

LEAD 330: Leadership Ethics and Decision Making - Web Section

Spring - Syllabus

3 Credit Hours

Western Kentucky University, Online

*This syllabus is subject to modification. The text book requirements **will not** change from this version.*

SYLLABUS LAST UPDATED: November 6, 2018

Course Language: English

Instructor Information:

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Office hours: By appointment only.

The best way to contact me is by email. Please do not text.

Course Objective:

Students, at the conclusion of this course, will gain a comprehension of ethical theories and their relationship to leadership at both an individual and organizational levels, gain an understanding of decision making processes and ethical implications that can result from leadership decisions, and increase their awareness of their own ethical leadership perspective.

Learning Objectives:

Students will have the opportunity to:

- Learn classical and influential ethical theories in the field;
- Understand personal power schema and be able to increase personal and social power through a broader understanding of power bases;
- Analyze past, current, and future ethical problems from a leadership perspective;
- Recognize the morally relevant features of leadership situations and the decision making process;
- Gain a better awareness of other's ethical leadership perspective; and
- Understand the benefits of ethical behavior to themselves, their organizations, and society.

Successful Online Learning:

LEAD 330: Leadership Ethics and Decision Making

Successful online students are self-directed and mature as learners. They are methodical in doing assignments and in checking the course website. They are willing and even eager to participate in online discussions.

Online learners should NOT expect to be learning in isolation. The more students share and discuss online, the more each student will enjoy the class. Students should interact almost daily, either with the instructor or with other students. If the online student desires, face-to-face or telephone meetings are possible.

Class Policy:

The following describes class requirements and the organization of the LEAD 330 class.

General:

The key documents for this course is this syllabus and the ***LEAD 330 Assignments Schedule*** - both found in the ***Administrative*** menu selection in our Blackboard course site. Please review these documents in detail as they provide all assignments and other requirements for this course. Students must check their **WKU email account daily. The only email address used in this course is the WKU email.** Occasionally, technical or other problems may occur; students should not hesitate to contact the instructor or email assignments to include Blackboard discussion questions. Another good source of technical assistance is the WKU IT Help Desk, phone (270) 745-7000.

Blackboard:

Blackboard serves as the primary means to conduct this course. Please log onto Blackboard then view a list of all courses enrolled and select “Leadership Ethics and Decision Making – (term)” to enter LEAD 330.

All assignments are due by noon on Sundays according to the Assignments Schedule.

For example, the assignments for lesson 1 are due by noon on the Sunday following the first week of classes.

Late Submission Policy:

Students have until the next assignment to submit late assignments for 90% of the assignment credit. Example: if you do not submit a paper by the Sunday at noon deadline you have until the following Sunday (at noon) to submit the assignment, but will incur a 10% late penalty on that assignment. Students will receive no credit for assignments submitted after the late submission deadline unless prior coordination was done with the instructor.

All Papers and Homework:

Format for all papers is double-spaced, Times New Roman font, 12 pitch, one inch margins and APA style.

Required Text:

Meeting the Ethical Challenges of Leadership – Casting Light or Shadow, 4th Edition (we will use the 4th edition as it is much cheaper!); by Craig E Johnson ISBN 978-1-4129-8222-1 (noted as “ECL” in homework assignments). All other readings, video, discussion board questions and other materials for the course are found in a folder designated for that lesson. The folders are in the *Lesson by the Week* menu selection in our Blackboard course site.

Course Software Standards:

The course software standards are Word for word processing, PowerPoint to view presentations, and Adobe Acrobat for viewing PDF files. Students can download a free copy of Adobe Acrobat at <http://www.adobe.com/uk/products/acrobat/readstep2.html>. Students **must** have these software packages to submit assignments and view course materials.

Grading:

Satisfactory completion of the objectives will be measured as follows:

• Syllabus Quiz:	10 points
• Discussion Boards (13 @ 15 points each):	195 points
• Case Study Analysis (10 @ 25 points each):	250 points
• Lesson Quizzes (4 @ 15 points each):	60 points
• Personal Credo Memo:	100 points
• Personal Ethics Statement Paper:	150 points
• Leadership Ethics Professional/Academic Discipline Paper:	250 points
• Midterm Exam:	250 points
• Final Exam:	250 points
Total: 1515 points	

The letter grade for the course will be based on 1515 points: 1515-1364 points = A, 1363-1212 points = B, 1211-1061 = C, 1060-985 = D, and less than 985 = F.

Each discussion question is worth 15 points. To receive up to 13 of the 15 points for each discussion board question, students must 1) answer the question(s); 2) apply an appropriate leadership theory/aspect/practice to the answer that was discussed during the lesson; and 3) provide an example (if appropriate - can be personal) that illustrates your answer. Although most questions are reflective, students must incorporate lessons learned from the reading material for the lesson in their response. Providing these three aspects in their response to the discussion question(s), student can earn up to 13 points. ***Students MUST post their response to the discussion question before they can see responses from other students.*** Students earn the other 2 points by their active participation regarding the question by posting comments to other student posts. Online discussion is generally looser and more free flowing than face-to-face. Students should exercise a basic respect for one another and not engage into derogatory arguments. Although free flowing and somewhat informal, students ***MUST use correct grammar, spelling, and punctuation during the postings!***

Case Study Analysis:

Students will read the assigned case studies then answer the questions at the end of the case study. When answering the questions, students should incorporate key aspects of the lesson into answers and not just answer the question. Each case study is worth 25 points. Students will post case study analysis to the provided link in the *Lesson Folder*.

Personal Credo Memo:

The following provides guidance on writing a two-page Personal Credo Memo and is from *The Leadership Challenge*, 4th edition. Imagine that your organization has afforded you the chance to take a six-month sabbatical, all expensed paid and you will not have contact with your organization in any form (phone, email, text, etc.). Before leaving, you need to provide those who report to you guidance to make decisions and guide their actions in your absence to ensure your organization is operating correctly when you return the same as it was when you departed. They need to know your values, beliefs and where you see the organization in the future. In short, they need to know how you want them to act in your absence; what is your leadership philosophy. Format your Personal Credo Memo to APA specifications, including a cover page and reference page, if needed. The Personal Credo Memo cannot exceed two pages (plus a cover page and reference page).

Personal Ethics Statement Paper:

A Personal Ethics Statement formalizes a person's ethical or moral perspective. Done correctly, a Personal Ethics Statement can prove challenging as one reflects and decides what is truly important and how to live life. The two primary guides to assist you in writing your Personal Ethics Statement is the PowerPoint presentation found in the Lesson # 6 Folder on Blackboard and our text (*Ethical Challenges of Leadership*) Chapter 5 (and accompanying PPTs).

In addition, the following link provides general guidance on writing a Personal Ethics Statement: http://www.ehow.com/how_4912361_write-personal-ethics-statement.html.

The following is a link to an example of a personal ethics statement: <http://consciousincompetence.wordpress.com/2010/07/28/my-personal-code-of-ethics/> (read down until the *Code of Conduct*). This is much longer than required for this assignment, but gives you the general idea of what a Personal Ethics Statement should contain.

The personal ethics statement is three pages (+/- half a page, not including cover page and reference page), double-spaced, Times New Roman Font, 12-pitch, with a cover page and a reference page if needed. The personal ethics statement must:

- identify and define your values;
- discuss your personal philosophical perspective;
- discuss your ethical perspective in regards to a philosopher (Kant, Mills, Rawls, Fletcher, Merrill, etc);
- provide an example of your personal ethical statement in the form of a real-life experience you have had or you can create a fictitious experience if uncomfortable discussing a personal experience. Post your personal ethics statement to the appropriate link found in the *Lesson Folder*. The following is the grading rubric for this assignment:

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- identify and define your values: 25 points
- identify your personal ethical perspective
(from the PPT presentation in the Lesson # 6 Folder): 25 points
- discuss why you have this ethical perspective: 50 points
- provide an example when you used your ethical perspective: 25 points
- three pages (+/- half a page), correct grammar and spelling 25 points
- Total: 150 points

Leadership Ethics Professional/Academic Discipline Paper:

The Leadership Ethics Professional/Academic Discipline paper provides an opportunity to explore the potential ethical issues in a student's academic/professional discipline and current/future profession. Possible *examples* include the following:

- if studying engineering, research and discuss possible ethical dilemmas in the engineering profession (pressures to save money, but create possible safety concerns).
- if studying education, research and discuss possible ethical dilemmas in passing students along due to the pressure of legislation (No Child Left Behind).
- if studying business, research and discuss possible ethical dilemmas encompassed in publically held companies where there is pressure from shareholders for maximum profit, yet regulatory restrictions exist that impact profits.
- if you are already a professional, discuss the ethical issues associated with your profession.

The length of the paper is 6 pages (not counting a cover page or references) **of text** plus or minus one page. Format the term paper using APA style, Times New Roman font, 12-pitch, one inch margins, a cover page and a reference page if needed. Part of the analysis includes comments regarding a student's personal ethics statement and how personal views of ethics shapes the student's views regarding the potential ethical dilemmas in the chosen discipline and current/future profession. Students post solutions to case studies to the appropriate link found in the *Lesson Folder*. The following is the grading rubric for the paper:

Profession or discipline overview	25 points
Possible ethical dilemmas, brief description of these dilemmas	50 points
Identification of the most critical leadership ethical dilemma(s) to discuss and why (pick up to three dilemmas to discuss)	25 points
Discussion of ethical dilemmas:	
- How is this a leadership ethical dilemma? (discuss this aspect for each dilemma discussed)	25 points
- Discussion of various ethical perspectives and this dilemma	100 points
APA Format, grammar, overall impression	25 points

Midterm and Final Exam:

The midterm and final are each worth 250 points of the overall course grade and done online.

The Learning Center (TLC):

Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, 2141) provides free supplemental education programs for all currently enrolled WKU students. The Learning Center at Downing Student Union offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and a computer lab to complete academic coursework. Please call TLC in the Downing Student Union at (270) 745-5065 for more information or to schedule a tutoring appointment. www.wku.edu/tlc.

Accommodations:

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a Faculty Notification Letter (FNL) from The Student Accessibility Resource Center.

Individual Performance:

Honesty and integrity are utmost for an effective relationship. Students MUST treat each other with respect and dignity and to understand that different is not wrong, it is just different.

Cheating and Plagiarism:

To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a very serious offense and not tolerated. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To copy content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Works submitted for any other class is also not acceptable. Assignments that have been plagiarized receive a grade of "F" and could result in a student failing the course. The instructor may check student work by using plagiarism software. Please refer to "academic offenses" section of the WKU Student Handbook: http://www.wku.edu/judicialaffairs/2004-05Handbook/12_AcademicOffenses.pdf for more details.

Incompletes:

A grader of “X” (incomplete) is given only when a relatively small amount of work is not completed because of illness or other reason satisfactory to the professor. A grader of “X” received by an undergraduate student will automatically become an “F” unless removed within twelve weeks of the next full term (summer term excluded). Incompletes must be pre-approved by your instructor.

Privacy Matters:

The Internet may change or challenge notions of what is private and what is not. The instructor prefers to provide disclosure up front so students know what the possibilities are. Although the course is protected by a password, such tools are not perfect as human beings are using them. Students are relatively protected by the password but no one can guarantee privacy on-line. Part of the privacy for every student depends on the actions of each individual student.

- The course software used enables the instructor to know which students have logged in, where in the course site they have visited, and how long they have stayed. The technology support people have access to information posted at the site.
- Course Security: When using a public terminal (say at a hotel or library) completely close the browser software when finished. This will prevent another person from accessing the course using a student’s identification, and violating the privacy of other students.
- Do not allow access to the course to those not registered in the course.
- Guard passwords and change from the one assigned at the start of the term. (Go to Student Tools).
- Students sometimes want to discuss their grade via e-mail. E-mail is NOT secure or private. If an individual student requests his/her grade, the instructor can not legally send to that student his/her grade through e-mail without a legal signature from that student on a permission form. (An instructor may e-mail the typical group listing with obscured names.)
- Participants are expected to represent their course identities in a truthful manner. Falsifying your identity is grounds for disciplinary action of all parties involved.

Intellectual Property:

It is a common misconception that material on the Internet is free. Even if a copyright notice is not present, work is the property of the creator. The instructor expects students to post only material that is the students by right of creation unless the student gives proper credit and indications. The plagiarism policy applies on the Internet too. Images, sounds and other multimedia are included in copyright law. (For example, professionally done photos as for high school yearbooks belong to the photographer. People only purchase copies.) It is common to receive E-mails with amusing articles or other materials. Be aware that it might be an illegal copy and exercise caution in forwarding it. It may also contain a virus.

On the plus side, ideas cannot be copyrighted. Students can share the most important part of a website as long as it is in the student’s own words or interpretation. **The instructor decides the outcome of any loopholes in these rules.**

Title IX Policy:

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Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.