charter 77 human rights movement in Czechoslovakia. *Leadership*, 20 (5), 314-333.
- Howell & Wanasika (2019) *Snapshots of Great Leadership*, 2nd Ed. New York: Routledge.
- Isaacson, W. (2011) *Steve Jobs: A Biography*. NY: Simon and Schuster.
- Isaacson, W. (2012) “The real leadership lessons of Steve Jobs” *Harvard Business Review*. HBR 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.
- 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*.

- 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.
- 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.

4. Teaching methodology

The quality of this course will depend upon students’ 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 for this course is grounded in both ethical theories (e.g. deontological ethics) applied to the leader-follower relationship, and theories of leadership ethics (e.g. transforming leadership). We will be reading biographical material together with leadership scholarship, which may raise new questions and challenges in the practice of good leadership. One assumption that we draw from is that biographical analysis has more to offer leadership theory than the other way around (Ciulla, 2014). So our endgame is better and deeper inquiry into ethics as the heart of leadership.

5. Course Schedule

Date	Class Agenda
Session 1 February 4	<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>Readings:</p> <ul style="list-style-type: none"> • Read this syllabus
February 11	<p>NO CLASS MEETING (work on the readings and essay due for next class)</p>
Session 2 February 18	<p>Topic: Nelson Mandela: Are leaders just a projection of our deepest desires?</p> <p>Description: Nelson Mandela was trained as a lawyer and was one of the leaders of the African National Congress starting in 1943, founding the ANC’s armed wing, Umkhonto we Sizwe (MK), “the spear of the nation” in apartheid South Africa. This led to a 27 year imprisonment and emergence as the clear candidate for Presidency in Post-Apartheid South Africa. He was a master of the symbolic, an embodiment of the new virtues of racial healing and reconciliation. He was known as “Madiba” to his followers, which meant “father”. The narrative about him made him out to be a paragon of virtue, and even a saint. His autobiography played into these notions and his leadership in many ways become a mythology. In this class, we will discuss Mandela’s struggle with his image through the lens of Aristotle’s virtue ethics and ask why we try to make some leaders out to be “larger than life”. The sociology of leadership may provide some clues.</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Ciulla, “Searching for Mandela: The insights of biographical research” from Leadership, vol. 12, issue 2. 2014. 2. Ciulla, “Habits and Virtues: Does It Matter if a Leader Kicks a Dog?” from Rivista Internazionale di Filosofia e Psicologia, 5 (3). 3. Watch “Virtue Ethics” by The Ethics Centre: https://www.youtube.com/watch?v=qs9QiczZvdU <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> • “What is Good Leadership?” Essay

Session 3 February 25	<p>Topic: Steve Jobs: Does leadership effectiveness come at the expense of ethics?</p> <p>Description: Jobs was a brilliant person and innovator but the record is not so good in terms of how he treated people. His biographer, Walter Isaacson, explains that Jobs often treated his employees as means to an end. On the other hand, Jobs espoused the discipline of simplicity and self-control of Zen Buddhism, to which he ascribed throughout his career. Does a genius get a pass on ethics? We will consider here Immanuel Kant’s deontological ethics and apply it to Job’s relationship with his followers.</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Price, “Reason and Amoralism” in Chapter 2 of <i>Leadership Ethics: An Introduction</i> 2. Isaacson, W. “The Reality Distortion Field” from <i>Steve Jobs</i> <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> • Discussion leadership #1
Session 4 March 4	<p>Topic: Angela Merkel: Is trust a better indicator of leadership than charisma?</p> <p>Description: We explore and critique sociologist Max Weber’s view of the charismatic leader in this session. We are inspired or magnetically drawn to certain figures and the Western obsession with heroes is a powerful myth many grow up with. When we talk about leadership we often talk about people with a vision they want to impart to others. 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. In part, we do this by exploring the life and leadership of Angela Merkel, 16 years the Chancellor of Germany, noticing how contrary she is to the charismatic mold, but yet how effective and stable she was as a leader.</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Solomon, “The Myth of Charisma” from Ciulla <i>The Ethics of Leadership</i> 2. Angela Merkel, Chancellor of Germany ch. 11 in Howell & Wanasika (2019) <i>Snapshots of Great Leadership</i>. 3. Weber, “Legitimate Authority and Charisma” from Ciulla <i>The Ethics of Leadership</i> <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> • Discussion Leadership #2 • Quiz #1

Session 5 March 11	<p>Topic: Delores Huerta & Caesar Chavez: Is the courage of followers the real recipe for leadership?</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. 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 #3
Session 6 March 18	<p>Topic: Sepp Blatter: Does power and self-interest corrupt leadership?</p> <p>Description: Sepp Blatter was the President of Fédération Internationale de Football Association (FIFA) for 17 years brought down by scandal and corruption charges. Barbara Kellerman’s book <i>Bad Leadership</i> makes the case that unethical leaders are just as important to the study of leadership as ethical leaders. Bad leaders’ routes to deception and “exceptionalism” are instructive as they get us to explore the potentially corrupting influence of the power that comes from leadership.</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. “Sepp Blatter: Past President of FIFA”. In ch. 33 Howell & Wanasika (2019) <i>Snapshots of Great Leadership</i>. 2. Price, “Power and Self Interest” in Chapter 3 of <i>Leadership Ethics: An Introduction</i> <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> • Quiz #2

Session 7 March 25	<p>Topic: Leymah Gbowee: How does a greater common purpose transform society?</p> <p>Description: Leymah Gbowee is a Liberian social worker who led a women’s movement for peace during a civil war between the Liberian government under the dictator Charles Taylor and warlords in Sierra Leone. Her nonviolent struggle brought together Christian and Muslim women from the refugee camps who succeeded in forging a peace deal, the exile of Charles Taylor, and election of the first female African president. We will examine her tactics and how she practiced justice in the midst of bloodshed and crisis in the frame of Mill’s Utilitarianism and Burns’ Transforming Leadership.</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. “Leymah Gbowee: Liberian Leader of Women in Peacebuilding Network”, ch 25 in Howell & Wanasika (2019) <i>Snapshots of Great Leadership</i>. 2. Price, “The Greater Good” in Chapter 8 of <i>Leadership Ethics: An Introduction</i> <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> • Discussion leadership #4
April 1	Mid-term break: Enjoy!
Session 8 April 8	<p>Topic: Milada Horáková: How is suffering transmuted into moral leadership?</p> <p>Description: Milada Horáková was a Czech feminist, suffragist, Senator, Holocaust survivor and ultimately the victim of a communist show trial. She was the only woman out of 240+ convicted in 1950’s Czechoslovakia to receive the death penalty. She was well-acquainted with suffering but through her community, her religious faith, and her service to others made deep meaning in the midst of two totalitarian regimes: the Nazi Protectorate and Stalinist early communism in Czechoslovakia. Yet, she supported President Dr. Edvard Beneš removal of the Sudeten Germans after the war. We will consider the ethics of how we use suffering as a force for change and the good of society.</p> <p>Reading:</p> <ul style="list-style-type: none"> • Hayden & Hench, “One also has to know how to lose”: The Role of Suffering in Milada Horáková’s Spiritual Leadership. Chapter in <i>Inspirational Women Leaders</i> (2026) • Allison & Setterberg, Suffering and Sacrifice: Individual and Collective Benefits, and Implications for Leadership. In Allison et al (eds) <i>Frontiers in Spiritual Leadership</i> (2016) <p>Assignments/deadlines:</p>

	<ul style="list-style-type: none"> • Discussion leadership #5
Session 9 April 15	<p>Topic: Franz Kafka: What is absurd about leadership?</p> <p>Description: This session will really be a discussion with author of <i>Franz Kafka and the Truths of Leadership</i>, Dr. Leah Tomkins. She is a leadership scholar who had the rare privilege at Oxford University to translate the original Kafka manuscripts and letters. You may know Kafka from his short stories, like <i>Metamorphosis</i>, but you may not know that he was a policy maker and legal strategist for the Workman’s Accident Insurance Institute in the Kingdom of Bohemia for 14 years working his way from assistant to Senior Secretary. He knew quite a bit about being in power as well as being an underdog. Showcasing how power hinges on control of the narrative, Tomkins will argue that Kafka is extraordinarily relevant for our ‘post-truth’ world, where truth is often up for grabs and authority belongs to whoever can spin the most compelling fictions and fantasies.</p> <p>Reading:</p> <ul style="list-style-type: none"> • Tomkins, Introduction and selected chapters, <i>Franz Kafka and the Truths of Leadership</i>, 2024. <p>Assignments:</p> <ul style="list-style-type: none"> • Bring your questions for Leah Tomkins to class!
Session 10 April 22	<p>Topic: Indra Nooyi: How do the obligations of membership affect responsible leadership?</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. 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. We will explore the special obligations and contingencies of business leaders like Nooyi as well as the moral framework of communitarianism.</p> <p>Readings:</p> <ul style="list-style-type: none"> • “Indra Nooyi: CEO of PepsiCo,” ch. 21 in Howell & Wanasika (2019) <i>Snapshots of Great Leadership</i>. • Price, “Membership and Moral Particularity” in Chapter 7 of <i>Leadership Ethics: An Introduction</i> <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> • Discussion leadership #6 • Quiz #3

<p>Session 11 April 29</p>	<p>Topic: Jacinda Ardern: Is compassionate pragmatism possible for leaders to sustain?</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. <i>Listen to Dr. Suze Wilson & Dr. Brad Jackson - Appreciative Reflections on the Leadership of Jacinda Ardern:</i> https://practicalwisdom.buzzsprout.com/979897/episodes/12320442-dr-suze-wilson-dr-brad-jackson-appreciative-reflections-on-the-leadership-of-jacinda-ardern <i>Phronesis: Practical Wisdom for Leaders</i> podcast (Scott J. Allen) <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> • Discussion leadership #7
<p>Session 12 May 6</p>	<p>Topic: Václav Havel: Under what circumstances do the powerless prevail?</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 dissident leadership actions of Havel that brought him into the Presidency of the Czech Republic.</p> <p>Reading:</p> <ol style="list-style-type: none"> 1. Hayden, (2024) “Leadership and the Ethics of Hope: Lessons from Charter 77 Human Rights in Czechoslovakia” in <i>Leadership</i>. <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> • Discussion leadership #8 • Quiz #4

Session 13 May 13	<p>Topic: Everyday Leadership and Ethics</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. We will conclude with a discussion of the morally relevant features of leadership in light of living in a post-truth world.</p> <p>Reading:</p> <ol style="list-style-type: none"> 1. Price, “Everyday Leadership Ethics” in Chapter 9 of <i>Leadership Ethics: An Introduction</i> 2. Alvehus, Sweet little lies? Towards a mendaciology of leadership. <i>Leadership, 2025</i> <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> • Comparative Leadership Analysis Paper due
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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 Participation/ reading response	40	20%	2, 3, 5, 6	1, 2
What is good leadership? Essay	10	15%	1,5	1,2
Discussion Leadership	30	20%	1, 2, 4	1, 3
Quizzes (4)	20	20% (5% each)	2,5,6,8	1
Comparative Leadership Analysis (Research Paper)	50	25%	5, 7	1, 2
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 (3 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. **What is good leadership? Essay:** This essay is part reading response and part personal reflection with supportive reasoning and examples. The leadership ethicist Joanne Ciulla makes the case that the question that leadership scholars and students are after is not “what is leadership?” but “what is good leadership?” Ethics is at the heart of leadership. Students will read two articles by Ciulla and compose an essay that answers the question, “what is good leadership?” We are more interested here in a description than a definition.

Assessment Breakdown

Assessed area	Percentage
Evidence of understanding Ciulla’s main argument about ethics as the heart of leadership	20%
Specifically and clearly describes good leadership	20%

Supports main argument with examples and/or connections to reading	20%
Depth of personal reflection including observations from one's life.	20%

3. **Discussion leadership:** You will be leading a 30 minute discussion and/or activity on a reading one class period. You will select your priorities in terms of the topics you are interested in and then you will be assigned to a particular class period. Each leader will *meet with the professor* prior to their discussion date for guidance on their topic. Each person is expected to create a discussion plan built around a learning model for their facilitation and dialogue. Discussions are to include three elements: activity, analysis and application and are to last 30 minutes. 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
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%
Helps classmates understand and apply subject matter	20%

4. **Quizzes:** These four quizzes will cover the readings and class lessons (PPTs are posted on MyLearning) since the last quiz (only 2-3 sessions) and the professor will specify the big concepts covered. These will gauge students understanding of ethical concepts as well as analysis of leadership in specific cases.

Assessment breakdown

Assessed area	Percentage
Evidence of careful reading & comprehension	50%
Application of leadership ethics concepts and people discussed	50%

5. **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 (7th 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%

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. Please see the AAU intranet for a [summary of key policies](#) regarding coursework.

Course specific requirements

Very limited laptop use in class: take handwritten notes if you want better outcomes!

You can use laptops in class only occasionally and I strongly recommend that you take handwritten notes. There is strong evidence that suggests that using laptops to take notes (vs. taking handwritten notes) results in shallower processing and worse performance on conceptual questions (Mueller & Oppenheimer, 2014). Note taking improves cognitive processing and forces students to summarize and process as they go along instead of copying verbatim as students tend to do with laptops. Laptops create a distracting environment from course material and active engagement. Evidence suggests this has detrimental effects on student learning (Dontre, 2021).

Class presentations, PowerPoints, will be available on NEO for your review after class. Readings are meant to complement classroom lectures, activities and discussions so your notes will be critical along with the readings for full comprehension and your success in this class.

References on note taking:

Dontre, A. J. (2021). The influence of technology on academic distraction: A review. *Human Behavior and Emerging Technologies*, 3(3), 379-390.

Mueller, P. A., & Oppenheimer, D. M. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. *Psychological science*, 25(6), 1159-1168.

Submitted by: Joshua M. Hayden, EdD.

Date: 3 February 2026