Ethical Leadership
Quest for Character, Civility and Community

LeadershipX
Ethical Leadership: Character, Civility, and Community

"Ethical leadership is the critical appropriation and embodiment of traditions that have shaped the character and shared meanings of a people. Ethical leaders, therefore, are leaders whose characters have been shaped by the wisdom, habits and practices of particular traditions, often more than one, yet they tend be identified with a particular cultural ethos and narrative. Finally, ethical leadership asks the question of values in reference to ultimate concern."—WALTER EARL FLUKER

Course Description and Goals

This course will provide theoretical and practical approaches to the development of character, civility and community for leaders and emerging leaders in education, business, nonprofit, academia, religion, and other professions. The course examines the personal, public and spiritual dimensions of leadership within the context that Fluker calls "the intersection of lifeworlds and systems" and outlines principles and practices of ethical leadership from a diverse field of leadership theories.

As we probe deeply into the questions pertaining to the fundamental pillars of leadership, spirituality and ethics, another area of discussion will be the power and place of story or narrative in shaping leaders' vision and mission. Fluker's work grounds leadership in story, the appropriation of one's personal narrative within social and historical contexts, as a basis for personal and social transformation. We will also use the ethical leadership lens to discuss personal development for lifelong learning, public engagement, spirituality and vocation, justice as fairness, community building, and more.

Through video exercises led by Professor Fluker, discussion forum questions, and journal reflections, you will be guided to develop your own Ethical Leadership Toolkit (a puzzle you will assemble throughout the course!). This instrument, designed for leaders who engage in complex ethical questions in the public space, includes the following tools:

- *The Ethical Leadership Model™* - a conceptual tool that assists leaders in the personal development of virtues attendant to morally-anchored character, the development of public skills and competencies related to social practices and values of transformative civility, and the development of spiritual practices of moral excellence or virtuosities associated with the development of a sense of community.

- *The Ethical Decision-Making Model* - a practical guide for determining appropriate courses of action based on three steps pertaining to ethical decision-making: discernment, deliberation, and decision.
- *Ways of Doing Ethics* - a conceptual framework outlining traditional ethical perspectives and exploring guiding questions that assist leaders in making appropriate decisions in various contexts and situations they encounter in the public space.
- *Remembering, Retelling and Reliving Stories* - a creative exercise that engages leaders in a continuous cycle of remembering, retelling, and reliving their personal stories within the contexts of larger social-historical narratives as a process of lifelong learning.
- *Looking, Listening and Learning* - a tool that teaches leaders to become increasingly aware of how one's life's stories intersect with the public demands for discerning, deliberating and deciding on appropriate courses of action. It also assists leaders in attending to the social and public contexts in which they are leading.

Our goal is for you to emerge from this course being able to:

- Identify ethical leadership principles and practices utilizing the Ethical Leadership Model™.
- Apply narrative and dramaturgical analysis and methods in the development of character, civility and community as ethical leadership practices.
- Utilize a conceptual model for negotiating ethical decision-making at the intersection of life-worlds and system worlds.
- Demonstrate knowledge of various theories and methods of ethical analysis in leadership practices.
- Identify personal core values that present themselves in defining moments that ask leaders to choose between competing values and ideals.
- Develop an Ethical Leadership Toolkit and apply it in various leadership contexts as a lifelong practice.

You will watch interviews with leadership theorists and prominent leaders in the areas of education, business, government, and global citizenship. You will also hear Boston University faculty, deans, and administrators present their vision for ethical leadership and the role of higher education in preparing global citizens and ethical leaders.

Course Team

Professor Walter Fluker, Instructor
Dr. Walter Earl Fluker is the Martin Luther King, Jr. Professor of Ethical Leadership at the Boston University School of Theology & the Graduate Division of Religious Studies, CAS. Fluker is also the editor of the Howard Thurman Papers Project and Director of the Martin Luther King, Jr. Initiative for the Development of Ethical Leadership (MLK-IDEAL).

Robin Masi, Course Coordinator
Professor Fluker is assisted by Robin Masi, course coordinator, MFA, Ed.M., a doctoral student at the Boston University School of Education and the Dean's Fellow with the Center for Character and Social Responsibility (CCSR). Masi's research is focused on the intersection of ethics and arts education. She is a practicing artist and Professor of Art with the Art Institute of Pittsburgh Online Division.

Course Outline

Chapter 1 Released on Sept 12 at 2PM EDT	**Introduction and Overview** This chapter introduces prominent ethical leaders and invites you to reflect on your own story.
Chapter 2 Released on Sept 19 at 2PM EDT	**Looking at Leadership** This chapter is an introduction and overview of some general theories and practices associated with leadership.
Chapter 3 Released on Sept 26 at 2PM EDT	**Standing at the Intersection Where Worlds Collide** This chapter begins with a personal story that contextualizes the language of lifeworlds and systems and will discuss dangerous intersections, noisy intersections and the crisis of leadership at the intersection.
Chapter 4 Released on Oct 3 at 2PM EDT	**What is Ethical Leadership?** This chapter provides an early working definition of ethical leadership that incorporates the dynamics of spirituality, ethics, and leadership as a way of addressing the challenges associated with the development of ethically-anchored character, transformative acts of civility and a sense of community.

Chapter 5 Released on Oct 10 at 2PM EDT	**Ways of Doing Ethics** This chapter will examine five ways that the Western world has conceived theories and practices of ethics and how these perspectives impact leadership at the intersection of lifeworlds and systems.
Chapter 6 Released on Oct 17 at 2PM EDT	**The Quest for Character** This chapter will introduce the Ethical Leadership Model™, which is an interactive, conceptual guide to the relations and interplay of self, society and spirit. We will discuss three virtues associated with character: integrity, empathy, and hope.
Chapter 7 Released on Oct 24 at 2PM EDT	**The Quest for Civility** This chapter examines the ethical concept of civility and introduces three values or social practices: recognition, respect, and reverence.
Chapter 8 Released on Oct 31 at 2PM EDT	**The Quest for Community** This chapter examines the ethical ideal of community and introduces three virtuosities: courage, justice, and compassion.
Chapter 9 Released on Nov 7 at 2PM EDT	**Staying Awake at the Intersection** This chapter examines the internal and external environments of leaders and presents practical skills and competencies that ethical leaders need in order to negotiate and transform the traffic at the intersection.
Chapter 10 Released on Nov 14 at 2PM EDT	**Ethical Decision-Making at the Intersection** This chapter introduces a process for ethical decision-making for leaders involving discerning, deliberating and deciding. You will be writing your case study to build toward your final project.
Chapter 11 Released on Nov 28 at 2PM EDT	**Putting it All Together** This chapter will ask you to use all of the tools in your Ethical Leadership Toolkit to develop your final project proposal. This encompasses your strategic vision and a personal action plan associated with a specific public issue of concern.

Grading

Learners who are interested in receiving a Verified Certificate must earn an overall grade of 60 or higher before the end of the course on December 5 at 19:00 UTC.

Grading Breakdown	
Ethical Leadership Toolkit Exercises	40%
Discussion Forum Participation	15%
Journal Reflections	15%
Final Project	30%

Ethical Leadership Toolkit Exercises: These are exercises in which you will apply the practical skills you have learned in the course, and in return will receive five tools which will make up your Ethical Leadership Toolkit.

Discussion Forum Participation: Throughout the course, we will ask you to answer discussion questions that are meant to make you reflect upon the topics learned and apply them to real-world scenarios. You will see this symbol throughout the course, indicating that the assessment will count toward Discussion Forum Participation.

Journal Reflections: Throughout this course we will be inviting you to write in a journal that is only for you. This journal is one of the key components in your understanding of your own story and how it relates to how you embody ethical leadership. We invite you to journal in any way that makes sense to you. Pen and paper, typing into your computer, or recording your audio/voice. You may want to even videotape your thoughts and reflections. Whatever way you choose, please keep all your journal reflections in one place with dates and titles so you can look back and reflect.

Final Project: At the end of the course, you will be asked to complete a final project comprised

of a Case Study and Action Plan. This project will require you to use all of the skills and knowledge you have acquired throughout the course.

On Campus Course

We are very excited to announce that any MOOC students who receive a grade of 60 or higher in the course may take an additional online six week course in order to receive graduate credit from Boston University. This course will help you get deeper into the videos and other course content as you prepare to bring your ethical leadership work to your area of ultimate concern. If any you are interested in learning more about the BU for-credit version of the course, you are welcome to email elbumooc@bu.edu.

Discussion Forum Guidelines

All discussion forums are meant to be places where participants in the course can share insights and opinions in an atmosphere of thoughtfulness and civility. Course staff and selected community monitors will moderate the forums. Moderators will remove any comments that are deemed contrary to the spirit of civilized discourse. Commenters who repeatedly abuse the forum will be removed from the course.

Additionally, there is a new feature in the discussion forums that allows you to select from two post types, which are Question and Discussion. When posting to the discussion board, please bear in mind that the Question type is meant for specific issues with the platform or with content, while the Discussion type is meant to share ideas and start conversation.

Time Zones

A note about time references: Time will be reported by course staff as Eastern Daylight Time, North America (EDT) or Eastern Standard Time, North America (EST). Any times listed by edX, such as due dates listed on the course site, will be reported in Coordinated Universal Time (UTC). The course staff will make every effort to make times and time zones as clear as possible. There are various timezone converters on the web such as http://www.timeanddate.com/worldclock/converter.html. The course begins in standard time, but there will be a switch to daylight savings time that occurs on Sunday March 13, 2016, taking the clocks ahead one hour. Please make sure to take notice of this time change, especially if

your region does not adhere to daylight savings. The time zone converter will take this time change into account.

Honor Code

The edX platform assumes a certain level of decorum and responsibility from those taking this course. Please review the edX Honor Code, which is reproduced below.

By enrolling in an edX course, I agree that I will:
- Complete all course assessments with my own work and only my own work. I will not submit the work of any other person.
- Maintain only one user account and not let anyone else use my username and/or password.
- Not engage in any activity that would dishonestly improve my results, or improve or hurt the results of others.
- Not post answers to problems that are being used to assess student performance.

Unless otherwise indicated by the instructor of an edX course, learners on edX are encouraged to:
- Collaborate with others on the lecture videos, exercises, homework and labs.
- Discuss with others general concepts and materials in each course.
- Present ideas and written work to fellow edX learners or others for comment or criticism.

Acknowledgments

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To DEG Productions.

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