

## **LEAD 330: Leadership Ethics and Decision Making**

3 Credit Hours, online course

### **Instructor**

Dr. Rheanna Plemons

### **Email**

Rheanna.Plemons@wku.edu

### **Phone/Voice Mail**

270-745-2933

### **Office Hours**

Office: GRH 3080

Tuesday: 12:00 pm – 2:00 pm

Wednesday and Thursday: 10:00 am – 2:00 pm

*Note: Face masks are required during face-to-face office visits.*

If you would prefer a virtual meeting via Zoom, schedule an appointment with me. I can schedule outside of my typical office hours.

Email is the preferred method of communication. My response time is within 24 hours Monday – Friday, and 48 hours on the weekends. My expectations for email requires that you provide your name, Lead 450 course, and 800#. Professional emails should have proper spelling and grammar and have greeting and salutation for each email.

### **Blackboard Help/WKU ITS Service Desk**

270-745-7000

### **COVID Statement**

All students are strongly encouraged to [get the COVID-19 vaccine](#). Out of respect for the health and safety of the WKU community and in adherence with CDC guidelines and practices of all public universities and colleges in [Kentucky](#), the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations can be requested in special cases through the Student Accessibility and Resource Center ([SARC](#)): [270-745-5004](#) (voice), [270-745-3030](#) (TTY), or [270-288-0597](#) (video).

All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on

requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. [www.wku.edu/healthyonthehill](http://www.wku.edu/healthyonthehill)

## **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 not required, 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/>

## **Prerequisites**

LEAD 200 or 300

## **Course Text (required)**

Johnson, C. E. (202120). *Meeting the ethical challenges of leadership: Casting light or shadow*. 7 ed. Sage. ISBN: 978-1-544-351643

Organizational Leadership has entered into a partnership with Sage, Inc. to provide you an eText. You can still purchase your own copy of the Johnson text and opt out of the e-text.

## **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](https://www.wku.edu/it/sms/microsoft_sa.php))
- Adobe Acrobat for viewing PDF files. [You 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 be able to:

- Apply classical and influential ethical theories in the field;
- Discuss 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;
- Identify the morally relevant features of leadership situations and the decision-making process;
- Identify the ethical leadership perspectives of others; and
- Argue the benefits of ethical behavior to themselves, their organizations, and society.

## **Course Policies**

### **Student Email and Blackboard Announcements**

All students should check their WKU email accounts at least weekly and the Blackboard Announcements page each time they 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.)

To be in compliance with FERPA, I will only respond to emails sent from a WKU email account.

Email is the preferred method of communication. My response time is within 24 hours Monday – Friday, and 48 hours on the weekends. My expectations for email requires that you provide your name, the course number, and 800#. **Professional emails should have proper spelling and grammar and have greeting and salutation for each email.**

### **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/they does/do not wish to continue enrollment. Those who do not complete any work from Lesson 1 by the Sunday deadline will be dropped from the course.**

### **Withdrawal Policy**

It is your responsibility to withdraw from the class in a timely manner if you wish 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. 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 when only a couple (no more than 2) assignments remain to be completed.

## **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](http://www.wku.edu/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 extra credit
• Introductions	10
• Discussion Boards (13 x 15 points each):	195 points
• Case Study Analysis (4 x 50 points each):	200 points
• Lesson Quizzes (12 x 10 points each):	120 points
• Personal Ethics Statement:	100 points
• Professional Ethics Analysis	200 points
• Ethics Assessments Journal (10 @ 7.5 points each)	75 points
• <u>Ethical Development Plan</u>	<u>100 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.** Each lesson is due on the last date it is listed. 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 your 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.*

Communication is key in my leadership courses. Contact me if you absolutely cannot submit work on time. Make sure the rationale is an emergency, documented, or unavoidable (medical, military, etc.) and not procrastination. Procrastination is not an emergency. It's also not a good leadership skill.

### **My Plagiarism Policy**

I do not tolerate plagiarism or academic dishonesty of any kind, and you 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 you 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, quizzes, papers—on all work!

### **Recycled Writing**

Students who wish to pass this course will submit ONLY writing that has been written by the student and produced during the current term and only writing that has been written for LEAD 330. Students who submit writing completed during previous attempts at LEAD 330 or writing submitted for other courses will receive zero points for the first instance. Students who continue after initial warning to submit writing completed during previous attempts at LEAD 330 or for other courses will receive a failing grade for the course and be referred to the Office of Student Conduct.

### **Work Submission**

All work is to be typed and formatted according to APA style. Consult the Writing Assistance area 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 and journal postings should be typed directly into the textboxes; no attachments
- 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.

### **Corrupted Files**

Uploading “corrupted files” (which can be downloaded from the Internet) is a technique cheaters use to get more time on assignments. This is unfair to those of you who are hard-working, honest students, and I don't tolerate it. Corrupted files are not given extensions to correct, so once you submit your paper, go back and check the paper you submitted to make sure it is still able to be opened. If it is not, email me a working copy if the one on Blackboard somehow got corrupted immediately (as in within minutes of your original submission).

If you submit the wrong file....

If you submit a file and realize that it was a draft or just not the right file in any way, simply send me an email with the correct file attached and let me know that the one with the email is the one to grade. No need to panic! I will email you to confirm that I will be grading the emailed copy instead of the one posted to Blackboard. Emailed copies may be submitted to plagiarism detection software (SafeAssign).

If Blackboard locks or is down when you need to submit....

If Blackboard locks or isn't available when you are trying to submit, email me the file with that explanation, and then when you next are able (as in the next day!), upload your file to Blackboard. You will have 24 hours past the deadline to do this. I won't grade your paper until a file is uploaded to Blackboard. This way I know you have it submitted on time, and you don't have to panic about Blackboard not playing fairly. I will compare the file submitted via email to the one submitted on Blackboard to make sure you haven't used this method as a way to get more time on an assignment, though (that's not fair to everyone who was honest and did their work on time).

### **Failure of Technology**

We will be using Blackboard and the Internet for work in this course. *Problems with Blackboard should be directed toward the ITS Service Desk.* Students should not put off things until the last minute, save often as they write, keep a permanent copy of each assignment in more than one place (a hard drive and a flash drive, for instance—or email it to yourself!), and not do work online during inclement weather!

If you have a problem and call the ITS Service Desk, forward me a copy of the email they send you that opened your case if they are not able to resolve it immediately so that I know what's going on. In general, students are honest about having problems, but in the past, I've encountered several "not very honest" people who try to say they've called the Service Desk claiming not being able to access Blackboard in an attempt to get more time on work. If you are not honest about this, you will be reported to the Office of Student Conduct. I'm an understanding person, but for such behavior, I have no tolerance. It's not fair to those who are honest and who do from time to time have genuine problems!

### **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. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto: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 WKU Writing Center**

The Writing Center on the Bowling Green campus will have writing tutors available to offer advice to current WKU students on any stage of their writing projects. In-person tutoring is available in Cherry Hall 123 from 9-4 Monday through Friday and in the Cravens Commons (at the horseshoe-shaped reference desk) from 5-9 on Sunday through Thursday evenings. Students may also request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions

and how-to videos on the website ([www.wku.edu/writingcenter](http://www.wku.edu/writingcenter)) for making appointments. Walk-in feedback is available unless we are booked up. Students may also get short writing questions answered via email; just put “Quick question” in the subject line to ([writingcenter@wku.edu](mailto:writingcenter@wku.edu)).

*The WKU Glasgow START Center/Writing Center* will be offering writing tutoring sessions as well as in person. More information on how to make appointments and what to expect from your appointment will continue to be posted at <https://www.wku.edu/startcenter/>.

### **The Learning Center Peer Tutoring Services**

The Learning Center (TLC) provides free tutoring services that empower students to achieve academic success. Trained peer tutors are available to review course content, answer questions, and demonstrate effective study strategies. TLC offers individual appointments and group sessions (PASS) for hundreds of undergraduate courses. For more information or to make an appointment, visit [www.wku.edu/tlc](http://www.wku.edu/tlc).

### **Respectful Behavior and General Civility**

In my classes, I like to have free and open discussions of what we think and feel about class topics. So that we all feel comfortable expressing opinions freely, I ask that everyone be respectful of each other, even if we don’t agree about everything. We can disagree and still be respectful. If someone chooses to use hateful, bigoted, or inappropriate language, he/she will receive a 0 on that assignment, and I will report him/her to the Office of Student Conduct for further action, possibly even permanent removal from class.

### **Title IX/Discrimination & Harassment**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU’s [Sex and Gender-Based Discrimination, Harassment, and Retaliation](#) (#0.070) and [Discrimination and Harassment Policy](#) (#0.2040). 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, Deborah Wilkins, 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 10 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.



***Students MUST post their response to the discussion question before they can see responses from other students.*** Students earn the other 5 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 4 of these Chapter Cases to choose to complete for 50 points each.

You are provided questions to answer for each case—these are NOT the same as those in the book. Superior answers (A-grade) will integrate into the discussion and 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 Ethics Statement**

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): ([http://www.ehow.com/how\\_4912361\\_write-personal-ethics-statement.html](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/): <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 have these 4 sections:

1. identify and define your values;
2. discuss your personal ethical perspective;
3. discuss your ethical perspective in regard to at least one philosopher (Kant, Mills, Rawls, Fletcher, Merrill, etc.) or more if that is the case;
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.



## **Professional Ethical Analysis**

This is a paper that focuses on ethical issues within a chosen profession. *You have the option to do this paper alone or with a group of up to 4 people total.*

First, IF you are interested in doing this with a partner or group, we'll have a discussion board to share what your current or future profession is. If you are NOT, you can skip this board. Students should look to work with someone who has a similar background or similar career goals. If you decide to work with a partner or group, one person in the group should email the instructor a list of team members no later than Lesson 5.

The intent of this paper is to determine, analyze and discuss the leadership ethical challenges associated with your chosen current or possible future profession. Expectations/a rough outline for the paper are found below:

- |   |                                 |
|---|---------------------------------|
| 1. Profession overview  | <b>20 points</b>                |
| 2. Identify and briefly discuss in a paragraph each what you consider to be the three (3) most critical leadership ethical dilemma(s) for this profession | <b>30 points</b>                |
| 3. Discuss in depth the ONE dilemma that you feel is most critical:   |                                 |
| • How is this a leadership ethical dilemma?   | <b>20 points</b>                |
| • What ethical perspectives & concepts might be used to solve this dilemma  | <b>50 points</b>                |
| ○ <i>Citations from your text are expected for this section</i>   |                                 |
| • Discuss the ethical code of at least 1 professional organization in this profession and how it applies to this dilemma                                  | <b>20 points</b>                |
| • Discuss how Kouzes and Posner's Five Practices could be applied (or do not apply) to this dilemma   | <b>20 points</b>                |
| • Discuss how your personal leadership ethical perspective applies  | <b>20 points</b>                |
| 4. Writing Skills, APA, and overall impression  | <b>20 points</b>                |
|   | <b><u>Total: 200 points</u></b> |

Possible *examples* include the following:

- if you are **already a professional**, discuss the ethical issues associated with your profession.
- 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 publicly held companies where there is pressure from shareholders for maximum profit, yet regulatory restrictions exist that impact profits.

While no sources other than your text and one professional organization's Code of Ethics are required for this paper, if you do choose to use them, remember to cite them appropriately both in the text of the paper and on the References page. Anticipated length of this paper: 6-8 pages.

### **My Ethics Assessment Journal**

Throughout the class, you will take 10 Self Assessments from your book (noted on the schedule in the appropriate lessons). For each one, make 1 Journal posting (the subject should be which assessment you're posting about) that shares your results and your thoughts about them, such as whether or not you feel they are accurate. While it is fresh on your mind, note at least one thing you could do to improve yourself on what the assessment covers and change your results on the assessment. This will be used at the end of class for your Ethical Reflection and Development Plan.

### **Ethical Reflection and Development Plan**

This is your final exam. Revisit your ideas about ethics shared on the Introductions board and your Personal Ethics Statement. Review your Ethics Assessment Journals. Now that you are at the end of the course, reflect in a paragraph or two what you've learned about yourself as an ethical person and if you'd change anything you said in your introduction or your personal ethics statement... and why or why not.

Then, using your Ethics Assessment Journals, develop a personal Ethical Development Plan and share your top three ethical areas of improvement that you think you should make based on your Assessment results and 3 objective steps you can take for how to develop each of those components of your ethical self. Last, reflect on how these changes will or will not improve you as a leader in the Kouzes and Posner Five Practices of Exemplary Leaders model.

An outline of this paper:

1. Reflection on Learning
2. Your Ethical Development Plan
3. How your plan develops you as a leader in the Kouzes and Posner model

### **Extra Credit**

You will have the chance to complete the syllabus quiz in Lesson 1 and an extra credit discussion in Lesson 10. These 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**

Each lesson is due at 11:59pm CT of late date listed unless otherwise noted.

### **Lesson 1: Getting Started (August 23-29)**

#### **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 (August 30-September 5)**

#### **To Read and Review:**

- Watch the Lesson 2 Introductory Video
- Chapter 1 (The Leader's Light or Shadow) 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

#### **What Is Due:**

- Chapter 1 Quiz
- Lesson 2 Discussion
- My Ethics Assessment Journal: Self-Assessment 1.2
- Chapter Case Study 1.1: Keeping Harvey Weinstein's Dark Secrets

## **Lesson 3: Stepping In and Out of the Shadows (September 6-12)**

### **To Read and Review:**

- Watch the Lesson 3 Introductory Video
- Read Chapter 2 (Stepping In and Out of the Shadows) and review the PPT slides

### **What Is Due:**

- Chapter 2 Quiz
- Lesson 3 Discussion
- My Ethics Assessment Journal: Self-Assessment 2.2
- Chapter Case Study 2.2: Wrecking the Rec Center

## **Lesson 4: The Leader's Character (September 13-19)**

### **To Read and Review:**

- Watch the Lesson 4 Introductory Video
- Read Chapter 3 (The Leader's Character) and review the PPT slides
- Watch the Ted Talk by Sebastian Deterding, "What Your Designs Say About You"
- Take the Perceived Leader Integrity Scale

### **What Is Due:**

- Chapter 3 Quiz
- Lesson 4 Discussion
- My Ethics Assessment Journal: Self-Assessment 3.1
- Chapter Case Study 3.2: Saving the Mountain Gorilla...
- OPTIONAL: Professional Ethics Analysis "Find a Group" Discussion

## **Lesson 5: Combating Evil (September 20-26)**

### **To Read and Review:**

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

### **What Is Due:**

- Chapter 4 Quiz
- Lesson 5 Discussion
- My Ethics Assessment Journal: Self-Assessment 4.1
- Chapter Case Study 4.3: Poisoning Flint, Michigan

## **Lesson 6: Ethical Perspectives (September 27-October 3)**

### **To Read and Review:**

- Watch the Lesson 6 Introductory Video
- Read Chapter 5 (Ethical Perspectives) 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
- My Ethics Assessment Journal: Self-Assessment 5.2
- Chapter Case Study 5.1: The Hidden, High Cost of Bribery

## **Lesson 7: Normative Leadership Theories (October 4-10)**

### **To Read and Review:**

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

### **What Is Due:**

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

## **Lesson 8: Building an Ethical Small Group (October 11-17)**

### **To Read and Review:**

- Watch the Lesson 8 Introductory Video
- Read Chapter 9 (Building an Ethical Small Group) 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 Ted Talk by William Ury: Conflict Negotiation

### **What Is Due:**

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

## **Lesson 9: Creating an Ethical Organizational Climate (October 18-24)**

### **To Read and Review:**

- Watch the Lesson 9 Introductory Video
- Read Chapter 10 (Creating an Ethical, Inclusive Organizational Climate) 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
- Chapter Case Study 10.3: Tackling Implicit Bias at Starbucks

## **Lesson 10: Meeting Ethical Challenges in a Global Society (October 25-31)**

### **To Read and Review:**

- Watch the Lesson 10 Introductory Video
- Read Chapter 11 (Meeting the Ethical Challenges of Leadership in a Global Society) 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
- My Ethics Assessment Journal: Self-Assessment 11.1 AND 11.2
- Chapter Case Study 11.1: Africa: The Second Chinese Continent?
- Extra Credit: A Common Morality Discussion Board

## **Lesson 11: Ethical Crisis Leadership (November 1-7)**

### **To Read and Review:**

- Watch the Lesson 11 Introductory Video
- Read Chapter 12 (Ethical Crisis Leadership) and review the PPT slides
- Watch the video Crisis Leadership

### **What Is Due:**

- Chapter 12 Quiz
- Lesson 11 Discussion
- Chapter Case 12.2: One Chef, a Fist Full of Credit Cards, and the World's Largest Restaurant



## **Lesson 12: Ethical Decision Making and Behavior (November 8-14)**

### **To Read and Review:**

- Watch the Lesson 12 Introductory Video
- Read Chapter 6 (Ethical Decision Making and Behavior) and review the PPT slides
- Watch the video Short Inspirational Video on Making Choices
- Watch the video Overview on Group Decision-Making
- Read Edgar Schein's excerpt on Group Decision Making
- Read Levi's chapter on Decision Making
- Read/watch the materials on the Vroom and Yetton's Decision-Making Model
- Read/watch the materials on the Cynefin Decision-Making Model
- 

### **What Is Due:**

- Chapter 6 Quiz
- Lesson 12 Discussion
- My Ethics Assessment Journal: Self-Assessment 6.1 AND 6.2
- Professional Ethics Analysis DUE
- Chapter Case Study 6.1: Ethical Scenarios for Analysis

## **Lesson 13: Exercising Ethical Influence (November 15-21)**

### **To Read and Review:**

- Read Chapter 7 (Exercising Ethical Influence) and review the PPT slides

### **What Is Due:**

- Chapter 7 Quiz
- My Ethics Assessment Journal: Self-Assessment 7.2
- Lesson 13 Discussion
- Chapter Case Study 7.3: Rooting Out the Weed of Hazing

## **Thanksgiving Break Week (November 22-28)**

## **Lesson 14: Your Ethical Development Plan (November 29-December 5)**

### **To Read and Review:**

- Review the information on Kouzes and Posner's Five Practices of Exemplary Leaders
- Review your Introduction, your Personal Ethics Statement, and your Ethical Assessment Journal

### **What Is Due:**

- Ethical Reflection and Development Plan