**EDDC 712—The Ethical Educator**

**Week 4: Ethics of the Soul—Theory Application Template**

**Additional instructions are in the Week 4 instructional template.**

1. **With your group, develop a brief synthesizing definition/description of Klenke’s (2007) authentic leadership model. Write the definition below.**
2. **Klenke’s model has three identity constructs that each have three sub-constructs. Klenke has provided 9 propositions that give definition to the terms. Each team member will select two (2) different sub-constructs and propositions, then identify a person in the course materials (or your personal research for the course) who demonstrates actions/behaviors/character values/lifestyle that exemplifies or fails to exemplify the sub-construct and proposition.**

**Self-Identity System**

*Self-Awareness*

*Proposition 1a:* Authentic leaders have a greater sense of self-awareness than inauthentic leaders.

*Self-Efficacy*

*Proposition 1b:* A leader’s healthy and authentic self-identity is one in which the component subidentities are integrated.

*Self-Liking*

*Proposition 1c:* Authentic leaders have a more differentiated self-identity than less authentic leaders. (Klenke, 2007, p. 80)

**Leadership Identity System**

*Leadership Self-Efficacy*

*Proposition 2a:* Authentic leaders have a stronger sense of leadership self-efficacy than inauthentic leade*rs.*

*Leader Reputation*

*Proposition 2b:* Authentic leaders have stronger and more favorable reputations than inauthentic leaders.

*Leader Prototypicality*

*Proposition 2c:* Authentic leaders are more likely to assume the role of prototypical member than inauthentic leaders. (Klenke, 2007, p. 82).

**Spiritual Identity System**

*Self-Disclosure*

*Proposition 3a:* Authentic leaders exhibit greater willingness and greater degrees of self-disclosure than inauthentic leaders.

*Self-transcendence*

*Proposition 3b:* Authentic leaders use ego or self-transcendental processes as exceptional responses to challenging circumstances (Parameshwar, 2005).

*Self-Sacrifice*

*Proposition 3c:* Authentic leaders are more likely to engage in self-sacrificing behaviors than inauthentic leaders. (Klenke, 2007, p. 87)

1. **Discuss your selection of individuals with your group members, then in conversation provide a reasoned justification for your application of Klenke’s two theoretical constructs and propositions to each individual associated with a construct. At the conclusion of your group discussion, provide a brief write-up of your reasoning and any critiques/comments your group offered during the collaboration.**
2. **In “Directions for Future Research” (pp. 89‒90), Klenke proposes a number of avenues that could be pursued to provide evidential support for her leadership model. Two of the avenues are described in the following quotes:**
3. “the use of critical incidents of authentic and inauthentic leader behaviors to produce typologies of authentic leader behaviors that may be instrumental in defining the nomological network of the construct domain more precisely” (Klenke, 2007, p. 89).
4. “Yet another promising area of research would look into the role of trigger events in the lives of authentic leaders such as Mother Teresa and Bill George or the crucibles of authentic leadership which Bennis and Thomas (2002a) defined as ‘a transformative experience through which an individual comes to a new or an altered sense of identity’ (p. 6).” (Klenke, 2007, p. 89)

**Using one of the individuals you described in the exercise above, identify an event, environment, or characteristic from this person that you could investigate as a social scientist. Discuss with your group how you could scientifically study this phenomenon using one of Klenke’s two directions for future research listed above.**

1. **What social science research approaches could you use to gather information on this phenomenon?**
2. **How would you initiate a literature search to understand the phenomenon?**

**After your group discussion, write a brief summary (250 words maximum) of your discussions, which lists the social science methodologies, data collection methods, as well as literature search approaches you might use.**

**This week submit the following peer evaluation and self-evaluation forms to assess work conducted by the group during Weeks 2–4.**

**The 3-week collaboration is worth 60 points.**

**Peer Evaluation Form for Scholarly Collaboration**

Your name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write the name of each of your group members in a separate column. For each person, indicate the extent to which you agree with the statement on the left, using a scale of 1*–*4 (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree). Total the numbers in each column.

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| --- | --- | --- | --- | --- |
| Evaluation Criteria | Group member: | Group member: | Group member: | Group member: |
| Participated actively in planning and accomplishing collaboration. |  |  |  |  |
| Contributed meaningfully to group discussion. |  |  |  |  |
| Prepared work in a quality manner. |  |  |  |  |
| Contributed significantly to the success of the project. |  |  |  |  |
| Completed group work on time. |  |  |  |  |
| TOTALS |  |  |  |  |

Adapted from a peer evaluation form developed at Johns Hopkins University (October, 2006)

**Self-Evaluation Form for Scholarly Collaboration**

For your collaborative work, , indicate the extent to which you agree with the statement on the left, using a scale of 1*-*4 (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree).

Your name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- |
| Evaluation Criteria | Scale 1‒4 |
| Contributed good ideas and communicated effectively with teammates |  |
| Participated actively in planning and accomplishing collaboration. |  |
| Contributed meaningfully to group discussion. |  |
| Prepared work in a quality manner. |  |
| Contributed significantly to the success of the project. |  |
| Completed group work on time. |  |
| TOTALS |  |