

# LEADERSHIP IS A RESPONSIBILITY

## FACULTY PREVIEW GUIDE

*Sample teaching units for university course-adoption review*

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**PUBLIC FACULTY PREVIEW | CHAPTERS 13 & 14**

### TEACHING PRINCIPLE

Leadership education should examine not only how people influence and perform, but also what responsibility accompanies the power to shape other people's work, opportunity, and well-being.

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**FULL GUIDE**

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# ABOUT THIS FACULTY PREVIEW

*A focused sample of the complete teaching resource*

This preview contains two complete faculty teaching units from Part 3 of *Leadership Is a Responsibility*: Chapter 13, "The Case for Responsible Leadership," and Chapter 14, "How to Become a Responsible Leader." These chapters were selected because they most directly present the book's central leadership argument and its six-practice framework for responsible leadership.

| Included in this preview                | Purpose                                                                                    |
|-----------------------------------------|--------------------------------------------------------------------------------------------|
| Book at a Glance                        | Orient faculty to the book's central thesis and classroom value.                           |
| Why Teach Leadership as Responsibility? | Position responsibility alongside influence, effectiveness, authority, and accountability. |
| Chapter 13 Faculty Unit                 | Examine the normative and organizational case for responsible leadership.                  |
| Chapter 14 Faculty Unit                 | Teach and apply the six responsible-leadership practices.                                  |
| Full-Guide Access Page                  | Explain what the complete guide contains and how faculty may request it.                   |

## What the Complete Faculty Guide Adds

- Faculty-ready units for all 15 chapters of the book.
- Cross-book management cases, classroom exercises, and a 50-question discussion bank.
- Assignment library, analytic rubrics, examination questions, and team-project options.
- One-session through full-semester course-adoption models.
- Discipline-specific adoption pathways for Leadership, Management, Organizational Behavior, HR, Business Ethics, MBA, undergraduate, graduate, and executive-education settings.
- Copy-ready syllabus language, scholarship companion, AI-era teaching extension, and faculty adoption toolkit.

|               |                                                                                                                                                                                     |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EVIDENCE RULE | Book-Based Content is separated from Scholarly Connections and Teaching Extensions so faculty can distinguish the 2023 book's actual arguments from later pedagogical applications. |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## BOOK AT A GLANCE

*Central thesis, classroom questions, and learning value*

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### Central Thesis

*Leadership Is a Responsibility* argues that leadership cannot be evaluated only by operational results, influence, title, or personal effectiveness. Leadership also creates obligations to the people whose opportunity, working conditions, dignity, development, and well-being are shaped by managerial decisions and organizational systems. The book moves from lived experience, to structural barriers affecting women and underrepresented employees, to an explicit case for responsible leadership and six practices leaders can use to translate responsibility into action.

### Questions Faculty Can Put at the Center of a Course

- What does a leader owe people affected by managerial decisions and systems?
- Can a leader be highly effective and still be irresponsible?
- When formal rules appear neutral, how can access, sponsorship, social capital, identity, or caregiving still shape opportunity?
- When leaders witness exclusion or harmful conduct but do not initiate it, what responsibility do they bear?
- How should organizations evaluate managers when business results and people consequences point in different directions?
- What does inclusion require when it is treated as an operating responsibility rather than a periodic initiative?

### Sample Course-Level Outcomes

1. Distinguish influence, authority, effectiveness, accountability, and responsibility.
2. Analyze how managerial decisions distribute opportunity, risk, voice, recognition, and consequences.
3. Evaluate the responsibilities of managers who witness harmful conduct or inequitable systems.
4. Design management practices that convert listening, empathy, inclusion, and accountability into observable action.
5. Defend a course of action in an ambiguous people-management dilemma using evidence and competing stakeholder perspectives.

## 03

# THE CASE FOR RESPONSIBLE LEADERSHIP

Chapter 13 | Book reading: pp. 223–236

## BOOK-BASED CONTENT

The synopsis and central argument below are derived from Chapter 13. Scholarly connections, the management dilemma, and contemporary application are teaching extensions.

### 1. Chapter Purpose and Synopsis

Chapter 13 moves the book from diagnosis toward a normative leadership argument. It challenges the premise that humane treatment, inclusion, dignity, and fair opportunity must always be justified through a narrow return-on-investment calculation. The chapter argues that some leadership obligations arise because leaders hold power over people, not merely because responsible conduct can improve retention, engagement, culture, or financial performance.

The chapter also asks what kinds of leaders organizations actually reward. It contrasts leadership associated with dominance, competition, status, and individual output with leadership that creates trust, collaboration, mentoring, sponsorship, belonging, psychological safety, and human development. It raises a practical management problem: organizations often promote strong individual contributors into supervisory roles without sufficient evidence that they can manage people, and they may continue to tolerate harmful managers when those managers produce strong short-term results.

For faculty, the chapter is especially useful because it places a difficult question at the center of management education: should responsible treatment require a business case, or does the possession of organizational power create obligations that exist even when the short-term economic case is uncertain?

### 2. Central Argument

Organizations should evaluate leaders not only for what they deliver, but also for how they exercise power over people. Responsible leadership requires attention to dignity, belonging, development, psychological safety, inclusion, and the consequences created by managerial decisions; those obligations should not depend entirely on a positive ROI calculation.

### 3. Key Concepts

- responsible leadership
- moral obligation
- belonging
- psychological safety
- manager capability
- toxic high performers
- sponsorship and development
- human consequences of managerial power

### 4. Learning Objectives

- Explain the chapter's distinction between the economic case for responsible treatment and the moral obligations associated with leadership.
- Evaluate how promotion and reward systems can unintentionally elevate strong individual contributors who lack people-management capability.
- Analyze tensions among performance, dignity, belonging, psychological safety, and organizational accountability.
- Recommend organizational responses to a high-performing manager whose results and people impact point in different directions.

## 5. Management / OB Connections

| Relationship           | Connection                       | Why it fits                                                                                                                   |
|------------------------|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Direct / conceptual    | Responsible leadership           | The chapter explicitly frames leadership as obligation to people affected by a leader's power.                                |
| Conceptual / extension | Ethical leadership               | Useful for examining normatively appropriate conduct, role modeling, and accountability.                                      |
| Conceptual / extension | Psychological safety             | The chapter repeatedly connects leadership to employees' ability to feel safe, included, and able to contribute.              |
| Conceptual / extension | Manager selection and capability | The chapter critiques promotion practices that confuse technical or individual performance with people-leadership capability. |

## 6. Faculty Teaching Notes

- Do not let the class collapse the debate into "good people versus bad people." Require students to identify the organizational mechanisms that reward or constrain behavior.
- Ask students to separate a moral argument ("leaders owe people dignity") from an instrumental argument ("responsible leadership improves business outcomes"). Both can be true, but they are not the same claim.
- Push students to define what evidence would justify intervention against a high performer and what procedural protections the manager should receive.
- Distinguish individual manager accountability from the organization's responsibility for selection, incentives, oversight, and culture.

## 7. Discussion Questions

1. Should leaders need a business case to justify humane treatment and fair opportunity?
2. Can a leadership decision be economically rational and still be irresponsible?
3. What happens when organizations promote people based on individual output rather than manager capability?
4. Can a toxic high performer be responsibly retained? Under what conditions, if any?
5. Who should "own" belonging and inclusion: the direct manager, HR, senior leadership, employees, or all of them in different ways?
6. What measures would reveal whether an organization truly values responsible management rather than merely stating that it does?

## 8. Management Dilemma

A sales director exceeds quota by 35 percent for three consecutive years. Several top accounts credit the director's intensity and standards for the team's results. At the same time, exit interviews repeatedly describe public humiliation, favoritism, intimidation, and fear of speaking up. The director denies mistreatment and argues that the team's performance demonstrates the effectiveness of the approach.

- What additional facts would you gather before acting?
- Which stakeholder consequences matter most, and over what time horizon?
- What responsibility belongs to the director, the director's supervisor, HR, and the incentive system?
- What decision would you make, and what accountability mechanism would accompany it?

9. Classroom Exercise — Revealed Values Scorecard

| Time      | Format       | Instructions                                                                                                                                                                                                                                                 |
|-----------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 25–40 min | Teams of 3–5 | Students design a manager scorecard that balances business results with development, team climate, fairness, retention, voice, and accountability. Each team must identify one metric that could be gamed and explain how it would guard against distortion. |

**Debrief:** What changed when students moved from judging the manager’s personality to designing an accountability system?

10. Reflection / Assignment Option

**Reflection:** Where might your own assumptions about performance, toughness, professionalism, or fairness affect how you interpret a leader whose results are strong but whose people impact is disputed?

**Assignment:** Design a one-page manager scorecard that balances business outcomes and people responsibilities. Explain the rationale for each measure and how the organization should respond when dimensions conflict.

|                    |                                                                                                                                                                                                                                                                                                               |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEACHING EXTENSION | As AI increases the productivity of high-output experts, organizations may become even more tempted to tolerate harmful conduct from people viewed as difficult to replace. Chapter 13 provides a useful basis for asking what human consequences should remain visible in performance and promotion systems. |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 04

# HOW TO BECOME A RESPONSIBLE LEADER

Chapter 14 | Book reading: pp. 237–266

## BOOK-BASED CONTENT

Chapter 14 provides the book's most explicit practice framework. The six practices below are derived from the chapter; scholarly labels and contemporary cases are added only as teaching extensions.

## 1. Chapter Purpose and Synopsis

Chapter 14 translates the book's normative argument into six observable leadership practices. Responsible leadership begins with self-awareness and is expressed through how leaders make decisions, prioritize people, receive perspectives that may challenge them, respond when employees are harmed or disadvantaged, build inclusion into ordinary organizational systems, and hold themselves and others accountable.

The chapter's six practices are: auditing decision-making; caring enough to put people first; remaining open to others' perspectives; practicing actionable sympathy; being pro-inclusive; and having the bravery to hold oneself and others accountable. The chapter uses decision biases, employee voice, sponsorship, work allocation, social capital, and accountability examples to show that responsible leadership is not only a disposition. It must become visible in decisions, systems, interventions, and consequences.

## 2. The Six Practices

| Practice                            | Book-derived teaching meaning                                                                                                                                     | Diagnostic question                                                                      |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| 1. Audit decision-making            | Examine how decisions are made, which biases or habits may shape them, whose input is included, and how choices affect culture and opportunity.                   | What assumptions, anchors, habits, or incentives are shaping this decision?              |
| 2. Put people first                 | Consider affected employees as people before treating them only as labor inputs, performance data, or resources.                                                  | How will this decision affect the person before, during, and after the business outcome? |
| 3. Be open to perspectives          | Listen actively, invite challenge, and create conditions in which employees can provide uncomfortable feedback without disproportionate risk.                     | Whose perspective is missing, and can they disagree safely?                              |
| 4. Practice actionable sympathy     | Move beyond feeling concern to taking proportionate action when people experience avoidable harm, exclusion, or disadvantage.                                     | What action follows from what the leader now knows?                                      |
| 5. Be pro-inclusive                 | Build inclusion into work allocation, development, promotion, social capital, and ordinary operating routines rather than waiting for equity to emerge by chance. | Where does the system reproduce advantage even without an explicit exclusionary rule?    |
| 6. Hold self and others accountable | Attach consequences and follow-through to leadership standards, including when the person creating harm is influential or high performing.                        | Who is answerable for the outcome, and what happens if the standard is violated?         |

### 3. Learning Objectives

- Describe and distinguish the six responsible-leadership practices presented in Chapter 14.
- Identify decision biases, voice constraints, opportunity structures, and accountability failures in a management scenario.
- Apply the six practices to redesign a consequential people decision.
- Evaluate when listening or empathy is insufficient because the leader has not changed a decision, process, or accountability mechanism.
- Assess how leaders can remain people-centered while still making difficult decisions such as discipline, restructuring, or layoffs.

### 4. Management / OB Connections

| Relationship           | Connection                            | Teaching use                                                                                                                    |
|------------------------|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Direct / conceptual    | Responsible leadership                | Provides a direct bridge from responsibility as a principle to observable managerial behavior.                                  |
| Conceptual / extension | Decision bias and managerial judgment | Supports analysis of status quo, anchoring, halo effects, and patterned decision routines.                                      |
| Conceptual / extension | Employee voice / psychological safety | Useful for testing whether employees can challenge leaders and influence decisions without retaliation or social cost.          |
| Conceptual / extension | Organizational justice                | Supports evaluation of process, treatment, explanation, and outcome fairness.                                                   |
| Conceptual / extension | Accountability systems                | Invites analysis of incentives, manager scorecards, consequences, and governance rather than relying only on individual virtue. |

### 5. Faculty Teaching Notes

- Treat the six practices as a diagnostic sequence rather than a personality checklist. Students should show where each practice changes a decision or system.
- Challenge students to identify tradeoffs. "People first" does not mean that every employee receives the outcome they prefer; it means human consequences are considered seriously and transparently.
- Use "actionable sympathy" to distinguish listening and emotional resonance from intervention. Ask what action is proportionate, feasible, and within the leader's authority.
- Use "pro-inclusive" to move the class from representation to allocation: who receives visible work, sponsorship, development, credit, promotion opportunities, and decision authority?
- Accountability should include leaders themselves and should not disappear when the person at issue is a high performer or senior executive.

### 6. Discussion Questions

1. What should a leader audit before making a consequential people decision?
2. Can people-first leadership coexist with layoffs, discipline, demanding performance standards, or resource constraints? What would make the process responsible?
3. Why is openness to negative feedback a question of power rather than only a communication skill?
4. What distinguishes actionable sympathy from performative concern?
5. What organizational routines would change if leaders were genuinely pro-inclusive?
6. Which of the six practices is easiest to signal symbolically without changing behavior?

7. Should leaders' compensation or promotion depend partly on the quality of the culture and people outcomes they create?

## 7. Management Dilemma

An AI workforce-planning tool recommends eliminating roles using cost, utilization, and recent-project data. Leaders discover that prior access to high-visibility assignments has been uneven across teams. The algorithm does not explicitly use race, gender, caregiving status, or other protected characteristics, but the utilization data reflect earlier managerial choices about who received strategic work.

- Which of the six practices should govern the decision before leaders accept the recommendation?
- What information should be audited, and whose perspective must be included?
- What would "people first" require without making workforce reduction impossible?
- Who remains accountable if the tool produces a defensible statistical recommendation that reproduces earlier opportunity disparities?

## 8. Classroom Exercise — Six-Practice Decision Audit

| Time      | Format       | Student task                                                                                                                                                                                                                                                                                                     |
|-----------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 30–45 min | Small groups | Choose a consequential people decision (promotion, discipline, project allocation, layoff, hiring, return-to-office policy, or AI-assisted recommendation). Apply all six practices. For each practice, identify one question, one evidence source, one possible intervention, and one accountability mechanism. |

**Debrief:** Which practice changed the group's original recommendation most? Which practice produced the greatest tension between speed, performance, fairness, and responsibility?

## 9. Reflection / Assignment Option

**Reflection:** Which of the six practices would be hardest for you to apply consistently when your authority, reputation, or performance targets are under pressure? Why?

**Assignment:** Complete a 1,200–1,500 word responsible-leadership audit of a consequential organizational decision. Address decision assumptions, stakeholder consequences, employee voice, inclusion, alternatives, explanation, and accountability using all six practices.

|                           |                                                                                                                                                                                                                                                                                         |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>TEACHING EXTENSION</b> | AI-assisted management provides a direct stress test of all six practices: audit the data and objective, examine people effects, invite challenge, respond to avoidable harm, test whether opportunity patterns are embedded in the system, and retain meaningful human accountability. |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 05

## REQUEST THE COMPLETE FACULTY GUIDE

*Full access is provided through a faculty-request process*

**The complete** *Leadership Is a Responsibility: Faculty Teaching & Adoption Guide* is intentionally not offered as an unrestricted public download. Faculty and academic administrators may request the full guide for legitimate course-adoption review and higher-education instructional use.

### The Complete Guide Includes

| Resource                 | Complete guide                                                                                                                                               |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Chapter teaching units   | All 15 book chapters                                                                                                                                         |
| Cross-book cases         | 8 management and leadership cases                                                                                                                            |
| Classroom exercises      | 12 faculty-ready exercises                                                                                                                                   |
| Discussion bank          | 50 questions across foundational, analytical, ethical, organizational, authority, accountability, voice, opportunity, contemporary management, and AI themes |
| Assignments + assessment | 10 assignment formats plus analytic rubrics                                                                                                                  |
| Course integration       | One-class, multi-class, four-week, six-week, and full-semester models                                                                                        |
| Faculty implementation   | Discipline-specific pathways, syllabus language, scholarship companion, AI extension, examinations, projects, and adoption checklist                         |

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FOR FACULTY ADOPTION REVIEW

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Paperback ISBN 979-8-88926-670-9 | Ebook ISBN 979-8-88926-671-6

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### ABOUT THE AUTHOR

Dr. Marisol Capellan is an educator, leadership scholar-practitioner, executive coach, author, and founder of The Capellan Institute. Her work examines leadership responsibility, opportunity, inclusion, managerial practice, and the organizational conditions that shape who is heard, developed, supported, and entrusted with authority.

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