

LEAD 330: Leadership Ethics and Decision Making

3 Credit Hours

Your instructor will post a full syllabus in Blackboard. Be sure to see it on the first day of class as it will contain his/her/their contact information and any specific course policies that you are to follow.

Prerequisites

LEAD 200 or 300

Course Text (required)

Johnson, C. E. (2021). *Meeting the ethical challenges of leadership: Casting light or shadow*. 7 ed. New York: Sage. ISBN: 978-1-544351643

Organizational Leadership has entered into a partnership with Sage, Inc. to provide you an e-book for our required 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.

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) (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/) (<https://get.adobe.com/reader/>)
- I recommend Firefox or Chrome as the Internet browser you use.

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

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.

Course Activities and Your Grade

Satisfactory completion of the learning outcomes will be measured as follows:

• Syllabus Quiz:	10 points extra credit
• Introductions	10
• Discussion Boards (13 @15 points each):	195 points
• Case Study Analysis (4 @ 50 points each):	200 points
• Lesson Quizzes (12 @ 10 points each):	120 points
• Personal Credo Memo:	50 points
• Personal Ethics Statement Paper:	100 points
• Leadership Ethics Professional/Academic Discipline Paper:	200 points
• Your Decision-Making Model Final Discussion	100 points
• <u>Course Reflection</u>	<u>25 points</u>
Total	1000 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 at the end of this syllabus. 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.

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](mailto:sarc.connect@wku.edu) 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.

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 \(#0.2070\)](https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and
 - [Discrimination and Harassment Policy \(#0.2040\)](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf) 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 Analyses

There are 12 case studies scattered through the course. You will have the choice of which 3 of the 9 Chapter Cases to choose to complete for 50 points each and which 1 of the 3 cases in Lesson 13 to complete.

You are provided discussion probes/questions to answer. Keep in mind that the cases are attached to certain concepts within your text and readings to encourage you to integrate those ideas into your answers (and cite those concepts/ideas). Superior answers (A-grade) will cite the course text and/or other sources relevant to the case to support answers to the questions. Without citing the text and/or other sources, the highest possible grade on a case study is 40/50.

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 expenses paid, and you will not have contact with your organization in any form (phone, email, text, etc.). Before leaving, you need to provide guidance to those who report to you 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 following [this reference from the Purdue OWL on Memos](https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/memos/sample_memo.html) (found online at https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/memos/sample_memo.html).

Remember to also include a References page. The Personal Credo Memo should not exceed two pages (plus a References 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.

The grading rubric can be found on Blackboard.

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. The grading rubric can be found on Blackboard.

Final Discussion

At the end of our course, you create a decision-making model that meets your personal needs. I encourage you to look ahead to this finals discussion and consider drafting it as we go through the course—it is your final "exam."

Course Reflection

Revisit your ideas about ethics shared in the Introductions board, your Personal Credo Memo, and your Personal Ethics Statement. Now that you are at the end of the course, is there anything you'd change about those? Also share what you liked best about the course and what you'd most like to change about it. Expected length: 1-2 pages.

Extra Credit

You will have the chance to complete the syllabus quiz in Lesson 1 and an extra credit discussion in Lesson 10. These two opportunities represent 35 points of extra credit. Please do NOT request individual extra credit opportunities; that would not be fair to everyone else.

Course Schedule LEAD 330

All work is due on Sunday at 11:59pm CT of the week listed unless otherwise noted.

Lesson 1: Getting Started (January 19-24)

To Read and Review:

- Read the syllabus and this schedule
- Watch the Start Here video
- Listen to: Point of Clarification—Your Instructor
- Read Kellerman's "Leadership-- Warts and All"
- Watch Overview Video (by Daniel Goleman)
- Watch the Leadership Ethics video (by Brooke Deterline)

What Is Due:

- Syllabus Quiz
- Introductions
- Lesson 1 Discussion

Lesson 2: The Leaders' Light or Shadow (January 25-31)

To Read and Review:

- Watch the Lesson 2 Introductory Video
- Chapter 1 and review the PPT slides
- Watch the video on Ethical Bias
- Watch the video on Followership
- Watch the video on Difficulty of Being a Follower
- Complete the Brutal Boss Survey

What Is Due:

- Chapter 1 Quiz
- Lesson 2 Discussion
- Case Study 1.1: Keeping Harvey Weinstein's Dark Secrets

Lesson 3: Stepping In and Out of the Shadows (February 1-7)

To Read and Review:

- Watch the Lesson 3 Introductory Video
- Read Chapter 2 and review the PPT slides
- Watch the videos on Moral Imagination
- Take the Self-Assessment: Moral Imagination Scale

What Is Due:

- Chapter 2 Quiz
- Lesson 3 Discussion
- Case Study 2.2: Wrecking the Rec Center

Lesson 4: The Leader's Character (February 8-14)

To Read and Review:

- Watch the Lesson 4 Introductory Video
- Read Chapter 3 and review the PPT slides
- Watch the TedTalk by Sebastian Deterding, "What Your Designs Say About You"
- Take the Perceived Leader Integrity Scale

What Is Due:

- Chapter 3 Quiz
- Lesson 4 Discussion
- Personal Credo Memo
- Case Study 3.2: Saving the Mountain Gorilla...

Lesson 5: Combating Evil (February 15-21)

To Read and Review:

- Watch the Lesson 5 Introductory Video
- Read Chapter 4 and review the PPT slides
- Watch the Don't Be Evil video

What Is Due:

- Chapter 4 Quiz
- Lesson 5 Discussion
- Case Study 4.2: The High Cost of Moral Exclusion: The Rohingya Refugee Crisis

Lesson 6: Ethical Perspectives (February 22-28)

To Read and Review:

- Watch the Lesson 6 Introductory Video
- Read Chapter 5 and review the PPT slides
- Watch the Overview of Ethics: Deontological and Teleological
- Review the Personal Ethics Statement PPT
- Take the Organizational Citizenship Behavior Scale

What Is Due:

- Chapter 5 Quiz
- Lesson 6 Discussion
- Personal Ethics Statement
- Case Study 5.3: Altruism as Atonement

Lesson 7: Normative Leadership Theories (March 1-7)

To Read and Review:

- Watch the Lesson 7 Introductory Video
- Read ECL Chapter 8 and review the PPT slides
- Watch the video by Carly Fiorina on Leadership Ethics

What Is Due:

- Chapter 8 Quiz
- Lesson 7 Discussion
- Case Study 8.3: Teens Take on the Gun Lobby

Lesson 8: Building an Effective, Ethical Small Group (March 8-14)

To Read and Review:

- Watch the Lesson 8 Introductory Video
- Read Chapter 9 and review the PPT slides
- Read the Boje et al. article The Virtual Leader
- Watch the video on Non-Effective Communication
- Watch the video on Effective Communication
- Watch the video Overview of Conflict
- Watch the TedTalk by William Ury: Conflict Negotiation

What Is Due:

- Chapter 9 Quiz
- Lesson 8 Discussion
- Case Study 9.2: Getting the Project Team Back on Track

Lesson 9: Creating an Ethical Organizational Climate (March 15-21)

To Read and Review:

- Watch the Lesson 9 Introductory Video
- Read Chapter 10 and review the PPT slides
- Watch the video Introduction to Organizational Ethical Leadership
- Watch the video on Organizational Ethics
- Watch the video on Ethical Training to Increase Ethical Conduct
- Watch the video on Ethics and Human Resources
- Complete the Ethical Climate Questionnaire

What Is Due:

- Chapter 10 Quiz
- Lesson 9 Discussion
- Case Study 10.3: Tackling Implicit Bias at Starbucks

Lesson 10: Meeting Ethical Challenges in a Global Society (March 22-28)

To Read and Review:

- Watch the Lesson 10 Introductory Video
- Read Chapter 11 and review the PPT slides
- Watch the video on Culture and Ethics
- Take the Diversity Perceptions Scale

What Is Due:

- Chapter 11 Quiz
- Lesson 10 Discussion
- Case Study 11.1: Africa: The Second Chinese Continent?
- Extra Credit: A Common Morality Discussion Board

Lesson 11: Ethical Crisis Leadership (March 29-April 4)

To Read and Review:

- Watch the Lesson 11 Introductory Video
- Read Chapter 12 and review the PPT slides
- Watch the video Crisis Leadership
- Take the Crisis and/or Disaster Preparedness Scale

What Is Due:

- Chapter 12 Quiz
- Lesson 11 Discussion
- Case 12.3: Extreme Leadership at the Bottom of the World

Lesson 12: Ethical Decision Making and Behavior (April 5-11)

To Read and Review:

- Watch the Lesson 12 Introductory Video
- Read Chapter 6 and review the PPT slides
- Read Edgar Schein's excerpt on Group Decision Making
- Watch the video Short Inspirational on Making Choices
- Watch the video Overview on Group Decision-Making

What Is Due:

- Chapter 6 Quiz
- Lesson 12 Discussion
- Leadership Ethics Professional/Academic Discipline Ethics Paper

Lesson 13: Decision-Making Techniques (April 12-18)

To Read and Review:

- Read Levi's chapter on Decision Making (Team Leader's Challenge)
- Watch the Introductory Videos for both Vroom-Yetton and Cynefin
- Read/watch the Case Study on Vroom and Yetton's Decision-Making Model materials
- Read/watch the Case Study on the Cynefin Decision-Making Model materials

What Is Due:

- Lesson 13 Discussion
- Complete One of the three cases: Team Leader's Challenge, Vroom-Yetton, or Cynefin Decision-Making Model

Lesson 14: Exercising Ethical Influence and Course Reflection (April 19-25)

To Read and Review:

- Read Chapter 7 and review the PPT slides
- Review your Introductions post, your Personal Credo Memo, and your Personal Ethics Statement

What Is Due:

- Chapter 7 Quiz
- Putting it all together Discussion Board
- Course Reflection
- Case Study 7.2: Don't Mess with the Mouse...

Finals Week (April 26-30)

- You will receive an email when grading is complete