

LEAD 525: Leadership and Ethics – Spring 2020 Syllabus - Web

3 Credit Hours

Western Kentucky University

*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 is actually offered. Please check before the class begins for the most up to date version. The text book requirements **will not** change from this version.*

SYLLABUS LAST UPDATED October 29, 2019

Course Language English

Time Zone Central

Instructor Information

Gregg T. Cobb, Ed.D
gregg.cobb@wku.edu
502-509-1498

Course Description: This course is designed to explore the basics of ethical theory in a leadership context. As a future leader, you will face ethical dilemmas. The goal is to help you learn to recognize those dilemmas, and to make more thoughtful choices about a solution(s).

Learning Outcomes Upon completion of this course, students will:

- gain a sensitivity to the various ethical issues they will face during their lives and careers;
- develop basic tools of ethical analysis thereby encouraging students to resolve ethical issues;
- gain an understanding of the variety of factors that influences the ethical decisions made by leaders;
- identify their own values, develop a personal mission statement, and explore diversity in values among their classmates;
- gain an understanding of the benefits of ethical behavior to themselves, their organizations, and the society as a whole including culture and legal boundaries.

Required Texts

The following two books are required for LEAD 525:

Organizational Ethics A Practical Approach by Craig Johnson, **Fourth edition** (noted as "OE" in homework assignments). ISBN: 978-1-5063-6175-8. Organizational Leadership has entered into a partnership with Sage, Inc. to provide you an e-book for our require text, *Organizational Ethics* by Craig Johnson. **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.**

ethics (for the real world): creating a personal code to guide decisions in work and life by Howard and Korver ISBN: 978-1-4221-2106-1. We will read this book then use it as a guide to create a personal ethics statement.

Assigned class readings posted on blackboard

Grading

- | | |
|---|------------|
| • Discussion Board Discussions (9@15 points each) | 135 Points |
| • Case Study Analysis (8@25 points each) | 200 Points |
| • Personal Leadership Ethics Statement | 250 Points |
| • Profession or Academic Discipline Paper | 250 Points |
| • Organizational Ethical Analysis Paper | 250 Points |

TOTAL: 1085 Points

The letter grade for the course will be as follows: 1085 - 998 = A (92%), 997 - 889 = B (82%), 888 - 781 = C (72%), 780 - 705 = D (65%) and less than 705 = F.

Class Policy. The following describes class requirements and the organization of our LEAD 525 class.

All assignments are due according to the Assignments Schedule.

Late Submission Policy. Students have until the next assignment to submit late assignments for 90% of the assignment credit. Example: assignments not submitted by the Sunday night deadline will have until the following Sunday 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.

Blackboard. Blackboard serves as the primary means to conduct this course - please visit [Blackboard](http://ecourses.wku.edu/) (<http://ecourses.wku.edu/>). Please visit the above URL, read the instructions and select Login. Once logged in students will see a list of all courses that they are enrolled that are also using Blackboard. Select "Leadership Ethics – (term) (year)" to enter LEAD 525. Students will have access to LEAD 525 approximately mid January. **If you have technical issues, please call (270) 745-7000, the WKU IT Help Desk.**

Course Software Standards: The course software standards are Word for word processing, PowerPoint for 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.

All Papers and Homework. Format for all papers is ***double-spaced, Times New Roman*** font, ***12 pitch, one inch margins*** and ***APA*** style – see the guidance found in the ***APA Assistance Folder*** in our *Lesson Folder* Blackboard tab.

Discussion Board Questions. Each student will participate in discussions frequently and **will receive a grade for each discussion question** based on the rubric below.

No Credit.

- "I agree."
- "Wow, that must have been really annoying!"
- "I'll check."
- "Visit www.cnn.com" [These 4 are fine to do and viewed favorably as signs of sociability, but they don't reveal thoughtfulness about the course material.]
- "In my humble opinion, this situation is one that requires a lot of thought and expertise before an answer can be achieved. It is something the experts will debate for many years, no doubt." [However lengthy, there is no content in this posting.]

Borderline Credit.

- "I agree. The theory you bring up is similar to Wechsler's original justification for his theory of intelligence (p. 100 text)." [Not enough information.]
- "Wow, that must have been really annoying! I once was trying to take a standardized test and the teacher started giving out the answers. I really question the validity of that measure." [Not clear if the person knows what validity is or is just using it because it sounds good there.]

Solid Credit:

- "Wow, that must have been really annoying! When I was in 3rd grade we were given a standardized test and the teacher started giving out the answers while we were taking the test. Since the test was supposed to tap a person's existing knowledge getting the answers would invalidate the whole thing because it wasn't our knowledge. The teacher should not have given all the correct answers. Someone looking at the results would have gotten suspicious if everyone got 100% since the tests are designed to have some very hard items that almost no one can get right." [a bit forced but does reveal that the person can think about how the material is applied.]
- "Visit <http://www.cnn.com> this week (right hand side click on 'Exams in the News'). They have an entire section on the controversy of standardized testing in the public schools. I particularly liked the section by Smith on test construction. It helped me understand the section in our text (p. 140) about how hard it is to write test questions and how they have to be checked by several people." [cites sources, mentioned specifics. provides a brief review of why we should go and where.]

- [In response to a request for a definition of creativity] "I think that creativity is willingness to take risks. I have a friend who is a creative dress-maker and another who is a creative painter and they always shock me a little. I have another friend who can carve anything as long as he has a model- but he can't make up his own designs so I don't think he is creative. His work is always boring. I think this fit best with Gardner's model of intelligences, particularly the person who knows himself well (Intrapersonal). You have to know yourself in order to be different from everyone else." [Answers the asked question, not something else, gives examples and connects to course material.]

Each discussion question is worth 15 points. To receive 13 of the 15 points for each discussion board question, students must 1) answer the question; 2) apply an appropriate leadership theory/aspect/practice to the answer; and 3) provide an example (can be personal) that illustrates your answer. Providing these three aspects, students can earn up to 13 points. Students earn the other 2 points by their active participation regarding the question by posting comments to other students posts within your group. 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. Student 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 Leadership Ethics Statement Paper – 250 points of your grade. Future/current leaders will face ethical dilemmas. In this paper, students will take the time to think about, and then document, what criteria they use when forced to make a decision. This paper is not a research paper. This paper is you're a personal ethics paper. Keep the paper from four to six pages in length. Student will discuss the following: the foundation(s) or underpinnings of their ethical beliefs; the underpinnings of decision making when faced with an ethical dilemma? In summary, students will describe their leadership ethical perspective. Student will use the book, *ethics (for the real world)* by Howard and Korver as a guide for this paper. There is no judgment regarding student ethical beliefs; however, student rationale must support their rationale for their decision-making criteria. Student should explain where their line in the sand is/what is used for making those crucial decisions. Research shows that many people who make unethical choices do so because they are, quite often, caught up in the moment/circumstances - and that they do not have the time to reflect on what really matters to them. Here is an opportunity to define your leadership ethical perspective and that line in the sand. Students can construct this paper in many different ways but must be in APA format as with other assignments. One suggested way is to use Howard and Korver's approach to develop a code. The best guidance for developing a personal leadership ethics statement is found on page 75 of Howard and Kover's book; they also provide examples in appendix B. Another resource is the grading criteria for the Personal Leadership Ethics Statement posted below.

Grading Criteria for Personal Leadership Ethics Paper
(250 points possible, based on *ethics (for the real world)* by Howard and Kover (2008))

Does the code include drafting standards (pp 73-77)?

- Lying/Deceiving: 50 points
- Stealing: 50 points
- Harming: 50 points

Professional ethics: 25 points

Other (special) considerations: 25 points

Overall, does the leadership ethical code "...provide a basis for skillful ethical decision making, and in turn better our lives in concrete ways, improving character and strengthening relationships" and "When it describes the very best version of you that you can be." (p.82, 88):
25 points

Grammar, APA style, 4 - 6 pages in length (of text – not including the cover and reference pages): 25 points

Total: 250 points

When developing your personal leadership ethics code, please consider the following aspects:
(These should be in the paper)

Testing the code:

- Logic: will it hold up to tests for reciprocity and Universality (pp. 77-78)?
- Focus: are there too many ethical statements making the code unmanageable (pp. 78-80)?
- Test-drive for usefulness: how well will standards operate in everyday life? Are they practical (pp.80-82)?

Refining the code:

- Clarifies degrees of separation (pp. 82-84).
- Draws sharper lines (p. 84).
- Effectively considers a hierarchy (p. 84-85).

Avoids pitfalls (pp. 86-88):

- Confusing prudential and ethical issues.
- Using loaded language.
- Judging the actions of others.
- Ethics based on the judgments of others.
- Making praiseworthy but not livable statements.
- Writing vague standards.

Profession or Academic Discipline Ethics Paper – 250 points of your grade. This is a paper that focuses on ethical issues within a chosen academic/professional discipline. This is a **TEAM** paper. The size of the team can vary, minimum 2, maximum 4. Students should look to work with someone who has a similar background or similar career goals. If students are unsure about who they might work with, please start by checking the class roster. There is also a Discussion Forum where students can openly lobby for teammates. Please determine teams then send your instructor a list of team members and the topic. The intent of this paper is to collaborate with classmate(s) to determine, analyze and discuss the leadership ethical

challenges associated with the chosen professional and/or academic discipline. The following grading criteria provides expectations for the paper.

Grading Criteria for Team Professional/Discipline Leadership Ethics Paper

Profession or discipline overview	25 points
Possible ethical dilemmas, brief description of these dilemmas	25 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
- Summary of the team's leadership ethical perspective	25 points
- Grammar, overall impression, 8 - 10 pages (of text)	25 points
-	Total: 250 points

Organizational Ethical Analysis Paper – 250 points of your grade. For this requirement, pick an organization to analyze, one that has available information regarding its ethical conduct. The sources for this analysis are found in both public documents that define the organization and popular press where current events are discussed. Use Chapter 9 in our text as a guide for this analysis. Additional guidance is found in the following grading criteria for this paper. The paper is four to six pages (of text – not including the cover and reference pages) in length.

Grading Criteria for the Organizational Ethical Analysis Paper

10 Point: Overview of the organization selected
30 Points: Analysis of Core Values
30 Points: Analysis of Mission/purpose statement
30 Points: Analysis of Code of Ethics
30 Points: Analysis of the Organizational Structure
30 Points: Analysis of the Reward and Performance Evaluation Systems
30 Points: Analysis of the Reporting and Communication Systems
30 Points: Analysis of the Informal Elements
30 Points: Overall impression: APA Style, quality of writing, 4 - 6 pages in length

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.

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.

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 the "academic offenses" section of the WKU Student Handbook.

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 grade of "X" received by a 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: In the event students use 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 your identification, doing mischief in your name, and violating the privacy of other students.
- Do not allow access to the course to those not registered in the course.
- Guard your password and change it 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.

Title IX 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_discriminaton_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.