

**NORTH PARK UNIVERSITY SCHOOL OF BUSINESS AND NONPROFIT
MANAGEMENT**

Syllabus

SBNM 5011 B1 Ethical Leadership

Fall 12-13

Monday 6:30 – 9:50 PM

North Park Campus

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Office Hours

virtually via email, or by appointment

Required Texts:

Northouse,, *Leadership: Theory and Practice*, 6th Edition. Sage Publications, 2012. (ISBN: 978-1452203409)

Newton, Englehardt and Pritchard, *Taking Sides: Clashing Views on Controversial Issues in Business Ethics and Society*, 12th Edition. McGraw-Hill/Dushkin, 2012. (ISBN: 978-0-07-352735-2)

Supplementary Fees:

You will be assessed a \$25 fee for the materials handed out in this class.

Description:

This course examines the importance of ethical leadership to the success of high performance organizations and develops an understanding of the characteristics and requirements of leadership. We will consider how to lead in socially responsible and organizationally effective ways while conforming to moral standards. We will address styles and methods successful leaders use to lead in the changing environment of both the profit and not-for-profit sectors.

OBJECTIVES

The student who successfully completes this course will:

1. Recognize the characteristics and attributes of leadership in the context of the modern globally involved organization.
2. Develop factual knowledge about leadership and ethical theories, and develop a personal understanding of his/her basis as an ethical leader.
3. Analyze his/her role as a follower in response to leadership.
4. Examine his/her strengths, weaknesses, and commitment to a leadership role.

Course Methodology:

In class, we will have a number of exercises, case studies, lectures, and discussions. The learning process will be heavily dependent upon the student's willingness to become involved in all of these. I view my role as a co-learner and class facilitator. While I will steer the trajectory of the course to various discussion topics and create a particular type of learning environment, I ultimately believe that the outcome of our learning is dependent upon our dialogue with each other, with the authors of the assigned readings, and through active engagement with the varying exercises in the course. I desire that we think critically together and that our learnings are practical and relevant.

A portion of the course pedagogy will utilize a dialectic (debate) approach. The dialectic approach recognizes that tension/controversy exists between conflicting ideas and that truth exists on both sides of an argument. The goal of debate, and of most business discussions, is to resolve conflict between two contradictory or apparently contradictory ideas or parts, so that a more informed and reasoned decision can be made.

POLICIES

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 our students 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.

Copying another’s answers on an examination.

Deliberately allowing another to copy one’s answers or work.

Signing an attendance roster for another who is not present.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well. For further information on this subject you may refer to the Academic Dishonesty section of the University’s Catalog (available at www.northpark.edu). 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/Intellectual Engagement/Workload

The graduate courses in the SBNM are seven weeks in length. Missing one class session is allowed without penalty as long as all readings and assignments are made up by the student by the following class session. Missing a second class session is allowed only in unusual circumstances by prior arrangement with the instructor. Since missing two class sessions represents more than 25% of the total class time for the course, students run the risk of receiving a significantly lower grade for this course. A student who misses three class sessions will automatically fail the course, unless the student drops the course before the seventh week of classes. Of course, students who drop a course will be financially responsible for tuition, in accordance with the current NPU policy outlined in the University Catalog.

Intellectual engagement includes arriving on time, taking responsibility for completion of assigned readings/assignments, and germane participation in class discussions and activities. I expect that all reading assignments are completed and digested prior to class and that you come prepared to discuss and interact on the subject matter. As a general rule of thumb, you should plan to spend 3-4 hours outside of class for every hour spent in class (this equates to 10-12 hours/week). **Be aware that the learning of your peers will be disrupted by late arrival to class and/or coming to class unprepared.**

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 please review the following website: <http://www.northpark.edu/ada>.

APA Guidelines:

Effective August 2009, the School of Business and Nonprofit Management (SBNM) will adopt the *Publication Manual of the American Psychological Association* (APA) as the standard and required format for all written assignments in SBNM courses.

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

- 1) Improving students' 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 *APA Manual*, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources below. ***It is your responsibility to learn the specifics of the APA Manual and to ensure that all written work is formatted accordingly.***

Purdue University's writing lab has a plethora of online APA-specific resources that may be beneficial (<http://owl.english.purdue.edu/owl/resource/560/01/>). In particular, we are strongly encouraging you to download and review a general orientation to APA basics entitled "APA PowerPoint Slide Presentation" that can be found via the below link. In addition, a sample paper formatted according to APA standards with explanatory comments can also be found via the below link.

APA Interactive presentation that walks you through the process of setting up your APA paper

<http://www.peakwriting.com/aiu/apa6th/apa6th.html>

APA PowerPoint Slide Presentation:

<http://owl.english.purdue.edu/owl/resource/560/17/>

Sample APA Paper:

http://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf

Suggested Online Resources

North Park University Writing Center

www.npuwritingcenter.com

The Purdue Online Writing Lab

<http://owl.english.purdue.edu/owl/resource/560/01/>

APA Online

www.apastyle.org

Suggested Print Resources

Hacker, D. (2009). *Rules for writers*. Boston: Bedford/St. Martin's.

Barnet, S., Bellanca, P., & Stubbs, M. (2008). *A short guide to college writing*. New York: Pearson Longman.

American Psychological Association (2010). *Publication Manual of the American Psychological Association*. Washington D.C.: American Psychological Association.

As a matter of professional integrity, late work will not be accepted. Assignments will be considered late if they are submitted past the date as noted in the syllabus. A late submission will be recorded as 0 points.

The following rubric provides a general guideline for the evaluation of written work:

A/A- 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 fully and clearly responsive to stated objectives (questions asked).

B/B- 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.

C 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.

Any grade below a C is considered an F according to the SBNM grading policy.

Grading Rationale

In Class Debates

Debate	15 points
Proposition Statements (2)	10 points
Jury Duty	5 points
Poster Board	15 points
Speech and Leader Representation	15 points
Final Paper – Leadership Development Plan	20 points
Participation	10 points
Team Member Evaluation	10 points

Assignment Specifications

1. In-Class Debates [Team & Individual Grades]

There will be a total of three in-class debates, although this number may be revised depending upon the number of students registered for the course. The first debate (Week Two) will be considered a practice debate to orient you to the debate format and expectations. The subsequent debates will be presented by teams that will be formed during the first week of class. The purpose of the debates is to better experience the complexity of issues and the process that leaders must engage in so as to make well-informed, unbiased, and ethical decisions.

For Week Two, you should prepare by reading Issue #3 in the *Taking Sides* text and by preparing two 250 Word proposition statements (see the 'Debate Format' section below for information on proposition statements) for *each* side of the debate (Yes and No). Submit your proposition statements via Moodle prior to class Week 2 and come prepared to class to engage in conversation with your peers and to debate on the topic.

During weeks 4 & 5 you will either be on a Debate Team or on Jury Duty. Regardless of your assigned role, you are expected to prepare for the debate by reading both sides of the issue as presented in the *Taking Sides* text. The following provides additional instructions for each role:

Jury Duty Instructions

You are automatically on jury duty, unless you are on the debate presentation team. Jury duty consists of the following responsibilities: a) completing the reading in the *Taking Sides* text, b) writing a 250-300 word statement (typed) that establishes your stance on the issue (Yes or No) and your rationale, as well as your reason for disagreeing with the opposing view.

Debate Team Instructions

Preparation as the debate team takes a considerable amount of time and effort. Your task will be to craft what would be an excellent, coordinated, and well-

researched debate. Team members must thoroughly analyze the issues so as to discern where truth exists on each side of the issue. This will require substantial research beyond what is presented in the *Taking Sides* text. The text provides a “Suggested Reading” list pertinent to each of the debate issues that may serve as a good launching point for research (your research should consult a minimum of 5 additional sources). An excellent and recommended method for preparation would be to make a list of potential points of agreement and disagreement. Points of disagreement should be thoroughly researched so that your debate can effectively and unambiguously present key points for your assigned position and rebuttals to the other position..

Students are expected to present each of the debate points orally, in a coherent and logical fashion, without reliance on external helps. Students are not permitted to simply read a prewritten speech or consecutive note cards. It is permissible to read an occasional quote or to reference the required outline (written portion of the assignment), but students should be prepared to speak on each debate point without helps. It is *strongly recommended* that teams rehearse the delivery of their debate prior to the class session.

On the day of your team debate, your team should submit an outline and a reference page (using APA formatting) citing all of the sources that were consulted for research purposes.

Overview of Debate Format

The procedure in debate begins with a proposed solution to a problem. The *proposition* is the statement being debated. It is stated affirmatively and conclusively, much in the manner of a scientific hypothesis, at the start of each constructive speech (e.g. “Psychology can best improve the human condition by directing its efforts toward controlling human behavior,” or “As a national policy we should eliminate all forms of violence from television programming”). The *argument* consists of using both facts and opinions as evidence in the logical analysis of a proposition so as to enable an informed decision. The rebuttal and counter-rebuttal speeches provide the mechanism for dialogue (argument) on points of disagreement.

Opening

Side A presents an opening statement – 1 minute

Side B presents an opening statement – 1 minute

Round 1

Side A presents their FIRST constructive speech - 2 minutes

Side B presents a rebuttal speech - 2 minutes

Side A presents a counter rebuttal - 1 minute

Side B presents their FIRST constructive speech - 2 minutes
Side A presents a rebuttal speech - 2 minutes
Side B presents a counter rebuttal - 1 minute

Round 2

Side A presents their SECOND constructive speech - 2 minutes
Side B presents a rebuttal speech - 2 minutes
Side A presents a counter rebuttal - 1 minute

Side B presents their SECOND constructive speech - 2 minutes
Side A presents a rebuttal speech - 2 minutes
Side B presents a counter rebuttal - 1 minute

Round 3

Side A presents their THIRD constructive speech - 2 minutes
Side B presents a rebuttal speech - 2 minutes
Side A presents a counter rebuttal - 1 minute

Side B presents their THIRD constructive speech - 2 minutes
Side A presents a rebuttal speech - 2 minutes
Side B presents a counter rebuttal - 1 minute

Closing

Side A presents a closing statement – 1 minute
Side B presents a closing statement – 1 minute

** Please adhere to the above time parameters when planning your debate presentation.

2. Analysis of an Ethical Leader Project [Team & Individual Grades]

Choose leader that you admire (living or dead). Conduct research through journal articles, books, biographies, film, and/or other scholarly sources. **At minimum, you must have access to a biography, autobiography, or a primary document written by the leader. Internet or encyclopedic sources may be used only as supplements to your major source.** Students will be required to sign-up for the leader they have chosen to research by Week Two. For Week Two, bring to class, or e-mail to the instructor, a typed statement indicating the leader that you have chosen to research, what you are hoping to gain from learning more about this person, and at least one major source that you will

consult for research. Select your leader with care so as to ensure that you are able to adequately complete the assignment requirements. Your research efforts will culminate in the following two assignments (both A & B below):

A. Display Board (Individual)

Prepare a professional quality display board (both in terms of presentation/graphics and content) which clearly addresses each of the following:

I. What actions brought your leader notoriety? What challenges have they faced, and in what way did those challenges contribute to their posture as an ethical leader? (Did they know thyself?)

II. What leadership characteristics has your leader developed? Which of the leadership theories best describes their leadership? Does your leader adhere best to Hersey & Blanchard's situational model or Fielder's contingency theory? Explain and support your conclusions.

III. Which ethical philosophy(ies) best describes your leader's perspective(s)? Explain and support your conclusions. Did it change over time? If so, explain how and why?

IV. Which ethical leadership theory best describes your leader's leadership: Transformational leadership (use multifactor descriptors)? Servant leadership? Authentic Leadership?

IV. What sustains your leader and allows him/her to maintain an ethical posture? Or, if applicable, what has prevented your leader from becoming an ethical leader and/or what contributed to a lapse of ethical judgment/behavior?

V. Create a *unique* timeline of key events that influenced the development of the leader's leadership style and ethical perspectives. Do not utilize an existing timeline; create your own based on your research.

VI. References (display on the back side of your board; use APA format.

B. Panel Discussion (Team)

Prior to doing extensive research, share with your team members the individuals whom you are researching. As you are doing your own research, keep in mind the individuals with whom your team members are becoming acquainted. Will they be discovering different or similar lessons to what you are finding? After conducting a significant amount of research (by no later than the end of Week Five), meet with your team members and select an ethical question that will

engage your group's leaders in a panel discussion. If the issue from the *Taking Sides* text it must not be one used during the class for the purposes of debate.

During Week Seven, you will embody your leader as you participate in a live panel discussion on the issue selected. This is not a debate per se, but rather a discussion on the issue selected. You should strive to represent **your leader's perspectives** (or perceived perspectives) on the varying issues involved in the discussion. Each leader will be given 5 minutes to share their perspectives on the discussion topic (this should be a prepared and rehearsed statement). After all leaders on your team have shared their prepared statements, you will then enter into a live impromptu discussion on the topic with each other (the other leaders) and the class members (approximately 10 minutes).

3. Personal Leadership Development Paper – “Final Exam” [Individual Grade] – Due no later than midnight, Saturday, May 12th.

In 10-12 pages, describe your own leadership style, ethical perspective, and strategy for leadership development according to the below outline. Utilize the multiple assessments taken during the course, the assigned reading, and the classroom learnings to inform your paper. Due No Later than Midnight Saturday, May 12th

- I. Introduce yourself by briefly describing your leadership positions – past and present. In what type of leadership position do you aspire to be in 10 years from the present?
- II. Choose your most prominent leadership role (focus on this for the remainder of the paper). Whether your leadership is in your family, church, school, or organization, what do you hope to accomplish as a leader?
- III. In light of the theories studied and assessments taken in the course, describe your current leadership style (all must specify either Hersey & Blanchard's situational model or Fielder's contingency theory AND Transformational, Authentic or Servant Leadership). Explain and support your conclusions.
- IV. Describe your primary and secondary ethical type and what most informs your ethical decision-making. Explain and support your conclusions.
- V. Examine those aspects of your life over which you have some control. What do you want to preserve as you move forward (strengths)? What do you think you need to change, modify, or further develop as you grow (weaknesses)? Use the assessment results to inform this section.
- VI. Craft a strategy and implementation plan for your own leadership development. Your strategy should take into consideration the above

stated analysis and provide a practical plan that specifies how you will further develop as an ethical leader. This section should be specific and practical.

VII. What obstacles might you encounter as you implement your development plan (mention 3-4 specific blocks)? What might you do to proactively avoid and/or lessen the impact of these obstacles?

VIII. Make a statement of your intentions and your commitment to being an ethical leader.

Avoid excessive narrative material and concentrate on the analytical and strategic aspects of the paper (particularly III, IV, V, and VI). This paper should be comprehensive in nature by demonstrating complex understanding of the topics/theories, appropriate integration of the major concepts covered, and sufficient analysis to support your conclusions.

Criteria for grading Paper II: Leadership Development Plan (20 points possible)

Required Components	Points Possible
Introduce yourself by briefly describing your leadership roles and where you hope to be 10 years from the present.	2
Whether your leadership is in your family, church, school, or organization, what do you hope to accomplish in this leadership capacity? (Choose your most prominent role)	2
In light of the theories studied and assessments taken in the course, describe your current leadership style(s) and ethical perspective(s) (You must use the historical ethical philosophies here). Use of one of the contingency theories(Hershey & Blanchard or Fiedler) and one of the Ethical Leadership Theories (Transformational, Authentic or Servant) is required,.	8
Examine those aspects of your life over which you have some control. What do you want to preserve as you move forward? What do you think you need to change, modify, or further develop as you grow?	1
Craft a strategy for your own leadership development. Make a statement of your intentions and your commitment to being an ethical leader.	3
What external blocks might you encounter (mention 2-3 specific blocks) and what might you begin to do to lessen their impact?	1

Paper's syntax/grammatically is correct and spelled correctl; uses terminology accurately and appropriately; language is concise and understandable; and organization is logical. Paper is formatted according to APA standards. References page indicates at lease one major source (biography, autobiography, or a primary document written by the leader) in addition to other good quality secondary sources. Internet and/or encyclopedic sources are not utilized.	3
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Total	20
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Students are responsible for all assigned readings prior to class. In class, we will have a number of exercises, case studies, lectures and discussions. The learning process will be heavily dependent upon the student's willingness to become involved in all of these.

Schedule of Readings and Assignments

WEEK	TOPICS	READING & ASSIGNMENTS (Due BEFORE class)
ONE Oct 22	Ethical Leadership: An Introduction Formal Introductions Review of Syllabus/Assignments Team Selection and Charter Knowing Yourself Leadership vs. Management	Required Reading: LTP: Chapter 1: Introduction Article: Fairholm, <i>Different Perspectives on the Practice of Leadership</i> (available on Blackboard).
TWO Oct 29	Ethics, Economics, & The Corporation Introduction to Ethical Theory Ethical Decision Making Corporate Social Responsibility Principles of Ethical Leadership The Perceived Leader Integrity Scale The Ethical Type Indicator – Part One Debate Topic: Is Making a Profit the Only Social Responsibility of Business (Issue 3)	Required Reading: LTP: Chapter 16: Leadership Ethics TS: Introduction & Issue 3 Article: Mendonca, <i>Preparing for Ethical Leadership in Organizations;</i> Assignments Due (for class this week): 1. Prepare for the debate 2. Complete, Score, & Interpret <i>The Perceived Leader Integrity Scale</i> , LTP, pgs. 401-403. 3. Selection of leader due (see

Assignment #2)

THREE **Survey of Leadership Theory – Part One**

Nov 5

Trait, Styles and Skills Approaches
Situational Approach
Contingency Theory
The Ethical Type Indicator
Situational Leadership Assessment

Required Reading:

LTP: Chapters 5-6: Situational Leadership & Contingency Theory

Articles: Aronson, *Integrating Leadership Styles and Ethical Perspectives*.

2. Complete, Score, & Interpret the *LEAD Instrument*, and *The Ethical Type Indicator* (both distributed in class).

FOUR **Survey of Ethical Leadership Theory**

Nov 12

Transactional & Transformational Leadership
Charismatic Leadership
Servant Leadership
Authentic Leadership
Multifactor Leadership Questionnaire

Required Reading:

LTP: Chapters 9, 10 & 11:
Transformational, Servant and Authentic Leadership,
TS: Issue 18 (2012)

Articles: Molyneaux, *Blessed Are the Meek, for They Shall Inherit the Earth*. Collins, *Level 5 Leadership*. Carroll, *Servant Leadership: An Ideal for Nonprofit Organizations*.

Debate Topic II: Are Sweatshops an Inhumane Business Practice? (TS, Issue 18 in 2012 edition)

Assignments Due (for class *this week*):

1. Prepare for the debate (See instruction in the 'Assignment Specifications' section).
2. Complete, Score, & Interpret *The Multifactor Leadership Questionnaire* (posted on blackboard)
3. Complete and Score Servant Leadership Questionnaire
3. Complete Score and Authentic Leadership Self -Assessment

Nov 19 **Thanksgiving Break**

FIVE **The History and Impact of an Ethical Leader** **Reading, Assessments, and**
We will spend time together examining a **Assignments.**
Nov 26 leader in the way you will analyze the leader Work on Your Leader Research
whom you have chosen to research. We will
view a documentary and discuss theories that
apply.

SIX **Leadership Opportunities** **Required Reading:**
Women and Leadership **LTP:** Chapters 14-15,
Dec 3 Culture and Leadership **TS:** Issue 13 (2012)
Cross-cultural Awareness and Practice **Assignments Due (for class *this***
Debate Topic: Is CEO Compensation Justified **week):**
by Performance? (TS Issue 13 in 2012 edition)) 1. Prepare for the debate (See
instruction in the 'Assignment
Specifications' section).
2. Complete, Score, & Interpret
the *The Gender-Leader Implicit*
Association Test, LTP, pg 370-

SEVEN

**Leadership Perspectives
Panel Discussions**

Dec 10

**1-on-1 Display Board Fair
Ethical Issue Panel Discussions
Team Member & Course Evaluations**

**Assignments Due (for class this
week):**

**1. Analysis of an Ethical Leader
Project.**

**(Panel Discussion and Display
Board)**

Assignments Due:

**Saturday, December 15th at
midnight**