

NORTH PARK UNIVERSITY - School of Business & Nonprofit Management

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| Course: SBNM 5011 | Fall 2012, Quad B |
| Ethical Leadership | Location: Online |

INSTRUCTOR/COURSE FACILITATOR

- Robert O. Hirsch, Ph.D.
- rhirsch1@northpark.edu (Make sure you add the "1" after my name)
- Office hours:
 - SBNM Building (5043 N. Spaulding, Chicago, IL)
 - Tuesday & Thursday: 11:00 a.m. to 1:30 p.m.
 - Wednesday: 2:00 - 3:00 p.m.
 - Online
 - Monday 8:30 – 10:00 a.m. (responding to emails, grading papers, discussion board, etc.) I check Moodle and emails daily and respond within 24 hours (except on weekends).

COURSE PURPOSE

As stated in the course catalog, this course will explore modern business leadership. The leader, followers, and the situation will be studied individually, as well as techniques of achieving congruence between these potentially diverse components. Additionally, opportunities will be provided throughout the course for students to explore various perspectives on current ethical issues as well as to assess their individual leadership styles and ethical frameworks.

COURSE PREREQUISITES

There are no prerequisites for this course.

REQUIRED TEXTS

- Newton, L.H., Englehardt, E. E., and Pritchard, M. (2012). *Taking sides: Clashing views in business ethics and society* (12th ed.). Boston, MA: McGraw-Hill. ISBN: 978-0-07-352735-2. **Note: The 12th edition is required for this class.**
- Northouse, P.G. (2010). *Leadership: Theory and practice* (6th ed.). Los Angeles, CA: Sage. ISBN-13: 978-1452203409. **Note: The 6th edition is required for this class.**

REQUIRED READINGS/VIDEO LECTURES

All of the required readings and video lectures can be found on the course Moodle site in the module for the week that the readings and/or video lectures are assigned or recommended.

If you have a visual or auditory impairments that may prevent you from viewing the video lectures posted in the weekly module, the following text is also required:

Rachels, J. & Rachels, S. (2011). *The elements of moral philosophy* (7th ed.). NY: McGraw Hill. ISBN: 978-0078038242.

STUDENT LEARNING OBJECTIVES

Individual Development and Educational Assessment

The University is moving to a standard student assessment instrument based on the IDEA Center's recommended approach. This approach requests that the instructor identify three key overriding objectives of the class. "Rather than emphasizing teaching style or personality, the IDEA system focuses on student learning and the methods used to facilitate," notes the IDEA Center (2009) when discussing its rating system. At the end of this course, you will be given an opportunity to evaluate your learning via reflection on the following broad objectives (IDEA Evaluations):

1. Comprehend fundamental principles, generalizations, or theories. *The reading assignments are intended of help you acquire factual knowledge regarding fundamental principles and theories of leadership and ethics. Knowledge of principles and theories will be demonstrated in weekly discussions and papers.*
2. Learn to analyze and critically evaluate ideas, arguments, and points of view. *Debates on ethical issues will occur during the class where you will be required to resent arguments and rebuttals as they evaluate the logic and moral persuasiveness of particular points of view.*
3. Develop a clearer understanding of, and commitment to, personal values. *Through an examination of leadership styles and ethical frameworks presented in the readings and video lectures, you will identify your own ethical perspectives and leadership styles. Additionally, your personal values will be assessed by researching a leader with whom you identify and developing a leadership development plan.*

Through North Park's efforts to determine student learning and satisfaction levels, the Office of Distributed Learning will be conducting a course evaluation at the end of this term. Please keep the above learning objectives in mind, as well as your level of these objectives, for the end-of-term evaluation.

Specific Course Objectives

In addition to the general objectives stated above, you should be able to:

1. Recognize the characteristics and attributes of leadership in the context of the modern globally involved organization.
2. Apply leadership ethical theory to analyze leader behavior (self and others).
3. Articulate an understanding for your ethical basis for leadership.
4. Determine your current and future roles as a leader.
5. Identify beliefs that guide leadership behavior (self and others)
6. Argue and refute opposing views on a number of critical ethical issues.
7. Assess your strengths, weaknesses, and commitment to a leadership role in post-graduate school life.
8. Synthesize course theory and concepts in a description of your own leadership style.

COURSE PREREQUISITES

This course has no prerequisites. All directions and support are provided for the assignments in this course. However, it is expected that you know how to perform basic tasks such as sending email with attachments, creating, editing, and saving documents in a file structure, and performing web searches.

COURSE TEACHING AND LEARNING METHODS

Because this course is being taught in intensive format, it is very important for students to keep up with reading assignments and online discussions of the reading. Indeed, it is not possible to successfully complete this course without a good understanding of the assigned readings and other course materials. Questions are posted by the course facilitator on the course site on a weekly basis to stimulate the discussion. You are asked to review the postings of your classmates and respond/reach to them. Hopefully, this promotes a healthy, insightful, and thoughtful dialogue among you, your classmates, and me, the class instructor/facilitator.

Important note: I see my role as a “learning facilitator.” Rest assured that that I am reading your posts. I will not necessarily respond to each and every posting, but I will jump in to discussions when I feel that an important point needs to be made or if the discussion needs to be redirected. More often than not, however, I will rely upon you to share important ideas and observations. I expect that you will take active responsibility for your own learning throughout this course. I will guide you along the way.

GENERAL POLICIES (in alphabetical order)

- **Academic Honesty**

In keeping with our Christian heritage and commitment, North Park University (NPU) and the SBNM are committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect you to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

- ✓ Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the Internet.

- ✓ Deliberately allowing another to copy one's test answers or work (papers, discussion forum responses, etc.).

For further information on this subject you may refer to the Academic Dishonesty section of the current University's Catalog (pp. 21-22) In conclusion, it is North Park's mission to prepare you for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.

- **Attendance Policy:**

The graduate courses in the SBNM are all 7 weeks in length. Missing participation one week is allowed without penalty as long as all readings and assignments are made up by the student within a reasonable time period (the following week). Failing to log into an online course site for an entire week is allowed, but a penalty may be applied at the instructor's discretion. Student who miss a second week will automatically fail the course, unless the student drops the course before the seventh week of class. Students who drop a course will be held responsible for tuition, based upon the current North Park University refund policy outlined in the current University Catalog (pp. 10-11).

- **Computer Requirements**

In order to effectively participate in and successfully complete this course, each student will need to have regular access to a computer and have a high speed internet connection. Please visit <http://www.northpark.edu/Campus-Life-and-Services/Information-Technology/Network/Minimum-Requirements> information on computer requirements. If you experience difficulty, go to the North Park University Website (www.northpark.edu/Current-Students), and then click on Helpdesk System located in the left column. Logon to the site and follow the instructions. Failed internet connections and/or computer related problems do not excuse you from completing the required coursework.

- **Disabilities**

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the SBNM program office (773-244-6270). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information logon to www.northpark.edu/Current-Students and click on the Disability Resources located in the Student Development section. A special Forum will be set up on Moodle for any questions about readings or course assignments. I will monitor this Forum and post replies almost daily. If you have a question about the course, it is likely that others do as well. Thus, you are encouraged to use the Forum to post any questions. You may also contact me separately (via e-mail or phone). I may post any "off-site" communications if they are considered relevant to the rest of the class.

- **Grading**

There are a total of 445 points for the course. Letter grades will be assigned as following:

| Grade | Points | Grade Point | Percentage |
|------------------------|-------------|-------------|---------------|
| A | 423 – 450 | 4.00 | 94% |
| A- | 405 – 422 | 3.67 | 90% |
| B+ | 392 – 404 | 3.34 | 87% |
| B | 374 – 391 | 3.00 | 83% |
| B- | 360 – 373 | 2.67 | 80% |
| C+ | 347 – 359 | 2.34 | 77% |
| C* | 252 – 265 | 2.00 | 73% |
| C-^{**} | 242 – 251 | 1.67 | 70% |
| F^{***} | 242 or less | 0.00 | Less than 70% |

| Summary of Assignments & Points | |
|---|-------------------|
| Discussion Forums | 120 points |
| Professional Application Journal | 100 points |
| Debates | 96 points |
| Self-Introduction | 5 points |
| Narrative Leader Selection | 5 points |
| Narrative Leader PowerPoint | 50 points |
| Narrative Leader Peer Review | 24 points |
| Personal Leadership Dev. Paper | 50 points |
| <i>(Discussion Facilitation - Extra Credit 10 points)</i> | |
| Total Points = | 450 points |

*You are allowed only the grade of C in two classes

**This is not considered a passing grade for a graduate class

***The SBNM does not award the grade of D+, D, or D- for graduate classes

Grading Policy on Late Work

I will accept late work for routine online assignments (e.g. debate case postings and rebuttals; and the two major papers), but understand that your grade will be reduced by 10 percent for each 24-hour it is late. If personal situations arise that prevents you from completing work on time, please contact me via email or phone. I will consider such personal situations on a case-by-case basis. Late postings on the forum related to the responses to the posted questions and dialogue with your classmates when responding to questions asked of you are encouraged; however, these postings will not be evaluated for credit.

Grading Rubrics

Grading rubrics for the assignments will be posted on Moodle.

The following provides general guidelines for the evaluation of written work:

| | |
|--------------|--|
| Excellent | Well written with no errors (e.g., spelling, sentence fragments, unclear sentences, etc.). Excellent analysis thorough research and well-supported conclusions. Demonstrates complex understanding of topic and integrates concepts covered throughout the course. Answers are full and clearly responsive to stated objectives (questions asked). |
| Good | Moderately well-written with few errors. Good analysis, research, and well-supported conclusions. Demonstrates solid understanding of concepts and answers are responsive to stated objectives. |
| Average | Content shows average understanding of material. May demonstrate lack of effort in completing assignment, as evidenced by inadequate research and analysis, and support of conclusions. Answers may not fully address stated objectives. |
| Below Avg. | SBNM does not assign Ds. |
| Unacceptable | Work not submitted or of extreme inferior quality. |

- **Late papers**

Late papers (PowerPoint presentations and final paper) will be accepted with a penalty of 10 percent for each 24 hours it is late. If a paper is more than one week late, it will not receive any credit.

- **Responsibilities (Instructor & Student)**

Student Responsibilities

1. You are expected to log in the Forum a minimum of 4-5 times per week (any time during the week) and post substantive contributions in terms to the responses to the questions and discussions (see *Guidelines for Writing Good Discussion Threats and Posts* in the Course Information Book at the top of the main page on the Moodle page for the course). Simply saying “hello” or “I agree” is not considered a substantive contribution. Those posts which are relevant, incorporate ideas from the readings and other sources, extend ideas raised in other posts, and demonstrate an accurate and complex understanding of that week’s topic have the best likelihood of receiving the full points possible each week. In general, students should make a minimum of one original post and responses to three other students’ posts in each forum. Do not go overboard with posting—I do not give extra credit for excessive posting. Use common sense, make your posts easy for others to read and keep in mind my golden rule of posting: quality of comments is more important than the quantity!
2. Although I strongly suggest that all issues, questions, and problems be dealt with online, I will consider any request for a telephone appointment. Use good “netiquette” (see *A Guide to Netiquette in Moodle Course Room Information*).
3. When taught in the traditional format, this class meets for three hours and twenty minutes per week for seven weeks. I normally advise students to plan on spending 3-4 hours outside of class for every hour spent in class. Because the content load is similar, you should plan on spending 10-12 hours per week on course responsibilities (e.g. reading, assignments, online discussion).
4. The most predictable breakdown occurs when students are late in posting their papers and responses. This is often the result of illness, business trips, overload, and computer glitches. **Be aware that the learning of your peers will be disrupted by your lateness!** Email me as soon as possible if a situation arises which will affect a due date or your peers, and post a message to the group. Remember to post regularly, even just to say you’re still out there.
5. You are expected to read the syllabus in its entirety and are responsible for its content.

Instructor/Facilitator Responsibilities

1. As the course instructor I have designed the course and learning modules in such a way that you, the student, have every opportunity to achieve the learning objectives.
2. While I will not lead the online discussion, I will provide reactions your responses and discussion as appropriate in order to clarify important ideas and concepts.
3. I will provide opportunities for group work in class that will include discussion as well as hands-on exercises.

4. I will provide updated information on relevant resources for the various topics of interest.
5. I will read and critically assess your assignments and provide feedback within 7-10 days of receipt. Actually, I will attempt to evaluate the assignments within a few days after they are due and return them to you so the feedback may be incorporated into future assignments.
6. I will respond to all your e-mails and phone calls within 48 hours of receipt (except on weekends).
7. I will evaluate your progress in the class and provide a final narrative evaluation for you (in addition to posting the number of points and indicating a letter grade).
8. I will evaluate student progress in the class and provide a final narrative for each student (in addition to the assignment of a letter grade).

- **Technical Skills.**

The orientation in Moodle should be completed before beginning this course. Other than having the ability to function in Moodle, students should be able to write papers using MicroSoft Word. Additionally, PowerPoint will be needed to access slides that are posted as resources for the week.

ASSIGNMENTS (While some of the information below may be covered in the Student and Instructor Responsibilities above, they are broken out below for added clarity)

- **Readings.**

Reading assignments for each week are posted in Moodle. Additionally, they are identified below in the Weekly Schedule. Readings typically are chapters from the two assigned texts. In some cases, supplemental material will be required from scholarly journals and/or online sources. Because this course is taught in an intensive format, it is very important for students to keep up with reading assignments

- **Moodle Discussion Forums.** The weekly forums are a key component of an online course. The forums have been created to stimulate discussion on the assigned reading and to provide a forum for you to interact with your peers and me, the instructor. The forums provide you and your classmates the opportunity to demonstrate what you have learned and how course concepts are applicable to your professional and personal lives. Your posts should demonstrate a complex understanding of the course concepts by integrating perspectives gained from the assigned reading and by making appropriate connections, synthesizing material, and analyzing varying perspectives. As such, the forums should not be construed as a social meeting place but rather as an academic meeting place where ideas are offered, connections are made, and critiques are presented.

Even though I will not respond to each and every post, rest assured that I will read your posts and make posts. I will make posts when I think it is appropriate to steer the dialogue or correct misunderstandings. I will jump in to discussions when I feel that an important point needs to be emphasized, if the discussion needs to be redirected, and/or to comment on posted

content. More often than not, however, I will rely upon you to share important learning and observations. If things are going well, I will refrain from adding comments, as what I add might be something one of your classmates intended to make. I expect you will take active responsibility for your own learning throughout this course. This is the great strength of online learning – the interaction with one another. I will guide and encourage you along the way. (24 points/week x 5 weeks = 120 total points)

A. **Initial Posting of Substantive Responses to the Weekly Questions for the First Five Weeks of the Course (To earn full credit, posts generally are due by 11:55 p.m., Chicago time, on Tuesday).** Each week's discussion questions are posted on the forum. There is an individual thread for each question. You are asked to post your response to the question and within that thread reply to the comments of your classmates and my postings. The goal of these questions is to stimulate discussion. You are asked to respond to each question by 11:55 p.m. on Tuesday. Your responses should be approximately 100-150 words. Feel free to reference the readings and personal observations. When referencing the readings, you only need to cite the author(s) last name and copyright date of the publication. A full APA reference is not needed. If you cite a quote from the source, place it within quotation marks and list the page where the quote may be found. (This is a modified APA requirement for this class.) If you use other sources, at the bottom of your posting provide a complete reference using the APA format. (See the discussion using APA Guidelines on pp.10 & 11 of the syllabus). Post your responses to the questions before you begin a dialogue with your classmates. (See the Discussion and Dialogue Rubric on Moodle to understand how points will be awarded for your postings).

Note: While the questions are posted for the first five weeks on the discussion forum, if you wish, you may post your responses before the beginning of the week. However, realize they may not be read until the start of the week. In Week 6 your discussion will be based on an assignment you post on Moodle. In Week 7 there is no structured discussion forum as you will be busy working on your final paper.

B. **Dialogue Postings to Classmates and Instructor (Due throughout the week but generally no later than by 11:55 p.m., Chicago time, on Saturday to earn credit for the postings).** For the first five week's discussion forums you are expected to read the posting of your classmates and instructor and respond to at least three postings of your classmates and/or instructor with thoughtful and meaningful responses. Simply stating "I agree/disagree" or "good perspectives" is not considered a thoughtful response. Your responses to peer (classmate) posts must further the conversation, challenge peer assumptions, and/or in some manner contribute to the discussion by adding new or related information in a meaningful fashion. You are welcome to respond to more than three posts if you choose, but please ensure that all **secondary** responses are thoughtful as described above. If a classmate asks you a question in relation to a comment you made on the discussion forum, it is important that you respond to it. At 11:55 p.m. on Saturday of the week, I "close" the discussion forum for purposes of evaluating that week's participation. Feel free, however, to add additional comments after Saturday, but recognize that they will not be reflected in the points you earned for that week's discussion forum. (See the Discussion and Dialogue Rubric on Moodle to understand how points will be awarded for your postings).

- **Discussion Facilitation (Extra Credit)**

At the beginning of Week 2 you will receive your discussion facilitation assignment. Discussion facilitation involves posting early, making sure everyone's initial contribution has been acknowledged with feedback and questions, and finally

summarizing the forum by 11:55 p.m. on the Sunday following the week's discussion forum. The summary should focus on trends for the question responses and dialogue, as well as important key comments.

- **Debates.**

During Weeks 2, 3, 4, and 5 the class will debate one of the issues from the readings in the Newton, Englehardt, and Pritchard (2012) text. With each debate, you will select one side (pro or con) of the question to present a constructive case to support your position. After you and your classmates have posted your "constructive cases," you will select one of those cases that argues the opposite position you advanced and refute those arguments. If no constructive cases were presented arguing the opposite side of the question, construct counter arguments to the case you made. (*See the Debate Rubric on Moodle to learn how points are awarded for the debates*). **The constructive cases (arguments for/against) and responses (rebuttals) will take place on the discussion forum in the assigned debate section.** (Debate constructive cases and rebuttals = 24 points each x 4 for 96 total points)

- **Self-Introduction**

Submit a current copy of your professional resume, a recent digital photograph (if you do not have one posted in Moodle's "Participants" or prefer to offer a different one, and a brief (one page) narrative biography that includes two "fun facts" about yourself on Week 1's discussion board in Moodle. One of the disadvantages of online classes is that you never have an opportunity to develop face-to-face interpersonal relationships with your classmates. The self-introduction is an attempt to "get to know" each other better and discover commonalities. I have posted mine for your review. (5 points)

- **Weekly Practical Application Journal (PAJ)**

At the conclusion of Weeks 1, 2, 3, 4, and 6, you are to submit a short written Summary of what you learned from the class for the week and how you might apply the information. The focus of the summaries should focus on the learning you gained from the postings of your classmates and responses of other classmates and your responses where appropriate. An additional focus will be what you learned from the assignments and how that learning might be applied to your professional and personal life. Each PAJ submission is worth 20 points for a total of 100 points.

- **Narrative Analysis of an Ethical Leader**

- ✓ **Leader Selection**

During Week 2 you will indicate a leader you wish to study and a major work (autobiography/bibliography) you will read and use. The purpose of this analysis is to reflect on concepts you learn in class about ethical leadership and can apply to your selected leader. Your leadership choices must be approved by me in advance of your final selection to provide assurance that only one person studies the same leader and the selected leader is appropriate. (5 points)

- ✓ **PowerPoint Presentation of a Leader**

During Week 6 you will submit your PowerPoint presentation that analyzes the ethical leader of your choice and post it on the Discussion Forum. The PowerPoint presentation will synthesize course concepts and determine relevance to this particular leader. You will need to reflect research through journal articles, books, biographies, film, and/or other scholarly sources. At minimum, you need access to a biography, autobiography, or a primary document written by the

leader or leading scholar/ author. (See the Assignment section in Week 6 for a detailed description of this PowerPoint presentation and the rubric on how points will be assigned). (50 points)

✓ **Review of Classmates' PowerPoint Analysis of an Ethical Leader**

After you have posted your PowerPoint presentations on the Moodle Discussion Forum thread, you need to select three of your classmates' PowerPoint presentations to review, analyze, and provide comments. This activity is in lieu of the regular discussion forum for the week. Rather than responding to question I post related to the readings, you will respond to questions and comments reacting to your PowerPoint's and enter into a dialogue with your classmates over both your postings to their PowerPoints and their responses. (See the Peer Review of Ethical Leader Rubric on Moodle to learn how points are assigned). (24 points)

• **Personal Leadership Development Paper.** (Final Paper)

Develop an 8-10 double-spaced page paper, sans the title page, abstract, and reference page, describing your own leadership style, ethical perspective, and strategy for leadership development identified in the rubric used to evaluate the paper. Integrate the assessments completed in the course, the assigned reading, and the discussion forums to support your analysis. (See the Personal Leadership Development Paper Rubric to learn how points will be assigned). (50 points)

• **Paper Requirements**

- A. All papers must be submitted in Microsoft Word, or a format readable by MS Word. The University has loaded Microsoft Office 2010 on my computer and other software (i.e., Corel Word Perfect, Apple, etc.) may not be readable. If you are using an Apple/Mac you will need to save your file in a format that I can read. If I cannot open your file I cannot read and evaluate your paper.
- B. The School of Business and Nonprofit Management (SBNM) has adopted the *Publication Manual of the American Psychological Association* (APA) as the standard and required format for all written assignments in SBNM courses. Information on the use of the APA Guidelines is posted in the Resources in our Moodle.

Our goal in adopting the APA Manual is to enhance student learning by:

1. Improving student's writing skills.
2. Standardizing the required format of all written assignments in all SBNM courses.
3. Emphasizing the importance of paper mechanics, grammatical constructs, and the necessity of proper citations.
4. Holding students accountable for high quality written work.

If you are unfamiliar with the requirements of the *American Psychological Association Publication Manual* (6th ed.), we recommend that you purchase the reference manual and/or consult one or more of the suggested resources as listed on the Student Resources section of the SBNM website. **It is your responsibility to learn and ensure that all written work is formatted according to the standards of the APA Manual.** An APA Publications Manual Summary is posted on Moodle in the Topics section to use as a guide.

Applying APA Guidelines for this Class: I recognize that different classes and instructors have different requirements with respect to using the APA Guidelines. For this class the following will apply:

1. Self-Introduction and Personal Application Journal (PAJ): No APA format required.
2. Personal Leadership Development Paper
 - A. Title Page
 - B. Abstract
 - C. Text of paper (margins set according to APA format)
 - D. Reference page (using APA format)
 - E. Double spaced text
 - F. Header that includes your name and title of paper
 - G. Citations (using APA format) for content in the text from other sources than yourself).
 - H. Appendix (where appropriate)
3. PowerPoint Presentation of an Ethical Leader
 - A. Citations (using APA format for content from the texts and other sources in the slide).
 - B. References Slide at the end of the presentation (using APA format)
- 3 Discussion Forums, Facilitation Summary, & Debates
 - A. Citation (using APA format citing author(s) last name, date of publication, and page where appropriate)
 - B. Reference listing (using APA format) for sources other than required readings cited in your discussion.

WEEKLY SCHEDULE

| Week | Student Learning Objectives | Required Readings | Discussion Board/Forum | Assignments |
|---|---|--|---|--|
| <i>General policies on due dates – apply to all weeks</i> | <ul style="list-style-type: none"> • Comprehend fundamental principles, generalizations, or theories. • Learn to analyze and critically evaluate ideas, arguments, and points of view • Develop a clearer understanding of, and commitment to, personal values <p><i>Specific weekly student learning objectives are identified in the week below.</i></p> | <i>Aim to complete early in week so you can participate fully in discussion boards</i> | <ul style="list-style-type: none"> • <i>The Discussion Board is open for comments from the start of class but you'll probably want to begin posting to it near the week devoted to the discussion. While the discussion board closes at 11:55 p.m. Chicago Time on the Saturday of the week for purposes of evaluation, you may add comments after Saturday.</i> | <i>Varies, but generally assignments are due by 11:55 p.m. on Sunday evening. Check Moodle or the Summary of Assignments to note the date due.</i> |

| Week | Student Learning Objectives | Required Readings | Discussion Board/Forum | Assignments |
|--|---|--|--|---|
| <p>Week 1 Oct. 22-27</p> <p>Ethical Leadership & Management</p> | <p><i>Student Learning Objectives:</i> By the completion of this week's module, each student will have:</p> <ul style="list-style-type: none"> • Practiced the use of course tools and become engaged in the weekly course flow through involvement in discussion forums. • Acquainted him/herself with one another in class through the introduction forum. • Identified the nature of leadership as a field of study. • Contrasted the functions of leadership with those of management. • Compared leadership development to ethical leadership development. • Examined the cardinal virtues and discussed his/her absence and/or presence within leadership in an organization with which s/he is familiar. | <ul style="list-style-type: none"> • Northouse, Ch. 1 • Fairholm, <i>Different perspectives on practice of leadership</i> • Mendonca, <i>Preparing for ethical leadership in organizations</i> | <p>Post your responses to the weekly questions by 11:55 p.m. on Wednesday to earn full credit. (Note class starts on Tuesday, not Sunday or Monday)</p> <p>Post all your responses by 11:55 p.m. on Saturday as postings after Saturday will not be included in the evaluation.</p> | <p><u>Assignment:</u> Complete, score, and interpret the Psychodynamic Approach Survey in Northouse, pp. 297-298.</p> <p><u>Assignment:</u> Complete the Self Introduction that includes a resume, photo, and brief biography with two "fun facts"). Submit this information on the Discussion Board for Week 1.</p> |
| <p>Week 2 Oct. 28-Nov. 3</p> <p>Ethics and Morality in Leadership</p> | <p><i>Student Learning Objectives:</i> By the completion of this week's module, each student will have:</p> <ul style="list-style-type: none"> • Selected a leader he/she believes has leadership lessons to learn. • Selected a leader to study. • Determined the ethical philosophy to which he/she is most closely aligned? • Examined the role of ethics and morals in leadership. • Argued both for and against employment-at-will as good | <ul style="list-style-type: none"> • Northouse, Ch. 16 • Newton, <i>Introduction and Issue 12, pp. 213-238</i> • Hopen, <i>Guiding corporate behavior, a leadership obligation, not a choice.</i> <p><u>Required Video Lectures:</u></p> <ol style="list-style-type: none"> 1. Overview of Ethical Reasoning: Teleological (Consequential) and Deontology (Principle-based) Ethics | <p>Post your responses to the weekly questions by 11:55 p.m. on Tuesday to earn full credit.</p> <p>Post all your responses by 11:55 p.m. on Saturday as postings after Saturday will not be included in the evaluation.</p> | <p><u>Assignment:</u> Complete, score, and interpret the Perceived Leader Integrity Scale in Northouse, pp. 446-447. Post responses in Discussion Forum for this week.</p> <p><u>Debate:</u> Issue 12, <i>Is employment-at-will good social policy?</i> Post constructive and rebuttals on Discussion Forum Thread.</p> |

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| | social policy. | 2. Understanding Character (Virtue) and Moral Motivation If you are unable to view or hear the video lectures, read Rachels & Rachels, Chs. 1-10 & 13 | | <u>Assignment:</u> Indicate an ethical leader you would like to analyze and a major work you would use when writing a paper on this leader. Submit this information on the Forum for Week 2. (See the Assignment Section for Week 2 for details) <i>Check the Assignment Summary posted on Moodle for due dates.</i> |
| Week 3 Nov. 4-10 Leadership: Theory & Social Responsibility | <i>Student Learning Objectives:</i> By the completion of this week's module, each student will have: <ul style="list-style-type: none"> • Explained his/her belief in one of the following claims: a) leaders are born; or b) leaders are made. • Justified his/her agreement with one of the following views: a) to be successful leaders must adapt to a variety of situations and the differing needs of their followers; or b) to be successful leaders must find a situation that is a true match for their leadership skills and strengths. • Determined if s/he is motivated more by accomplishment of task or good relationships with people. • Argued for and against increasing profits as the only social responsibility of business. | <ul style="list-style-type: none"> • Northouse, Ch. 5-6 • Newton, <i>Issue 3</i>, pp. 40-58 • Cairo, Dotlich, and Rhinesmith, <i>The unnatural leader</i> • Aronson, <i>Integrating leadership styles and ethical perspectives</i> | Post your responses to the weekly questions by 11:55 p.m. on Tuesday to earn full credit. Post all your responses by 11:55 p.m. on Saturday as postings after Saturday will not be included in the evaluation. | <u>Assignment:</u> Complete, score, and interpret the following in Northouse: Situational Leadership Questionnaire (p. 134) & Least Preferred Coworker Measure (p. 121-122). Post responses in Discussion Forum for this week. <u>Debate Question 3:</u> <i>Is increasing profits the only social responsibility of business? Post constructive case and rebuttal on Discussion Forum Thread.</i> <i>Check the Assignment Summary posted on Moodle for due dates</i> |
| Week 4 Nov. 11-17 Transforma- | <i>Student Learning Objectives:</i> By the completion of this week's module, each student will have: | <ul style="list-style-type: none"> • Northouse, Ch. 9 & 11 • Newton, <i>Issue 15</i>, pp. 264-273. | Post your responses to the weekly questions by 11:55 p.m. on Tuesday to earn full credit. | <u>Assignment:</u> Complete, score, and interpret the Multifactor Leadership Questionnaire (MLQ) in |

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| <p>tional and Authentic Leadership Theory & Application</p> | <ul style="list-style-type: none"> • Differentiated between Transactional, Transformational, and Laissez-Faire Leadership styles. • Distinguished between Transformational and Authentic Leadership. • Assessed the qualities of given leaders and associated the qualities with Transformational, Authentic, and/or Servant Leadership | <ul style="list-style-type: none"> • Avolio & Gardner, <i>Authentic leadership development: Getting to the root of positive forms of leadership.</i> <p><u>Required Videos:</u></p> <ol style="list-style-type: none"> 1 Film clip: St. Crispen's Day Speech from Henry V (transcript provided for the hearing impaired) 2 Interview with Andrea Jung, Chair and CEO of AVON Corp. (article provided in lieu of video for the hearing impaired) | <p>Post all your responses by 11:55 p.m. on Saturday as postings after Saturday will not be included in the evaluation.</p> | <p>Northouse, p. 213 and Authentic Leadership Self-Assessment Questionnaire in Northouse, pp. 280-281.</p> <p><u>Debate Question 15:</u> <i>Should homeowners employ strategic default options with mortgages? Post constructive case and rebuttal on Discussion Forum Thread.</i></p> <p><i>Check the Assignment Summary posted on Moodle for due dates</i></p> |
| <p>November 18-24 NO CLASS (Thanksgiving Break)</p> | | | | |
| <p>Week 5 Nov. 25-Dec. 1</p> <p>Servant Leadership, Level 5 Leaders, and CEO Compensation</p> | <p><i>Student Learning Objectives:</i> By the completion of this week's module, each student will have:</p> <ul style="list-style-type: none"> • Compared Servant Leadership with "Level 5 Leadership." • Determined if Servant Leadership is a viable option in today's business environment. • Analyzed meekness as a leadership competency. | <ul style="list-style-type: none"> • Northouse, Ch. 10 • Newton, Issue 13, pp. 239-252. • Collins, <i>Level 5 leadership: The triumph of humility and fierce resolve.</i> • Stoffel, <i>Is this a level 5 leader? The motley fool.</i> • Molyneaux, <i>Blessed are the meek for they shall inherit the earth.</i> • Avolio & Garner, <i>Authentic leadership development: Getting to the root of positive forms of leadership</i> (also required in Week 4) | <p>Post your responses to the weekly questions by 11:55 p.m. on Tuesday to earn full credit.</p> <p>Post all your responses by 11:55 p.m. on Saturday as postings after Saturday will not be included in the evaluation.</p> | <p><u>Assignment:</u> Complete, score, and interpret the Servant Leadership Questionnaire, Northouse, pp. 245-247.</p> <p><u>Debate Question 13:</u> <i>Is CEO compensation justified by performance? Post constructive case and rebuttal on Discussion Forum Thread.</i></p> |
| <p>Week 6 Dec. 2-8</p> <p>Analysis of a</p> | <p><i>Student Learning Objectives:</i> By the completion of this week's module, each student will have:</p> | <ul style="list-style-type: none"> • Independent research on your leader. | <p>Post your PowerPoint slides on the Ethical Leader Analysis by 11:55 p.m. on Tuesday to earn full credit.</p> | <p><u>Assignment:</u> PowerPoint Presentation of an Ethical Leader: <i>Post your PowerPoint</i></p> |

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| <p>Leader</p> | <ul style="list-style-type: none"> • Prepared a PowerPoint presentation in which you report on your analysis of a leader. • Synthesized course concepts and determined relevance to a particular leader. • Shared your leader research and analysis with your classmates. • Provided feedback on the analysis conducted by at least two of your fellow learners. | | <p>Post all your responses to your classmates' PowerPoint's by 11:55 p.m. on Thursday to earn full credit.</p> | <p><i>presentation on Discussion Forum Thread and in the Week 6 Assignment Link.</i></p> <p><u>Assignment: Review Three Classmates' PowerPoint Presentations.</u> After you post your PowerPoint's on Moodle, post your comments to three of your classmates' PowerPoint's on Discussion Forum Thread.</p> <p>No Debate this week so you can (1) finish your PowerPoint Presentation, (2) Review the PowerPoint presentations of two classmates, and (3) begin work on your final paper.</p> |
| <p>Week 7 Dec. 9-13</p> <p>Leadership Perspectives: The Softer Side of Change</p> | <p><i>Student Learning Objectives:</i> By the completion of this week's module, each student will have:</p> <ul style="list-style-type: none"> • Synthesized course concepts and determined relevance to your own leadership development. • Identified beliefs that inform the reader about your leadership views. • Assessed personal strengths and weaknesses about your leadership. • A written leadership development plan. | <p>Required Readings: None</p> | <p>Do formal discussion this week on Moodle.</p> | <p>Work on your final paper.</p> |

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| Final Paper | | | Submit your final paper by 11:55 p.m. on Tuesday, Dec. 11, 2012. | Assignment: Personal Leadership Development Paper. Submit on the Final Paper Assignment link. |
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