LEAD 330: Leadership Ethics and Decision Making

*This syllabus is subject to modification up until the first day of the semester in which the course is taught. It is made available for general information purposes only and any or all parts of it may change before the course begins. <u>**Your Instructor will customize it for your course**</u>. Please check on Blackboard for an updated syllabus the day before the class begins.*

Prerequisites
LEAD 200 or 300

Course Text (required)
Johnson, C. E. (2012). Meeting the ethical challengs of leadership: Csting light or shadow. 4 ed. New York: Sage. ISBN: 978-1-4129-8222-1

Organizational Leadership has entered into a partnership with Sage, Inc. to provide you an e-book for our require text. By enrolling in this course, you agree to purchase this e-book. You can still purchase your own copy of the Johnson text and opt out of the e-book. To opt out of the e-book, please use this LINK (also found in the Announcements of our Blackboard course site) and complete the required form. You also have the option to purchase a loose-leaf copy of this textbook at a greatly reduced cost. If you want a printed copy, at a reduced price, you must order that through The WKU Store during the first week of class. Approximately two weeks into the semester after the drop/add period, you will be billed the cost of this e-book. If you choose to drop the course during the regular add-drop period you will not be charged for the online portion of the material.

Other Items Needed
- A computer—*not a tablet, not a phone*— with a reliable Internet connection.
- Microsoft Word or word processing software that saves files in .docx file format (All students have access to Office 365 through the Microsoft Student Advantage program (https://www.wku.edu/it/sms/microsoft_sa.php)
- Adobe Acrobat for viewing PDF files. Students can download a free copy of Adobe Acrobat (https://get.adobe.com/reader/)
- I recommend Firefox or Chrome as the Internet browser you use.

Make Sure You Know How to Use Blackboard

Bb Student User Training
If you have not used Blackboard a lot, or if this is your first online class, I *highly* recommend signing up for and completing the Blackboard Student User Training. These are topical modules that even those who have used Blackboard a lot have told me are helpful.

To sign up, go to Blackboard and sign in, and click the IT TRAINING tab (top, toward the right, black with white writing). Look for IT Blackboard Student User Training… you will gain instant access upon signing up. This is <u>not required</u>, but it could be very helpful for you and important for your success!

WKU Distance Learning Student Resource Center
You may also want to visit the [WKU Student Resource Center](https://www.wku.edu/online/srp/): https://www.wku.edu/online/srp/

Blackboard Help/WKU ITS Help Desk
270-745-7000

Course Description
Through this course, students 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.

Course Policies

Student Email and Blackboard Announcements
You should check your WKU email accounts at least weekly and the Blackboard Announcements page each time you log in. New announcements will appear at the top of the page, so read until you get to information you already know. Not checking email/reading the Announcements is not an excuse for not knowing of information given via those mediums. (Note that Blackboard automatically emails all announcements!)

Use of Technology
This is an online course where all required work will be completed online through the use of Blackboard and the Internet. If you do not know how to use Blackboard, tutorials are available online (see page 1).

Attendance Policy
Online attendance is monitored. **It is the student's responsibility to withdraw from the class if he/she does not wish to continue enrollment.** Those who do not complete Lesson 1 by the noted deadline on the schedule will be dropped from the course.

Withdrawal Policy
It is the student's responsibility to withdraw from the class in a timely manner if he/she wishes to do so after completing any work in the course. [Consult the Academic Calendar](#) for the final withdrawal date.

Inclement Weather Policy

Should WKU close campus for weather-related reasons, this course will proceed as scheduled via Blackboard. An email will be sent when the Lesson is ready for you to complete. If a weather event causes significant and extended power or internet outages that could delay our progress together, a new schedule may be announced and posted.

Incompletes (Grades of "X")

Incompletes (grades of "X") are given only for documented, extreme circumstances. Anyone receiving an X grade will sign a contract that lists all work to be completed by a given deadline to receive a grade.

Resolving Complaints about Grades

The first step in resolving a complaint about grades is for the student to attempt to resolve the problem directly with the course instructor. See the Student Handbook for additional guidance, available at http://www.wku.edu/handbook.

Course Activities and Your Grade

Satisfactory completion of the learning outcomes 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:	50 points
• Personal Ethics Statement Paper:	150 points
• Leadership Ethics Professional/Academic Discipline Paper:	250 points
• Midterm Exam:	250 points
• Final Exam:	250 points
Total:	1465 points

Grading

Your course grade will be based on the work outlined in this syllabus and on the schedule, as well as any additional work given (though none is anticipated). Grades are always available on Blackboard (My Grades), so I don't answer emails that ask, "What's my grade?"

The letter grade for the course will be based on the following scale = A =100-89.5%, B =89.4-79.5%, C =79.4-69.5%%, D =69.4%-59.5%, and F =59.4-0%.

Course Schedule

The LEAD 330 Course Schedule is posted in the Start Here area of Blackboard. DO NOT simply depend on the due dates in My Grades or the items in the Lessons folders to let you know what to do each day.

A Word about Due Dates of Assignments

All official due dates are listed on the schedule. I try to keep Blackboard up-to-date on this, but I may miss one here or there. Therefore, due dates are listed on the schedule. These dates override any other date you see on Blackboard UNLESS that date appears in an Announcement.

Late Work

Coursework not submitted by the deadline will receive a 10% penalty on the grade earned and will not be accepted more than 7 days late. It is the student's responsibility to keep up with class assignments. The schedule of assignments has clear due date for each assignment on it. If the schedule changes, a new schedule will be announced and distributed via email and Blackboard. Note: work not submitted by the deadline will receive a 0 in My Grades, but if submitted within 7 days WILL be graded and the 0 changed.

My Plagiarism Policy

I do not tolerate plagiarism or academic dishonesty of any kind, and students WILL receive a zero on any assignment completed in a manner that is not considered honest and be reported to the Office of Student Conduct should they do this. Your papers are submitted to plagiarism detection software, as well, as are any suspect discussion board postings. If you feel cheating is your only option, schedule an appointment to get help! I expect you to do your own work in this course—on discussions, pre-quizzes, quizzes, papers, peer reviews—on all work!

Work Submission

All work is to be typed and formatted according to APA style. Consult the Writing Assistance are of our course or contact your instructor if you have questions or need help.

Submitting work in the wrong format will result in deductions. I will not accept hand-written or printed-out hard-copies of work. Work must be submitted in the space provided for it on Blackboard.
- Discussion board postings should be typed directly into the textboxes; no attachments
  - The Peer Review Workshop is the only exception to this.
- Papers and Case Studies must be submitted as attachments in Word (.docx) file format

Emailed assignments will not be accepted unless I specifically ask you to submit that way.

ADA Notice: Disability and 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, room 1074 of the Student Success Center. The phone number is 270-745-5004 or email at sarc.connect@wku.edu . Please do not request accommodations directly from the professor or instructor without a letter of accommodation from The Student Accessibility Resource Center.

The WKU Writing Center
Cherry Hall 123 and Cravens Library Commons (4th Floor)

I encourage you to utilize the services of The Writing Center in planning, drafting, and revising your work. They do offer online services! https://www.wku.edu/writingcenter/

Title IX, Discrimination, Harassment, and Sexual Misconduct Policy
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.

Description of Assignments

Discussion Boards
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. 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:

1. identify and define your values;
2. discuss your personal philosophical perspective;
3. discuss your ethical perspective in regards to a philosopher (Kant, Mills, Rawls, Fletcher, Merrill, etc);
4. 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:

- identify and define your values: 25 points
- identify your personal ethical perspective (see PPT in Lesson 6):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
	250 possible points

Midterm and Final Exams

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