UNIVERSITY OF GUAM
UNIBETSEDÅT GUAHAN

SCHOOL OF BUSINESS & PUBLIC ADMINISTRATION
Graduate Programs
Professional Master of Business Administration
Master of Public Administration

MPA COURSE SYLLABUS
PA560: LEADERSHIP AND SOCIAL RESPONSIBILITY OF ORGANIZATIONS

Student Handbook:
https://www.uog.edu/_resources/files/student_handbook_10.7.16.pdf

We are the regional center for education, development and research in business and government.
Our core values promote ethical and socially responsible leadership throughout the Western Pacific.

~ SBPA Mission Statement ~

Dr. Instructor, PHD

Class Time:	DATE TIME
Location:	SBPA
Tel:	(671) 735-2501
Office Hrs:	By appointment
Email:	email@email.com

1. The UNIVERSITY OF GUAM'S MPA Mission Statement:

The mission of the University of Guam MPA program is to inspire authentic public servants through leadership that enlightens its learners to discover what it truly means to be of public service. This is fundamental to the institution's mission of Ina. Diskubre. Setbe. To englighten. To discover. To serve.

This professional degree program provides graduate students with a high caliber educational experience that prepares its aspirants to be leaders, managers, and analysts in public affairs, public administration, and public policy careers at the territorial, regional, federal, and international levels. The curriculum offers valuable opportunities for individuals to embrace diversity and practice citizenship; enhance and improve essential leadership/managerial skills; research seminal concepts and theories of public administration, public affairs, and public policy; and explore contemporary techniques regarding the formulation, analysis, and implementation of policies, programs, and best practices in organization and society. This mission is accomplished by educating and training professional leaders that are citizenship-oriented, accountable, ethically conscious and whose focus is a sincere commitment to make a difference through public service.

2. CATALOG Course Description:

This course is an examination of the meaning of business ethics and its significance in business decision making. By thoughtful analysis of the moral issues raised by business practices, graduate students will raise their comprehension of the moral decisions of business. Students will apply ethical theories and concepts to social issues. In addition, students will gain practice during examinations and interpretations of positions taken by various stakeholder groups affected by business and vice-versa. This is a 3 Credit Hour Course.

This syllabus may be subject to change.

3. Course Learning, Program Learning, and UOG Learning Outcomes:

Course Learning Outcomes (CLO)	MPA Core Competencies (PLO)	UOG Institutional Graduate Learning Outcomes (IGLO)
Upon successful completion of this course students will demonstrate:		
Understand and explore the students personal, professional, and developmental capacity as it relates to leadership. Further, to create an appreciation and foundation for fostering continued growth and development in relation organizational success, all the while maintaining high ethical standards. *This is assessed through the Class Discussions, Assignments, Journal and Final Project/Paper.*	Competency 1: Demonstrate an advanced understanding of leading and managing in public governance; Competency 2: Demonstrate an ability to relevantly apply a real world understanding, participate in, and contribute to the policy process; Competency 3: Demonstrate a practical competency to analyze, synthesize, think critically, quantitatively/qualitatively reason, solve problems and make decisions; Competency 4: Demonstrate an advanced proficiency to articulate and apply a public service perspective grounded in professional, ethical and socially responsible behavior; Competency 5: Demonstrate a dynamic ability to be innovative, to communicate, and interact productively with a diverse and changing workforce and citizenry; Competency 6: Demonstrate an advanced proficiency in utilizing technology toward the betterment and advancement of the profession; and Competency 7: Demonstrate a comprehensive mindset that fosters an advanced understanding and appreciation of territorial, regional, federal, and international environments, with consideration of indigenous and global impact perspectives, and their relation to Public Administration.	IGLO 1: Demonstrate mastery of critical skills, theories, methodologies, and other content knowledge at a level that will enable them to address fundamental questions in their primary area of study; IGLO 4: Adhere to the ethical principles of academia and their respective disciplines in coursework, fieldwork, and other appropriate situations; and
Identify current, relevant, and impactful local, regional, and global issue(s), as it relates to the major roles, responsibilities and activities of leadership and ethics in public and private organizations, particularly in real work settings. *This is assessed through the Class Discussions, Assignments, Journal and Final Project/Paper.*	Competency 1: Demonstrate an advanced understanding of leading and managing in public governance; Competency 2: Demonstrate an ability to relevantly apply a real world understanding, participate in, and contribute to the policy process; Competency 3: Demonstrate a practical competency to analyze, synthesize, think critically, quantitatively/qualitatively reason, solve problems and make decisions; Competency 4: Demonstrate an advanced proficiency to articulate and apply a public service perspective grounded in professional, ethical and socially responsible behavior; Competency 5: Demonstrate a dynamic ability to be innovative, to communicate, and interact productively with a diverse and changing workforce and citizenry; Competency 6: Demonstrate an advanced proficiency in utilizing technology toward the betterment and advancement of the profession; and Competency 7: Demonstrate a comprehensive mindset that fosters an advanced understanding and appreciation of territorial, regional, federal, and international environments, with consideration of indigenous and global impact perspectives, and their relation to Public Administration.	IGLO 1: Demonstrate mastery of critical skills, theories, methodologies, and other content knowledge at a level that will enable them to address fundamental questions in their primary area of study; IGLO 4: Adhere to the ethical principles of academia and their respective disciplines in coursework, fieldwork, and other appropriate situations; and

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| Synthesize, evaluate and integrate theoretical/analytical frameworks of leadership and ethics as it relates toward contemporary issues regarding the identification and strategic resolution of challenges in leadership.

This is assessed through the Class Discussions, Assignments, Journal and Final Project/Paper. | Competency 1: Demonstrate an advanced understanding of leading and managing in public governance;

Competency 2: Demonstrate an ability to relevantly apply a real world understanding, participate in, and contribute to the policy process;

Competency 3: Demonstrate a practical competency to analyze, synthesize, think critically, quantitatively/qualitatively reason, solve problems and make decisions;

Competency 4: Demonstrate an advanced proficiency to articulate and apply a public service perspective grounded in professional, ethical and socially responsible behavior;

Competency 5: Demonstrate a dynamic ability to be innovative, to communicate, and interact productively with a diverse and changing workforce and citizenry;

Competency 6: Demonstrate an advanced proficiency in utilizing technology toward the betterment and advancement of the profession; and

Competency 7: Demonstrate a comprehensive mindset that fosters an advanced understanding and appreciation of territorial, regional, federal, and international environments, with consideration of indigenous and global impact perspectives, and their relation to Public Administration. | IGLO 1: Demonstrate mastery of critical skills, theories, methodologies, and other content knowledge at a level that will enable them to address fundamental questions in their primary area of study;

IGLO 4: Adhere to the ethical principles of academia and their respective disciplines in coursework, fieldwork, and other appropriate situations; and |

4. The University of Guam's MPA Public Service Values

The following public service values are fundamental ideals and principles of the MPA program that are shared by its faculty, students, and stakeholders alike. The program's mission, governance, and curriculum are structured to uphold the following public service values, which distinguishes this program from other degree programs:

Public Service Value 1: Professionals Committed to Accountability, Transparency, and Ethics
Our mission will be met by competent professionals, committed to pursuing the public interest with accountability, transparency, and the highest standard of ethical consideration.

Public Service Value 2: Public Servants Worthy of Public Trust
As Public Servants, with every thought, word, and deed, we must strive every day, and at every instance, to prove ourselves worthy of the public's trust. We must be humble and consider ourselves privileged to be charged with the welfare of others.

Public Service Value 3: Keepers of Respect, Equity, and Fairness Rooted in the Principles of Democracy
The Principles of Democracy must be at the heart of everything we do. We must also always strive to demonstrate respect, equity, and fairness in dealing with all people and fellow public servants. Further, it should be our pledge to be guided by Constitutional principles of the United States, the Organic Act of Guam, and be exemplars of law-abiding citizens in our respective roles within public service.

5. **REQUIRED TEXT and other Course Materials:**
   Required text: This course will make use of current topics and materials. Students are required to identify and use relevant resources, electronic databases/ journals, and other online resources. Additionally the following are required:
   - Northouse, P.G. (2019). *Leadership: theory and practice* (8ed). SAGE Publications, Inc. ISBN: 9781483317533.
     - https://www.vitalsource.com/referral?term=9781544325194
   - Adams, G.B. & Balfour, D.L. (2015). *Unmasking Administrative Evil (4th ed).* New York: Routledge Taylor & Francis Group. ISBN: 9781317507611.
     - https://www.routledge.com/Public-Service-Ethics-Individual-and-Institutional-Responsibilities/Bowman-West/p/book/9781138578197#

6. **ADA Accommodation:**
   If you are a student with a disability who will require an accommodation(s) to participate, please contact me privately to discuss your specific needs. You will need to provide documentation concerning your need for accommodation(s) from the UOG's EEO/ADA Office. The EEO/ADA Office may be contacted at 735-2244/2971/2243 to coordinate your accommodation request.

7. **TECHNOLOGY Policy:**
   Our graduate program is committed to innovative and effective utilization of technology in the classroom. While we strive to keep up with the dynamic evolution of delivery modes, and their learning applications, it is our shared responsibility to protect the integrity of your education. Therefore, the presence and use technology in the classroom is intended to enhance the total learning experience, both student and instructor. It is the responsibility of the course instructor to decide when, if, and what type of technology is to be used during class. At any time, and at the sole discretion of the instructor, any use of technology that degrades the learning environment, promotes dishonesty or is used for illegal activities may be prohibited. As a word of caution, institutional, program, and civil penalties, relative to the infraction, may be applied.

8. **FATAL ERROR Policy:**
   Effective Communication - If any submitted writing assignment has more than 3 obvious grammatical citation errors, the instructor will return the assignment to the student to make the appropriate corrections; otherwise, the assignment will not be graded. Returned assignments are subject to late penalties at the discretion of the professor. Should written communication be a noticeable issue the professor reserves the right to: 1) mandate that the student seek concurrent help with their wiring though the writing center as a condition of continual enrollment in the course; or 2) recommend the student to drop the course, seek assistance with the writing center, and enroll in the said course at a later date when proficiency can be demonstrated.

9. **Tobacco-free/Smoke-free/Vaping-free campus:**
   UOG is a tobacco-free/smoke-free, vaping/e-cigarette-free campus. Thank you for not using tobacco products or e-cigarettes on campus, for helping to fight cancer, and for helping to make UOG a healthy learning environment.

10. **ACADEMIC and PROFESSIONAL Integrity (Plagiarism and Collusion):**
   Plagiarism is the use of another person's work without acknowledgement or citation. Forms of plagiarism may include the intentional or unintentional reproduction of the work of others (this includes the work of peers – other students), published or unpublished, either verbatim or in close paraphrase without credit to the author or creator. The work of others includes material such as those downloaded from the internet, essays, reports, presentations, projects, discussions from seminars, ideas, text and diagrams from lecture handouts, theses, and dissertations.

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Collusion is a form of plagiarism; it involves the unauthorized cooperation between two people or more, with the intent to deceive. Examples of collusion include the conspiring of two or more students to produce a piece of work together with the intention of passing it off as his or her own work; the submission of the work of another student, which may involve the former student willingly giving the work and where it is evident to the student giving the work that the other student would submit it as his or her own; cooperation between a student and another person in the preparation and production of work which is presented as the student's own and not authorized by the professor; the submission of work as the student's own, where the student has purchased or solicited another individual or source to produce the work on the student's behalf.

In line with our school's program intent toward developing ethical professionals, students must adhere to honesty and give credit by properly citing references to published works, secondary data, etc., on course assignments or deliverables. It is highly recommended that students use the APA Manual as a reference for citations and report formatting. APA is the official writing style of the program. Absolutely no credit/points will be granted for works where cheating, plagiarism and collusion are observed. Such incidences will result in automatic failure of the course and recommended expulsion from the university.

11. Originality Reports/Plagiarism Checkers

Students will be required to submit their papers through a plagiarism detection service – "turnitin." While this will be required this does not preclude you from using other services to supplement. Be mindful, however, that different services do not all produce the same results uniformly. As a rule of thumb we insist that your indexes (percentages of similarity) be less than 10%. This is, of course, exclusive of the bibliography. Be mindful also that while 10% is a benchmark, 10% of matching text in a continuous block could constitute plagiarism. We will always err on the side of academic integrity.

12. BASIC COURSE Requirements (Subject to announced changes)

ATTENDANCE/ACTIVE PARTICIPATION — **10%**
ASSIGNMENTS — **40%**
    Assignment 1**:** 10%
    Assignment 2**:** 15%
    Assignment 3: 15%
LEADERSHIP JOURNAL — **20%**
FINAL RESEARCH PAPER/PROJECT — **30%**
T O T A L: 100%

- **CHEATING AND PLAGIARISM:** Students are responsible for reviewing appropriate UOG policies & acting with academic honesty. Refer to the appropriate UOG documents and statements for details. Cheating and Plagiarism will result in automatic failure of the course.

- **FATAL ERROR POLICY:** If any submitted writing assignment has more than 3 obvious grammatical citation errors, the instructor will return the assignment to the student to make the appropriate corrections; otherwise, the assignment will not be graded.

- **WORK LOAD:** Students will need about 6 hours a week outside of class time preparing for classes and its requirements. Although each student has different backgrounds, goals and study habits, most students will need to spend roughly that amount of time in order to succeed.

- **COME PREPARED:** Face to face classroom time will be used to go over concepts and explore different facets of the materials in the various chapters. Thereby, you must come to class already having read the chapters assigned during any given week. Materials may be synthesized and compressed. Reading is your responsibility.

- **ATTENDANCE:** Attendance is required. Attendance points cannot be made up. Please know that your attendance will also directly impact your participation grade. You cannot expect to receive active participation points if you are not physically present. Arriving late or leaving will also impact your attendance grade.

- **YOUR RESPONSIBILITY:** Due to the nature of the course students who miss classes will not be able to fully understand the concepts and directives presented in subsequent classes. You are responsible for any information presented or any assignments made in class, regardless of the reason(s) for being absent.

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- **PARTICIPATION:** In the real world, like in many things, showing up is not enough. In this class, I strongly encourage an open dialogue exchange. In class I expect questions, answers, and contribution. Communication is an exchange. Therefore, learning must be an exchange. To earn full credit for participation one must engage consistently.

- **SUBMISSIONS:** Assignments may be due electronically, hardcopy, or both. Assignments are due at the specific times stated. Punctuality on assignments will be strictly enforced (electronic timestamp identifies receipt time for electronic submissions). Students submissions turned in late (even 1 minute) will automatically be penalized -20%. **No exceptions.**

- **LATE SUBMISSIONS:** Any assignment or designated submission that is more than 3 calendar days late will not be accepted. Example: If the assignment is due on a Friday you have till 11:59pm of Monday to turn it in with the late penalty enforced.

- **GRADES THROUGHOUT THE SEMESTER:** Instructors will not provide running grades through the semester. It will be your responsibility to keep a record of all exam scores, assignment completions, attendance, etc. so as to estimate your course grade throughout the semester.

- **FINAL GRADES:** Final grades will NOT be provided prior to submission to Registrar/Records Office.

13. GRADING Scale

Percent	Grade
*	A+
95+	A
90-94	A-
87-89	B+
84-86	B
80-83	B-

Percent	Grade
75-79	C+
70-74	C
UW Unofficial Withdrawal *(refer to the graduate bulletin on Withdrawal Policies and Procedures)*	

* An A+ is an "Outstanding Designation" and is a "qualitative" grade difference from an A. Both grades carry the same quantitative points. This designation is given at the sole discretion of the instructor for such a performance. Note that this designation may not be used at all.

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PA560: LEADERSHIP AND SOCIAL RESPONSIBILITY IN ORGANIZATIONS
MPA COURSE SCHEDULE

Week 1 - Introduction		
	Details	*Due*
	Introductions and orientation to the course expectations…	

Week 2		
	Details	*Due*

Readings and preparation for Class Discussion	• **Research** scholarly literature on the internet regarding the subject.
	• **Read** Leadership: Theory and Practice 8th ed (Northouse, 2019)
	   o Chapter 1: Introduction
	   o Chapter 2: Traits Approach
	
	• **Read** Unmasking Administrative Evil 4th ed. (Adams & Balfour, 2015)
	   o Chapter 1: The Dynamics of Evil and Administrative Evil	

Leadership Entry #1	**Complete all** "Leadership Instruments" at the end of the assigned chapters and attach a copy of your instrument results. **Write** at least a half page reflection on your results. What did you discover about yourself this week? Remember this is intrapersonal reflection, not a commentary.	Due electronically before the start of class this week.

Week 3		
	Details	*Due*
Readings and preparation for Class Discussion	• **Research** scholarly literature on the internet regarding the subject. • **Read** Leadership: Theory and Practice 8th ed (Northouse, 2019) o Chapter 3: Skills Approach	
Assignment 1	**Write** a 2000-2500 word paper. "Is it the leader or is it the context? Paradox - One of the oldest and most debated paradoxes is the fascinating debate as to whether history is shaped by heroic change agents or whether leaders and their followers are primarily and more decisively shaped by their times, by events, and by the economic, social, and physical circumstances in which they live." (Cronin & Genovese, 2012, p.23) Your assignment is to discuss this paradox and provide a substantiated argument as to whether or not it is the leader or it is the context. **Support** your work with at least 7 scholarly sources. **Format** your paper consistent with APA guidelines. You must include a Title	Hardcopy and electronic due in class - no later than the start of the face to face session in week 3.

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	page, Abstract, TOC, Introduction, Appropriate Headings, Conclusion, and Reference Section.	
Leadership Entry #2	**Complete all** "Leadership Instruments" at the end of the assigned chapters and attach a copy of your instrument results. **Write** at least a half page reflection on your results. What did you discover about yourself this week? Remember this is intrapersonal reflection, not a commentary.	Due electronically before the start of class this week.

Week 4		
	Details	*Due*

Readings and preparation for Class Discussion	• **Research** scholarly literature on the internet regarding the subject.
	• **Read** Leadership: Theory and Practice 8th ed (Northouse, 2019)
	   o Chapter 4: Behavioral Approach
	
	• **Read** Unmasking Administrative Evil 4th ed. (Adams & Balfour, 2015)
	   o Chapter 2: Compliance, Technical Rationality, and Administrative Evil	

Leadership Entry # 3	**Complete all** "Leadership Instruments" at the end of the assigned chapters and attach a copy of your instrument results. **Write** at least a half page reflection on your results. What did you discover about yourself this week? Remember this is intrapersonal reflection, not a commentary	Due electronically before the start of class this week.

Week 5		
	Details	*Due*
Readings and preparation for Class Discussion	• **Research** scholarly literature on the internet regarding the subject. • **Read** Leadership: Theory and Practice 8th ed (Northouse, 2019) o Chapter 5: Situational Approach	
Leadership Entry #4	**Complete all** "Leadership Instruments" at the end of the assigned chapters and attach a copy of your instrument results. **Write** at least a half page reflection on your results. What did you discover about yourself this week? Remember this is intrapersonal reflection, not a commentary	Due electronically before the start of class this week.

Week 6		
	Details	*Due*
Readings and preparation	• **Research** scholarly literature on the internet regarding the subject. • **Read** Leadership: Theory and Practice 8th ed (Northouse, 2019) o Chapter 6: Path-Goal Theory	

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for Class Discussion	• **Read** Unmasking Administrative Evil 4th ed. (Adams & Balfour, 2015) o Chapter 3: Administrative Evil Unmasked: The Holocaust and Public Service	
Leadership Entry #5	**Complete all** "Leadership Instruments" at the end of the assigned chapters and attach a copy of your instrument results. **Write** at least a half page reflection on your results. What did you discover about yourself this week? Remember this is intrapersonal reflection, not a commentary	Due electronically before the start of class this week.

Week 7		
	Details	*Due*
Readings and preparation for Class Discussion	• **Research** scholarly literature on the internet regarding the subject. • **Read** Leadership: Theory and Practice 8th ed (Northouse, 2019) o Chapter 7: Leader-Member Exchange Theory	
Leadership Entry #6	**Complete all** "Leadership Instruments" at the end of the assigned chapters and attach a copy of your instrument results. **Write** at least a half page reflection on your results. What did you discover about yourself this week? Remember this is intrapersonal reflection, not a commentary	Due electronically before the start of class this week.

Week 8		
	Details	*Due*

Readings and preparation for Class Discussion	• **Research** scholarly literature on the internet regarding the subject.
	• **Read** Leadership: Theory and Practice 8th ed (Northouse, 2019)
	  o Chapter 8: Transformational Leadership
	
	• **Read** Unmasking Administrative Evil 4th ed. (Adams & Balfour, 2015)
	  o Chapter 4: Administrative Evil Masked: From Mittelbau-Dora and Peenemunde to the Marshall Space Flight Center	

Assignment 2	**Write** at least a 3000 word paper. Your assignment is to discuss the statement: Power is the dominant currency of leadership. **Support** your work with at least 9 scholarly sources. **Format** your paper consistent with APA guidelines. You must include a Title page, Abstract, TOC, Introduction, Appropriate Headings, Conclusion, and Reference Section.	Hardcopy and electronic due in class - no later than the start of the face to face session in week 8.

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Leadership Entry #7	**Complete all** "Leadership Instruments" at the end of the assigned chapters and attach a copy of your instrument results. **Write** at least a half page reflection on your results. What did you discover about yourself this week? Remember this is intrapersonal reflection, not a commentary	Due electronically before the start of class this week.

Week 9		
	Details	*Due*
Readings and preparation for Class Discussion	• **Research** scholarly literature on the internet regarding the subject. • **Read** Leadership: Theory and Practice 8th ed (Northouse, 2019) ○ Chapter 9: Authentic Leadership	
Leadership Entry #8	**Complete all** "Leadership Instruments" at the end of the assigned chapters and attach a copy of your instrument results. **Write** at least a half page reflection on your results. What did you discover about yourself this week? Remember this is intrapersonal reflection, not a commentary	Due electronically before the start of class this week.

Week 10		
	Details	*Due*

Readings and preparation for Class Discussion	• **Research** scholarly literature on the internet regarding the subject.
	• **Read** Leadership: Theory and Practice 8th ed (Northouse, 2019)
	  ○ Chapter 10: Servant Leadership
	
	• **Read** Unmasking Administrative Evil 4th ed. (Adams & Balfour, 2015)
	  ○ Chapter 5: Organizational Dynamics and Administrative Evil: The Marshall Space Flight Center, NASA, and the Space Shuttles Challenger and Columbia	

Leadership Entry #9	**Complete all** "Leadership Instruments" at the end of the assigned chapters and attach a copy of your instrument results. **Write** at least a half page reflection on your results. What did you discover about yourself this week? Remember this is intrapersonal reflection, not a commentary	Due electronically before the start of class this week.

Week 11		
	Details	*Due*
Readings and preparation for Class Discussion	• **Research** scholarly literature on the internet regarding the subject. • **Read** Leadership: Theory and Practice 8th ed (Northouse, 2019) ○ Chapter 11: Adaptive Leadership	

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Leadership Entry #10	**Complete all** "Leadership Instruments" at the end of the assigned chapters and attach a copy of your instrument results. **Write** at least a half page reflection on your results. What did you discover about yourself this week? Remember this is intrapersonal reflection, not a commentary	Due electronically before the start of class this week.

Week 12		
	Details	*Due*

Readings and preparation for Class Discussion	• **Research** scholarly literature on the internet regarding the subject.
	• **Read** Leadership: Theory and Practice 8th ed (Northouse, 2019)
	    ○ Chapter 12: Followership
	
	• **Read** Unmasking Administrative Evil 4th ed. (Adams & Balfour, 2015)
	    ○ Chapter 6: Public Policy and Administrative Evil	

Assignment 3	**Write** at least a 3000 word paper. Discuss the statement: "Leaders not only need followers, their very legitimacy is granted by followers" (Cronin & Genovese, 2012, p.VIII). **Support** your work with at least 9 scholarly sources. **Format** your paper consistent with APA guidelines. You must include a Title page, Abstract, TOC, Introduction, Appropriate Headings, Conclusion, and Reference Section.	Hardcopy and electronic due in class - no later than the start of the face to face session in week 12.
Leadership Entry #11	**Complete all** "Leadership Instruments" at the end of the assigned chapters and attach a copy of your instrument results. **Write** at least a half page reflection on your results. What did you discover about yourself this week? Remember this is intrapersonal reflection, not a commentary	Due electronically before the start of class this week.

Week 13		
	Details	*Due*
Readings and preparation for Class Discussion	• **Research** scholarly literature on the internet regarding the subject. • **Read** Leadership: Theory and Practice 8th ed (Northouse, 2019) ○ Chapter 13: Leadership Ethics	
Leadership Entry #12	**Complete all** "Leadership Instruments" at the end of the assigned chapters and attach a copy of your instrument results. **Write** at least a half page reflection on your results. What did you discover about yourself this week? Remember this is intrapersonal reflection, not a commentary	Due electronically before the start of class this week.

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Week 14		
	Details	*Due*
Readings and preparation for Class Discussion	• **Research** scholarly literature on the internet regarding the subject. • **Read** Leadership: Theory and Practice 8th ed (Northouse, 2019) o Chapter 14: Team Leadership • **Read** Unmasking Administrative Evil 4th ed. (Adams & Balfour, 2015) o Chapter 7: Administrative Evil in the Twenty-First Century: Abu Ghraib, Moral Inversion, and Torture Policy	
Leadership Entry #13	**Complete all** "Leadership Instruments" at the end of the assigned chapters and attach a copy of your instrument results. **Write** at least a half page reflection on your results. What did you discover about yourself this week? Remember this is intrapersonal reflection, not a commentary	Due electronically before the start of class this week.

Week 15		
	Details	*Due*
Readings and preparation for Class Discussion	• **Research** scholarly literature on the internet regarding the subject. • **Read** Leadership: Theory and Practice 8th ed (Northouse, 2019) o Chapter 15: Gender and Leadership • **Read** Public Service Ethics 2nd ed (Bowman & West, 2018) o Chapter 8: Administrative Evil and Public Ethics in Praetorian Times	
Leadership Entry #14	**Complete all** "Leadership Instruments" at the end of the assigned chapters and attach a copy of your instrument results. **Write** at least a half page reflection on your results. What did you discover about yourself this week? Remember this is intrapersonal reflection, not a commentary	Due electronically before the start of class this week.

Week 16		
	Details	*Due*
Readings and preparation for Class Discussion	• **Research** scholarly literature on the internet regarding the subject. • **Read** Leadership: Theory and Practice 8th ed (Northouse, 2019) o Chapter 16: Culture and Leadership • **Read** Public Service Ethics 2nd ed (Bowman & West, 2018) o Chapter 9: Expiating Evil and Administrative Evil	
Leadership Entry #15	**Complete all** "Leadership Instruments" at the end of the assigned chapters and attach a copy of your instrument results. **Write** at least a half page reflection on your results. What did you discover about yourself this week? Remember this is intrapersonal reflection, not a commentary	Due electronically before the start of class this week.

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Week 17 – EXAM WEEK		
	Details	**Due**

Final Paper	Your final written report will focus on four main components. This project will require you to develop a framework for the objective evaluation of leadership styles. You will then use this framework to engage in an historical analysis of leadership. You will also apply that same analysis to yourself and your own leadership style. Through these analyses, you will develop the perspectives necessary to complete the final component of your project - your vision of effective leadership.
	
	• Write a project report that will include 7 sections:
	   ○ **Executive Summary** (200 word max): Complete AFTER writing the full report.
	
	   ○ **TOC** (identify all major sections & appropriate pagination)
	
	   ○ **Introduction** (briefly describe what will be presented in the report and why)
	
	   ○ **Body Sections will address the following:**
	     • **Framework for evaluating leadership:** Evaluating leadership is influenced by many factors, many of which are subjectively derived. Indeed, simply labeling exemplary or dark leadership can be similarly influenced. Develop a framework for evaluating leadership and support your argument. This framework should take into account the various situational and contextual influences that a leadership evaluation should take into account. Your framework should be supported and informed by scholarly evidence.
	
	     • **Historical analysis:** Choose two notable leaders from the past, one whom you consider a force for good and one whom you consider a dark leader, and conduct an analysis of their leadership. In your analysis, you should present the framework you are using for the objective analysis of leadership. Then apply that framework to conduct a comparison of the two leaders. In what ways are the leaders similar? In what ways are they different? What are their strengths and weaknesses? What made them successful? What caused them to fail? This analysis should be solidly supported by fact and scholarly literature. Use specific examples that demonstrate your points.
	
	     • **Self-analysis:** At this point, use the same analysis to evaluate yourself. Using your framework, how would you evaluate your own leadership? This analysis should explain your personal philosophy of leadership. It is important to create balance in your personal leadership profile. Acknowledge your strengths, but also recognize and deal with the darker elements within your own leadership.
	
	     • **Vision for effective leadership:** The final component of this paper will be your vision for effective leadership. This vision should demonstrate a synthesis of the scholarly literature to create a personal strategy for incorporating a leadership plan. That plan should recognize the darker elements of leadership so that you or the organization can avoid the emergence of dark leadership. A critical component to this is a plan to overcome your challenges and unlock your intrinsic potentiality.
	
	   ○ **Conclusions**
	
	   ○ **Attach (as Appendices)** all questionnaires, correspondence and any document copies. IF copies are not available, identify such documents and where they can be found.
	
	   ○ **Bibliography (as required):** use APA style. Must refer to at least 20 sources.
		Due electronically before 6pm on the scheduled exam day of this course.