

LEAD 525: Leadership Ethics

Winter 2022, December 12, 2022 – January 14, 2023

Instructor

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Office Hours

By appointment.

I will not be holding on-campus office hours for Winter 2023. I am more than happy to meet via Zoom to talk. In general, **email is the best way to contact me**. I always have my email open when I am at my desk during the week, and I check it at least in the morning on weekends. You should normally get an email answer within 24 hours (often within minutes during the week). If you leave a voicemail, you will receive an email in return since my cell phone does not work well in my rural location. If I will have no email access for some reason, I'll alert you to this before it happens unless it's an emergency. **I am happy to help you, so don't be afraid to ask.**

Blackboard Help/WKU IT Help Desk

270-745-7000

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 Student Resource Portal: Tools for Online Learners

You may also want to visit the [WKU Student Resource Portal](https://www.wku.edu/online/srp/): <https://www.wku.edu/online/srp/>

Course Texts (required)

Johnson, C. E. (2021). *Organizational ethics A practical approach*, 5 ed. Sage. ISBN: 978-1-5443-9539-5. *Supplied as an e-text. See e-Text link our course menu to opt-out of the e-book.*

Howard, R. A., & Korver, C. D., (2008). *Ethics (for the real world): Creating a personal code to guide decisions in work and life*. Boston: Harvard. ISBN: 978-1-4221-2106-1.

Other readings may be posted in Blackboard.

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)
- I recommend Firefox or Chrome as the Internet browser you use.

Prerequisites

LEAD 500 or Permission of Instructor

Course Description

Study of contemporary ethical issues facing leaders with an emphasis on examining and analyzing ethical issues for sound solutions.

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, the student will be able to:

1. Assess various ethical issues they will face during their lives and careers;
2. Develop basic tools of ethical analysis thereby encouraging students to resolve ethical issues;
3. Examine a variety of factors that influences the ethical decisions made by leaders;
4. Identify their own values, develop a personal ethics code, and explore diversity in values among their classmates;
5. Determine the benefits of ethical behavior to themselves, their organizations, and the society as a whole including culture and legal boundaries.

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 any work from Lesson 1 by the deadline will be dropped from the course.

Inclement Weather Policy

Should WKU close campus for weather-related reasons, unless it is specifically stated that online classes should cease progress, this course will proceed as scheduled. 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.

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!)

Grading

Your course grade will be based on the work outlined in this syllabus and 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 as follows: 1000 - 915 = A (92%), 914 - 815 = B (82%), 814-715 = C (72%), 714 - 645 = D (65%), and fewer than 645 points = F.

Course Activities and Your Grade

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

Syllabus Quiz (extra credit)	(10 extra credit)
Discussion Boards (12 x 15 points)	180
Case Study Analysis (your choice of 4 x 50 points each)	200
Personal Leadership Ethics Code	150
Professional Ethical Analysis	200
Organizational Ethical Analysis Paper	200
Personal Ethical Development Reflection	70

TOTAL: 1000 Points

Late Work

Because this is a fast-moving course that is straddling the holiday season, we're going to be a bit flexible with deadlines.

Each lesson is listed with a set of dates on the schedule, generally with a Tuesday or Sunday deadline (though that wiggles some around Christmas/New Year's). This is for those who need those deadlines to space out work. However, if you have your work submitted for each WEEK by the end of that week (those dates are on the calendar, too), we'll call it even.

And if you are going to be late for some reason, just let me know, and no penalties will apply.

The exception to accepting late work is the last week of class. I cannot accept work after January 14, as I must get it graded and submitted before the SPRING term begins the next week.

If I don't hear from you about why work is late? Coursework not submitted by the deadline will receive a 10% penalty on the grade earned and will not be accepted more than 3 days late (except the last week of class—no work accepted beyond 14 January). Note: work not submitted by the deadline may receive a 0 in My Grades, but if submitted within 3 days WILL be graded and the 0 changed.

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.

A Word about Due Dates of Assignments

All official due dates are listed on the schedule at the end of this syllabus. All assignments are due by 11:59pm Central Time on the last day they are 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.

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 and blog 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, blogs, papers, peer reviews—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 semester and only writing that has been written for LEAD 525. All writing submitted for LEAD 525 must be produced this semester. Students who submit writing completed during previous attempts at LEAD 525 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 525 or for other courses will receive a failing grade for the course.

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 student's by right of creation unless the student gives proper credit via APA citations. The plagiarism policy applies on the Internet too. Images, sounds and other multimedia are included in copyright law.

Work Submission

All work is to be typed and formatted according to APA style. 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
- 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

A word about "corrupted files": these are obviously not accepted, nor are they 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). 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.

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 IT Help 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 IT Help 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 Help 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!

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 attempting any work in Lesson 1. [See the WKU Registration Guide](#) for important dates.

Incompletes (Grades of "X")

Incompletes (grades of "X") are given only for documented, extreme circumstances for those who have only a few assignments outstanding at the term's end.

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>.

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.

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!](#) <http://www.wku.edu/english/writingcenter/writingcenter.php>

Diversity, Equity, Inclusion and General Civility Statement

We talk a lot in leadership courses about how everything we do goes back to our personal values and that we feel and perform our best when we live a life aligned with them. While I could not have named the value of "inclusiveness" as such when I was younger, I have come to realize that this, alongside diversity is what I value highly in my classrooms, whether they be in-person or online. I love learning about others' values because of this—it helps us to find commonalities when some of our personal beliefs may not align. Good leaders know more about the people around them than what tasks they are assigned to do, and I hope to demonstrate this and equity through my course design, my teaching, and the feedback I provide on work you submit.

Every student in this class is a valued and equal member of our learning community, regardless of socio-economic background, sex, gender identity, sexual orientation, race, ethnicity, political or religious affiliation (or lack thereof), physical or mental ability, or any identity category. The voice of every person in this course is important, and I hope hearing others' thoughts and experiences is important to you, too. I want everyone to feel comfortable sharing their ideas freely and giving feedback to others with good intention. (If this means using emojis in discussions to help convey a sentiment that online text

does not, or giving a framing/context statement of your intent before sharing your ideas, please do these things!) I recognize that it is not likely that we will always agree, but we can disagree and still be mindful and respectful of others' points of view and personhood. We are all part of a learning community in this course and program, and I want to promote a space—real or virtual—where everyone is comfortable. This is a tall order, I know, but as leaders we all need a vision to work to achieve!

With these ideas in mind, if someone chooses to use hateful, bigoted, or inappropriate language (e.g., racist, misogynist, homo- or transphobic, discrimination against religious preferences), I will report him/her to the Office of Student Conduct for further action. If the infringement happens in a virtual learning space where points are to be assigned, 0 points will be awarded for assignments on such a breach occurs. Repeated violations of the ideas expressed in this statement may result in permanent removal from the course or possibly the program.

Title IX, Discrimination, Harassment, and Sexual Misconduct Policy

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 Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 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.

My Pledges to You

- ✓ To be available to you in a virtual environment to help you as you need it.
- ✓ To do my best to have work graded and posted back to you within 3-5 days after their due dates
- ✓ To answer reasonable questions by e-mail within 24 hours.

Description of Assignments

Syllabus Quiz (up to 10 points extra credit)

To help you get familiar with course policies, you can take the syllabus quiz for a chance at 10 points of extra credit.

Introduction

Research shows that online classes that begin with community building activities such as introductions have students with higher success and completion rates. See the prompt for what to share for credit, and be sure to read up during the first week and meet your classmates. This discussion also has a bit of "work" associated with it beyond just the introduction, though. Be sure to see the schedule and read the prompt.

Self-Check Quizzes

There is a chapter quiz posted for each chapter. These are optional but give you a chance to get a sense of how much you retained from the reading of each chapter. However, anyone who completes them all and scores an 80% or higher on all of them will receive 20 points of extra credit at the end of the semester. This will be listed at the end of your grades in My Grades.

Discussion Boards

Throughout this course, you'll complete 12 discussions (15 points each). These postings will go beyond "tell me what you read" type discussions you may have completed in the past and ask you to apply the concepts and sometimes incorporate information from prior courses or experiences or even do a bit of research. Meaningful responses are expected, as well. **When you refer to information from your text or another resource, please use appropriate APA citations.** See the Start Here area of Blackboard for sample discussions posting for what is acceptable and on track to earn full credit vs. not acceptable.

Case Study Analyses

There are 12 chapter-based case studies scattered through the course. You will have the option of which 4 to choose to complete for 50 points each. **You are provided questions to answer in Blackboard, so do not answer the "discussion probes" in the book!** Keep in mind that the cases are attached to certain concepts within your text and their respective chapters, and the questions asked will encourage you to apply and integrate those ideas into your answers (and cite those concepts/ideas). In short: these case are testing your ability to use the information you're taking in... instead of traditional quizzes or exams. 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.

Professional Ethics 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.

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

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 1. Profession overview | 20 points |
| 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 | 30 points |
| 3. Discuss in depth the ONE dilemma that you feel is most critical: | |
| • How is this a leadership ethical dilemma? | 20 points |
| • Discuss the ethical code of at least 1 professional organization in this profession and how it applies to this dilemma | 20 points |
| • What <u>specific</u> ethical perspectives/concepts could be used to solve this dilemma | 50 points |
| ○ Citations from your text are expected for this section | |
| • Discuss how Kouzes and Posner's Five Practices could be applied (or do | |

not apply) to this dilemma	20 points
• Discuss how your personal leadership ethical perspective applies and could be used to solve this dilemma (if a group paper, share how each person's applies)	20 points
4. Writing Skills, APA, and overall impression	20 points
Total:	200 points

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

Personal Leadership Ethics Code

In this paper, you will take the time to think about, and then document, what criteria you use when forced to make a decision. This paper is not a research paper. This paper is your personal ethics code.

In a discussion of 4-6 pages, you will discuss the foundation(s) or underpinnings of your ethical beliefs and the underpinnings of decision making when faced with an ethical dilemma. In summary, you will describe your leadership ethical perspective. You will use the book *ethics (for the real world)* by Howard and Korver as a guide for this paper.

You should also discuss how the Kouzes and Posner 5 Practices of Exemplary Leaders model is represented (or is not) in your code. *If you are not an Org Lead student and are not familiar with this model, an Overview PPT is provided in the Lesson 7 folder.*

There is no judgment regarding your ethical beliefs; however, your discussion must support your rationale for your decision-making criteria. You should explain where your 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 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.

You can construct your code in many different ways, but 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 Code posted below and in Blackboard.

When developing your personal leadership ethics code, please consider the following aspects:

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.

Grading Criteria for Personal Leadership Ethics Code

Does the code:

- Provide some background on how you came to your beliefs **10 points**

Include these standards (pp 73-77)?

- Lying/Deceiving: **20 points**
- Stealing: **20 points**
- Harming: **20 points**
- Professional ethics: **20 points**
- Other (special) considerations?

Does the code integrate how Kouzes and Posner's 5 Practices of Exemplary Leaders are demonstrated? **30 points**

Overall, the leadership ethical code should "...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) **20 points**

Writing Skills, APA style, 4 - 6 pages in length:

10 points

Total: 150 points

Organizational Ethical Analysis Paper

After reading Chapter 9, 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. You can sometimes find journal articles about the ethics of industry leaders, as well. Use the concepts discussed in Chapter 9 along with questions on the Self-Assessments 9.1 and 9.2 in our text as a guide for your analysis. If your chosen organization has been through a scandal, Ethical Checkpoint 9.3 might be of help for your analysis.

Additionally, discuss how Kouzes and Posner's 5 Practices of Exemplary Leaders are demonstrated (or not) by the organization by their ethical practices. Additional guidance is found in the following grading criteria for this paper. The paper is 4-6 pages in length.

Grading Criteria for the Organizational Ethical Analysis Paper

20 Points: Overview of the organization selected

20 Points: Analysis of Core Values

20 Points: Analysis of Mission/purpose statement

20 Points: Analysis of Code of Ethics

20 Points: Analysis of the Organizational Structure

20 Points: Analysis of the Reward and Performance Evaluation Systems
20 Points: Analysis of the Reporting and Communication Systems
20 Points: Analysis of the Informal Elements
20 points: Analysis of how Kouzes and Posner's 5 Practices of Exemplary Leaders are demonstrated
20 Points: Overall impression: APA Style, quality of writing, 4 - 6 pages in length
200 points total

Ethical Personal Development Reflection

Throughout the course you will complete 12 Self-Assessments from your text. The ones for this assignment are noted in the schedule. Start a document when you do the first one in Lesson 2 and note your results, if you agree or disagree with the results, and how you might improve in that area. Consider how the results relate to Kouzes and Posner's 5 Practices of Exemplary Leaders. Each assessment's entry is expected to be anything from a few sentences to a couple of paragraphs, depending upon your reaction to each assessment.

At the end of the semester, you will add to the end of that document a reflection of the three biggest priorities you have, based on the results of those assessments, to develop yourself as an Ethical and Exemplary Leader, as per Kouzes and Posner's model. Will the changes you make help you, for example, challenge the process or enable others to act?

While it is expected that you will cite your text and the 5 Practices, this is not a research paper—it is purely a reflection and may be written as such, using first-person pronouns (I, me, my, etc.). Please do use APA Style for citations and paper formatting. A rubric can be found in Blackboard for this assignment.

Grading Criteria:

Results of and Reflection on each of the 12 assigned Self-Assessments	30
<u>Your Development Plan</u>	<u>40</u>
Total points:	70

Disclaimer

The information in this syllabus and the course schedule are subject to change. While changes are not anticipated, if there are changes, they will be posted in Blackboard and shared via an Announcement.

Course Schedule LEAD 525

- All work is due on either Wednesday or Sunday at 11:59pm CT unless otherwise noted.

WEEK 1: DECEMEBER 12-18

Lesson 1: Getting Started (December 12-13)

To Read, Review, and Watch:

- Read the syllabus and this schedule (in Start Here)
- Read Kellerman's "Leadership-- Warts and All"
- Watch the Ethics: Defined video
- Watch the Goleman video
- Watch the Deterline video
- Watch the Dilbert video
- Review the Kouzes and Posner Five Practices Model
- Review the Introduction to the Text PowerPoint

What Is Due:

- Syllabus Quiz (extra credit)
- Introductions Discussion

Note: if you don't complete any Lesson 1 work by Sunday night, you will be dropped from LEAD 525.

Lesson 2: Ethical Competencies & Perspectives (December 14-16)

To Read, Watch, and Do:

- Read Chapter 1 in Johnson and review PowerPoint
- Read the posted reading on Utilitarianism, Distributive Justice, and Entitlement Theory
- Watch the TedTalk by Burroughs: The Significance of Ethics and Ethics Education
- Watch Altruism: Ethics Defined
- Watch Ted Ed: Who Was Confucius? By Bryan W. Van Norden
- Watch: The Veil of Ignorance by BBC Radio 4
- Complete Self-Assessment 1.2, p. 23-24
 - This contributes to your Ethical Personal Development Reflection

What Is Due:

- OPTIONAL: Self-Check Quiz 1
- Lesson 2 Discussion
- Case Study 1.3: Entering Through the Side Door
 - Remember: you choose any 4 to complete this semester
 - Remember: answer the question(s) posted, not the ones in the book unless told to do so.
- OPTIONAL: Extra Credit Discussion: Case Study: Is This Any Way to Run a Prison? (Lesson 3)

Lesson 3: Ethical Decision Making (December 17-18)

To Read, Review, Watch, and Do:

- Read Chapter 2 in Johnson and Review PowerPoint
- Watch the video on Ethical Decision Making with Skip Ames
- Read the posted chapters on Decision Making by Schein and Levi
- Read about the Cynefin Decision Framework
- Watch the two videos about the Cynefin Decision Framework
- Complete Self-Assessment 2.2, p. 52-53

What Is Due:

- OPTIONAL: Self-Check Quiz 2
- Lesson 3 Discussion
- Case Study 2.1: The Fall of an Auto Industry Icon

WEEK 2: DECEMBER 19-25

Lesson 4: Components of Personal Ethical Development (Dec. 19-20)

To Read, Review, Watch, and Do:

- Read Chapter 3 in Johnson and review PowerPoint
- Read posted chapter on Leadership, Ethics, and Values
- Watch video by Steve Jobs
- Watch video on Authentic Happiness
- Complete Self-Assessment 3.1, p. 76-77
- Complete Self-Assessment 3.2, p. 93-94
- Read Chapters 1-4 in Howard & Korver (this book will be used for a paper you'll write in Lesson 10)

What Is Due:

- OPTIONAL: Self-Check Quiz 3
- Lesson 4 Discussion
- Case Study 3.1: Killers as Caregivers: California's Prison Gold Coats
- OPTIONAL: Professional Ethics Analysis "Find a Group" Discussion

Lesson 5: Ethical Interpersonal Communication (December 21-22)

To Read, Review, Watch, and Do:

- Read Chapter 4 in Johnson
- Read Treviño, Hartman & Brown (2000), "Moral Person, Moral Manager"
- Watch the video on effective communication
- Watch the video on non-effective communication
- Watch the TedTalk by Justin Treasure: 5 Ways to Listen Better
- Watch the video by John Gottman: How to Build Trust
- Watch the TedTalk by Daniel Goleman: Why Aren't We More Compassionate?
- Complete Self-Assessment 4.1, p. 112
- Complete Self-Assessment 4.2, p. 125
- Read Chapters 5-7 in Howard & Korver

What Is Due:

- OPTIONAL: Self-Check Quiz 4
- Lesson 5 Discussion
- Case Study 4.3: Three Performance Reviews

Lesson 6: Exercising Ethical Influence (December 23-24)

To Read, Review, and Watch

- Read Chapter 5 in Johnson and review PowerPoint
- Watch the video by Alex Lyon: on French & Raven's Bases of Power
- Watch the video by Carly Fiorina on Personal Ethics
- Complete Self-Assessment 5.1, p. 139-140

What Is Due:

- OPTIONAL Self-Check Quiz 5
- Lesson 6 Discussion
- Case Study 5.1: Moving Beyond Empowerment at Morning Star

WEEK 3: DECEMBER 26-JANUARY 1

Lesson 7: Ethical Conflict Management & Negotiation (Dec. 26-27)

To Read, Review, Watch, and Do:

- Read Chapter 6 in Johnson and review the PowerPoint
- Read the posted article by Kellerman “When should a leader apologize—and when not?”
- Read the posted article by Myatt “5 Keys of Dealing with Workplace Conflict”
- Watch the video on Conflict Resolution
- Watch the TedTalk by Mukul Chaudhri, Conflict Negotiation
- Complete Self-Assessment 6.1, p. 172-173

What Is Due:

- OPTIONAL: Self-Check Quiz 6
- Lesson 7 Discussion Board
- Case Study 6.1: A Tale of Two (Un) Apologies

Lesson 8: Leadership and Followership Ethics (December 28-30)

To Read, Review, Watch, and Do:

- Read Chapter 7 in Johnson and Review PowerPoint
- Read the posted article by Bazerman & Tenbrunsel, “Ethical Breakdowns”
- Watch the TedTalk by Deterding, What your designs say about you
- Watch the video by Lipman-Blumen, The Art of Followership
- Watch the video by Chaleff, Is the Follower Role or the Leader Role More Difficult?
- Watch the video by Mackler, Managing Up
- Complete Self-Assessment 7.2, p. 226-227

What Is Due:

- OPTIONAL: Self-Check Quiz 7
- Lesson 8 Discussion
- Case Study 7.3: Rosalynn Carter: Partner in a Lifetime of Service
- Note: Your Professional Ethics Analysis is due next lesson!
- Head’s Up: your Personal Leadership Ethics Code is due in Lesson 10

Lesson 9: Improving Group Ethical Performance (Dec 31-January 1)

To Read, Watch, and Review:

- Read Chapter 8 in Johnson and review PowerPoint
- Watch the video on Workplace Training to Increase Ethical Conduct
- Watch the video on Social Loafing
- Complete Self-Assessment 8.1, p. 248
- Complete Self-Assessment 8.2, p. 250

What Is Due:

- OPTIONAL: Self-Check Quiz Chapter 8
- Professional Ethics Analysis
- Case Study 8.1: From “Dream Team” to Nightmare

WEEK 4: JANUARY 2-8

Lesson 10: Personal Leadership Ethics Code (January 2-3)

What Is Due:

- Personal Leadership Ethics Code

Lesson 11: Building an Ethical Organization (January 4-6)

To Read and Review:

- Read Chapter 9 in Johnson and review PowerPoint
- Watch the video by Weinstein, How Ethical Are You?

What Is Due:

- OPTIONAL: Self-Check Quiz Chapter 9
- Lesson 11 Discussion
- Begin work on your Organizational Ethics Analysis Paper
- Case Study 9.2: No Good Deed Goes Unpunished: Failing to Live Up to Corporate Values at US Bank

Lesson 12: Managing Ethical Hot Spots in the Org. (January 7-8)

To Read and Review:

- Read Chapter 10 in Johnson and review PowerPoint
- Watch the video by Lambert, HR Management: Ethics & Fairness
- Watch the video on Bulling and Respect in the Workplace
- Watch the video on Workplace Ethics Scenarios
- Complete Self-Assessment 10.1 p. 332

What Is Due:

- OPTIONAL: Self-Check Quiz Chapter 10
- Lesson 12 Discussion Board
- Case Study 10.1: Marketing the Opioid Epidemic
- Work on your Organizational Ethics Analysis

WEEK 5: JANUARY 9-14

Lesson 13: Promoting Sustainable Org. Citizenship (January 9-10)

To Read and Review:

- Read Chapter 11 in Johnson and review PowerPoint
- Watch the video on Stakeholder Theory
- Watch the video on Deutsche Bank's Organizational Culture
- Watch the video on REI's Organizational Culture

What Is Due:

- OPTIONAL: Self-Check Quiz Chapter 11
- Lesson 13 Discussion Board
- Organizational Ethics Analysis Paper
- Case Study 11.3: Dick's Sporting Goods Take a Stand

Lesson 14: Ethics in a Global Society (January 11-14)

To Read, Watch, and Review:1

- Read Chapter 12 in Johnson and review PowerPoint
- Watch the video by Jon Huntsman on Culture and Ethics

What Is Due:

- OPTIONAL: Self-Check Quiz Chapter 12
- Lesson 14 Discussion
- Ethical Personal Development Reflection
- Case Study 12.1: Leave Well Enough Alone?