

NORTH PARK UNIVERSITY - School of Business & Nonprofit Management

Course: SBNM 5011	Spring 2013 Quad A
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 1:00 p.m.
 - Wednesday: 9:00 - 10:30 a.m.
 - Online
 - Monday 9:00 – 10:30 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.

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.

RECOMMENDED TEXT

Although only required for those who are unable to view the videos, the following text provides excellent supplementary readings for all students and is highly recommended.

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

Additional Readings:

Northouse provides assessments at the end of each chapter in the text. Weeks 2-5 the instructor will assign particular inventories that the students will complete, the results from which they will discuss on the discussion forum and in their Personal Application Journals. At times, an additional or substitute assessment will be posted within the appropriate module in Moodle.

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 to 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 present 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 520 points for the course. Letter grades will be assigned as following:

Grade	Points	Grade Point	Percentage
A	489 – 520	4.00	94%
A-	468 – 488	3.67	90%
B+	458 – 467	3.34	87%
B	437 – 457	3.00	83%
B-	416 – 436	2.67	80%
C+	406 – 415	2.34	77%
C*	385 – 405	2.00	73%
C-^{**}	364 – 384	1.67	70%
F^{***}	363 or less	0.00	Less than 70%

Summary of Assignments & Points	
Discussion Forums	320 points
Professional Application Journal	100 points
Narrative Leader PowerPoint	50 points
Personal Leadership Dev. Paper	50 points
<i>(Discussion Facilitation - Extra Credit 10 points)</i>	
Total Points =	520 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

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: I do not accept late work. If an assignment is late it will be awarded zero (0) points.**
- **Responsibilities (Instructor & Student)**

Student Responsibilities

1. Attendance, presence, and full participation are required for this class. You cannot successfully complete this course without completing the weekly readings and assignments. 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 Threads 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)

A final grade for this course will be computed according to your successful completion of the following assignments.

1. **Moodle Discussion Forum** **320 points maximum**

Discussion forums will be held during the following weeks: 1, 2, 3, 4, 5 and 6. There will be three forums in each of those weeks, except for Week 5 when there will be only one forum. You will receive up to a maximum of 20 points for your participation in each forum – up to 60 points during weeks 1-4 & 6 and 20 points during week 5. Initial Forum posts are due by 11:55 p.m. (CDT) on Thursday. Your posts in response to the threads begun by at least three other students in each forum are due by 11:55 p.m. (CDT) on Saturday

Weekly Discussion Forum Schedule:

Week 1: Begins Monday, January 14th and ends on Saturday, January 19th*

Week 2: Begins Monday, January 20th and ends on Saturday, January 26th

There is no class on January 21st, as this is Martin Luther King Day

Week 3: Begins Monday, January 27th and ends on Saturday, February 2nd*

Week 4: Begins Monday, February 3rd and ends on Saturday, February 9th*

Week 5: Begins Monday, February 10th and ends Saturday, February 16th*

Week 6: Begins on Monday, February 17th and ends on Saturday, February 23rd* Week 7: No discussion forum

*Your response to the instructor's original posting for the week is due by midnight on Thursday and the dialogue with classmates and instructor is closed at midnight on Saturday for evaluation. Later postings will not be evaluated.

Discussion Forum Scoring Rubric:

CATEGORY	4 pts – Meets Standards	3 pts – Approaching Standards	2 pts - Below Standards	1 pt- Well Below Standards	0 pts
Integration of Content	Relates to the original posting, demonstrates knowledge of content within sources provided and reinforces course material or challenges interpretation of material.	Demonstrates knowledge of content by integrating material found in multiple sources provided.	Refers to lesson content but is not integrated effectively.	Does not refer to key points with no evidence participant understands the key points.	
Number of Posts	Minimum of 4 responses during the week including original post and 3 posts, which are made in response to other students' comments.	Minimum of 3 responses during the week including original post and 2 posts, which are made in response to other students' comments.	Minimum of 2 responses during the week including one original post (in which you offer an observation and/or insight about something you have read) and one post made in response to other posts.	Single entry; no interaction with other participants' postings is evident. No evidence that the student has completed the reading assignment.	No Posting And No Response Posting
Relation to Original Post	Expands ideas presented in original post through sharing of relevant experience or reference material.	Responds to the ideas presented in the original post.	Response is loosely related to the ideas of the original post.	Response does not relate to the original post.	
Constructive Comments	Is characterized by at least 4 of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept.	Is characterized by at least 3 of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	Is characterized by two of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	Response is none of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	

Clear Writing	Clearly written with good word choice and no typographical or grammatical errors.	Organized, concise, clearly written in understandable language.	Writing is adequate but may include inconsistencies.	Writing is poor, unclear and disorganized.	
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2. Weekly Practical Application Journal (PAJ) 100 points maximum

Weeks 1-6, you are to submit a short written assignment of approximately 1000 words. The details of each week's assignment are detailed in the weekly modules in Moodle.

You will receive up to a maximum of 20 points for each submission. These submissions are due according to the schedule shown below:

PAJ Assignment Due Dates:

- Week 1: Monday, January 28th at 8:00 a.m. CDT
- Week 2: Monday, February 4th at 8:00 a.m. CST
- Week 3: Monday, February 11th 8:00 am CST
- Week 4: Monday, February 18th at 8:00 a.m. CST
- Week 5: No PAJ
- Week 6: Monday, March 4th at 8:00 a.m. CST
- Week 7: No PAJ Tuesday, February 26th Final Paper Due – See Below

PAJ Scoring Rubric

Criteria\Points	4 Points	3 Points	2 Points	1 Points	0 Points
Retelling of Experience	Detailed objective explanation of experience using specific descriptors of observations during experience	Objective observation of experience – is able to view the situation as an outside observer and understand the role he/she plays in the situation.	Somewhat objective observation of experience – sees him/herself as a part of the situation but not clear on his/her impact.	Non-objective observation of experience – does not account for the role that he/she played in the situation described.	Does not use real world experience to support concepts learned.

Reflections/ Personal Response	Describes own thoughts and supports own positions with several experiences	Describes own thoughts and supports position with real world experience	Describes own thoughts and takes a position but position is not supported	Describes own thoughts but position is unclear	Does not take a position or discuss own thoughts
Relevance to Course Concepts and Personal and Team Experience	Student gains insights well in multiple contexts; relates observations to classroom concepts and personal experience with teams both in class and in the workplace	Makes use of personal experience to support concepts discussed in class and integrates personal experience with insights gained from team members.	Makes use of personal experience to support concepts discussed in class but does not integrate personal experience with insights gained from team members.	Makes some reference to personal experience but experience is not clearly relevant to concepts discussed in class OR makes reference to concepts but does not support concepts with personal experience	Makes no reference to what is discussed in class or to personal experience
Critical Thinking	Is characterized by at least four of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	Is characterized by at least three of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	Is characterized by two of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	Is characterized by one of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	Response is none of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept
Effort on Assignment	Clearly written with good word choice and no typographical or grammatical errors.	Organized, concise, clearly written in understandable language.	Writing is adequate but may include inconsistencies.	Writing is poor, unclear and disorganized.	No journal submitted

3 Research and Presentation: Analysis of an Ethical Leader 50 points maximum

During Week 6, and **due no later than midnight, on Thursday, December 6th**, you will complete your analysis and report of an ethical leader and post to the week's discussion forum. In the second week of the course, you will begin to do research on a leader that you admire, or one whose unethical behavior has taught you about ethics. Conduct research through articles, books, and or film, and prepare a 25-40 slide PowerPoint Presentation (including, abstract page and reference list) that includes answers to the following questions.

- I. Who is the leader that you have chosen to research? What were you hoping to gain from learning about this person?
- II. What actions brought them notoriety? What challenges have they faced, and in what way did those challenges contribute to their posture as an ethical (or unethical) leader?
- III. What leadership characteristics have they developed? Why do you say so?
- IV. Which of the leadership theories best describe their leadership? (you must include one of the situation/contingency theories and utilize transformational, servant and or authentic leadership theory in your analysis? Explain.
- V. Which of the ethical/moral philosophies best describes their approach to decision-making? Explain
- VI. What sustains them and allows them to maintain an ethical posture – or.... What has prevented them from becoming an ethical leader?
- VII. Summarize and close with a discussion on how you have benefited from your investigation.

Ethical Leader Analysis Scoring Rubric

50 points maximum

The project report should follow the outline provided above and the assignments in module 7, but the outline is not a series of questions to be answered in your research – knowledge of which should be demonstrated in the report. The outline is a guide for developing the project report through which your knowledge of core course concepts will be demonstrated.

APA: Although it is a PowerPoint presentation, it should still begin with an abstract and end with a list of references.

Category	<u>Excellent</u> 10 points	<u>Very Good</u> 9 points	<u>Good</u> 8 points	<u>Fair</u> 7 points	<u>Poor</u> 6 points	<u>Unacceptable</u> 5 points or less
1. Introduction (Organization)	The introduction states the main topic and the main topic clearly relates to the content of the project. The introduction previews the structure of the project. Additionally the introduction is inviting to the reader.	The introduction states the main topic and the main topic clearly relates to the content of the project. The introduction previews the structure of the project.	The introduction states the main topic and the topic clearly relates to the content of the project.	The introduction states the main topic, but the topic as introduced does not relate clearly to the content of the project.	An attempt has been to introduce the project, but the main topic has not been clearly stated.	There is no clear introduction of the main topic or structure of the project.

3. Grammar & Spelling (Conventions)	Writer makes no errors and using grammar and formatting proficiently to enhance the overall readability of the project.	Writer makes no errors in grammar, spelling or APA formatting.	Writer makes 1-2 errors in grammar, spelling or APA formatting.	Writer makes 3-4 errors in grammar, spelling or APA formatting	Writer makes more than 4 errors in grammar, spelling or APA formatting.	Writer makes more than 5 errors in grammar, spelling or APA formatting .
4. Accuracy of Concepts (Content)	All course concepts are reported accurately and support the topic of the project.	All course concepts are reported accurately, but some may be extraneous to the topic of the project.	Almost all course concepts are reported accurately but some may be extraneous to the topic of the project.	Most course concepts are reported accurately but some may be extraneous to the topic of the project.	A few course concepts are reported accurately and may be extraneous to the topic of the project.	NO course concepts are reported OR most are inaccurately reported.
5. Conclusion (Organization)	The conclusion is strong and concise. It pulls together all aspects of the project as each relates to the topic described in the introduction.	The conclusion is strong, but wordy. It pulls together all aspects of the project as each relates to the topic described in the introduction.	The conclusion is recognizable and relates to the topic described in the introduction, but elements within the body of the project have been lost between the introduction and the conclusion	The conclusion is recognizable, but does not clearly relate to the topic described in the introduction.	Only one two sentences have been written to indicate that the project is complete.	There is no clear conclusion, the project just ends.

4. Final Paper – My Leadership Development Plan

50 points maximum

Paper. Due Tuesday, December 11th by 8:00 AM CST. 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.

- 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 either Servant, Transformational or Authentic leadership in addition to the other theories that best apply). 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. Please use headings for each section of the paper according to the above outline.

Remember to format your paper according to APA Guidelines.

Paper Scoring Rubric

50 points maximum

Criteria for Paper Scoring – Use the criteria below to check on your progress. Use the matrix in conjunction with the outline provided for the topical development of the paper.

The paper should follow the outline provided in the syllabus and the course assignments, but the outline is not a series of questions to be answered. The outline is a guide for developing the paper/project report through which your knowledge of

core course concepts will be demonstrated. In other words, this assignment is not a series of short essays, rather it should be a cohesive paper developed around a key topic with proper introduction and conclusion.

Category	<u>Excellent</u> 10 points	<u>Very Good</u> 9 points	<u>Good</u> 8 points	<u>Fair</u> 7 points	<u>Poor</u> 6 points	<u>Unacceptable</u> 5 points or less
1. Introduction (Organization)	The introduction states the main topic and the main topic clearly relates to the content of the paper. The introduction previews the structure of the paper. Additionally the introduction is inviting to the reader.	The introduction states the main topic and the main topic clearly relates to the content of the paper. The introduction previews the structure of the paper.	The introduction states the main topic and the topic clearly relates to the content of the paper.	The introduction states the main topic, but the topic as introduced does not relate clearly to the content of the paper.	An attempt has been to introduce the paper, but the main topic has not been clearly stated.	There is no clear introduction of the main topic or structure of the paper.
2. Focus on Topic (Content)	Paper topic is clear and well-focused topic. Main idea stands out and is supported by detailed knowledge of theory provided in the course. Personal experience has also been used to support the topic.	Paper topic is clear and well-focused. Main idea stands out and is supported by detailed knowledge of theory provided in the course.	Paper topic is clear but the supporting information is general – not clearly based on theory provided in the course.	Paper topic is somewhat clear but there is a need for more supporting information.	Paper topic is not clear. Although the material is alignment with course concepts, it is presented in a seemingly random and incoherent manner.	The paper topic is not clear and the content is not in alignment with course concepts.
3. Grammar & Spelling (Conventions)	Writer makes no errors and uses grammar and formatting proficiently to enhance the overall readability of the paper.	Writer makes no errors in grammar, spelling or APA formatting.	Writer makes 1-2 errors in grammar, spelling or APA formatting.	Writer makes 3-4 errors in grammar, spelling or APA formatting	Writer makes more than 4 errors in grammar, spelling or APA formatting.	Writer makes more than 5 errors in grammar, spelling or APA formatting .

4. Accuracy of Concepts (Content)	All course concepts are reported accurately and support the topic of the paper.	All course concepts are reported accurately, but some may be extraneous to the topic of the paper.	Almost all course concepts are reported accurately but some may be extraneous to the topic of the paper.	Most course concepts are reported accurately but some may be extraneous to the topic of the paper.	A few course concepts are reported accurately and may be extraneous to the topic of the paper.	NO course concepts are reported OR most are inaccurately reported.
5. Conclusion (Organization)	The conclusion is strong and concise. It pulls together all aspects of the paper as each relates to the topic described in the introduction.	The conclusion is strong, but wordy. It pulls together all aspects of the paper as each relates to the topic described in the introduction.	The conclusion is recognizable and relates to the topic described in the introduction, but elements within the body of the paper have been lost between the introduction and the conclusion	The conclusion is recognizable, but does not clearly relate to the topic described in the introduction.	Only one two sentences have been written to indicate that the paper is complete.	There is no clear conclusion, the paper just ends.

5. Facilitation – Extra Credit Assignment

10 points maximum

At the beginning of Week 2, you will receive your course facilitation assignment. Facilitation involves posting early, making sure everyone's initial contribution has been acknowledged with feedback and questions, and finally, summarizing the forum by 4:00 on Sunday afternoon.

Course Assignments Summary

Discussion Forums

Max Score 320 points = 62%

PAJ Assignments:

Max Score 100 points = 20%

Research Project & Presentation

Max Score 50 points= 9%

Final Paper

Max Score 50 points = 9%

Total Possible Score 520 points

Please note that while it may be possible to accumulate enough points to pass the course without completing the paper or completing the ethical leader presentation, you will fail the course if the paper and presentation have not been submitted.

Please be aware that your instructor will not accept late submissions of any papers, projects, or assignments for any reason whatsoever. A late submission will be recorded as 0 points.

ADDITIONAL REQUIREMENTS

- **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. 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 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.** A "Reference Guide for Using APA Format" is posted on Moodle in the Topics section to use as a guide.

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, MA: Bedford/St. Martin's.

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

American Psychological Association (2010). *Publication manual of the American psychological association*. Washington D.C.: American Psychological Association.

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. Slide 1: Title Page
 - B. Slide 2: Abstract
 - C. Slides 3+: Citations in slides
 - D. Final Slide: References (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 COURSE OUTLINE

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 on Monday. While the discussion board closes at midnight Chicago Time on the Saturday of the week for purposes of evaluation, you may add comments after Saturday, especially if answering a question.</i> 	<i>Varies, but generally due on Monday. While the PAJ is due by 8 a.m. Chicago time, the other assignments are generally due by midnight. Check Moodle or above in syllabus for specific times an assignment is due.</i>
Week 1 <i>Jan. 14-19</i> Ethical Leadership & Management	<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 	<ul style="list-style-type: none"> • Northouse, Ch. 1 • Fairholm, <i>Different perspectives on practice of leadership</i> 	<p>Post your responses to the weekly questions by midnight on Thursday to earn full credit.</p> <p>Post all your responses by midnight on Saturday as postings after Saturday will not be included in the evaluation.</p>	<p><u>Assignment:</u> Introduce yourself to your fellow classmates and post the information on the Introduction Forum before class begins.</p>

	<p>introduction forum.</p> <ul style="list-style-type: none"> • 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. • Synthesized the week's learning in a practical application journal. 			
<p>Week 2 Jan. 20-26</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 capitalism as a route to human happiness. • Synthesized the week's learning in a practical application journal. 	<ul style="list-style-type: none"> • Northouse, Ch. 16 • Newton, <i>Introduction and Issue 1: Can Capitalism Lead to Human Happiness?</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 2. Understanding Character (Virtue) and Moral Motivation <p>If you are unable to view or hear the video lectures, read Rachels & Rachels, Chs. 6-10 & 13</p>	<p>Post your responses to the weekly questions by midnight on Thursday to earn full credit.</p> <p>Post all your responses by midnight 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>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)</p> <p><i>Check the Assignment Summary posted on Moodle for due dates.</i></p>
Week 3	<i>Student Learning Objectives:</i>	<ul style="list-style-type: none"> • Northouse, Ch. 5-6 	Post your responses to the weekly	<u>Assignment:</u> Complete,

<p>Jan. 27-Feb. 2</p> <p>Leadership: Theory & Social Responsibility</p>	<p>By the completion of this week's module, each student will have:</p> <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 profit-making as the only social responsibility of business. • Rebutted an argument differing from their own. • Synthesized the week's learning in a practical application journal. 	<ul style="list-style-type: none"> • Newton, <i>Issue 3, Is Increasing Profits the Only Social Responsibility of Business?</i> • Cairo, Dotlich, and Rhinesmith, <i>The unnatural leader</i> 	<p>questions by midnight on Thursday to earn full credit.</p> <p>Post all your responses by midnight on Saturday as postings after Saturday will not be included in the evaluation.</p>	<p>score, and interpret the following in Northouse: Situational Leadership Questionnaire (pp. 116-118) & Least Preferred Coworker Measure (p. 134). Post responses in Discussion Forum for this week.</p>
<p>Week 4 Feb. 3-9</p> <p>Transformational and Authentic Leadership Theory & Application</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"> • 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 	<ul style="list-style-type: none"> • Northouse, Ch. 9 & 11 • Newton, <i>Issue 4, "Can Individual Virtue Survive Corporate Pressure?"</i> • Avolio & Gardner, <i>Authentic leadership development: Getting to the root of positive forms of leadership.</i> <p><u>Required Videos:</u></p> <p>1 Film clip: St. Crispen's Day Speech from Henry V (transcript provided for</p>	<p>Post your responses to the weekly questions by 11:55 p.m. on Thursday 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 Multifactor Leadership Questionnaire (MLQ) in Northouse, p. 213 and Authentic Leadership Self-Assessment Questionnaire in Northouse, pp. 280-281. Post responses in Discussion Forum for this week.</p>

	<p>Leadership</p> <ul style="list-style-type: none"> Argued either for or against the statement: Individual virtue can survive corporate pressure. Synthesized the week's learning in a practical application journal. 	<p>the hearing impaired)</p> <p>2 Interview with Andrea Jung, Chair and CEO of AVON Corp. (article provided in lieu of video for the hearing impaired)</p>		
<p>Week 5 Feb. 10-16</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. Argued either for or against the statement: CEO compensation is justified by performance." Rebutted an argument differing from their own. Synthesized the week's learning in a practical application journal. 	<ul style="list-style-type: none"> Northouse, Ch. 10 Newton, Issue 13, Is CEO Compensation Justified by Performance? 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, Authentic leadership development: Getting to the root of positive forms of leadership (also required in Week 4 <p><u>Supplemental Video:</u> Collins on Level 5 Leadership</p>	<p>Post your responses to the weekly questions by 11:55 p.m. on Thursday 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. Post responses in Discussion Forum for this week.</p>
<p>Week 6 Feb. 17-23</p> <p>Analysis of a Leader</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"> 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 	<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>Post all your responses to your classmates' PowerPoint's by 11:55 p.m. on Thursday to earn full credit.</p>	<p><u>Assignment:</u> PowerPoint Presentation of an Ethical Leader: <i>Post your PowerPoint presentation on Discussion Forum Thread and in the Week 6 Assignment Link.</i></p>

	<p>and analysis with your classmates.</p> <ul style="list-style-type: none"> • Provided feedback on the analysis conducted by at least two of your fellow learners. 			
<p>Week 7 Feb. 24-Mar. 4</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. 	Required Readings: None	No formal discussion this week on Moodle.	Work on your final paper.
Final Paper			Submit your final paper by 11:55 p.m. on Tuesday, Feb. 26, 2013.	Assignment: Personal Leadership Development Paper. Submit on the Final Paper Assignment link.