

North Park University – School of Business and Nonprofit Management

**SBNM 5011 Ethical Leadership
Fall 2013, Quad B, Online Syllabus**

“Some people become leaders because they have or develop certain talents and dispositions, or because of their wealth, military might, or positions. Others lead because they possess great minds and ideas or they tell compelling stories. And then there are people who stumble into leadership because of the times or circumstances in which they find themselves. No matter how people get to be leaders, no one is a leader without followers. Managers and generals can act like playground bullies and use their power and rank force to force their will on people, but that is coercion, not leadership. Leadership is not a person or a position. It is a complex moral relationship between people, based on trust, obligation, commitment, emotion and a shared vision of the good. Ethics, then, lies at the very heart of leadership.”

~ Joanne B. Ciulla, *Ethics, The Heart of Leadership*

Course Instructor

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Deputy Commissioner, Bureau of Human Resources

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Contact Information:

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Schedule:

While I typically log into the course every day, I will be most active on Wednesdays and Saturdays. If you email me a question, I will respond within 24 hours. Discussion Forum and PAJ grades will be posted within one week following the close of discussion. If for any reason I should change my schedule, a course announcement will be posted informing you of any and all changes.

Office Hours/Appointments:

Please e-mail me to schedule a phone or online appointment.

Course 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 those who chose to lead from an ethical perspective. 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.

Course Prerequisites

This course has no prerequisites. All directions and support are provided for the assignments in this course.

Student Learning Objectives (in Alignment with Institutional Evaluation Metrics (IDEA))

- Comprehend fundamental principles, generalizations, and theories.
The reading assignments are intended to help students acquire factual knowledge regarding fundamental principles and theories of leadership and ethics. Knowledge of principles and theories will be demonstrated in weekly discussions, journals and papers.
- Learn to analyze and critically evaluate ideas, arguments, and points of view.
Debates on ethical issues will occur throughout the course during which students will be required to present arguments and rebuttals as they evaluate the logic and moral persuasiveness of particular points of view. Additionally, students will practice using ethical issue typologies to analyze current ethical issues.
- Develop a clearer understanding of, and commitment to, personal values.
Through an examination of leadership styles and ethical frameworks presented in the reading and video lectures, the students will identify their own ethical perspectives and leadership styles. Additionally, after researching and analyzing current ethical issues, the students will apply a moral reasoning process in which they call upon their own values as they respond to an ethical issue.

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

In addition to the general objectives stated above, the student who successfully completes the course will be able to:

1. Recognize the characteristics and attributes of ethical leadership in the context of the modern globally involved organization.
2. Apply leadership and ethical theory to analyze leader behaviors.

3. Analyze ethical issues using ethical issue typologies presented in the course.
4. Argue and rebut opposing views on a number of critical ethical issues.
5. Apply ethical decision making rubrics to determine his/her response to an ethical issue.
6. Articulate an understanding of his/her ethical basis for leadership.
7. Determine his/her current and future roles as a leader.
8. Assess his/her strengths, weaknesses and commitment to a leadership role in post graduate school life.
9. Synthesize course theory and concepts in a description of their own leadership style.

Required Texts

Johnson, C.E. (2012). *Meeting the ethical challenges of leadership: Casting light or shadow, 4th Edition*. Thousand Oaks, CA.: Sage Publications (ISBN: 978-1-4129-8222-1)

Newton, L.H, Englehardt, E.E. & Pritchard, M. (2012). *Taking Sides: Clashing Views in Business Ethics and Society, 12th Edition*. New York: McGraw-Hill/Dushkin. (ISBN: 978-0-07-352735-2)

Required Assessment Inventories

Johnson provides assessments throughout the primary text for this course. You are responsible for completing the assessment in all the assigned chapters. The results from the assessments should be utilized primarily in the Practical Application Journal but also may be relevant to the discussion evolving in the weekly discussion forums. At times, an additional or substitute assessment will be posted within the appropriate module in Moodle.

Additional Readings

All other required and optional readings can be found on the Moodle course site in the module for the week that the readings are assigned or recommended.

For those with visual or auditory impairments that may prevent them from viewing the videos posted in Modules 2 the following text is also required:

Rachels, J. & Rachels, S. (2011). *The Elements of Moral Philosophy, Seventh Edition*. New York: 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 reading for all students.

Rachels, J. & Rachels, S. (2011). *The Elements of Moral Philosophy, Seventh Edition*. New York: McGraw Hill. ISBN: 978-0078038242.

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 will be posted by the course facilitator on the course site on a weekly basis to stimulate the discussion. Responses should not be directed to the course facilitator but can and should be in response to the thoughts and ideas of other students.

Important note: I see my role as your instructor as a “learning facilitator.” Rest assured that that I am reading your posts on a daily basis and I am also visiting your online group discussions. While I will not respond to each and every posting, 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 learnings and observations and for the discussion to unfold organically. To aid in this process, my posting will typically occur at the end of each week. I expect that you will take active responsibility for your own learning throughout this course. I will guide you along the way.

Course Schedule

Discussion questions for the week will be posted by Saturday morning so that we can begin discussion of the topic by Monday evening of each week. Thus, it is essential that you complete your assigned readings for each week as early as possible in order to provide meaningful and substantive discussion comments. Kicking off a discussion means posting some of your reflections and thoughts about the assigned readings and/or posts from the previous week that lead into the current week’s topics. When you cite the readings of another post, please include your references and/or page numbers so that we can all follow your thinking. Your initial post to each forum should be approximately 250 words in length. The initial post to each forum must be posted no later than Thursday at midnight (CST). The three response posts in each of the weekly forums are due no later than Saturday at midnight (CST).

Computer Requirements

In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection. Familiarity with MS Word and MS PowerPoint is also required. Please visit <http://www.northpark.edu/Campus-Life-and-Services/Information-Technology/Network/Minimum-Requirements> for information on computer requirements.

Technical Skills Required

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 MS Word, create Presentations using MS PowerPoint, perform basic tasks such as sending email with attachments, creating, editing and saving documents in a file structure, and performing web searches.

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 a minimum of 4-5 times per week (at any time during the week) and are expected to post a substantive contribution to the discussion at least 3-4 times per week (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 (see below for posting suggestions). You must support your position or begin a new topic or add somehow to the discussion when logging on. 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 respond to three other students’ original 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.

Course Instructor Responsibilities:

1. The course instructor will design the course and learning modules in such a way that students have every opportunity to achieve the learning objectives.
2. While the course instructor will not lead the online discussion, he will provide reactions to student responses and discussion as appropriate in order to clarify important ideas and concepts. The instructor will not dominate or over facilitate the discussion forums, but have a presence.
3. The course instructor will provide opportunities for group work in class that will include discussion as well as hands-on exercises.

4. The course instructor will provide updated information on relevant resources for the various topics of interest.
5. The course instructor will read and critically assess students' assignments and provide feedback within 7-10 days of receipt.
6. The course instructor will respond to all student e-mails within 24 hours of receipt.
7. The course instructor will respond to all student phone calls within 24 hours.
8. The course instructor will evaluate student progress in the class and provide a final grade. Explanatory comments will be provided for each assignment submitted.

Course Outline

Week/Module #1: October 21 - 27

Ethical Leadership and Management

Student Learning Objectives:

By the completion of this week's module, each student will have:

1. engaged in the weekly course flow through involvement in discussion forums and journal completion.
2. discovered with whom they will be learning throughout the course by introducing themselves to one another in the Introductions Forum.
3. identified the nature of leadership as a field of study.
4. contrasted the functions of leadership with those of management.
5. distinguished between the responsibilities of leadership and followership.
6. differentiated between leadership development and ethical leadership development by applying the concepts of leadership light and leadership shadow.
7. synthesized the week's learning in a practical application journal.

Required Readings:

1. Johnson, Introduction and Chapters 1 & 2
2. Kotter, J. (1999). Change leadership. *Executive Excellence*, 16(4).

Required Self Assessments – Complete, Score and Interpret the following assessments for use in the Week 1 PAJ as well as your final paper:

Johnson Chapter 1: The Brutal Boss Questionnaire
Johnson Chapter 2: Moral Imagination Scale

Week/Module #2: October 28 – November 3

Ethics and Morality in Leadership

Student Learning Objectives

By the completion of this module, each student will have:

1. initiated team development by discussing and selecting, with members of their group, a group name and a group symbol.
2. defined and described evil and forgiveness as workplace phenomena.
3. determined the ethical philosophy to which they are most closely aligned?
4. examined the role of ethics and morals in leadership.
5. argued either for or against the statement: Individual virtue can survive corporate pressure.
6. synthesized the week's learning in a practical application journal.

Required Readings:

1. Johnson, Chapters 3, 4 & 5
2. Newton, Englehardt and Pritchard, Issue 4: Can Individual Virtue Survive Corporate Pressure?

Required Self Assessments – Complete, Score and Interpret the following assessments for use in the Week 1 PAJ as well as your final paper:

Johnson Chapter 3: The Perceived Leader Integrity Scale
Johnson Chapter 4: Tendency to Forgive Scale
Johnson Chapter 5: Organizational Citizenship Behavior Scale

Required Video Lectures:

1. Overview of Ethical Reasoning: Teleology (Consequential) and Deontology (Principle-based) Ethic
2. Understanding Character (Virtue) and Moral Motivation

If you are unable to view or hear the video lectures, read chapters 6, 7, 8, 9, 10 & 13 in:

Rachels, J. & Rachels, S. (2011). *The Elements of Moral Philosophy, Seventh Edition*. New York: McGraw Hill. ISBN: 978-0078038242.

Week/Module #3: November 4- 10

Transformational/Authentic Leadership and Organizational Climate

By the completion of this module, each student will have:

1. differentiated among Transformational, Transactional and Laissez-Faire Leadership styles.
2. distinguished between Transformational and Authentic Leadership.

3. assessed the qualities of given leaders and associated the qualities with Transformational and Authentic Leadership
4. argued either for or against the statement: Ethics codes can build “true corporate ethics.”
5. rebutted an argument differing from their own.
6. synthesized the week’s learning in a practical application journal.

Required Readings:

1. Johnson Chapters 6 (Transformational and Authentic Leadership) & 9
2. Aronson, E. (2001). Integrating leadership styles and ethical perspectives. *Canadian Journal of Administrative Sciences* 18(4), 244-256.
3. Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *Leadership Quarterly* 16(3), 315-338.
4. Newton, Englehardt & Pritchardt, Issue 5: Can Ethics Codes Build “True” Corporate Ethics?

Required Self Assessments – Complete, Score and Interpret the following assessments for use in the Week 1 PAJ as well as your final paper:

Johnson Chapter 9: Ethical Climate Questionnaire
The Multifactor Leadership Questionnaire – posted on Moodle in the Week 3 Module
Authentic Leadership Self-Assessment – posted in Moodle in the Week 3 Module.

Required Video:

1. Film Clip: St. Crispen’s Day Speech from Henry V (transcript provided for the hearing impaired)
2. Interview with Ursula Burns, Chair and CEO of Xerox (article provided in lieu of video for the hearing impaired)

Week/Module #4: November 11 - 17

Servant Leadership Theory & Self Leadership

Student Learning Objectives:

By the completion of this module, the students will have:

1. analyzed his/her potential and/or desire to become a Servant Leader.
2. examined self-leadership in the context of group/team leadership.
3. determined if Servant Leadership is a viable option in today’s business environment.
4. compared Servant Leadership with “Level 5 Leadership.”
5. analyzed meekness as a leadership competency.
6. argued either for or against the statement: CEO compensation is justified by performance.
7. rebutted an argument differing from their own.
8. synthesized the week’s learning in a practical application journal.

Required Readings and Exercises:

1. Johnson Chapters 6 (only the section on Servant Leadership) & 8
2. Collins, S. (2005). Level 5 leadership: The triumph of humility and fierce resolve. *Harvard Business Review*, 83(7), 135-146.
3. Stoffel, B. (2011). Is this a Level 5 Leader? *The Motley Fool*. Downloaded from <http://www.fool.com/investing/general/2011/01/27/is-this-a-level-5-leader.aspx>
4. Molyneaux, D. (2003). Blessed are the Meek for They Shall Inherit the Earth. *Journal of Business Ethics*, 48, 347-363.
5. Newton, Englehardt & Pritchardt, Issue 13: Is CEO Compensation Justified by Performance?

Required Self Assessments – Complete, Score and Interpret the following assessments for use in the Week 1 PAJ as well as your final paper:

Johnson Chapter 6: Servant Leadership Questionnaire

Required Video:

Collins on Level 5 Leadership

Week/Module #5: November 18 - 24

Ethical Decision-Making and Behavior & Global Impact

Student Learning Objectives:

By completion of this module, each student will have:

1. identified an ethical issue within a current event in the recent business news.
2. analyzed an ethical issue utilizing at least two of the four ethical issue typologies presented.
3. evaluated the benefit of at least one of the decision-making formats in light of a specific issue.
4. argued either for or against the moral obligation of multinational corporations.
5. rebutted an argument differing from their own.
5. synthesized the week's learning in a practical application journal.

Required Readings:

1. Johnson, Chapter 7
2. Newton, Englehardt & Pritchardt, Issue 17: Are Multinational Corporations Free from Moral Obligation?
3. Marsh, C. (2008). Summary of ethical issue typologies.

Recommended Readings to clarify the ethical issue typologies:

1. Collins, D. (1989). Organizational harm, legal condemnation and stakeholder retaliation: A typology, research agenda and application. *Journal of Business Ethics*, 8, 1-15.
2. Geva, A. (2006). A typology of moral problems in business: A framework for ethical management. *Journal of Business Ethics*, 69, 133-147.
3. Jones, T. M. (1991). Ethical decision making by individuals in organizations: An issue-contingent model. *Academy of Management Review*, 16, 366-395.
4. Waters, J.A. & Bird, F. (1989). Attending to ethics in management. *Journal of Business Ethics*, 8, 493-497.

Required Self Assessments – Complete, Score and Interpret the following assessments for use in the Week 1 PAJ as well as your final paper:

Johnson Chapter 7: Moral Sensitivity Scenarios

Thanksgiving Break November 25 – December 1

Week/Module #6: December 2 - 8

Analysis of and Resolution of an Ethical Issue from a Leadership Perspective

Student Learning Objectives

By completion of this module, each student will have:

1. Identified multiple ethical issues within a film of his/her team's choice
2. synthesized ethical analysis and decision-making frameworks and determined relevance to at least one selected issue
3. applied the normative moral philosophies and leadership theories to leader behaviors
4. analyzed and proposed solutions from at least one leader's perspective.
5. provided feedback on the analysis conducted by at least two other teams.

Required Readings and Exercises:

During Week 4 each team will have selected one of the following films (descriptions below from Rottentomatoes.com) to view and analyze during Week 6. The options, listed by year of release, are:

The Ides of March (2012, Sony): Rated R. The Ides of March takes place during the frantic last days before a heavily contested Ohio presidential primary, when an up-and-coming campaign press secretary (Ryan Gosling) finds himself involved in a political scandal that threatens to upend his candidate's (George Clooney) shot at the presidency. Cast also includes Philip Seymour Hoffman, Paul Giamatti, Evan Rachel Wood and Marisa Tomei.

The Descendants (2011, Fox Searchlight): Rated R. Set in Hawaii, The Descendants is a sometimes humorous, sometimes tragic journey for Matt King (George Clooney) an indifferent husband and father of two girls, who is forced to re-examine his past and embrace his future

when his wife suffers a boating accident off of Waikiki. The event leads to a rapprochement with his young daughters while Matt wrestles with a decision to sell the family's land handed down from Hawaiian royalty and missionaries.

The Flowers of War (2011, Wrekin): Rated R. In 1937, Nanking stands at the forefront of a war between China and Japan. As the invading Japanese Imperial Army overruns China's capital city, desperate civilians seek refuge behind the nominally protective walls of a western cathedral. Here, John Miller (Christian Bale), an American trapped amidst the chaos of battle and the ensuing occupation takes shelter, joined by a group of innocent schoolgirls and thirteen courtesans, equally determined to escape the horrors taking place outside the church walls. Struggling to survive the violence and persecution wrought by the Japanese army, it is an act of heroism which eventually leads the seemingly disparate group to fight back, risking their lives for the sake of everyone. A Chinese Film – Mostly English, but some subtitles.

Doubt (2008, Miramax): Rated PG-13. When the principal (Meryl Streep) of a Bronx Catholic High School accuses a popular priest (Philip Seymour Hoffman) of pedophilia, a young nun (Amy Adams) caught in between the feuding pair becomes hopelessly swept up in the ensuing controversy.

Gran Torino (2008, Warner Brothers): Rated R. A racist Korean War veteran living in a crime-ridden Detroit neighborhood is forced to confront his own lingering prejudice when a troubled Hmong teen from his neighborhood attempts to steal his prized Gran Torino. Decades after the Korean War has ended, ageing veteran Walt Kowalski (Clint Eastwood) is still haunted by the horrors he witnessed on the battlefield. The two objects that matter most to Kowalski in life are the classic Gran Torino that represents his happier days working in a Ford assembly plant, and the M-1 rifle that saved his life countless times during combat

There Will be Blood (2007, Paramount Vantage): Rated R. Writer-director Paul Thomas Anderson steps outside his contemporary world of dysfunctional Angelenos to explore a very different dysfunctional man -- an oil pioneer whose trailblazing spirit is equaled only by his murderous ambition. There Will Be Blood is Anderson's loose adaptation of the novel Oil! by Upton Sinclair, and it focuses its attentions on Daniel Plainview (Daniel Day-Lewis), a miner who happens upon black gold during a disastrous excavation that ends in a broken leg. Pulling himself up from the bowels of the earth, both literally and metaphorically, Plainview embarks on a systematic and steadfast approach to mastering the oil business.

Michael Clayton (2007, Warner Brothers): Rated R. Michael Clayton (George Clooney) handles all of the dirty work for a major New York law firm, arranging top-flight legal services and skirting through loopholes for ethically questionable clients. But when a fellow "fixer" decides to turn on the very firm they were hired to clean up for, Clayton finds himself at the center of a conspiratorial maelstrom.

The Insider (1999, Buena Vista): Rated R. The Insider tells the true story of a man who decided to tell the world what the seven major tobacco companies knew (and concealed) about the dangers of their product. Jeffrey Wigand (Russell Crowe) was a scientist employed in research for a tobacco firm, Brown and Williamson. Not long after he was fired by Brown and Williamson, Wigand came into contact with Lowell Bergman (Al Pacino), a producer for 60 Minutes who worked closely with journalist Mike Wallace (played here by Christopher Plummer). Bergman arranged for Wigand to be interviewed by Wallace for a 60 Minutes expose on the cigarette industry, though Wigand was still bound by a confidentiality agreement not to discuss his employment with the company.

Week 5: Begins Monday, Nov 18 and ends Saturday Nov 23
 Week 6: Begins on Monday Dec 2 and ends on Saturday Dec 7
 Week 7: No discussion forum

3 Forums
 1 Forum

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 three posts which are made in response to other students' comments.	Minimum of 3 responses during the week including original post and two 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.	

2. Weekly Practical Application Journal (PAJ) 100 maximum points

Weeks 1- 5 you are to submit a short written assignment of approximately 1000 words in which you reflecting upon and applying the weeks' learnings. Particular attention will be paid to the assigned self-assessments. Additional 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, October 28 at 8:00 am CST
- Week 2: Monday, November 4 at 8:00 am CST
- Week 3: Monday, November 11 at 8:00 am CST
- Week 4: Monday, November 18 at 8:00 am CST
- Week 5: Monday, November 25th at 8:00 am CST
- Week 6: No PAJ, Monday December 9 - PowerPoint Slide Final Submission Due
- Week 7: No PAJ Monday, December 16 - Final Paper Due – See Below

PAJ Assignment 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	Is characterized by at least three	Is characterized by two of the	Is characterized by one of the	Response is none of the

	<p>the following:</p> <p>a. supportive</p> <p>b. thought-provoking</p> <p>c. challenging</p> <p>d. reflective</p> <p>e. ties to another course concept</p>	<p>of the following:</p> <p>a. supportive</p> <p>b. thought-provoking</p> <p>c. challenging</p> <p>d. reflective</p> <p>e. ties to another course concept</p>	<p>following:</p> <p>a. supportive</p> <p>b. thought-provoking</p> <p>c. challenging</p> <p>d. reflective</p> <p>e. ties to another course concept</p>	<p>following:</p> <p>a. supportive</p> <p>b. thought-provoking</p> <p>c. challenging</p> <p>d. reflective</p> <p>e. ties to another course concept</p>	<p>following:</p> <p>a. supportive</p> <p>b. thought-provoking</p> <p>c. challenging</p> <p>d. reflective</p> <p>e. ties to another course concept</p>
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. Group Presentation: Analysis and Resolution of an Ethical Issue 50 maximum points

During Week 6, with first draft in PowerPoint format posted to the discussion forum no later than midnight CST on Thursday, December 5th and final presentation submitted to instructor no later than Monday, December 9th at 8:00 AM CST, you will complete your analysis and resolution of at least one ethical issue, as it plays out in the group's film choice. In the fourth week of the course your group will select the film they will be viewing for this assignment. The group should view and begin to discuss the film, PRIOR to WEEK 6 so the final analysis and report can be prepared and posted by Thursday. A discussion forum will be provided for that purpose. Upon completion of the analysis the each group will prepare a 25-40 slide PowerPoint Presentation (including, abstract page and reference list) that includes answers to the following questions.

- I. What ethical issues did your group identify?
- II. Choose one major ethical issue from the film and utilize at least two of the ethical issue typologies to analyze the issue.
- III. Who are the decision-makers involved? Discuss their leadership using the material on light and shadow from the text.
- IV. Which of the normative leadership theories best describe their leadership (Servant, Authentic, Transformational)? Explain. If none of the theories are relevant, explain why you have reached that conclusion.
- V. Which of the normative ethical/moral philosophies (teleology, deontology, virtue) best describes their approach to decision-making? Explain
- VI. Apply one of the decision-making formats presented in the text as if you were the decision-maker in this situation.
- VII. Summarize and Close

Ethical Issue Analysis Scoring Rubric:

The project report should follow the outline provided above, 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.

50 points total

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.
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4. Final Paper – My Leadership Development Plan

50 pts. max.

Due Monday, December 16 at 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 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)? How will you move out of the shadows? Use the assessment results to help 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 pts. max.

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

Max 10 points

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.

Course Grading:

According to policies of the School of Business and Nonprofit Management, a grade less than C is a failing grade. A total of 520 points were available in this course.

Total Points Earned:	Final Grade:
489-520	A
468-488	A-
458-467	B+
437-457	B
416-436	B-
406-415	C+
385-405	C

Course Polices:

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

The graduate courses in the SBNM are all 7 weeks in length. Making up one week’s discussion forums is allowed as all readings and assignments are made up by the student within a reasonable time period (the following class session). Of course, in an online course, delayed discussion forum participation will always have an impact on your learning and the learning of others. Making up a second week’s discussion forum is allowed only in unusual circumstances by prior arrangement and will result in the reduction of your grade. Since this represents more than 25% of the class time for the course, the student runs the risk of receiving a lower overall grade for the class. A student who misses a third week of discussion forums 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 policy outlined in the University Catalog (found on the NPU website). Tardiness is a **major** annoyance. Late participation impacts the flow and the ability of your fellow class mates to enter into discussion with you.

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/Campus-Life-and-Services/Disability-Resources>.

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.