

North Park University

SBNM 5011 online Ethical Leadership Syllabus

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Schedule: I will be online every morning and will respond to all questions within 24 hours. Discussion Forum Grades will be posted no later than 4:00 PM on Sunday. Weekly Written Assignment Grades (PAJ) will be posted by no later than midnight on Monday. If for any reason I should change my schedule, a course announcement will be posted informing you of any and all changes.

Office Hours: Please e-mail me to schedule a phone or on-line appointment.

“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

Purpose:

As stated in the course catalog, this course will explore modern business leadership. The leader, followers, and the situation will be studied individually, as well as techniques of achieving congruence between these potentially diverse components.

Additionally, opportunities will be provided throughout the course for students to explore various perspectives on current ethical issues as well as to assess their individual leadership styles and ethical frameworks.

Course Prerequisites

There are no prerequisites for this course.

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 in business and/or nonprofit management

- 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 term. 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 moral reasoning 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:

Northouse, P. (2013). *Leadership: Theory and Practice, 6th Edition*. Thousand Oaks, CA.: Sage Publications (ISBN: 978-1-4522-0340-9) **(You must have the 6th edition, earlier editions do not contain content required for this course)**

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:

Northouse provides assessments at the end of each chapter in the primary text for this course. Weeks 2 - 5 the instructor will assign particular inventories that the students will complete, the results from which they will discuss on the discussion board and in their Personal Application Journals. 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 Prerequisites:

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

However, it is expected that participants know how to perform basic tasks such as sending email with attachments, creating, editing and saving documents in a file structure, and performing web searches.

Course Teaching and Learning Methods:

Because this course is being taught in intensive format, it is very important for students to keep up with reading assignments and online discussions of the reading. Indeed, it is not possible to successfully complete this course without a good understanding of the assigned readings and other course materials. Questions 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 as well

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. I will not necessarily respond to each and every posting, but I will jump in to discussions when I feel that an important point needs to be made or if the discussion needs to be redirected. More often than not, however, I will rely upon you to share important learnings and observations. 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 ending in .0 and .1 must be posted no later than Thursday at midnight (CDT). The three response posts in each of the weekly forums are due no later than Saturday at midnight (CDT).

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 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. Additionally, PowerPoint will be needed to access slides that are posted as resources for the week.

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 responses to three other students’ posts in each forum. Do not go overboard with posting—I do not give extra credit for excessive posting. Use common sense, make your posts easy for others to read and keep in mind my golden rule of posting: quality of comments is more important than the quantity!
2. Although I strongly suggest that all issues, questions, and problems be dealt with online, I will consider any request for a telephone appointment. Use good “netiquette” (see *A Guide to Netiquette in Moodle Course Room Information*).
3. When taught in the traditional format, this class meets for three hours and twenty minutes per week for seven weeks. I normally advise students to plan on spending 3-4 hours outside of class for every hour spent in class. Because the content load is similar, you should plan on spending 10-12 hours per week on course responsibilities (e.g. reading, assignments, online discussion).
4. The most predictable breakdown occurs when students are late in posting their papers and responses. This is often the result of illness, business trips, overload, and computer glitches. **Be aware that the learning of your peers will be disrupted by your lateness!** Call me as soon as possible if a situation arises which will affect a due date or your peers, and post a message to the group. Remember to post regularly, even just to say you’re still out there.

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, she will provide reactions to student responses and discussion as appropriate in order to clarify important ideas and concepts.
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 48 hours of receipt.
7. The course instructor will respond to all student phone calls within 48 hours.
8. The course instructor will evaluate student progress in the class and provide a final narrative evaluation for each student (in addition to the assignment of a letter grade).

Course Outline

Week/Module #1: July 8 - 14

Ethical Leadership and Management

Student Learning Objectives:

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

1. practiced the use of course tools and become engaged in the weekly course flow through involvement in discussion forums and journal completion.
2. introduced themselves to one another in class through the introduction forum.
3. identified the nature of leadership as a field of study.
4. contrasted the functions of leadership with those of management.
5. compared leadership development to ethical leadership development.
6. examined the cardinal virtues and discussed their absence and/or presence within leadership in an organization with which they are familiar.
7. synthesized the week's learning in a practical application journal.

Required Readings:

1. Northouse, Introduction (Chapter 1)
2. Fairholm, Matthew R. Different Perspectives on the Practice of Leadership. *Public Administration Review*, 2004, Vol. 64 Issue 5, p 577, 15p.
3. Mendonca, Manuel, Preparing for Ethical Leadership in Organizations. *Canadian Journal of Administrative Sciences*, 2001, Vol 18 Issue 4, p 266, 1p

Week/Module #2: July 15 - 21

Ethics and Morality in Leadership

Student Learning Objectives

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

1. discussed and selected, with members of their group, a group name and a group symbol.
2. identified and discussed a current ethical issue from an event currently being highlighted in the news media.
3. determined the ethical philosophy to which they are most closely aligned?
4. examined the role of ethics and morals in leadership.
5. weighed the arguments both for and against risk as the best theory for capitalism.
6. synthesized the week's learning in a practical application journal.

Required Readings:

1. Northouse, Chapter 16
2. Newton, Englehardt and Pritchard, Introduction, Issue 2: Is Risk the Best Theory for Capitalism?
3. Hopen, Deborah, Guiding Corporate Behavior, a Leadership Obligation, Not a Choice. *Journal of Quality and Participation*, Winter 2002, p 15-19, 5 p

Required Self Assessments – Complete, Score and Interpret the following assessments:

- The Perceived Leader Integrity Scale, Northouse, page 446-447

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: July 22 - 28

Leadership Theory & Social Responsibility

Student Learning Objectives:

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

1. explained their belief in one of the following claims: a) leaders are born; or b) leaders are made.
2. analyzed an ethical issue utilizing at least two of the four ethical issue typologies presented.
3. argued either for or against profit-making as the only social responsibility of business.
4. rebutted an argument differing from their own.
5. synthesized the week's learning in a practical application journal

Required Readings:

1. Northouse, Chapters 5-6
2. Newton, Englehardt & Pritchard, Issue 3: Is Increasing Profits the Only Social Responsibility of Business?
3. Cairo, Peter; Dotlich, David L and Rhinesmith, Stephen H, The Unnatural Leader. *T+ D* Volume 59, Issue. 3 (Mar 2005): p. 26-31, 6 p.
4. Aronson, E.. Integrating leadership styles and ethical perspectives. *Canadian Journal of Administrative Sciences*, Volume 18, Issue 4, pages 244-256

Required Self Assessments - Complete, score and interpret the following assessments:

- Situational Leadership Questionnaire, Northouse, pages 116-118
- LPC Leadership Instrument, Northouse, page 134

Week/Module #4: July 29 – August 4

Transformational and Authentic Leadership Theory & Application

Student Learning Objectives:

By the completion of this module, the students 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, Authentic and/or Servant Leadership.
4. argued either for or against the statement: Individual virtue can survive corporate pressure.
5. rebutted an argument differing from their own.
6. synthesized the week's learning in a practical application journal.

Required Readings and Exercises:

1. Northouse, Chapters 9 & 11
2. 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.
3. Newton, Englehardt & Pritchard, Issue 4: Can Individual Virtue Survive Corporate Pressure?

Required Self Assessments - Complete, score and interpret the following assessments:

- Multifactor Leadership Questionnaire (MLQ), posted under assignments for the week..
- Authentic Leadership Self-Assessment Questionnaire, Northouse, page 280 – 281

Required Video:

1. Film Clip: St. Crispin'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 #5: August 5 - 11

Servant Leadership and CEO Compensation

Student Learning Objectives:

By completion of this module, each student will have:

1. compared Servant Leadership with "Level 5 Leadership."
2. determined if Servant Leadership is a viable option in today's business environment.
3. analyzed meekness as a leadership competency.
4. argued either for or against the statement: CEO compensation is justified by performance.
5. rebutted an argument differing from their own.
6. synthesized the week's learning in a practical application journal.

Required Readings:

1. Northouse, Chapters 10
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, David, Blessed are the Meek for They Shall Inherit the Earth. *Journal of Business Ethics*, 2003, Volume 48, p. 347-363, p 16
5. 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. (Also required in Week 4).
6. Newton, Englehardt & Pritchardt, Issue 13: Is CEO Compensation Justified by Performance.

Required Self Assessments - Complete, score and interpret the following assessments:

- Servant Leadership Questionnaire, Northouse, page 245-247

Supplementary Video:

Collins on Level 5 Leadership

Week/Module #6: August 12 -18

Analysis of a Leader

Student Learning Objectives

By completion of this module, each student will have:

1. prepared a PowerPoint presentation in which he/she reports on the analysis of and resolution of a current ethical issue.
2. synthesized course concepts and determined relevance to a the selected issue.
3. shared their research and analysis with members of their team.
4. provided feedback on the analysis conducted by at least three of their fellow learners.

Required Readings and Exercises:

Independent Research

PowerPoint Presentation Report:

Research & Analysis of an Ethical Leader (see below)

Week/Module #7: August 19 - 25

The Leadership Development Plan

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

Final Paper:

See below

Course Assignments:

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

1. Moodle Discussion Forum 320 points maximum

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

Weekly Discussion Forum Schedule:

Week 1: Begins Monday July 8 th and ends on Saturday July 13 th	3 Forums
Week 2: Begins Monday July 15 th and ends on Saturday July 20 th	3 Forums
Week 3: Begins Monday July 22 nd and ends on Saturday July 27 th	3 Forums
Week 4: Begins Monday July 29 th and ends on Saturday August 3 rd	3 Forums
Week 5: Begins Monday, August 5 th and ends Saturday August 10 th	3 Forums
Week 6: Begins on Monday August 12 th and ends on Saturday August 17 th	1 Forum
Week 7: No discussion 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 1-6 you are to submit a short written assignment of approximately 1000 words. The details of each week's assignment are detailed in the weekly modules in Moodle.

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

PAJ Assignment Due Dates:

- Week 1: Monday, July 15th at 8:00 am CDT
- Week 2: Monday, July 22nd at 8:00 am CDT
- Week 3: Monday, July 29th at 8:00 am CDT
- Week 4: Monday, August 5th at 8:00 am CDT
- Week 5: Monday, August 12th at 8:00 am CDT
- Week 6: No PAJ, Monday, August 19th PowerPoint Slide Final Submission Due
- Week 7: No PAJ Monday, August 26th 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	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.

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

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

During Week 6, with first draft posted to the discussion forum no later than midnight CDT on Thursday, August 15th and final presentation submitted to instructor no later than Monday, August 19th at 8:00 AM CDT, you will complete your analysis and resolution of a current ethical issue and post to the week's discussion forum. In the second week of the course you will begin to identify and discuss issues from which you will select the topic for this assignment.

Conduct research through articles and websites and prepare a 25-40 slide PowerPoint Presentation (including, abstract page and reference list) that includes answers to the following questions.

- I. Describe the issue you have chosen to research? Why is it newsworthy?
- II. Who is involved? Does it take place within one organization or are several organizations involved.
- III. Who are the decision-makers? What leadership characteristics have they developed? Why do you say so?
- IV. Which of the leadership theories best describe their leadership? Explain.
- V. Which of the ethical/moral philosophies best describes their approach to decision-making? Explain
- VI. Use at least two of the ethical issue typologies from the Week 3 reading assignments to analyze the issue.
- VII. Apply the 12 step Moral Reasoning Process as if you were the decision-maker in this situation.
- VIII. Summarize and Close

Ethical Issue Analysis Scoring Rubric:

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

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

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	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.

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

4. Final Paper – My Leadership Development Plan

50 pts. max.

Paper. Due Monday, August 26th at 8:00 AM CDT. In 10-12 pages, describe your own leadership style, ethical perspective, and strategy for leadership development according to the below outline. Utilize the multiple assessments taken during the course, the assigned reading, and the classroom learnings to inform your paper.

- I. Introduce yourself by briefly describing your leadership positions – past and present. In what type of leadership position do you aspire to be in 10 years from the present?

- II. Choose your most prominent leadership role (focus on this for the remainder of the paper). Whether your leadership is in your family, church, school, or organization, what do you hope to accomplish as a leader?

- III. In light of the theories studied and assessments taken in the course, describe your current leadership style (all must specify either Hersey & Blanchard's situational model or Fielder's contingency theory, AND either Servant, Transformational or Authentic leadership in addition to the other theories that best apply). Explain and support your conclusions.

- IV. Describe your primary and secondary ethical type and what most informs your ethical decision-making. Explain and support your conclusions.

- V. Examine those aspects of your life over which you have some control. What do you want to preserve as you move forward (strengths)? What do you think you need to change, modify, or further develop as you grow (weaknesses)? Use the assessment results to inform this section.

- VI. Craft a strategy and implementation plan for your own leadership development. Your strategy should take into consideration the above stated analysis and provide a practical plan that specifies how you will further develop as an ethical leader. This section should be specific and practical.

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

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

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

Remember to format your paper according to APA Guidelines.

Paper Scoring Rubric

50 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.