



DEPARTMENT of  
AMERICAN SIGN LANGUAGE &  
INTERPRETING STUDIES

Leadership and Supervision Certificate Program

# Study Guide

INTR 460/560

Ethics in Leadership

Fall 2016

## **University of Northern Colorado – Leadership and Supervision Certificate Program**

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# Course Overview

## Purpose

The purpose of this course is to provide students with an opportunity to study both historical and contemporary perspectives of leadership and ethics, as well as to encourage reflection on leadership and ethics within the field of interpreting. While leadership is fraught with the potential for ethical and moral conflict, there is no greater opportunity to affect the lives of human beings positively than through engaging in various levels of ethical leadership. This course will examine the relationship that exists between the leader and follower within various contexts. It will explore, among other things, the potential for ethical conflicts associated with power, duty, responsibility, integrity, trust, consent, and change.

## Impact

The field of interpreting is ever changing. Leaders with an understanding of the ethical conflicts and challenges they face are critically important to the future of our profession. The formal study of the theories and paradigms associated with leadership is a new endeavor in our field. Leadership frameworks provide us with an overview of what it means to lead, and the unique relationship that forms between leaders and followers. In studying leadership broadly, we ask questions such as: *What does it mean to “lead”?* and, *How do we create change as leaders?*

Ethical leadership, on the other hand, asks value-based questions such as: *What does it mean to be an ethical leader? What responsibility do leaders have toward those who follow them?* In answering these and other ethics-based questions, we begin to frame contradictions that arise between a leader’s personal values, beliefs, and principles and the values, beliefs and principles they may hold as leaders. The sum total of these values, beliefs and principles affect the decisions leaders make.

Consider the following: Do ethical leaders have to be – first and foremost – ethical people? Can we truly separate out the “person” from the “leader”? By exploring these and other questions, we can develop the tools to help us examine ethical leadership within our own profession, as well as make informed decisions about the kind of ethical leader we wish to become.

## Objectives

By the end of this course, students should be able to articulate an intellectually sophisticated view of the relationship between morality and self-interest and, in particular, of the ways in which this relationship is manifested in the exercise of leadership. In addition, students should be able to:

- Identify the differences between conventional reasoning and ethical reasoning.
- Apply the elements of ethical reasoning to ethical concepts and discussions.
- Identify and discuss leadership theory from an ethically informed perspective.
- Participate in and critique moral arguments within leadership domains.
- Analyze ethical dilemmas facing those in leadership roles from a broad social and moral perspective.
- Identify particular moral perils associated with the exercise of leadership and the features of the leadership process that give rise to these perils.
- Identify and discuss convincing assessments of responsibility in leadership contexts.
- Identify and discuss models of ethical leadership best suited for the field of interpreting.
- Apply knowledge of moral and ethical leadership theory to the analysis of leadership case studies within the field of interpreting.
- Examine and discuss ethical considerations for leaders in the field of interpreting.

## Grading Scale

The points for all the assignments in a course will add up to 100 and letter grades are assigned as follows for **UNDERGRADUATE** classes:

A = 100 - 91 above average achievement of objectives

B = 90 - 81 average achievement of course objectives

C = 80 - 71 below acceptable achievement of objectives

D/F = 70 or below is considered not passing.

**Reminder:** A "B" is required in all INTR courses for academic good standing and certificate completion.

The following scheme will be used to assign grades for students taking this course for **GRADUATE** level credit:

A= 93-100 superior achievement of objectives

B= 85-92 above average achievement of objectives

C= 77-84 below average achievement of objectives

Below 77 unacceptable level of achievement of objectives and considered failing

Weight will be placed on the quality of the responses and/or comments, as well as the presentation of the work (e.g., spelling, grammar). Timeliness will be a factor in grading of all assignments and will be assessed by postmark (USPS) or time/date stamp on email/Blackboard requirements.

## Late Assignment Policy

Late assignments (including discussion posts) will be accepted and graded for up to 24 hours after the due date and time. Late discussion posts will be docked up to a full point, and late assignment final grades will receive a one letter grade penalty. Late assignments submitted after 24 hours that have not been approved in advance with the respective Section Facilitator will NOT be graded and students will receive a zero as the assignment grade.

Extensions for assignment due date and time must be approved in advance with the respective Section Facilitator based on the following criteria:

- The extension is requested at least 24 hours in advance of the due date and time.
- An extension is requested no more than once during any given semester.
- **No late work will be accepted in the final two weeks of this course.**

Exceptions to the above criteria will only be considered based on documented evidence of special circumstances—such as illness, hospitalization or death of a family member.

## Plagiarism Policy



**Policy on Plagiarism:** *Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof (UNC definition).* Regarding written work in

particular, direct quotations, statements which are a result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of indentation shall be used to indicate all direct quotes. Regarding class projects, you are not to use *as your entire presentation* the completed works of faculty members, fully imported websites, or any other body of work in which you are not the author. Of course, with proper referencing, you can import portions of such works and websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have an interest in pursuing a topic further. For further information, go to the following website: [Student Conduct Code](#)

## Inclusivity Statement



The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and world views may be different from their own.

Furthermore, as stated by UNC, "The University will not engage in unlawful discrimination in...educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University's policy to prohibit discrimination in...educational services on the basis of sexual orientation or political affiliation." (See [http://www.unco.edu/hr/AAEO TitleIX.htm](http://www.unco.edu/hr/AAEO_TitleIX.htm)).

Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity (<http://www.unco.edu/cebs/diversity>).

## Students with Disabilities

### Accommodations Statement:

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, Voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit [www.unco.edu/dss](http://www.unco.edu/dss) as soon as possible to ensure that accommodations are implemented in a timely fashion.

## Required Materials

### Textbooks

1. Ciulla, J. (2003). *The Ethics of Leadership*. Thompson/Wadsworth. Belmont, CA. ISBN: 978-0155063174
2. Fischman, W., Solomon, B., Greenspan, D. and Gardner, H. (2004). *Making Good: How Young People Cope with Moral Dilemmas at Work*. Cambridge: Harvard University Press. ISBN: 0-674-01830-3
3. Paul, R. and Elder, L. (2003). *The Miniature Guide to Understanding the Foundations of Ethical Reasoning*. Foundation for Critical Thinking: <http://www.criticalthinking.org> ISBN: 978-0-944583-17-3

### Required Readings (eReserves):

1. Walsh, Diana Chapman, (2006). *Leadership and Ethics*. Opening Lecture: Joint Babson-Olin Wellesley Course  
<http://www.wellesley.edu/PublicAffairs/President/DCW/Speeches/2006/LeadershipEthics.html>
2. Ciulla, Joanne B., (2001). Carving Leaders from the Warped Wood of Humanity. *Canadian Journal of Administrative Sciences*. 13(4), 313-319.
3. Kidder, R. and Bracey, M., (2001). *Moral Courage: A White Paper*, Institute for Global Ethics, <http://www.globalethics.org/newsline/2001/11/05/moral-courage-a-white-paper/>
4. Hollander, Edwin P., (1995). Ethical Challenges in the Leader-Follower Relationship. *Business Ethics Quarterly*, Vol. 5, No. 1, Ethics and Leadership: The 1990s. (pp. 55 – 65).
5. Mendonca, Manuel, (2001). Preparing for Ethical Leadership in Organizations. *Canadian Journal of Administrative Sciences*. 18(4), pp. 266-276.
6. Kidder, Rushworth, (n.d.). *Trust: A Primer on Current Thinking*. Institute for Global Ethics. Retrieved from [www.globalethics.org](http://www.globalethics.org) on 9/3/2008.

**Additional eReserves:** (You received articles 2-7 in the INTR 406: Leadership in Interpreting course. These will be available in eReserves as well).

1. Witter-Merithew, A. & Johnson, L. (2005). *Toward Competent Practice: Conversations with Stakeholders*. Alexandria, VA: RID Publications.
2. Daft, R.L. (2005). *The Leadership Experience*. (pp. 1-32). Canada: Thomson South-Western.
3. Fant, L. (1989). *Silver Threads: A Personal Look at the First Twenty-Five Years of the Registry of Interpreters for the Deaf* (pp. 1-57). Rockville, MD: RID Publications.
4. Witter-Merithew, A. & Johnson, L. (2004). Market Disorder within the Field of Sign Language Interpreting: Professionalization Implications. In D. Watson (Ed.), *Journal of Interpretation*, RID Press, pp. 19-55.
5. Brunson, J.L. (2006). Commentary on the Professional Status of Sign Language Interpreters: An Alternative Perspective. In D. Watson (Ed.), *Journal of Interpretation*. RID Press, pp. 1-10.
6. Cook, L. & Rothwell, B. (2000). Leadership Brainwaves. In *The X & Y of leadership: How men and women make a difference at work* (pp. 65-81). Spiro Press.
7. Gallagher, C. & Golant, S.(2000). Fifteen proven strategies that will advance your career. In *Going to the top*. Penguin Books.



## Course Preview

This course addresses the central issues of moral philosophy from the perspective of leadership studies. This course assumes that many familiar, abstract moral problems are made concrete in the exercise of leadership. One aim of this course is to work through general ethical problems that arise within our society, as these problems take on a particular guise in leadership contexts. This course also seeks to identify and understand moral challenges that are peculiar to leadership studies and the field of sign language interpreting.

## Lesson Outlines

### Lesson 1 – Introduction to Ethical Reasoning

- Elements of Ethical Reasoning
- Barriers to Ethical Reasoning
- Behavior and Motivation
- Exploring Ethical Questions
- Becoming an Ethical Thinker

### Lesson 2 – The Ethics of Leadership

- Introduction to the Study of Ethics and Leadership
- Sources of Power and Self-Interest
- Authority and Control
- Justice and the Influence of Power
- Self-Interest and Human Nature
- The Nature of Leadership
- Values Clarification

### Lesson 3 – Public and Private Moral Character

- Ethical Frameworks of Leadership: Virtue, Morality, Character and Truth
- Private Versus Public Morality of Leaders
- The Dark Side: Moral Failures of Successful Leaders
- Internal and External conflict
- The Fallibility of Leaders

### Lesson 4 – Actions: Duty, Good Will, Self-Interest

- The Duties of Leaders and Followers
- Conflicts between Obligation and Self-Interest
- Blind Obedience
- Moral Challenges of Leaders
- Responsibilities of Followers
- Contrasting Physical and Moral Courage

## **Lesson 5 – Implications of the Leader/Follower Relationship**

- Deontology versus Teleology
- Utilitarianism and the Greater Good
- Legitimate Authority Versus Charisma
- Trust as the Emotional Core of Leadership
- Ethical Challenges in the Leader-Follower Relationship

## **Lesson 6 – Ethical Leadership in Professions**

- How Individuals Define “Good Work”
- Dilemmas and Tension in the Workplace
- Relationships Within Professions
- Conflicts between Values and Real World Experiences
- Pressures influencing “Good Work”

## **Lesson 7 – Challenges and Opportunities for Ethical Leadership**





- Influences of Training and Education on Industry
- Emerging Differences Between Novice and Veteran Professionals in a Changing Society
- Ethical Leadership: Integrity versus Survival
- How Conflicts of Passion and The Bottom Line Affect Decisions
- Ethical Leadership in Organizations




## **Lesson 8 – Toward a Future of Ethical Leadership**







- Factors that Determine the Likelihood of “Good Work”
- Encouraging Good Work
- Identifying Opportunities for Ethical Leadership: Advocating for Change
- Moral Courage in the Face of Opposition
- Building a Foundation Based on Trust





# Course Roadmap





Use this as your “map” while traveling on your distance learning journey. The sequence of activities required to complete the course is here in one location. Use the last column to check off each item as you complete it. Icons in the roadmap are used to indicate activities/assignments worth points for grading. Dates before or next to any activity indicate specific dates for that item.



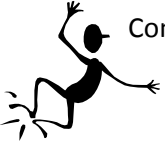
Points	Dates	Activities	Done!
<b>Lesson 1 – Introduction to Ethical Reasoning</b>			
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• Become familiar with the concepts used in this course.</li> <li>• Begin applying the elements of ethical reasoning to ethical concepts and discussions.</li> </ul>			
	8/22-23	1.1 <b>Online Introductions:</b> Post an introduction in the online discussion addressing your goals in this class and respond to the thought questions posed in the discussion forum.	<input type="checkbox"/>
	8/22-23	1.2 <b>Textbook:</b> <i>The Miniature Guide to Understanding the Foundations of Ethical Reasoning</i> , (Paul and Elder). (pp. Inside Cover – 33)	<input type="checkbox"/>
	8/22- 24	<b>Complete the pre-test.</b> This is found in Assignments. The points do not calculate into your grade-no pressure!	<input type="checkbox"/>
	8/25-30	1.3 <b>Online Discussion:</b> Post one original response to thought question, and dialogue with at least one of your peers in response to the reading.	<input type="checkbox"/>
	8/31	1.4 <b>Reading #1:</b> “ <i>Leadership and Ethics: Opening Lecture,</i> ” (Diana Chapman Walsh) pp. 1-6.	<input type="checkbox"/>
	8/31-9/2	1.5 <b>Online Discussion:</b> Post one original response to thought question, and dialogue with at least one of your peers in response to the reading.	<input type="checkbox"/>
	9/5	<b>Labor Day Holiday – Enjoy!</b>	<input type="checkbox"/>

Points	Dates	Activities	Done!	
<b>Lesson 2 – The Ethics of Leadership</b>				
<b>Objectives:</b>				
<ul style="list-style-type: none"> <li>Identify the differences between conventional reasoning and ethical reasoning.</li> <li>Increasingly apply the elements of ethical reasoning to ethical concepts and discussions.</li> <li>Participate in and critique moral arguments within leadership domains.</li> </ul>				
	9/6-7	2.1	<b>Resources and Online Research:</b> Review course resources and visit the <i>Ethics Update Website</i> , <a href="http://ethics.sandiego.edu">http://ethics.sandiego.edu</a> to explore lectures and writings on various Ethical Theories.	<input type="checkbox"/>
	9/8-13	2.2	<b>Online Discussion:</b> Post responses to the online research you conducted in Activity 2.1 and dialogue with your peers in response to the posts.	<input type="checkbox"/>
	9/12-13	2.3	<b>Textbook:</b> <i>The Ethics of Leadership</i> , Introduction and Chapter 1 (pp. xi – 52)	<input type="checkbox"/>
	9/14-15	2.4	<b>Values Clarification Activity and Discussion:</b> Read the Course Insights related to identifying values. Post responses to the exercise and dialogue with peers.	<input type="checkbox"/>
	9/16-9/19	2.5	<b>Case Study Discussion #1:</b> “The Ring of Gyges” (pp. 28 – 30). Post responses to thought question and dialogue with your peers in response to the case study. (This activity is part of Assignment 2)	<input type="checkbox"/>
<b>Lesson 3 – Private and Public Moral Character</b>				
<b>Objectives:</b>				
<ul style="list-style-type: none"> <li>Participate in and critique moral arguments within leadership domains.</li> <li>Analyze ethical dilemmas facing those in leadership roles from a broadened social and moral perspective.</li> <li>Identify particular moral perils associated with the exercise of leadership and the features of this process that give rise to these perils.</li> </ul>				
	9/20	3.1	<b>Textbook:</b> <i>The Ethics of Leadership</i> , Chapter 2 (pp. 53 - 91)	<input type="checkbox"/>

Points	Dates	Activities		Done!
	9/21-23	3.2	<b>Online Discussion:</b> Post one original response to thought question, and dialogue with at least one of your peers in response to the reading.	<input type="checkbox"/>
	9/26	3.3	<b>Reading #2:</b> <i>Carving Leaders from the Warped Wood of Humanity</i> , Joanne B. Ciulla (pp. 313 - 319)	<input type="checkbox"/>
	9/27-28	3.4	<b>Case Study Discussion #2:</b> “Does Personal Morality Matter” (pp. 68-69). Post responses to thought question and dialogue with your peers in response to the case study. (This activity is part of Assignment 2)	<input type="checkbox"/>
<b>Lesson 4 – Actions: Duty, Good Will, Self-Interest</b>				
<b>Objectives:</b>				
<ul style="list-style-type: none"> <li>• Participate in and critique moral arguments within leadership domains.</li> <li>• Identify particular moral perils associated with the exercise of leadership and the features of this process that give rise to these perils.</li> <li>• Identify and discuss convincing assessments of responsibility in leadership contexts.</li> </ul>				
	9/29	4.1	<b>Textbook:</b> <i>The Ethics of Leadership</i> , Chapter 3 (pp. 93 - 139)	<input type="checkbox"/>
	9/30-10/4	4.2	<b>Online Discussion:</b> Post one original response to thought question, and dialogue with at least one of your peers in response to the reading.	<input type="checkbox"/>
	10/5	4.3	<b>Reading #3:</b> <i>Moral Courage: A White Paper</i> , (Kidder) (pp. 1 – 13)	<input type="checkbox"/>
	10/6-7	4.4	<b>Case Study Discussion #3: “Postville Meatpacking Raid,”</b> Post responses to thought question and dialogue with your peers in response to the case study. (This activity is part of Assignment 2)	<input type="checkbox"/>
	10/10		<b>Assignment 3 Due</b> Collaborative groups will post and discuss their findings from the Ethical Leadership Analysis.	<input type="checkbox"/>
	10/11-12	4.5	<b>Online Discussion:</b> Post responses to thought question and dialogue with your peers in response to the Assignment 3 analysis.	<input type="checkbox"/>

Points	Dates	Activities	Done!	
<b>Lesson 5 – Implications of the Leader/Follower Relationship</b>				
<b>Objectives:</b>				
<ul style="list-style-type: none"> <li>• Participate in and critique moral arguments within leadership domains.</li> <li>• Identify particular moral perils associated with the exercise of leadership and the features of this process that give rise to these perils.</li> <li>• Identify and discuss models of ethical leadership best suited for the field of interpreting.</li> <li>• Apply knowledge of moral and ethical leadership theory to the analysis of leadership case studies within the field of interpreting.</li> </ul>				
	10/13-14	5.1	<b>Textbook:</b> <i>The Ethics of Leadership</i> , Chapter 4 (pp. 141-167 ONLY) and Chapter 5, (pp. 187 – 228)	<input type="checkbox"/>
	10/13-14	5.2	<b>Reading #4:</b> <i>Ethical Challenges in the Leader-Follower Relationship</i> . Edwin P.	<input type="checkbox"/>
	10/17-19	5.3	<b>Online Discussion:</b> Post one original response to thought question, and dialogue with at least one of your peers in response to the reading.	<input type="checkbox"/>
	10/20-21	5.4	<b>Case Study Discussion #4: “Unintended Consequences,”</b> Post responses to thought question and dialogue with your peers in response to the case study. (This activity is part of Assignment 2)	<input type="checkbox"/>
<b>Lesson 6 – Ethical Leadership in Professions</b>				
<b>Objectives:</b>				
<ul style="list-style-type: none"> <li>• Identify and discuss models of ethical leadership best suited for the field of interpreting.</li> <li>• Identify and discuss leadership theory from an ethically informed perspective.</li> </ul>				
	10/24-25	6.1	<b>Textbook:</b> <i>Making Good: How Young People Cope with Moral Dilemmas at Work</i> , Chapters 1 and 2. (pp. 1 – 58)	<input type="checkbox"/>
	10/25-28	6.2	<b>Online Discussion:</b> Post responses to thought question and dialogue with your peers in response to the reading.	<input type="checkbox"/>
	11/4		<b>Assignment 4A: Research projects and papers are due.</b> <b>Post in discussion for peers to read.</b>	<input type="checkbox"/>

Points	Dates	Activities		Done!
	11/7-9	6.3	<b>Read Peer Research Projects: Prepare for Assignment 4B.</b>	<input type="checkbox"/>
	11/10-15		<b>Assignment 4B: Collaborative Peer Review Discussions on Research and Papers</b>	<input type="checkbox"/>
<b>Lesson 7 – Challenges and Opportunities for Ethical Leadership</b>				
<b>Objectives:</b>				
<ul style="list-style-type: none"> <li>• Participate in and critique moral arguments within leadership domains.</li> <li>• Identify and discuss models of ethical leadership best suited for the field of interpreting.</li> <li>• Apply knowledge of moral and ethical leadership theory to the analysis of leadership case studies within the field of interpreting.</li> <li>• Examine and discuss ethical considerations for leaders in the field of interpreting.</li> </ul>				
	11/16-17	7.1	<b>Textbook:</b> <i>Making Good: How Young People Cope with Moral Dilemmas at Work</i> , Chapters 3 and 4 (pp. 59 – 141)	<input type="checkbox"/>
	11/18-22	7.2	<b>Online Discussion:</b> Post one original response to thought question, and dialogue with at least one of your peers in response to the reading.	<input type="checkbox"/>
	11/23-27		<b>Happy Thanksgiving – Break!</b>	<input type="checkbox"/>
	11/28	7.3	<b>Reading #5:</b> <i>Preparing for Ethical Leadership in Organizations</i> . Manuel Mendonca (pp. 266 – 275)	<input type="checkbox"/>
	11/29-30	7.4	<b>Case Study Discussion #5: “Apathy and Responsibility,”</b> Post responses to thought question and dialogue with your peers in response to the case study. (This activity is part of Assignment 2)	<input type="checkbox"/>
	Be on the lookout!		<b>Complete online course evaluation.</b> Check Bearmail for dates the evaluation is open. Once closed it cannot be reopened.	<input type="checkbox"/>

Points	Dates	Activities	Done!	
<b>Lesson 8 – A Future for Ethical Leadership</b>				
<b>Objectives:</b>				
<ul style="list-style-type: none"> <li>Identify and discuss models of ethical leadership best suited for the field of interpreting.</li> <li>Apply knowledge of moral and ethical leadership theory to the analysis of leadership case studies within the field of interpreting.</li> <li>Examine and discuss ethical considerations for leaders in the field of interpreting.</li> </ul>				
	12/1-2	8.1	<b>Textbook:</b> <i>Making Good: How Young People Cope with Moral Dilemmas at Work</i> , Chapters 5 and 6, (pp. 142 – 183)	<input type="checkbox"/>
	12/2	8.2	<b>Reading #6:</b> <i>Trust: A Primer on Current Thinking.</i> Rushworth Kidder (pp. 1 – 10)	<input type="checkbox"/>
	12/5-7	8.3	<b>Online Discussion:</b> Post responses to thought question and dialogue with your peers in response to the reading.	<input type="checkbox"/>
	12/5-8		<b>Complete the post-test.</b> This is found in Assignments. Again, the points do not calculate into your grade-no pressure!	<input type="checkbox"/>
<b>End of Semester</b>			<p style="text-align: center;">Congratulations!</p> <p>Final grades will be posted within 3 days of the end of the semester.</p>	<input type="checkbox"/>



# Assignments

## Assignment Overview

	Description	Pts.	Due
<b>Assignment 1</b>	<b>Online Discussions:</b> Participating in online discussions is an important part of this course. There will be several online discussions associated with each lesson in this course. Students are expected to participate frequently by responding to question prompts in each discussion and replying to colleagues' posts. (Grading criteria available via rubric).	15	Ongoing
<b>Assignment 2</b>	<b>Case Study Discussions:</b> Engage in case study discussions online with peers. Post your responses to the specific case study questions and dialogue with peers by replying to their posts.	25	Ongoing
<b>Assignment 3</b>	<b>Collaborative Ethical Leadership Analysis within the Field of Interpreting:</b> Given the tools provided, students will work in small groups to examine the challenges, successes and needs for ethical leadership within the field of interpreting, and post those findings for peer review and discussion.	20	Due 10/10
<b>Assignment 4A</b>	<b>Research and Analysis Paper:</b> <b>Undergraduate Level (460) Requirements:</b> Students will choose from a list of topics provided on ethical leadership, conduct research on the topic and then write a critical essay on that topic. Students will post their analysis papers in class for peer review and discussion. <b>Graduate Level (560) Requirements:</b> Students will isolate a salient theme related to ethical leadership, conduct research (including a review of 3-4 outside sources) related to the topic, and prepare a paper addressing the following elements: an abstract, a summary of key findings from the research, the implications of the findings for the work of interpreters and/or leaders in the field of interpreting and interpreter education, and the personal and professional insights gleaned by the student from the research. Students will post their graduate papers in class for peer review and discussion.	30	Due 11/4
<b>Assignment 4B</b>	<b>Collaborative Peer Review and Discussion</b> Depending on the number of students, students will be assigned to small groups where they will read the papers of those in the group and engage in discussion with peers.	10	Due 11/10-11/15

**Total Points: 100**

Be sure you follow the guidelines in your Student Handbook throughout the course for each assignment.

- Guidelines For Use Of Technology
- Guidelines For Online Discussions
- Guidelines For Written Assignments



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# Course Summary

## Conclusion

During this course you have been introduced to the complex issues surrounding ethical leadership. Various Eastern and Western thinkers such as Plato, Aristotle, Hobbes, Kant, Machiavelli, Nietzsche, Buddha, Confucius, Lao Tzu, among others, have provided us with theories and ways of thinking about ethics and leadership. We have taken those theories and perspectives and applied them to historical events that have shaped humanity for centuries. In this way we've been able to learn from the past – to understand something of human nature – in an effort to answer the question *What does it mean to be an ethical leader today?* In addition to that question is this one – *What does it mean to be an ethical leader within the field of interpreting?*

To answer these questions, we've explored the notions of power, authority and self-interest. Leaders often struggle to balance a duty to their constituents with a desire to satisfy self-interest. We've examined the relationships between leaders and followers, for leadership cannot occur without both. The way a leader sees the leader–follower relationship is key in determining the effects the leader will have on followers. In addition, we looked at the psychology associated with the leader–follower relationship. The human mind reacts to the psychological factors associated with power, fear, hatred, group mentality, and survival. We form beliefs which, whether or not they are founded in truth, affect our actions on both sides of the leadership equation.

Finally, we analyzed leader–follower relationships within organizations and professions today. Interorganizational conflicts sometimes stem from the numerous pressures professionals may feel in the workplace today. It is challenging to “do the right thing” when professionals feel real pressures to increase profit, become established in professions, comply with directives from the boss, etc. The examples we explored helped us identify potential pitfalls for ethical leaders at a variety of levels. By learning to recognize the many conflicting factors that can affect the actions of leaders today, we are now better equipped to carry these lessons forward into our own journey towards becoming an ethical leader.

## Key Points

- Human beings are capable of actions that bestow great good and tragic inequities upon fellow human beings.
- Power and influence, the tools of leadership, affect the extent to which human beings can positively or negatively affect the lives of others.
- Ethical leadership depends largely on the ways and means in which a leader chooses to exercise power and influence over constituencies or followers.
- A leader's personal values and beliefs have the ability to affect their decisions as leaders.
- Our duty as leaders suggests our ethical obligations are to benefit the lives of followers. It is important that leaders learn to separate their personal values and beliefs from those of their constituency. In other words, leaders must learn to traverse the temptations of self-interest versus their duty to followers.

- The issues that the field of interpreting is currently facing require strong, ethical leadership by those who possess a passion for both the field and the larger community.
- Many leadership opportunities exist for us on a local, state, regional and national level. Through a commitment to ethical leadership, each one of us can make a positive difference!

## **What's Next?**

Effective leaders and supervisors know what they value. They also recognize the importance of ethical behavior. The best leaders and supervisors exhibit both their values and their ethics in their leadership style and actions. You now have the opportunity to make your values and ethics visible as you live them in your actions every single day. That is what comes next for you...the application of your learning to your specific context and circumstances.

Congratulations on successfully completing the last course in the Leadership and Supervision Certificate Program. As you leave this program, you will take with you all the knowledge, skills, tools and peer connections you've generated and will be ready to apply them in creative and critical ways to enhance various forms of leadership within the field of interpreting. We wish you all good things!

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