

School of Business and Nonprofit Management

Course Syllabus

Course: *SBNM 5011 Ethical Leadership*

Academic Year: 2013-14 **Semester/Quad:** Spring A

Credit Hours: 2

Prerequisites: *N/A*

Instructor: Richard “Rick” Yngve

- President/Consultant, Yngve & Associates
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Availability:

Online Office Hours are Tuesdays 5:00-6:00pm Central Time Zone or by 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.

Required Course Materials:

- 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)
- Other readings will be assigned via links within the Moodle course.

Alternative 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 Objectives & Methodology

Essential Institutional Evaluation Metrics (IDEA) Objectives:

1. 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.

2. 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.

3. 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.

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.

Course Methodology:

The course will be taught with a variety of “lectures,” discussions, assessments and active exercises in which the student will be able to demonstrate accomplishment of the above objectives.

The Johnson text provides assessments throughout the primary text for this course. Students 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.

Requirements & Responsibilities

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. Please visit <http://www.northpark.edu/Campus-Life-and-Services/Information-Technology/Network/Minimum-Requirements> for information on computer requirements.

Technical Requirements:

Students are expected to have completed the online Moodle tutorial required of all online students. Additionally, students are expected to have access and knowledge of how to utilize Microsoft Word (or an equivalent word processing software that can be shared through “.doc” or “.docx” extensions. Students will also need to utilize Microsoft PowerPoint to create a presentation.

Student Responsibilities:

1. Attendance, or online presence/participation, are required for this class. You cannot successfully complete this course without completing the weekly readings and assignments.
2. Some assignments will be posted online for others to see. You will be asked to comment and provide feedback to one another on your work.
3. Although I strongly suggest that all issues, questions, and problems be dealt with online, you can feel free to call or email me regarding these issues at any time, noting the office hours I am available.
4. Use proper “netiquette” (see A Guide to Netiquette).
5. Please plan on spending at least 4 out of 7 days per week online to complete the assignments for this course. Do NOT try to do everything in one day. Not only is it difficult to accomplish, but you will learn more from the assignments if you allow yourself more time to think and contemplate the work.

Instructor Responsibilities:

1. Design the course and learning modules in such a way that students have every opportunity to achieve the learning objectives.
2. Provide reactions to student responses and discussion as appropriate in order to clarify important ideas and concepts.
3. Provide opportunities for group work that will include discussion as well as hands-on exercises.
4. Provide updated information on relevant resources for the various topics of interest.
5. Respond critically assess students’ assignments and provide feedback within 7 days of receipt.
6. Respond to all student e-mails within 72 hours of receipt.
7. Respond to all student phone calls within 72 hours.

Key School Policies:

Academic Honesty

In keeping with our Christian heritage and commitment, North Park University and the School of Business and Nonprofit Management 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:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.
4. 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 online catalog.

In conclusion, it is our mission to prepare each student 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 for Graduate Courses

The graduate courses in the SBNM are all 7 weeks in length. Missing one class session 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. Missing a second class session is allowed only in unusual circumstances by prior arrangement with the instructor. Since this represents almost 30% of the engagement time for the course, the student runs the risk of receiving a lower overall grade for the class. Faculty are encouraged to drop the course grade by a full letter grade in this situation. A student who misses three classes (or the equivalent for an online class) 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).

APA Requirement

The School of Business and Nonprofit Management (SBNM) has adopted the *Publication Manual of the American Psychological Association* (APA) as the standard and required format for all written assignments in SBNM courses.

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 *APA Manual*, we recommend that you purchase the reference manual and/or that you 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.***

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 links.

- 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

Students with Disabilities

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact your program's office (Business: 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>

**Week/Module #1: Ethical Leadership and Management
January 13-19, 2013**

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:

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

Required Self Assessments

Complete, score and interpret the following assessments for use in the Weekly PAJ as well as your final paper:

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

Required Assignments

- Discussion Forums (3 forums)
- Practical Application Journal (PAJ)

Week/Module #2: Ethics and Morality in Leadership

January 20-26, 2013

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:

- Johnson, Chapters 3, 4 & 5
- 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 Weekly 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:

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

Note: 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.

Required Assignments

- Discussion Forums (3 forums)
- Practical Application Journal (PAJ)

Group Project:

- By Wednesday: submit original post to Group Discussion regarding group name and symbol/logo choice.
- By Saturday: complete peer-to-peer discussion for name and symbol selection
- By Sunday: elect group member to inform Professor of Group name and symbol selection

Week/Module #3: Transformational/Authentic Leadership and Organizational Climate January 27-February 2, 2013

Student Learning Objectives

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:

- Johnson Chapters 6 (Transformational and Authentic Leadership) & 9
- Aronson, E. (2001). Integrating leadership styles and ethical perspectives. *Canadian Journal of Administrative Sciences* 18(4), 244-256.
- 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.
- 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 Weekly 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:

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

Required Assignments

- Discussion Forums (3 forums)
- Practical Application Journal (PAJ)

Group Project:

- By Wednesday: submit original post to Group Discussion on film choice.
- By Saturday: complete peer-to-peer discussion for film choice
- By Sunday: elect group member to inform Professor of Group film selection

Week/Module #4: Servant Leadership Theory & Self Leadership

February 3-February 9, 2013

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:

- Johnson Chapters 6 (only the section on Servant Leadership) & 8
- Collins, S. (2005). Level 5 leadership: The triumph of humility and fierce resolve. Harvard Business Review, 83(7), 135-146.
- 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>
- Molyneaux, D. (2003). Blessed are the Meek for They Shall Inherit the Earth. Journal of Business Ethics, 48, 347-363.
- 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 Weekly PAJ as well as your final paper:

- Johnson Chapter 6: Servant Leadership Questionnaire

Required Video:

- Collins on Level 5 Leadership

Required Assignments

- Discussion Forums (3 forums)
- Practical Application Journal (PAJ)

Group Project:

- By Sunday: ensure each member of the team has watched the selected film.

Week/Module #5: Ethical Decision-Making and Behavior & Global Impact

February 10-February 16, 2013

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.
6. synthesized the week's learning in a practical application journal.

Required Readings:

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

Recommended Readings to clarify the ethical issue typologies:

- Collins, D. (1989). Organizational harm, legal condemnation and stakeholder retaliation: A typology, research agenda and application. *Journal of Business Ethics*, 8, 1-15.
- Geva, A. (2006). A typology of moral problems in business: A framework for ethical management. *Journal of Business Ethics*, 69, 133-147.
- Jones, T. M. (1991). Ethical decision making by individuals in organizations: An issue-contingent model. *Academy of Management Review*, 16, 366-395.
- 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 Weekly PAJ as well as your final paper:

- Johnson Chapter 7: Moral Sensitivity Scenarios

Required Assignments

- Discussion Forums (3 forums)
- Practical Application Journal (PAJ)

Group Project:

- Begin Group dialogue on the film and PowerPoint preparation (use Week 6 "Group Preparation Forum" for this purpose)

Week/Module #6: Analysis of and Resolution of an Ethical Issue from a Leadership Perspective

February 17-February 23, 2013

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 Reading:

- None

Group Project:

- Due Wednesday of Week 6: Post PowerPoint draft to Class Forum
- From Thursday to Sunday: Post individual feedback/responses to each group draft in the class.
- From Monday to Wednesday: In your Group, discuss class feedback and prepare final PowerPoint.
- Due Wednesday of Week 7: Post final PowerPoint to assignment area for grading.

Week/Module #7: The Leadership Development Plan

February 24-March 2, 2013

Student Learning Objectives:

By completion of this module, students will have:

1. synthesized course concepts and determined relevance to their own leadership development.
2. identified beliefs that inform their leadership views.
3. assessed personal strengths and weaknesses with regards to leadership
4. written a leadership development plan.

Required Reading:

- None

Group Project:

- *As a group, review and discuss the class feedback (use Week 6 "Group Preparation Forum" for this purpose).*
- Due Wednesday: Submit the final Group PowerPoint presentation for grading.
- Due Wednesday: Submit your Group Evaluation.

Final Individual Paper:

- Due Sunday: See Assignment Description in later section of syllabus.

Grading:

Criterion	Points	Percentage
Discussion Forums	500 (30 per forum)	50%
Weekly Practical Application Journal	200 (40 pts each)	20%
Group Presentation	150 pts	15%
Final Paper	150 pts	15%
TOTAL:	1000	100%

Grade Mapping:

The final course grade will be computed according to the total number of points earned for all assignments. The following table shows how point percentages for the course correspond to the standard grades and grade points used at North Park University:

Course Percentage	Letter Grade	Grade Points
93-100%	A	4.00
90-92.9%	A-	3.67
87-89.9%	B+	3.34
83-86.9%	B	3.00
80-82.9%	B-	2.67
77-79.9%	C+	2.34
73-76.9%	C	2.00
70-72.9%	C-	1.67
0-59.9%	F	0.00

The following table shows non-passing administrative grades used at North Park University:

DR (Administrative Drop)	0.00
DW (Dropped without permission)	0.00
W (Withdrawal)	0.00
I (Incomplete)	0.00
NG (no grade)	0.00
NS (Not submitted)	0.00
AU (Audit)	0.00

Late Submission Grading Policies:

Late assignments are accepted. The following late point deductions apply:

- Work that is submitted 1 calendar days AFTER its due date will be graded down by 5%
- Work that is submitted 2-3 calendar days AFTER its due date will be graded down by 10%
- Work that is submitted 4-7 calendar days AFTER its due date will be graded down by 15%
- Work that is submitted 8-14 calendar days AFTER its due date will be graded down by 20%
- Work submitted more than 14 days past its due date, may or may not be accepted at my discretion. If accepted, it will be graded down by 25% automatically. It will be rare that I accept work past 14 days because of the accelerated nature of these courses.

There are occasions where I will waive the late point deduction based on the student situation. Students should be proactive in contacting me whenever possible to request an extension. My exception to this policy is in "fire, flood or blood" situations where you are facing a true emergency (tornado, car accident, etc.). Try to contact me as soon as you and your loved ones are safe and we will work out an adjusted due date.

Assignment Descriptions

PART 1: The Discussion Forums:

Within a forum, you need to submit an “original post” in response to the main question by Wednesday each week. Then, by Sunday, please provide 2 peer replies in the forum. This means that you should have a minimum of 3 posts PER forum.

In Weeks 1-5, there are 3 forums. Thus, for full credit, students should have a minimum of 9 posts per week (1 original post + 2 peer replies per forum X 3 forums = 9 total posts)

	<i>10 points</i>	<i>6 point</i>	<i>2 points</i>
Original Post	The original post summarizes the importance of the question within leadership and ethics. Incorporates readings or research.	The original post only partially addresses the question. The original post is lacking substantial coverage or is lacking supporting citations.	The original post is short or does not directly answer the question.
Two peer replies to question #1	Student replies include statements that further or clarify the discussion. Replies also include positive statements encouraging the peer.	Student replies offer either a furthering statement or positive statement but not both.	Student replies are lacking substance.
Two peer replies to question #2	Student replies include statements that further or clarify the discussion. Replies also include positive statements encouraging the peer.	Student replies offer either a furthering statement or positive statement but not both.	Student replies are lacking substance.
TOTAL: 30 points per weekly forum			

Note: In peer replies, what are statements that help “further or clarify” a post? You can:

- relate a personal experience
- offer further resources
- summarize the peer’s post
- make additional tie-ins to leadership and ethics

PART 2: Weekly Practical Application Journal (PAJ)

The Weekly Practical Application Journal is due by 11:55 p.m. on Sunday each week (for Weeks 1-5) Submit your summary through the assignment link for those weeks. The PAJ is a short synopsis (between 750 and 1000 words) every week, except when a paper is due, to the instructor highlighting your most significant learnings from that week's readings, self assessments, discussion forum or other learning activities as well as any new observations you have about that week's topic or questions that you may have. The synopsis will answer the questions: What? (What have I learned?) So What? (What difference does it make?) Now What? (How will it impact the way I know, do or be?)

The posts should be crafted carefully to succinctly express your thoughts (like an Executive Summary). Please do not cite long passages from the reading and/or other sources. The synopsis should answer the questions: (1) What have I learned during the past two weeks, (2) What difference does it make, (3) How will it impact the way I know, do, or be, and (4) How might I use this information? Each summary is worth 50 points.

	10 pts	5 pts	1 pt
What have I learned?	Student provides depth in addressing the content area. Supported with research	Student addresses most points but lacks depth or research	Student does not address the key points and is lacking research
What difference does it make?	Student provides depth in addressing the content area. Supported with research	Student addresses most points but lacks depth or research	Student does not address the key points and is lacking research
How will it impact me?	Student provides depth in addressing the content area. Supported with research	Student addresses most points but lacks depth or research	Student does not address the key points and is lacking research
How might I use this information?	Student provides depth in addressing the content area. Supported with research	Student addresses most points but lacks depth or research	Student does not address the key points and is lacking research
Formatting, Style and Citations	Paper follows APA style and includes proper research citations.	Paper utilizes APA format, but has significant amount of errors. Or, depth of research is not evident.	Student does not address APA formatting, style and /or lacks research citations.
TOTAL: 50 points for the paper			

Note:

- Remember to include research and readings to support your learning summary.

PART 3: Group Presentation: Analysis and Resolution of an Ethical Issue

In the third 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.

Upon completion of the analysis, each group will prepare a 25-40 slide PowerPoint Presentation (including, abstract page and reference list) that includes answers to the following:

- 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*

During Week 2: *By Wednesday at 11:55pm CST: submit original post to Group Discussion regarding group name and symbol/logo choice. By Saturday at 11:55pm CST: complete peer-to-peer discussion for name and symbol selection. By Sunday at 11:55pm CST: elect group member to inform Professor of Group name and symbol selection.*

During Week 3: *By Wednesday at 11:55pm CST: submit original post to Group Discussion on film choice. By Saturday at 11:55pm CST: complete peer-to-peer discussion for film choice. By Sunday at 11:55pm CST: elect group member to inform Professor of Group film selection.*

During Week 4: *By Sunday at 11:55pm CST: ensure each member of the team has watched the selected film.*

During Week 5: *Begin Group dialogue and preparation for the PowerPoint (use Week 6 "Group Preparation Forum" for this purpose).*

During Week 6: *Post the first draft of your PowerPoint to the Group discussion forum by Wednesday at 11:55pm CST. By Sunday at 11:55pm CST, individually review and discuss the peer group presentations.*

During Week 7: *As a group, review and discuss the class feedback (use Week 6 "Group Preparation Forum" for this purpose). Then, submit the Group's final PowerPoint presentation to the instructor by **Wednesday of Week 7** at 11:55pm CST. By Wednesday of Week 7, please complete the Group Evaluation Form too (individual submission).*

PART 3: Group Presentation: Analysis and Resolution of an Ethical Issue (CONTINUED)

	<i>10-20 pts</i>	<i>6-12 pts</i>	<i>2-5 pt</i>
Identify Ethical Issues	Provides assessment of ethical issues in the chosen movie.	Group addresses most points but lacks depth or research	Group does not address the key points and is lacking research
Analyze the Ethical Issue Using Typologies	Analyzes the ethical issue in the plot using typologies.	Group addresses most points but lacks depth or research	Group does not address the key points and is lacking research
Identify Decision-Makers and Leadership Style	Describes decision makers and their leadership styles..	Group addresses most points but lacks depth or research	Group does not address the key points and is lacking research
Connect to Normative Leadership Theories	Identifies connection to normative leadership theories .	Group addresses most points but lacks depth or research	Group does not address the key points and is lacking research
Connect to Normative Ethical Philosophies	Identifies connection to normative ethical philosophies	Group addresses most points but lacks depth or research	Group does not address the key points and is lacking research
Application of Decision-Making Formats	Applies decision-making formats to the specific case in movie.	Group addresses most points but lacks depth or research	Group does not address the key points and is lacking research
Formatting, Style & Citations	Paper follows APA style and includes title slide, and proper research citations on final slide.	Presentation utilizes APA format, but has significant amount of errors. Or, depth of research is not evident.	Group does not address APA formatting, style and lacks research citations.
TOTAL: 150 points for the presentation			

IMPORTANT NOTE:

**Individual Participation in Group:* Individuals in groups are expected to contribute to the dialogue in Weeks 2, 3, 5, 6 and 7. Lack of individual participation can lead to point deductions from the Group Score for that individual’s grade. Groups will also have the ability to individually complete a team evaluation.

**Individual Participation in Class Presentation Reviews:* Individuals in groups are expected to provide substantial feedback for each class presentation in Week 6. Lack of individual participation can lead to point deductions from the Group Score for that individual’s grade.

PART 3: Group Presentation: Analysis and Resolution of an Ethical Issue (CONTINUED)

Movie Options for Group Project

During Week 4 the each team will choose a film (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.

PART 4: Personal Leadership Development Paper

Due on the final Sunday of class by 11:55pm CST.

In 10-12 pages using APA format, 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 Servant, Transformational or Authentic leadership). Explain and support your conclusions.*
- IV. Describe your primary and secondary ethical type (teleology, deontology, virtue) 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 your 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.

Rubric is on the following page:

	<i>10-20 pts</i>	<i>6-12 pts</i>	<i>2-5 pt</i>
Description of leadership positions (10 pts)	Provides background about prior and future leadership positions.	Student addresses most points but lacks depth or research	Student does not address the key points and is lacking research
Leadership role and goals (15 pts)	Provides an in-depth discussion of a key leadership role and his/her goals.	Student addresses most points but lacks depth or research	Student does not address the key points and is lacking research
Leadership style (20 pts)	Describes current leadership style and connects to readings/research to support argument.	Student addresses most points but lacks depth or research	Student does not address the key points and is lacking research
Ethical Type (20 pts)	Describes primary and secondary ethical type and connects to readings/research for support.	Student addresses most points but lacks depth or research	Student does not address the key points and is lacking research
Strengths & Weaknesses (20 pts)	Identifies current leadership strengths and weaknesses connecting to self-assessments throughout the course	Student addresses most points but lacks depth or research	Student does not address the key points and is lacking research
Leadership Strategy (20 pts)	Details a specific leadership development strategy based on the above analysis	Student addresses most points but lacks depth or research	Student does not address the key points and is lacking research
Potential Obstacles (15 pts)	Identifies obstacles and risks that might be encountered	Student addresses most points but lacks depth or research	Student does not address the key points and is lacking research
Ethical Leader Statement (15 pts)	Writes a specific statement for their personal ethical leadership	Student addresses most points but lacks depth or research	Student does not address the key points and is lacking research
Formatting, Style & Citations (15 pts)	Paper follows APA style and includes title page, abstract and proper research citations.	Paper utilizes APA format, but has significant amount of errors. Or, depth of research is not evident.	Student does not address APA formatting, style and lacks research citations.
TOTAL: 150 points for the paper			