

ETHICAL LEADERSHIP

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I. The Premise

Our world is in desperate need of Ethical Leaders. In turmoil, it tumbles toward the abyss of hatred, violence, and anarchy. The cry for leaders with an authentic ethical agenda dedicated to the common good rises, and it assumes increasing urgency. This contribution is meant to honor John and June Mary Makdisi, intellectual and moral leaders of the academy. Their upcoming retirement provides the welcome occasion to reflect on responsible leadership in the necessarily joint universe of law and morality. This essay undertakes to delimit the proper understanding of ethical leadership, provides historical examples, and explores the question as to whether ethical leadership can be taught.

II. The Definition of Ethical Leadership

A. The Aspiration to Lead in an Ethically Correct Way

It has been said that “[l]eadership is one of the most observed and least understood phenomena on earth.”¹ It has been defined, rather mechanically, as the office or position of a leader, the capacity to lead, or the act or an instance of leading. According to Harold Koontz and Cyril O’Donnell, the act of leadership is the “process of influencing people so that they will strive willingly and enthusiastically toward the achievement” of a common goal.² The concept has inspired successful people in all walks of life around the planet to offer definitions, often in the nature of sage advice. Their progenitors range from Jack Welch

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¹ JAMES MACGREGOR BURNS, *LEADERSHIP 2* (1978).

² *Leadership: Definition, Nature, Styles of Leadership*, IEDUNOTE, <https://iedunote.com/leadership> (last visited March 28, 2019).

to Lao Tzu to Sheryl Sandberg and far beyond.³

The most recent trend is to aspire toward servant leadership.⁴ Service is defined as the occupation or function of serving (i.e., being in active service); employment as a servant (e.g., somebody entered into somebody else's service); or the work performed by one that serves. There could be good service, especially when contributing to the welfare of others. A servant leader is servant first.⁵ A servant leader's essential characteristics include listening and understanding; acceptance and empathy; foresight; awareness and perception; persuasion; conceptualization; self-healing; and rebuilding community.⁶

Particularly at a Catholic institution such as St. Thomas University, leadership in an ethically good or correct way is essential. This value-oriented goal adds to the characteristics of a servant leader. A good model is Notre Dame's famed former football coach, Lou Holtz.

B. My Favorite Definition of Leadership by Lou Holtz

In modern times, few can encompass the spirit of leadership as the legendary team leader Lou Holtz⁷ does. As author, speaker, ESPN analyst and hall of famer college football coach, his message

³ Sherrie Gossett, *Leadership Quotes: The Most Inspiring Leadership Quotes of All Time*, DIGITAL.COM (Feb. 27, 2019), <https://digital.com/blog/leadership-quotes/>.

⁴ This movement was started by Robert K. Greenleaf in 1970 with the publication of his classic essay, *The Servant as Leader. The Definition of Servant Leader*, TOSERVEFIRST.COM, <http://toservefirst.com/definition-of-servant-leadership.html> (last visited March 28, 2019).

⁵ *Id.*

⁶ *Id.*

⁷ With ten New York Times' Best Selling Books and 249 wins in his coaching career, Lou Holtz is to date a top coach in college football history, who has led six different programs to bowl games and guided four different programs to the final top 20 ranking. He is a sought-after speaker on leadership, motivation, and how to overcome impossible obstacles. See Bob Vanourek & Gregg Vanourek, *The 3 Questions Asked of Every Leader*, TRIPLECROWN LEADERSHIP.COM (Feb. 14, 2013), <http://triplecrownleadership.com/the-3-questions-asked-of-every-leader/>.

transcends athletics. When he started coaching, the team did not achieve any success in its first year, so he asked himself what it was that he wanted in a football team from the people he was going to work with. He compiled a list of successful and unsuccessful people, in order to find out the common traits in successful people.⁸ This led him to discover his leadership technique and ideology.

Lou Holtz's technique is simple. It consists of three questions: "Can I trust you?," "Are you committed to excellence?," and "Do you care about me?" According to him, if you answer "yes" to these questions, you will succeed in anything you undertake. A real leader or any successful person should always do what is right, do his very best, and treat others like he would like to be treated (i.e. genuinely care about others).⁹ Along with these core values, Lou Holtz also provides several guidelines for a successful leader.

A Leader Must Have a Vision

According to Lou Holtz, the leader must have a very clear vision of what he wants and where he wants to take the organization he leads, whether it is a football team or any other organization. Without a vision one has nothing.¹⁰ He underlines the significance of answering five questions about the leader's vision:

- What sacrifices are you willing to make?
- What bad habits do you have to get rid of?
- Who do you have to work with?
- What problems do you have to overcome?

⁸ *National Leader of the Month for May 2007: Lou Holtz*, LEADER NETWORK.COM, http://leadernetwork.org/lou_holtz_may_07.htm (last visited March 28, 2019).

⁹ *Case Study: Lou Holtz*, LEADERSHIPSTUDY, <https://leadershipstudy.wordpress.com/2011/11/28/case-study-lou-holtz/> (last visited March 28, 2019) [hereinafter Case Study].

¹⁰ Phil Cooke, *Lou Holtz on the Secret to Leadership*, PHILCOOKE.COM, <https://www.philcooke.com/lou-holtz-on-the-secret-to-leadership/> (last visited March 28, 2019).

What skills do you have to acquire?¹¹

A Leader Must Have a Plan to Implement that Vision

Having a clear vision demands a plan to implement that vision. The leader should ask himself: how am I going to get there? The plan should be well organized in order to accomplish the vision.¹² Having the right attitude while making the plan and implementing the vision is an essential ingredient for success. Holtz advises not to look at problems and be blinded by them, but to look at solutions and start working on them.¹³

A Leader Must Lead by Example

Lou Holtz noted from his personal experience that there have been times when everything seemed to go bad. He would get down on his knees and pray, knowing he would succeed, because he had confidence in what he was doing, and that he was going to lead by example.¹⁴ He emphasized the importance of being an example for the team one was leading and of understanding the obligations that the leader owes to other people on his team. Realizing that one cannot cause others to fail becomes one's obligation to succeed.¹⁵ A leader never loses sight of those he is accountable to; he is ready to sacrifice and to get rid of any excuses.¹⁶

¹¹ Ayla Ellison, *Lou Holtz's 3 rules for success in business and in life*, *BECKER'S HOSPITAL REVIEW* (Nov. 30, 2017), <https://www.beckershospitalreview.com/hospital-management-administration/lou-holtz-s-3-rules-for-success-in-business-and-in-life.html>.

¹² *Wall Street Journal*, *The Secret to Great Leadership*, *YOUTUBE* (Nov 18, 2015), available at <https://www.youtube.com/watch?v=hv5IIK-G6Vc> [hereinafter *Great Leadership*].

¹³ Nate Smith, *Lou Holtz on Leadership*, *YOUTUBE* (March 4, 2014), <https://www.youtube.com/watch?v=7k8oRjpaklg>.

¹⁴ Cooke, *supra* note 10.

¹⁵ Case Study, *supra* note 9.

¹⁶ *Great Leadership*, *supra* note 12.

A Leader Must Find People with the Shared Vision

Lou Holtz' fourth principle is that a leader must find people with the shared vision. It is not only the leader who has an obligation to other people. Everyone on the team bears responsibility. It is not only important that the team share a common vision, but also that it share the core values embedded in "[t]rust, commitment and love."¹⁷ Everyone in the team should have the passion to win and to succeed.¹⁸

The job of a leader is to make people believe in the leader's vision.¹⁹ Also, to make them believe in doing the best they can, "because most people do not know how good they can be."²⁰ To Holtz, the shared vision and core values are the main components that hold a country, a family, a team, or a business together.²¹

A Leader Must Hold People Accountable to the Plan

The last principle is that a leader must hold people accountable for the choices they make, in accordance with the plan. Every member of the team has obligations when they join the team, and they should be held accountable if they fail the team, because they would not want to give their best.²² A leader creates an environment where people lift up each other and stay focused on what they are doing.²³ He warns the leader, however, to "[n]ever criticize a performer but . . . a performance."²⁴

¹⁷ Cooke, *supra* note 10.

¹⁸ Great Leadership, *supra* note 12.

¹⁹ Ellison, *supra* note 11.

²⁰ See Cooke, *supra* note 10.

²¹ Ellison, *supra* note 11.

²² Great Leadership, *supra* note 12.

²³ *Id.*

²⁴ Shauna Johnson, *Lou Holtz talks leadership at West Virginia Chamber Business Summit*, METRO NEWS (Sept. 01, 2016), <http://wvmetronews.com/2016/09/01/lou-holtz-talks-leadership-at-west-virginia-chamber-business-summit/>.

C. The Importance of Saying “Yes”

Based on my experience, leadership can be distilled down to one word: “Yes.” One must say “yes” to opportunities and/or challenges and take the lead when others won’t. I have found that great ethical leaders said “yes” to challenges outside of their comfort zone or plan that led to opportunities otherwise unknown.

D. The Importance of Ethics

Being ethical is important. Leading is important. However, to do one without the other is sinful. Especially if not done in service of others. If one is ethical and does nothing to advance society and/or teach others what is morally correct one could argue that one’s individual ability to be ethical is wasted.

If one leads in a way that is not ethical, there is the risk that one could lead others to negative and/or sinful actions

Throughout history, some of the world’s most influential leaders were the perpetrators of infamous and devastating human rights violations. The most notorious example is quite possibly Adolf Hitler. His unethical leadership was characterized by preying on the prejudices, fears, and exploitation of others in order to achieve his ends. Initially, his tactics were extremely successful in achieving his objectives, and he rose to be a powerful dictator, the Führer of his Reich.²⁵ Hitler founded the Schutzstaffel (“SS”) in which its members swore a personal oath of loyalty to Hitler himself.²⁶ The SS quickly

²⁵ The adage that “power tends to corrupt, and absolute power corrupts absolutely” epitomizes Hitler’s rise to power. A. Walter James, *John Emerich Edward Dalberg Acton, 1st Baron Acton*, *ENCYCLOPAEDIA BRITANNICA*, <https://www.britannica.com/biography/John-Emerich-Edward-Dalberg-Acton-1st-Baron-Acton> (last visited March 28, 2019).

²⁶ *Adolf Hitler*, *HISTORY.COM* (Jan. 18, 2019), <https://www.history.com/topics/world-war-ii/adolf-hitler-1>.

grew from 200 men into a force that would control Germany, terrorize Europe, and result in the systematic killing of Catholics, homosexuals, political dissidents, Roma (gypsies), the disabled, and 6 million Jews in World War II.²⁷ Hitler's toxic leadership wreaked havoc on humanity, and, in the long run, destroyed his own country and people. His septic ethics, coupled with a mechanically effective leadership, poisoned a nation's morality.

In our time, on the African continent, a particularly treacherous leader was Joseph Kony, the leader of the Lord's Resistance Army ("LRA"), which abducted thousands of children to use as soldiers or sex slaves.²⁸ Kony purported his leadership to be founded in religious moorings with the goal of installing a government based on the biblical Ten Commandments.²⁹ In reality, Kony used religion to manipulate, coerce, and control those who followed him. In the end, Kony led the child soldiers of the LRA to commit heinous crimes against humanity in violation of the very religious principles he claimed to proliferate.³⁰ This kind of highly corrupt leadership was destined to fail. By 2017, Kony's leadership had dissipated and was of so little influence, that the U.S. and Ugandan armies ended their efforts to capture him, as they no longer considered him a threat.³¹

Ethical leadership requires a foundation of service to others

This is most authentically demonstrated when a leader's actions contribute to something larger than him or herself, even if such actions might lead to his or her own personal detriment. George Washington exemplifies this virtue. His leadership was one of

²⁷ *Id.*

²⁸ *Joseph Kony - Child Kidnapper, Warlord, "Prophet,"* BBC NEWS (July 27, 2018), <https://www.bbc.com/news/world-africa-17299084>.

²⁹ *Id.*

³⁰ Joseph Kony is wanted by the International Criminal Court on 12 counts of crimes against humanity and 21 counts of war crimes by the International Criminal Court. *Id.* See also LUKE 17:2 ("It would be better for him if a millstone were hung around his neck and he were cast into the sea than that he should cause one of these little ones to sin").

³¹ *Id.*

integrity, dignity, and servant leadership, marked by his dedication to a successful republic above his own power and beyond his personal fulfillment. At the conclusion of the American Revolution, Washington promptly and extraordinarily tendered his resignation as commander-in-chief of the Continental Army.³² He offered this act to demonstrate that there would in no way be a military dictatorship to threaten the fledgling nation—a relinquishment of power spoken of around the world, which indeed enlarged his influence.³³ The other reason was personal. Weary of his prominent role, he had determined to quietly enjoy his later years at Mount Vernon out of the public eye.³⁴

However, George Washington—the “reluctant President”—would quickly be pulled back into public service again, taking office at a time that would determine the fate of the nation.³⁵ He said “yes” to service. Washington had the foresight to carefully define his powers to establish a precedent of effective leadership that still retained the checks and balances of the Constitution he so zealously protected.³⁶ Washington sacrificed his own personal priority for the greater good of the United States—a presidency of servant leadership that would shape American history and ensure the survival of the Republic.³⁷

³² Joseph Hillman, *Resignation of Military Commission*, MOUNT VERNON, <https://www.mountvernon.org/library/digitalhistory/digitalencyclopedia/article/resignation-of-military-commission/#11> (last visited March 28, 2019).

³³ *Id.*

³⁴ *Id.* (“Washington famously ended his address to Congress by stating, ‘Having now finished the work assigned me, I retire from the great theatre of action, and bidding an affectionate farewell to this august body, under whose orders I have so long acted, I here offer my commission, and take my leave of all the employments of public life.’” (citing *Address to Congress on Resigning his Commission*, in THE WRITINGS OF GEORGE WASHINGTON 284-85 (John C. Fitzpatrick ed., 1944))).

³⁵ Ron Chernow, *George Washington: The Reluctant President*, SMITHSONIAN MAGAZINE (Feb. 2011), <https://www.smithsonianmag.com/history/george-washington-the-reluctant-president-49492/>.

³⁶ *Id.*

³⁷ After his presidency, Washington would only enjoy less than three years of retirement at Mount Vernon before his death. Howard Markel, *Dec. 14, 1799: The Excruciating Final Hours of President George Washington*, PBS (Dec. 14, 2014), <https://www.pbs.org/newshour/health/dec-14-1799-excruciating-final-hours-president-george-washington>.

On a different scale, exceptional servant leadership was embodied by now Saint Mother Teresa of Calcutta, who considered herself as “belonging to the world” in service to others.³⁸ She willingly chose a life of poverty, in order to minister to the “poorest of the poor” in India,³⁹ despite her own health problems. She continued to govern her Society and minister to the poor,⁴⁰ an exemplary sacrificial servant leadership that inspired others to do the same. Her work continues to flourish after her passing, because she left a solid institution on strong foundations.⁴¹

Ethical leadership is put to the test when a leader is challenged at a crucial and dangerous moment, where they must choose service to others, even if that threatens the preservation of their status quo and at times even their own self-preservation

It is the crisis that illuminates the true character of the leader allowing all who follow to rest assured that he or she will act in their best interest. Senator John S. McCain III exemplifies a servant leader worthy of his followers’ trust, even amidst the adversity he faced as a

³⁸ *Mother Teresa of Calcutta*, VATICAN NEWS, http://www.vatican.va/news_servi ces/liturgy/saints/ns_lit_doc_20031019_madre-teresa_en.html (“By blood, I am Albanian. By citizenship, an Indian. By faith, I am a Catholic nun. As to my calling, *I belong to the world*. As to my heart, I belong entirely to the Heart of Jesus.”) (emphasis added).

³⁹ *Id.*

⁴⁰ *Id.*

⁴¹ *Statistics 2015*, MOTHERTERESA.ORG, <https://www.motherteresa.org/statistics-2015.html> (last visited March 28, 2019) (demonstrating significant growth in the Missionaries of Charity, even after Mother Teresa’s death). *See also* PETER G. NORTHOUSE, *LEADERSHIP: THEORY AND PRACTICE* 228 (8th ed. 2018) (quoting Robert K. Greenleaf defining servant leadership as beginning “[w]ith a natural feeling that one wants to serve, to serve *first*. Then conscious choice brings one to aspire to lead . . . The difference manifests itself in the care taken by the servant – first to make sure that other people’s highest priority needs are being served. The best test . . . is: do those served grow as persons; do they, *while being served*, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? *And*, what is the effect on the least privileged in society; will they benefit, or, at least, will they not be further deprived?”).

prisoner of war (“POW”) in Vietnam.⁴² Navy Aviator McCain was shot down over Hanoi, Vietnam, and was captured by the North Vietnamese.⁴³ There he endured severe torture including starvation rations, solitary confinement, broken bones, and iron manacles at the hands of his captors in their attempt to extract information.⁴⁴

Although the adversity McCain endured was common to the other POWs, he became legendary for an act of servant leadership during this captivity. McCain belonged to a high-ranking and powerful military family, which afforded him the opportunity to leave captivity and the torturous conditions ahead of the other POWs.⁴⁵ The worst torture was reserved for high-level military officials such as himself, and, given his medical condition, a weaker man would have jumped at the opportunity.⁴⁶ McCain knew that POWs should be released in the order in which they were captured. He refused to move ahead of the line unless his fellow soldiers were released as well—a decision that would claim five and a half years of his life.⁴⁷ As President Abraham Lincoln had noted: “Nearly all men can stand adversity, but if you want to test a man’s character, give him power.”⁴⁸ McCain’s leadership was not marked by the adversity he faced in captivity. Rather, it was distinguished by his refusal to use his power and influential family name to the detriment of the soldiers who were next in line for release.⁴⁹ His focus was on the welfare of others and not on himself. He passed Lincoln’s test, earning the admiration and trust of a nation due to his character. McCain would continue to use his influence in public service as a trusted civil servant for the rest of his life.

⁴² Lily Rothman, *How John McCain’s Years as a Vietnam POW Shaped His Life*, TIME (Sept. 11, 2018), <http://time.com/5260228/john-mccain-pow-history/>.

⁴³ *Id.*

⁴⁴ *Id.*

⁴⁵ *Id.*

⁴⁶ *Id.*

⁴⁷ Rothman, *supra* note 42.

⁴⁸ *Forbes Quotes: Thoughts on the Business of Life*, FORBES, <https://www.forbes.com/quotes/76/>.

⁴⁹ Rothman, *supra* note 42.

Ethical leadership is also seen when a leader willingly steps into adversity, risking everything for a stranger simply due to their humanity

Despite a bounty on her head, Harriet Tubman endured great personal risk to help slaves escape to freedom in the northern free states through the Underground Railroad.⁵⁰ Tubman had escaped slavery and settled into a new job and life in the North, however those left behind remained in her thoughts, and she returned to guide them to freedom.⁵¹

Sometimes, extraordinary acts of leadership are committed by ordinary people who behave ethically

Consider the actions of the iconic unknown protestor of Tiananmen Square.⁵² Devoid of position, status, or even a name, this man's single act of courageous leadership is still spoken of throughout the world.⁵³ The morning after the worst bloodshed Beijing had ever known, this solitary civilian with shopping bags still in hand chose to risk his life by standing obstinately in protest before a row of tanks.⁵⁴ Surely he knew full well that he could not stop the Chinese military, but he resolved to slow the tanks for a moment. Despite the great cost, the unknown protestor rose to the occasion to stand up for the freedoms of himself and others. Although never identified and his fate unknown, he inspired the world with a legacy of leadership that will be remembered for generations to come.

The examples given above illustrate that it is imperative that in order to become an ethical leader one has to say "yes" to service when needed. It is at the most crucial and dangerous moment when

⁵⁰ *Harriet Tubman*, HISTORY (Feb. 8, 2019), <https://www.history.com/topics/black-history/harriet-tubman>.

⁵¹ *Id.*

⁵² *Timeline: Tiananmen Protests*, BBC NEWS (June 2, 2014), <https://www.bbc.com/news/world-asia-china-27404764>.

⁵³ *Id.*

⁵⁴ *Id.*

an ethical leader must rise up and accept the challenge to lead others in a moral way. Saying “yes” is just as important as having ethics, leadership capabilities and the desire to serve others. Having all of those traits is useless and can be sinful if they are not used when they are most needed.

E. Examples from History

1. Our Founders

The Founders of our Great Republic not only engendered a revolution, the first democratic one indeed; they built their new community on the idea of freedom. Their “Empire of Liberty,” as Thomas Jefferson called it, was not, however, constructed on a somewhat hedonistic, secular ideal of doing whatever comes to one’s mind. The secret of the success of the United States of America is its unique holistic conception of liberty shared by the Founding Fathers. Joshua Charles, a brilliant young scholar, has just deciphered these key ingredients of American freedom in the writings of our Founding Fathers. His book, *Liberty’s Secrets*,⁵⁵ starts with the proposition that the Founders’ insights, as reflected in the Declaration of Independence and our Constitution, are based on a realistic view of human nature and the lessons of history.⁵⁶

Human nature is imperfect—in fact flawed, as human beings, in theological terms, are fallen.⁵⁷ John Adams opined that “[a]ll men would be tyrants if they could.”⁵⁸ For that reason, government is

⁵⁵ JOSHUA CHARLES, *LIBERTY’S SECRETS* (2017).

⁵⁶ *Id.* at 3. The Founders were very well-read. In fact, they were some of the “[m]ost well-read people ever to have lived.” *Id.* at 2. Thomas Jefferson and John Adams, for example, each had thousands of volumes in their personal libraries. *Id.* at 153.

⁵⁷ *Id.* at 33.

⁵⁸ *Id.* at 4.

necessary⁵⁹ and “ambition must be made to counteract ambition.”⁶⁰ Thus the well-known structural protections of the Constitution⁶¹ (i.e., the separation of powers and federalism).⁶²

What Joshua Charles added to that relatively common knowledge is the often-forgotten fact that a self-governing republic, such as the United States, is based on a holistic and integrated vision of liberty. These secrets of liberty include an educated, knowledgeable citizenry, economic freedom, and, most importantly, the virtue of the people.⁶³ As Samuel Adams stated: “If virtue and knowledge are diffused among the people, they will never be enslaved. This will be their great security.”⁶⁴ What is virtue? As the Founders saw it, it is “profoundly religious in nature and intimately connected with the Judeo-Christian system of moral values.”⁶⁵ Benjamin Franklin’s *Autobiography* summarizes these virtues as temperance, silence, order, resolution, frugality, industry, sincerity, justice, moderation, cleanliness, tranquility, chastity, and humility.⁶⁶

America’s vision of a free society thus requires a “[p]articlar type of people whose moral and intellectual constitution enables us to exercise self-government, first as individuals, then collectively through their governors.”⁶⁷ Religion and morality are needed to govern ourselves before the coercive power of the law is required to intervene.⁶⁸ Alexis de Tocqueville observed that the American conception of liberty cannot be established without morality.⁶⁹ As Edmund Burke reminded us, “the less there is within, the more there

⁵⁹ *Id.* As James Madison famously stated: “If men were angels, no government would be necessary.” FEDERALIST PAPERS No. 51 (James Madison).

⁶⁰ FEDERALIST PAPERS No. 51 (James Madison).

⁶¹ CHARLES, *supra* note 55, at 44.

⁶² *Cf.* Siegfried Wiessner, *Federalism: An Architecture for Freedom*, 1 NEW EUROPE L. REV. 129 (1993).

⁶³ CHARLES, *supra* note 55, at 42.

⁶⁴ *Id.* at 74.

⁶⁵ *Id.* at 80-81.

⁶⁶ *Id.* at 76-77.

⁶⁷ *Id.* at 74.

⁶⁸ CHARLES, *supra* note 55, at xx.

⁶⁹ *Id.* at 116 (citing DE TOCQUEVILLE, *DEMOCRACY IN AMERICA*, at 21).

must be without.”⁷⁰ The Founders believed the best way to establish a moral code was through the practice of religion, whether personally or within a church. The government cannot set the moral code. It must come from within through the practice of ethical behavior.

Ethical leadership, both in the governors and the governed, is thus at the basis of our Constitution. It is its life-blood. The challenge today is that, for the first time in history, secularism is rising. This process has been going on for several decades. In fact, as Charles has found, there is now a decline of virtue, a loss of morality, and a rise of licentiousness.⁷¹ A concomitant decline in education leads to a rise in apathy toward public affairs.⁷² In fact, politicians and the public do not appear to value education.

These developments threaten the survival of our democracy. To regain our footing, to make sure, as Jefferson hoped, that “light and liberty are on steady advance,”⁷³ we need to rediscover the secrets of our liberty, to know and reestablish the heritage from which we came.⁷⁴ Overcoming ignorance through knowledge, acquired either through private or public institutions, is important. The citizenry must be educated in civics, history and politics to be meaningfully active in a democracy. The reestablishment of a moral code within the citizenry, as a self-help measure of society, not the government, is essential. Only this ethical foundation will help us meet successfully the challenges of the future.

2. Ulysses S. Grant

Another profile in ethical leadership is President Ulysses S. Grant, an often-overlooked man of action with an ethical compass.

As his gifted biographer, my favorite author Ron Chernow, has

⁷⁰ *Id.* at 75 (referring to Edmund Burke’s *Letter to a Member of the National Assembly* (1791)).

⁷¹ *Id.* at 234 *et seq.*

⁷² *Id.* at 233.

⁷³ CHARLES, *supra* note 55, at 277.

⁷⁴ *Id.*

recounted,⁷⁵ early in his life, Grant was a failure. He left the army, failed at business, and ended up homeless.⁷⁶ Still, both Lincoln and Grant said “yes” to the challenge of ethical leadership at the most difficult time in our country’s history. Grant knew that the soul of the country had to be cleansed of slavery.⁷⁷

He proved that there are some things an ethical leader cannot compromise on. In support of the President’s goals, Grant led the first escaped slaves and black troops into battle in the Civil War.⁷⁸

Colonel Alexander McClure had tried to convince Lincoln at the beginning of the Civil War, after the Battle of Shiloh, to remove Grant. The anecdote demonstrated Lincoln’s trust in Grant:

McClure said he tried to impress upon Lincoln “with all the earnestness I could command the immediate removal of Grant as an imperious necessity to sustain himself . . . When I had said everything that could be said from my standpoint, we lapsed into silence. Lincoln remained silent for what seemed a very long time. He then gathered himself up in his chair and said in a tone of earnestness that I shall never forget; *I can’t spare this man, he fights!*”⁷⁹

Lincoln’s faith in Grant was rewarded; he later recognized that Grant’s military campaign was “one of the most brilliant in the world.”⁸⁰ Grant fought for the victory of the Union because he knew the only way to end the scourge of slavery was to get an unconditional surrender from the Confederacy.⁸¹ He supported the *Emancipation Proclamation* early,⁸² and as President led the Reconstruction and defense of freed slaves to vote and participate in the political

⁷⁵ See generally RON CHERNOW, GRANT (2017).

⁷⁶ *Id.* at 84-104.

⁷⁷ *Id.* at 99.

⁷⁸ *Id.* at 298-300.

⁷⁹ *Id.* at 211.

⁸⁰ RON CHERNOW, *supra* note 75, at 271.

⁸¹ *Id.* at 352.

⁸² *Id.* at 243.

leadership.⁸³

Grant had to go against his own party when the Republicans tired of Reconstruction. He was under great pressure to be conciliatory to the South and stop protecting the Blacks right to vote and have political leadership. He fought the rise of the Ku Klux Klan, even when he faced massive political pressure to back off from protecting black citizens.⁸⁴

Grant made the toughest calls at the toughest times and said “yes” to the fight that saved the Union. Lincoln gets recognized as the savior of the slaves and the preserver of the Union. But, according to Frederick Douglass, Ulysses S. Grant did more for the Black American than any man in history: “To Grant more than any other man the Negro owes his enfranchisement.”⁸⁵ He led the Union Army to unconditional victory over the Confederacy, he gave credence to the emancipation by enlisting black soldiers, he led the Reconstruction, the right to vote for black Americans and defended those same citizens from the butchery of the Klan and Southern Democrats. His place in the pantheon of ethical leaders of the Nation is now firmly established.

3. *Winston Churchill*

A quintessential example of ethical leadership outside the United States, but strongly allied with it, is embodied in Sir Winston Churchill. He arguably led through the most prolific challenges and dire circumstances the world has ever known. Churchill would cut his teeth in the Boer Wars and develop courageous leadership that laid a foundation for future challenges he would face. As a bumptious 24-year-old, he admitted he was “eager for trouble” and voluntarily chose to go on a poorly conceived military expedition.⁸⁶ While traveling by train, the Boers easily derailed several of the trucks. Despite heavy fire, Churchill courageously rose to the occasion and saved many

⁸³ *Id.* at 641-642, 685.

⁸⁴ *Id.* at 701-711.

⁸⁵ JOSIAH BUNTING III, *ULYSSES S. GRANT* 115 (2014).

⁸⁶ ANDREW ROBERTS, *CHURCHILL* 65-66 (2018).

lives.⁸⁷

However, the Boers captured Churchill, which shaped his life significantly. During his captivity, Churchill concluded that the conflict was rooted in the Boers' "abiding fear and hatred of the movement that seeks to place the native on a level with the white man."⁸⁸ He detested the white supremacy of the Afrikaner and wrote of a future where "[b]lack is to be proclaimed the same as white . . . to be constituted his legal equal, to be armed with political rights."⁸⁹

Due to his prominent and political family tree, he knew his capture was a victory for the Afrikaners, and he was determined to make his escape despite little chance of survival.⁹⁰ His dangerous escape was primarily by foot. Churchill journeyed through 300 miles of Boer territory including the capital with just the clothes on his back and the stars to guide him.⁹¹ Churchill arrived to safety only a few days after "Black Week," when the British Army suffered three defeats, and 2,700 men were killed, wounded or captured. His heroic escape became a rallying cry for the British to put forward the resources necessary to defeat the Afrikaners. Churchill became the cause célèbre for British grit and determination against a formidable opponent.

The Boer Wars not only tested Churchill's leadership, but also laid the groundwork for a new challenge unlike any he had experienced before. He had witnessed the dangers of supremacy during the conflict with the Afrikaners, and he understood its threat to humanity. His escape became a symbol of British determination and

⁸⁷ *Id.* at 66-68.

⁸⁸ *Id.* at 68.

⁸⁹ *Id.*

⁹⁰ *Winston's Parents*, NATIONAL CHURCHILL MUSEUM, <https://www.nationalchurchillmuseum.org/winston-churchills-parents.html> (last visited Mar. 21, 2019) ("Winston's father was the British Lord Randolph Churchill, the youngest son of John, the 7th Duke of Marlborough. Lord Randolph's ancestor John Churchill made history by winning many successful military campaigns in Europe for Queen Anne almost 200 years earlier"). Lord Randolph Churchill was the youngest to hold the office of Chancellor of the Exchequer in over a hundred years. *Id.*

⁹¹ ANDREW ROBERTS, *supra* note 86, at 69.

defiance in the face of great adversity. He now would go head-to-head with another leader that threatened the world as he knew it—Adolf Hitler.

Churchill warned the United Kingdom of the rise of fascism, especially with Germany's dangerous rise to power under the leadership of Hitler.⁹² Undoubtedly influenced by lessons learned in the Boer Wars, he understood that white supremacism must not be tolerated. He was critical of then Prime Minister Chamberlain's tendency to negotiate and appease, and even broadcasted to the United States imploring its involvement in the fight.⁹³ Churchill knew a man like Hitler must not have power, and one had to use whatever means necessary to fight his principles, even if one had to do so alone.⁹⁴

To Churchill's despair, his predictions were correct. He called the conflict that followed "The Unnecessary War," as it might have been avoided, if firm policies against aggressor nations had been taken.⁹⁵ Churchill became Prime Minister on the very day that Hitler launched his invasion of France, Belgium, and Holland.⁹⁶ He resolved never to surrender, knowing "[n]ations which went down fighting rose again, but those which tamely surrendered were finished."⁹⁷

Churchill's resolve was tested at the battle of Dunkirk, which

⁹² *Churchill and the Great Republic*, LIBRARY OF CONGRESS, <https://www.loc.gov/exhibits/churchill/wc-hour.html> (last visited Mar. 21, 2019) [hereinafter *Great Republic*].

⁹³ *Id.*

⁹⁴ ROBERTS, *supra* note 86, at 542 (quoting Churchill: "Future generations may deem it noteworthy that the supreme question of whether we should fight on alone never found a place on the War Cabinet agenda . . . We were much too busy to waste time upon such unreal, academic issues"). Notably, this statement was untrue, as the Cabinet had discussed peace negotiations no less than eight times over the course of four days. However, Churchill was obstinately against any negotiations with the likes of Hitler. *Id.* One Cabinet member would later complain that, "[t]he Prime Minister seemed to suggest that under no conditions would we contemplate any course except fighting to a finish." *Id.* at 543.

⁹⁵ *Great Republic*, *supra* note 92.

⁹⁶ *Id.* (observing that, "Churchill became Prime Minister on May 10, 1940, the day Hitler launched his invasion of France, Belgium, and Holland").

⁹⁷ ROBERTS, *supra* note 86, at 545.

in reality was a military disaster.⁹⁸ However, despite the devastating blow, bowing to Hitler was never an option for Churchill.⁹⁹ Just as his escape from captivity in the Boer Wars rallied the nation, so would his leadership in Operation Dynamo, which “[c]ame to be seen as a success; the saving of lives by the ‘little ships’ (fishing boats, pleasure craft, lifeboats) [manned by civilian sailors] that ferried [over 200,000] men to the destroyers waiting offshore.”¹⁰⁰ Although Churchill acknowledged, “[w]ars are not won by evacuations,” he nonetheless understood “there was a victory inside this deliverance, which should be noted.”¹⁰¹ He used this victory to lead his people into what would become known as their finest hour, famously stating: “Let us therefore brace ourselves to our duties, and so bear ourselves that if the British empire and its Commonwealth last for a thousand years, men will still say, ‘This was their finest hour.’”¹⁰²

Shortly after, Churchill would lead Britain against the German Luftwaffe in the Battle of Britain. The Luftwaffe, the German Air Force, had taken the battle to London itself, and Britain’s Royal Air Force, outnumbered and outgunned, rose to the occasion with great national determination under Churchill’s leadership.¹⁰³ Britain won the battle, and its victory “not only blocked the possibility of invasion but also created the conditions for Great Britain’s survival, for the extension of the war, and for the eventual defeat of Nazi Germany.”¹⁰⁴

⁹⁸ *WWII: Dunkirk Evacuation: How the ‘little ships’ helped rescue the Allied troops*, BBC, <http://www.bbc.co.uk/archive/dunkirk/> (last accessed Mar. 21, 2019).

⁹⁹ ROBERTS, *supra* note 86, at 546 (noting that Churchill made three copies of a quote by Queen Victoria during Black Week of the Boer Wars, stating that “[w]e are not interested in the possibilities of defeat; they do not exist.”).

¹⁰⁰ *Dunkirk: Wars are not won by evacuations*, WINSTONCHURCHILL.ORG, <https://winstonchurchill.org/the-life-of-churchill/war-leader/dunkirk/> (last visited Mar. 21, 2019); Roberts, *supra* note 86, at 549 (noting that evacuees from Dunkirk numbered 200,000).

¹⁰¹ ROBERTS, *supra* note 86, at 551.

¹⁰² John F. Burns, *Seventy Years Later, Churchill’s ‘Finest Hour’ Yields Insights*, N.Y. TIMES (June 17, 2010), <https://www.nytimes.com/2010/06/18/world/europe/18churchhill.html>.

¹⁰³ *Id.*

¹⁰⁴ *Battle of Britain*, ENCYCLOPAEDIA BRITANNICA, <https://www.britannica.com/event/Battle-of-Britain-European-history-1940> (last visited Mar. 21, 2019).

Churchill spent years alone fighting the terror, but consistently maintained Britain must “never give in, never give in, never, never, never, never—in nothing, great or small, large or petty, never give in except to convictions of honour and good sense. Never yield to force; never yield to the apparently overwhelming might of the enemy.”¹⁰⁵

Churchill’s leadership ultimately garnered allies to join the fight, and ultimately won the war. He would then face one of the most difficult tests of a leader—to walk away from power. Despite soaring approval ratings, voters felt other leadership appropriate for domestic matters.¹⁰⁶ Churchill lost the election, and that evening peacefully relinquished his power,¹⁰⁷ despite the tremendous sacrifices he had made for the nation and for the community of nations.

4. *Martin Luther King, Jr.*

One would be hard pressed to find a better example of the imperative to say “yes” to the call for leadership than that set by Dr. Martin Luther King, Jr. Saying “yes” is just as important as having ethics, leadership capabilities and the desire to serve others. Having all those traits are useless and can be sinful if they are not used when they are most needed. King is the lodestar of such service leadership.

Despite unrelenting discrimination in America, especially in the South, Dr. King decided to take action and stand up to the powers intent on keeping Blacks in America marginalized and oppressed.¹⁰⁸ He inspired the nation with a strong call for non-violent resistance, explaining for everyone *Why We Can’t Wait*,¹⁰⁹ a message that rings true today in many respects. Complacency is alien to King and he

¹⁰⁵ *Never Give In, Never, Never, Never, 1941*, NATIONAL CHURCHILL MUSEUM, <https://www.nationalchurchillmuseum.org/never-give-in-never-never-never.html> (last accessed Mar. 21, 2019).

¹⁰⁶ Paul Addison, *Why Churchill Lost in 1945*, BBC (Feb. 17, 2011), http://www.bbc.co.uk/history/worldwars/wwtwo/election_01.shtml.

¹⁰⁷ ROBERTS, *supra* note 86, at 885.

¹⁰⁸ Louis Menand, *When Martin Luther King, Jr. Became a Leader*, THE NEW YORKER (Apr. 4, 2018), <https://www.newyorker.com/news/daily-comment/when-martin-luther-king-jr-became-a-leader>.

¹⁰⁹ MARTIN LUTHER KING, JR., *WHY WE CAN’T WAIT* (1964).

warns against it, foreseeing a revolution in sight.¹¹⁰ He spearheaded and accomplished a real and massive change for all African-Americans.¹¹¹ The rest is history, as they say, as this much of his story is well known. But saying “yes” when called is easily exemplified by a lesser known part of the life of King. It is his decision to return to live and do this work in the South at all.¹¹² Before the historic March on Washington and his awe-inspiring *I have a Dream Speech*, before his *Letter from Birmingham Jail*, which constitutes the seed of his *Why We Can't Wait*, and even before the spark that was the Montgomery bus boycott, King faced a difficult, life-changing choice: he was called on to lead not a movement, but a congregation at the Dexter Avenue Baptist Church in Montgomery, Alabama.¹¹³ King was newly married, had job offers to preach full time in New York and Massachusetts, along with offers of teaching and administrative positions at multiple northern universities.¹¹⁴ Reflecting on whether to answer the call to the pastoral ministry in Montgomery, King thought to himself: “[I] have a chance to escape from the long night of segregation. Can I return to a society that condones a system I have abhorred since childhood?”¹¹⁵ He wrestled with and prayed about this question and considered the impact this would have on raising children, on his wife’s musical career, and of the many other sacrifices that returning to a life in the South would surely bring.¹¹⁶ He concluded that despite the hardships that he and his family might face, he was going to answer affirmatively to the call to serve as a leader in the South, for it was his moral obligation to do so.¹¹⁷

This pivotal moment in the life of Dr. King exemplifies the importance of saying “yes” when one is called to leadership. Saying “yes” despite personal detriment. It was the catalyst for what would

¹¹⁰ *Id.* at 113-17.

¹¹¹ *Id.* at 33-34.

¹¹² MARTIN LUTHER KING, JR., *STRIDE TOWARD FREEDOM: THE MONTGOMERY STORY* 1-11 (1958).

¹¹³ *Id.* at 3.

¹¹⁴ *Id.* at 2-4, 7.

¹¹⁵ *Id.* at 7.

¹¹⁶ *Id.* at 7.

¹¹⁷ KING, *supra* note 112, at 7-8.

become one of the most inspiring examples of resistance to injustice that the world has known. That was the moment when the Great Dream began with a dreamer, the one who envisioned his role in service for a cause greater than himself. Had Dr. King not been living in Montgomery at the time that the decision was made to boycott the segregation of the buses, he might never have risen to his place of prominence among the leaders of the call for civil rights in America.¹¹⁸

King would go on to share his vision of better world without injustice along the lines of race and class, wherein people are judged not by the color of their skin but by the content of their character.¹¹⁹ He made the ultimate sacrifice and service to the cause: he gave up his life, like Jesus Christ, for the salvation of others and better times to come.¹²⁰ The civil rights movement rests on King's shoulders. The shift he helped to create in the consciousness of American society and beyond cannot be overstated, but the very first shift he had to embrace was within himself—to answer the call to lead, even under the most daunting of circumstances.

F. Can Ethical Leadership Be Taught?

A robust ethical leadership studies program can effectively engender ethical decision-making in its students as they transition into the workforce. A number of universities offer graduate and undergraduate ethical leadership programs that empower students to effectively undertake ethical decision-making.¹²¹ These various

¹¹⁸ *Id.* at 11-29.

¹¹⁹ Martin Luther King, Jr., *Address at the March on Washington for Jobs and Freedom: I Have A Dream*, STANFORD KING INSTITUTE, <https://kinginstitute.stanford.edu/king-papers/documents/i-have-dream-address-delivered-march-washington-jobs-and-freedom> (last visited March 28, 2019).

¹²⁰ Earl Caldwell, *Martin Luther King is Slain in Memphis; A White is Suspected; Johnson Urges Calm*, N.Y. TIMES (Apr. 5, 1968), <https://archive.nytimes.com/www.nytimes.com/learning/general/onthisday/big/0404.html?scp%25Cu003d1%25Cu0026sq%25Cu003dMartin%2520Luther%2520King%2520Jr%25Cu0026st%25Cu003dcse>.

¹²¹ See, e.g., *Bachelor of Elected Studies in Ethical Leadership*, THOMAS MORE UNIVERSITY, <https://learn.thomasmore.edu/bachelor-ethical-leadership/>; *Ethical Leadership Concentration*, MARIST COLLEGE, <https://www.marist.edu>

programs tend to emphasize that students need a combination of foundational knowledge about theories of leadership and ethics and practical experience in order to develop into ethical leaders.¹²²

1. *Components of Successful Ethical Leadership Studies*

Successful ethical leadership studies programs have four key components:

The foundation of the academic program are Theology, Philosophy and Ethics. They form the basis for understanding moral codes and ethical behavior from a philosophical understanding.

A strong Liberal Arts component or, as I call it, Essential Skills (i.e., Science, History, Math, Art, and English), so a student can think critically, analytically, communicate effectively, read and write well.

A strong Business Core (i.e. an understanding of basic business principles), so that the philosophical and ethical concepts can be applied to economic theory; and

Specific Standards for certain industries. We will seek out the leaders of specific industries and businesses to find out what the courses are that need to be taught so that the student with that concentration is prepared to

/management/graduate/public-admin/ethical-leadership; *Ethics and Leadership*, ROSEMONT COLLEGE, <https://www.rosemont.edu/academics/undergraduate/minors/ethics-and-leadership/index.php>; *Ethics and Servant Leadership*, EMORY UNIVERSITY, <http://www.ethics.emory.edu/pillars/citizenship/EASL/>.

¹²² See, e.g., MARIST COLLEGE, *supra* note 121 (“The overarching goal of the Ethics and Leadership Minor is to prepare students for effective, values-based leadership roles in their personal and professional lives. To this end, the program will: Provide opportunities for students to learn about leadership theories and practices, principles of ethical theory and moral decision-making, and principles of community engagement. Assist students in the development of a comprehensive set of leadership skills important for personal development and workplace success. Prepare students to assume leadership roles in the workplace and in service to their communities”).

be the future ethical leader in that field.

Thomas More University's *Ethical Leadership Studies* Bachelor Program, for instance, requires that students partake of a cross-section of courses that cover everything from a broad introduction to leadership practices and the interplay of identity and personal leadership style, to industry-specific training such as courses on the lodging industry, supply chain management, and the management of trade shows.¹²³

2. *How Is It Then Applied? Experiential Learning as a Requirement for Graduation*

Thomas More University's *Ethical Leadership Studies* Program requires that students participate in experiential learning, including a co-curricular internship and a number of classes that integrate the practical application of the theoretical lessons into the classroom learning.¹²⁴ Similar programs can be found at Marist College, Rosemont College, and Emory University.¹²⁵

There is scholarly support for programs taking this bilateral focus on building students' theoretical knowledge and practical experience.¹²⁶ First, the academic knowledge base that ethical leadership programs call for, namely training that goes beyond leadership skills to incorporate a strong ethical foundation and broader liberal arts exposure, is sorely needed, as per advocates of business education reform.¹²⁷ Scholars in the field of behavioral ethics assert

¹²³ *Ethical Leadership Studies Course Listings*, THOMAS MORE UNIVERSITY, <https://www.thomasmore.edu/elsb/coursedescription.cfm>.

¹²⁴ *Id.*

¹²⁵ *See supra* note 121.

¹²⁶ *See generally* David C. Smith, *Ethical Reflection and Service Internships*, 15 J. BUS. ETHICS 59 (1996) (supporting the notion that to become ethical actors after ethics education, students must have the opportunity to develop their moral and intellectual capacities through practical application).

¹²⁷ Minette Drumwright, Robert Prentice & Cara Biasucci, *Behavioral Ethics and Teaching Ethical Decision Making*, 13 J. INNOVATIVE EDUCATION 431, 432 (2015) ("One area in which business education needs an infusion of liberal learning is that of ethical decision making. As the dean of the Harvard Business School

that numerous experiments and real-world situations have demonstrated that “the ‘choice architecture’ surrounding people’s decisions can be changed, and those decisions can often be altered” and that this same premise can be applied in the context of teaching ethical decision-making in business.¹²⁸ This is interrelated with the second component of many ethical leadership programs (i.e. building students’ ethical decision-making capacity).

Behaving ethically is not as simple as learning how to discern between that which is ethical and that which is unethical.¹²⁹ For ethical leadership studies to be effective, students must have the opportunity to practice applying their ethical decision-making skills.¹³⁰ But it is not enough that the students put the theory into practice through internships, externships, and service learning. Experiential learning theory clearly indicates that students must thereafter reflect on those experiences in relation to their theoretical learning in order to fully benefit from those experiences.¹³¹ Thus, including experiential learning in an ethical leadership studies program, not simply as an optional endeavor available to students, but as a graduation requirement with a reflective component, is essential if the graduates are to be expected to effectively apply their ethical training to their leadership practices.

Bearing in mind the theoretical and experiential training that can be found in existing ethical leadership programs, four key components emerge from almost every program, regardless of how

recently noted, “[t]he public lost trust in business, and some of our graduates seem to be responsible for that.”).

¹²⁸ *Id.* at 436.

¹²⁹ Robert J. Sternberg, *A New Model for Teaching Ethical Behavior*, 55 CHRONICLE OF HIGHER EDUCATION 1, 2 (2009).

¹³⁰ Smith, *supra* note 126; *see also* David M. Rosch & Michael D. Anthony, *Leadership Pedagogy: Putting Theory to Practice*, 2012 NEW DIRECTIONS FOR STUDENT SERVICES 37, 39 (2012) (“One of the key reasons for leadership failure is that the leader in question, even when possessing adequate knowledge and a requisite attitude, is not sure what to do when under pressure to act in real time”).

¹³¹ Kathy L. Guthrie & Tamara Bertrand Jones, *Teaching and Learning: Using Experiential Learning and Reflection for Leadership Education*, 2012 NEW DIRECTIONS FOR STUDENT SERVICES 53, 54-57 (2012).

their respective curricula are divided:¹³²

A foundation of ethics stemming from philosophy and theology.

Professional ethical standards for specific industries that the students may enter into, such as business ethics, bioethics, journalistic ethics, etc.

The requirement that students undertake various liberal arts courses that build students' capacity for ethical decision-making, critical thinking, including at a minimum Science, Math, English, and History.

Experiential learning in the form of an internship with the requirement that students produce some sort of reflective work about the experience.

A missing link seems to be a strong business core. At present, most ethical leadership programs are truncated as minor degrees or certificate programs that offer a few business ethics courses as electives, but not as a central or core component of their respective programs. This would be an important component to ensure an understanding of basic business principles so that the philosophical and ethical concepts can be applied to economic theory. As stated above, it is important that university leadership undertakes to seek out the leaders of a specific industry and business to find out from them what the proper curriculum would be so that the student with that particular concentration is well prepared to be the future ethical leader in that field.

All of the above would be then applied through experiential learning, in which students would have to apply the academic theories in the field of their concentration. Such an experience would make them competitive and market-ready on day one upon graduation.

¹³² THOMAS MORE UNIVERSITY, *supra* note 123.

3. *Is Ethical Leadership Studies effectively preparing students for the future?*

Students must prepare for future work in competition with robots and Artificial Intelligence. Dr. Joseph Aoun, President of Northeastern University, has shown a way to do that successfully. In his 2017 book *Robot-Proof*,¹³³ he starts with the proposition that the traditional literacies in reading, writing, and mathematics are no longer sufficient baselines for participation in society.¹³⁴ As he explains it, people can “no longer thrive in a digitized world using merely analog tools.” A “robot-proof” model of higher education would draw on our species’ unique traits of creativity and flexibility. The old literacies need to be supplemented by adding three more: Data literacy, technological literacy, and human literacy.¹³⁵ The new literacies would include:

Technological Literacy: Students must have a grounding in coding and engineering principles, “so they know how their machines tick.”¹³⁶

Big Data Literacy: Students must be able to gather, understand and disseminate big data to those who make major decisions in their industry. Such literacy is needed to read, analyze and use the ever-increasing tides of electronic information.¹³⁷

Human Literacy: Students need to develop their skills of critical thinking, analytical thinking, effective communication, thinking across disciplines—in other words, the liberal arts.¹³⁸

Humanics, as he calls the new discipline, would include fostering these new literacies and a set of cognitive capacities¹³⁹

¹³³ JOSEPH E. AOUN, *ROBOT-PROOF* (2017).

¹³⁴ *Id.* at xviii.

¹³⁵ *Id.* at xix.

¹³⁶ *Id.* at 55-56.

¹³⁷ *Id.* at 57-58.

¹³⁸ JOSEPH E. AOUN, *supra* note 133, at 58-61.

¹³⁹ *Id.* at 61.

including systems thinking, entrepreneurship, and cultural agility.¹⁴⁰

The best way to teach these skills, writes Dr. Aoun, is through Experiential Learning.¹⁴¹ This learning must be an endeavor for life – beyond the scope of today’s online classes and after-work programs. “Higher education,” he concludes, “like all of us, will have to adapt.”¹⁴²

Therefore, by seeking theological, philosophical, and ethical grounding with quality liberal arts education to establish essential skills of the future, we can prepare students to enter the world armed with the Ethical Leadership traits, knowledge and experience to improve themselves and our global community.

¹⁴⁰ *Id.* at 64-73.

¹⁴¹ *Id.* at 78.

¹⁴² *Id.* at 110.