

# **AEE 465: Leadership Practices: Power, Influence and Impact**

Fall 2007

Washington Leadership Program, Th. 11-am - 1 pm

Washington, D.C.

---

**Instructor:** Kristina G. Ricketts, Ph. D.

**Office:** 439 Ag. Administration Bldg.

**Office Hours:** By appointment.

**Phone:** (814) 863-0387

**E-mail:** [kgr10@psu.edu](mailto:kgr10@psu.edu)

**Prerequisite:** Entrance into Washington Leadership Program.

## **Required Textbooks:**

Fred I. Greenstein. (2004). The presidential difference. Princeton, NJ: Princeton University Press. ISBN 0-691-11909-0

Deborah L. Rhode. (2006). Moral leadership: The theory and practice of power, judgment, and policy. San Francisco, CA: John Wiley & Sons. ISBN 0-7879-8282-2

## **Course Description:**

Within today's society, the power, influence and ethics it takes to be an effective leader are important, barring context. Unfortunately, it is rather apparent that appropriate use of power and ethics in current society are more of the exception than the rule. So what equates an effective use of power within contemporary situations? How does a leader balance power with ethics, while successfully addressing situations dubbed "ethical dilemmas?" Finally, how does a leader utilize each of these concepts to the best of his/her ability? Using classic power theory, leadership and ethics, along with unforgettable presidential illustrations, this course addresses all of these issues, while broadening and deepening the students' understanding of the nature of leadership.

## **Course Objectives:**

Upon completion of this course, students will be able to:

- 1) Define leadership, ethics and power and illustrate the link between these concepts;
- 2) Determine the role that power plays in leadership within today's society;
- 3) Critically think about and determine appropriate responses to ethical leadership dilemmas;
- 4) Clarify preferred personal power style and be able to increase personal and social power through a broader understanding of power bases;
- 5) Determine leadership effectiveness within the arena of presidential power;
- 6) Compare/contrast values and morality and establish their primary function within ethical leadership; and
- 7) Analyze the limitations and challenges posed by the possibility of ethical leadership and be able to propose appropriate responses.

## **Course Requirements:**

This course will incorporate a mixture of lectures, discussion, case study and analysis, small group work, and role-play presentations. The instructor will impart respect, as well as encouraging mutual respect among students. In addition, it is the expectation of the instructor that each student will come to class prepared to learn, discuss, interact, and at times, teach.

My expectations for you are:

- 1) **Academic integrity:** Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. The University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others. University Faculty Senate Policy 49-20 concerning Academic Dishonesty, and as spelled out in the Student Guide to University Policies and Rules, applies to this course: Academic dishonesty includes, but is not limited to: cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.
- 2) Come to class prepared and ready to contribute, with readings and assignments completed.
- 3) Submit assignments on due date, as indicated. ***No late assignments will be accepted or graded.***
- 4) Be willing to ask and answer questions, and contribute to the overall learning of the entire class.

**Attendance:**

Class attendance is required. Learning is an active process, and it is simply impossible for you to participate if you aren't here. I am not sympathetic to those who complain that the class is too early or it is too difficult to find a parking space at this time of day. Case in point – if you weren't in class, most likely you would be working, and your boss wouldn't tolerate your inability to show up, either. You are allowed **one (1)** unexcused absence throughout the semester. After this absence, I will deduct semester points.

**Assignments:**

**Article Reflections:** 400 pts. (4 @ 100 pts. each)

You will be assigned 4 reflections throughout the semester. These reflections are linked directly to articles given in class. The four articles are:

	<b>Due Date</b>
Article #1	9/13/07
Article #2	10/04/07
Article #3	10/25/07
Article #4	11/15/07

As you reflect please focus on the three major learning modes: *Cognitive*, *Behavioral/Psychomotor*, and *Affective*.

Cognitive: Incorporate elements of knowledge provided in the article, what new knowledge did it provide, how did it expand knowledge you already had, what changed in terms of what you know about leadership?

Behavioral/Psychomotor: Include a summary of how you might utilize the information in the article, what skills or techniques did it present that are relevant to leaders?

Affective: Provide a brief description of your reaction to the article, what attitudes, opinions, beliefs, or changes were reinforced from reading the article?

Each section will be worth 10 points, including 10 points for how well the three areas were synthesized together, and 10 points for overall paper quality.

**Group Presentation**: 300 pts.

Due to the unique venue of the class, the entire class will be able to visit the US Holocaust Museum, and ultimately develop an appropriate group presentation integrating leadership and a major ethical conundrum of the time. At the beginning of class, students will be broken into three groups. As a group, individuals will visit the Holocaust Museum on October 25<sup>th</sup>. Students will be personally responsible on transportation to the museum – and groups will personally decide at what time to travel/meet there (NOTE: It should be noted that it takes 2-4 hours to effectively see the entire exhibit). Each group will be assigned a different part of the museum – “Nazi Assault,” “Final Solution,” or “Last Chapter.” Students will be responsible in gleaning appropriate information and materials throughout their museum excursion. The final result will be a 30 minute in-class presentation focusing on Hitler/Nazi leadership of the time, how it changed/developed over time, and the ethical issues it created.

Evaluation of this group assignment will include both instructor and peer evaluation. Specific grading criteria, as well as additional details will be provided later in the course.

**Final paper (due December 6<sup>th</sup>)**: 300 pts.

Each student will write a term paper that discusses the possibility of ethical leadership, pro and con, and draws firm, well-supported, conclusions. Specifically, each student will be allowed to choose to focus on one of the following scenarios:

- ***Compare/contrast 3 presidents from the assigned text. Care should be taken to focus on ethical issues, type of leader (according to specific points made by the author), values, leadership success, etc.***
- ***Identify 2 different leaders (one national, one international) and compare/contrast. Pay particular attention to the ethical issues in each situation.***
- ***Take one ethical vs. one unethical leader – compare/contrast style, success, ability to lead, vision.***

Paper criteria will be further discussed in class, but will include:

- 8 – 10 pages
- Double-spaced
- Cover & reference pages

- **At least 8** references (maximum of 3 web-based)
- Header including name, page number, and date

Supplementary details will be provided in class.

Total points available: 1000 points

### Grading Scale

#### Points Required for a Specific Grade

Grade	Points Required	Grade	Points Required
A	937-1000	B-	820-846
A-	910-936	C+	793-819
B+	883-909	C	730-792
B	847-882	D	640-729

#### Note to students with disabilities:

Penn State welcomes students with disabilities into the University's educational programs. If you have a disability-related need for modifications or reasonable accommodations in this course, contact the Office for Disability Services (ODS) located in room 116 Boucke Building at (814) 863-1807(V/TTY). If you anticipate needing any type of accommodation in this course, please tell me as soon as possible.

#### Statement of Nondiscrimination:

The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. The Pennsylvania State University does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status.

#### Course Outline

Day/Date	Topics	Readings/Assignments
August 30	Introduction to Power & Leadership	Rhode, Introduction
September 6	Leadership values & personal goals; Mission & vision statements	Lead. values/personal goals exercise
September 13	Individual Sources of Power Ethical Judgment & Moral Leadership <b>Reflection #1 Due</b>	Rhode, Chapter 3 (Mach. assessment – TAKE HOME)

---

September 20 - C	Historical Power Theory Fundamentals of Leadership The Paradox of Richard Nixon	Greenstein, Chapter 7
September 27	Morals for Public Officials Coming to Terms with Kennedy	Rhode, Chapter 4 Greenstein, Chapter 5
October 4 – C	Exercising Moral Courage The Instructive Presidency of Gerald Ford <b>Reflection #2 Due</b>	Rhode, Chapter 12 Greenstein, Chapter 8
October 11	The Psychology of Power The Unexpected Eisenhower	Rhode, Chapter 5 Greenstein, Chapter 4
October 18 - C	Power & Moral Leadership Undisciplined Bill Clinton	Rhode, Chapter 7 Greenstein, Chapter 12
October 25	Holocaust Museum Exhibit visitation <b>Reflection #3 Due</b>	
November 1 - TC	Taming Power FDR	Rhode, Chapter 6 Greenstein, Chapter 2
November 8	Challenges of Moral Leadership Lyndon B. Johnson & the Primacy of Politics	Rhode, Chapter 2; Greenstein, Chapter 6 (Do KAI at the end of class)
November 15	George W. Bush & the Politics of Agenda Control Empowerment <b>Reflection #4 Due</b>	Greenstein, Chapter 13
November 22	<b>Thanksgiving</b>	
November 29 – C	Presentations	<b>Final paper due</b>

---

*Note: This course outline represents an approximation of the topics to be covered, on the respective dates. Actual coverage will depend on the pace of discussion, the collective needs of students and the professor, along with the demands of time. You are expected, nonetheless, to keep pace with the calendar of assigned readings.*