

School of Business and Nonprofit Management

Course Syllabus

Course: *SBNM 5011 A1*

Academic Year: 2013/14

Credit Hours: 2

Prerequisites: *None*

Semester/Quad: *Summer A - Monday*

Classroom Time: 6:30 – 9:50 PM

Instructor: *Timothy J. O'Brien, PhD, Practitioner Faculty*

Phone: 312-968-7750

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Availability:

I am available before or after class 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.

Introductory Comments:

"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 Materials:

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. (2013). *Taking Sides: Clashing Views in Business Ethics and Society, 13th^h Edition*. New York: McGraw-Hill/Dushkin. (ISBN: 978-0-07-352739-0)

Required Assessment Inventories:

Ethical Type Indicator – a fee of \$25 will be charged to your account to cover the cost of this assessment tool.

Additional Assessments - 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 small group discussions and in writing your final paper.

Additional Readings:

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

Recommended Text:

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

Student Learning Objectives

North Park University uses the IDEA course rating system to measure student progress towards learning objectives and to measure student satisfaction with their overall learning experience. These course evaluations are administered at the end of the term, and you will be notified by email when they are ready for you to complete. The results of these evaluations are very important to us and we use them for ongoing efforts to improve the quality of our online courses.

Essential IDEA Objectives:

- 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 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 Instructional Effectiveness will be conducting a course evaluation at the end of this term. Please keep the above learning objectives in mind, as well as your level of achievement of these objectives, for the end-of-term evaluation.

Specific Course Objectives:

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:

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

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

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:

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.

Schedule of Weekly Assignments:

Session	Dates	Topics & Objectives	Assignment(s)
1	May 12	Ethical Leadership and Management By the completion of this week's module, each student will have: <ol style="list-style-type: none">1. identified the nature of leadership as a field of study.2. contrasted the functions of leadership with those of management.3. distinguished between the responsibilities of leadership and followership.4. differentiated between leadership development and ethical leadership development by applying the concepts of leadership light and leadership shadow.	Required Readings: <ol style="list-style-type: none">1. Johnson, Introduction and Chapters 1 & 22. Kotter, J. (1999). <i>Change leadership. Executive Excellence</i>, 16(4). Required Self Assessments – Complete, Score and Interpret the following: Johnson Chapter 1: The Brutal Boss Questionnaire Johnson Chapter 2: Moral Imagination Scale
2	May 19	Ethics and Morality in Leadership By the completion of this module, each student will have: <ol style="list-style-type: none">1. defined and described evil and forgiveness as workplace phenomena.2. determined the ethical philosophy to which they are most closely aligned?	Required Readings: <ol style="list-style-type: none">1. Johnson, Chapters 3, 4 & 52. Newton, Englehardt and Pritchard: Does Whistle-blowing Violate Company Loyalty? Required Self Assessments – Complete, Score and Interpret the following: Johnson Chapter 3: The Perceived Leader Integrity Scale Johnson Chapter 4: Tendency to Forgive Scale Johnson Chapter 5: Organizational Citizenship

Session	Dates	Topics & Objectives	Assignment(s)
		<ol style="list-style-type: none"> examined the role of ethics and morals in leadership. argued either for or against the statement: Whistle-blowing violates company loyalty. 	<p>Behavior Scale</p> <p>Assignment: Practice Debate on, “Does whistle-blowing violate company loyalty?” (3.1)</p>
	May 26	Memorial Day	No Class
3	June 2	<p>Transformational/Authentic Leadership and Organizational Climate By the completion of this module, each student will have:</p> <ol style="list-style-type: none"> differentiated among Transformational, Transactional and Laissez-Faire Leadership styles. distinguished between Transformational and Authentic Leadership. assessed the qualities of given leaders and associated the qualities with Transformational and Authentic Leadership argued either for or against the statement: Ethics codes can build “true corporate ethics.” rebutted an argument differing from their own. 	<p>Required Readings:</p> <ol style="list-style-type: none"> Johnson Chapters 6 (Transformational and Authentic Leadership) & 9 Aronson, E. (2001). Integrating leadership styles and ethical perspectives. <i>Canadian Journal of Administrative Sciences</i> 18(4), 244-256. Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. <i>Leadership Quarterly</i> 16(3), 315-338. Newton, Englehardt & Pritchardt, Issue: Can Ethics Codes Build “True” Corporate Ethics? <p>Required Self Assessments – Complete, Score and Interpret the following: 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.</p> <p>Required Video (will be viewed in class):</p> <ol style="list-style-type: none"> 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) <p>Assignment: Two teams will research, debate and submit reference list answering the question, “Can ethics codes build ‘true’ corporate ethics?”(1.4) Other teams’ members will submit their 500 Word Jury Duty statements.</p>
4	June 9	Servant Leadership Theory &	Required Readings and Exercises:

Session	Dates	Topics & Objectives	Assignment(s)
		<p>Self Leadership By the completion of this module, the students will have:</p> <ol style="list-style-type: none"> 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 different from their own. 	<ol style="list-style-type: none"> 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. <i>Harvard Business Review</i>, 83(7), 135-146. 3. Stoffel, B. (2011). Is this a Level 5 Leader? <i>The Motley Fool</i>. 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. <i>Journal of Business Ethics</i>, 48, 347-363. 5. Newton, Englehardt & Pritchardt: Is CEO Compensation Justified by Performance? <p>Required Self Assessments – Complete, Score and Interpret the following: Johnson Chapter 6: Servant Leadership Questionnaire</p> <p>Assignment: Two teams will research, debate and submit reference list answering the question, "Is CEO Compensation Justified by Performance?" (3.3) Other teams' members will submit their 500 word Jury Duty statements.</p>
5	June 16	<p>Ethical Decision-Making and Behavior & Global Impact By completion of this module, each student will have:</p> <ol style="list-style-type: none"> 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 statement: Increasing profitability is the only social responsibility of business. 5. rebutted an argument differing from their own. 	<p>Required Readings:</p> <ol style="list-style-type: none"> 1. Johnson, Chapter 7 2. Newton, Englehardt & Pritchardt Issue: "Is Increasing Profitability the only Social Responsibility of Business?" 3. Marsh, C. (2008). Summary of ethical issue typologies. <p>Recommended Readings to clarify the ethical issue typologies:</p> <ol style="list-style-type: none"> 1. Collins, D. (1989). Organizational harm, legal condemnation and stakeholder retaliation: A typology, research agenda and application. <i>Journal of Business Ethics</i>, 8, 1-15. 2. Geva, A. (2006). A typology of moral problems in business: A framework for ethical management. <i>Journal of Business Ethics</i>, 69, 133-147. 3. Jones, T. M. (1991). Ethical decision making by individuals in organizations: An issue-contingent model. <i>Academy of Management Review</i>, 16, 366-395.

Session	Dates	Topics & Objectives	Assignment(s)
			<p>4. Waters, J.A. & Bird, F. (1989). Attending to ethics in management. <i>Journal of Business Ethics</i>, 8, 493-497.</p> <p>Required Self Assessments Johnson Chapter 7: Moral Sensitivity Scenarios</p> <p>Assignment: Two teams will research, debate and submit reference list answering the question, "Is Increasing Profitability the only Social Responsibility of Business?" Other teams' (1.3) members will submit their 500 word Jury Duty statements.</p>
6	June 23	<p>Analysis of and Resolution of an Ethical Issue from a Leadership Perspective</p> <p>By completion of this module, each student will have:</p> <ol style="list-style-type: none"> 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. 	<p>Required Readings and Exercises: <u>NO CLASS</u>: Teams will meet to view and analyze film and begin report preparation for Week 7. During Week 4 the each team will choose a film (descriptions below from Rottentomatoes.com view and analyze during Week 6. The options, listed by year of release, are:</p> <p><u>Dallas Buyers Club</u> (2013, Focus Features): Rated R. Matthew McConaughey stars in DALLAS BUYERS CLUB as real-life Texas cowboy Ron Woodroof, whose free-wheeling life was overturned in 1985 when he was diagnosed as HIV-positive and given 30 days to live. Ron, now shunned and ostracized by many of his old friends, and bereft of government-approved effective medicines, decided to take matters in his own hands, tracking down alternative treatments from all over the world by means both legal and illegal. Bypassing the establishment, the entrepreneurial Woodroof joined forces with an unlikely band of renegades and outcasts - who he once would have shunned - and established a hugely successful "buyers' club."</p> <p><u>The Ides of March</u> (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.</p> <p><u>The Descendants</u> (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</p>

Session	Dates	Topics & Objectives	Assignment(s)
			<p>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.</p> <p><u>The Flowers of War</u> (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.</p> <p><u>Up in the Air</u> (2009, Paramount). Rated R. Up in the Air tells the story of Ryan Bingham (George Clooney), who makes his living personally handing out pink slips -- he's the top hatchet man at a company that other companies hire when they are downsizing. And since business is booming, his job keeps him on the go constantly. Following one of his trips, Ryan arrives back in the home office and meets no-nonsense career-oriented twenty-something Natalie Keener (Anna Kendrick), a fast-rising up-and-comer who wants to change the company's practices and save millions by having the staff fire people remotely via webcams. Furious at the thought of losing a lifestyle he's grown quite comfortable with, he convinces his boss (Jason Bateman) to let him take Natalie on a few trips so that she can learn what it's really like to fire someone.</p> <p><u>Doubt</u> (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.</p> <p><u>Gran Torino</u> (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</p>

Session	Dates	Topics & Objectives	Assignment(s)
			<p>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</p> <p><u>There Will be Blood</u> (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.</p> <p><u>The Insider</u> (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.</p> <p><u>PowerPoint Presentation Report:</u> Team Preparation of Report on Team Film Analysis – See Requirements Below.</p>
7	June 30	<p>The Leadership Development Plan</p> <p>By completion of this module, students will have:</p> <ol style="list-style-type: none"> 1. synthesized course concepts and determined relevance to their own leadership development. 	<p>Required Reading: None</p> <p>PowerPoint Presentation Report: Teams will present Reports Prepared in Week 6</p> <p>Final Paper:</p>

Session	Dates	Topics & Objectives	Assignment(s)
		2. identified beliefs that inform their leadership views. 3. assessed personal strengths and weaknesses with regards to leadership written a leadership development plan.	See below

Grading:

Assignment	Points	Grade %
Group Debate	20	20
Position Statements for Week 2 Debate	10	10
Jury Duty Statements (during other group's debates)	10 (5 each)	10
Group Project	20	20
Final Paper	20	20
Participation	10	10
Team Member Evaluation	10	10
Total	100	100%

Grade Mapping:

Numeric Grade	Letter Grade	Numeric Grade	Letter Grade	Numeric Grade	Letter Grade
94-100	A	80-83	B-		
90-93	A-	78- 79	C+ (77-79%)		
88-89	B+	74-77	C (73-76%)		
84-87	B		Anything below a C is an F		

Assignment Grading Policies:

Please be aware that your instructor will accept late submissions of any papers, projects, or assignments only with extenuating circumstances. A late submission will be accepted only if arranged with the instructor prior to the assignment deadline. Agreed upon late submissions will have points deducted for lateness. If the students does not inform the instructor prior to the deadline, 0 points will be awarded for the assignment.

According to policies of the School of Business and Nonprofit Management, a grade less than C is a failing grade.

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.
2. 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. Hence, you should plan on spending 10-12 hours per week on course responsibilities (e.g. reading, assignments, group work).

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. The course instructor will provide opportunities for group work in class that will include discussion as well as hands-on exercises.
3. The course instructor will provide updated information on relevant resources for the various topics of interest.

4. The course instructor will read and critically assess students' assignments and provide feedback within 7-10 days of receipt.
5. The course instructor will respond to all student e-mails within 48 hours of receipt. The course instructor will respond to all student phone calls within 48 hours.

ASSIGNMENT SPECIFICATIONS

Assignment 1: Due Week 2: SUMMARY STATEMENTS for both arguments on "Does whistle-blowing violate company loyalty?"

Assignment Specifications: Prior to the second session of class each student will read the assigned debate topic for the week. Through the link provided in Moodle, two 500 word summary statements, one for each side of the argument, must be submitted indicating the key points of each view and indicating which the student found most convincing.

Criteria	<i>Outstanding 5</i>	<i>Good 3-4</i>	<i>Poor 1-2</i>	<i>Failing 0</i>
Understanding	3 key points discussed per summary	2 key points discussed per summary	1 key point discussed per summary	No main points designated
Grammar	Well written summaries with no grammatical or spelling errors	Writing conveys perspective with less than 3 errors	Writing is not coherent and or 4 or more errors are present.	Writing demonstrates no knowledge of the reading and/or 5 or more errors.

Other Information: Total of 10 possible points.

Assignment 2: Group Debate conducted by team on group's selected topic. Due Weeks 3, 4 & 5 (Depending on Class size)

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

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

On the day of your team debate, your team should submit a list of references (using APA formatting). You should reference all of the sources that were consulted for research purposes.

The procedure in debate begins with a proposed solution to a problem. The *proposition* is the statement being debated. It is stated affirmatively and conclusively, much in the manner of a scientific hypothesis, at the start of each constructive speech (e.g. "Psychology can best improve the human condition by directing its efforts toward controlling human behavior," or "As a national policy we should eliminate all forms of violence from television programming"). The *argument* consists of using both facts and opinions as evidence in the logical analysis of a

proposition so as to enable an informed decision. The rebuttal and counter-rebuttal speeches provide the mechanism for dialogue (argument) on points of disagreement.

Opening

Side A presents an opening statement – 1 minute

Side B presents an opening statement – 1 minute

Round 1

Side A presents their FIRST constructive speech - 2 minutes

Side B presents a rebuttal speech - 2 minutes

Side A presents a counter rebuttal - 1 minute

Side B presents their FIRST constructive speech - 2 minutes

Side A presents a rebuttal speech - 2 minutes

Side B presents a counter rebuttal - 1 minute

Round 2

Side A presents their SECOND constructive speech - 2 minutes

Side B presents a rebuttal speech - 2 minutes

Side A presents a counter rebuttal - 1 minute

Side B presents their SECOND constructive speech - 2 minutes

Side A presents a rebuttal speech - 2 minutes

Side B presents a counter rebuttal - 1 minute

Round 3

Side A presents their THIRD constructive speech - 2 minutes

Side B presents a rebuttal speech - 2 minutes

Side A presents a counter rebuttal - 1 minute

Side B presents their THIRD constructive speech - 2 minutes

Side A presents a rebuttal speech - 2 minutes

Side B presents a counter rebuttal - 1 minute

Closing

Side A presents a closing statement – 1 minute

Side B presents a closing statement – 1 minute

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

Debate Grading Rubric

Criteria	<i>Outstanding 5</i>	<i>Good 3-4</i>	<i>Poor 1-2</i>	<i>Failing 0</i>
Opening	Opening comments summarize the three main points to be made	Opening comments summarize 1-2 points to be made	Opening comments made	No opening or limited to 1-2 sentences
Main Arguments	Three distinct points with supporting examples/ and or research are made	Three distinct arguments are made with no overlap but are not all supported by examples and/or research	Three points are made with occasional overlap	Points are made but are not distinct from one another and contain redundancies.
	All team members	Effective rebuttals	Rebuttals are	Team struggles

Criteria	<i>Outstanding 5</i>	<i>Good 3-4</i>	<i>Poor 1-2</i>	<i>Failing 0</i>
Rebuttals	demonstrate knowledge of the debate and are able to rebut opposing views effectively.	are made but only by one or two team members	made but don't effectively respond to points made by the other team	to come up with rebuttals
Closing	Closing comments include information that came up in the debate – not just read from prepared statement constructed prior to the debate.	Closing comments summarize the key points of the debate.	Closing comments made	No closing or limited to one to two sentences
Other Information: Total of 20 possible points.				

ASSIGNMENT #3: *Jury Duty preparation for weeks the other teams are debating.* Due Weeks 3, 4 & 5.

Assignment Specifications:				
You are automatically on jury duty for each of the debates, unless you are on a debate team. Jury duty consists of the following responsibilities: a) completing the reading in the <i>Taking Sides</i> text, b) writing a 500 (approximate) word statement that establishes your stance on the issue (Yes or No) and your rationale, and an explanation as to why the opposing view failed to convince you.				
Criteria	<i>Outstanding 5</i>	<i>Good 3-4</i>	<i>Poor 1-2</i>	<i>Failing 0</i>
Clarity of knowledge and perspective	Statement is submitted with clear rationale as well as clear explanation for why opposing view was unconvincing.	Statement is submitted with clear rationale, but no explanation for why opposing view was unconvincing.	Statement submitted but knowledge of reading not clear or argument is vague.	No statement submitted.
Other Information: <i>Total of 5 possible points for each jury duty submission.</i>				

ASSIGNMENT #4: *Group Project- Analysis and Resolution of an Ethical Issue – Due Week 7*

Assignment Specifications:
During Week 6, with PowerPoint presentation to be made during Week 7, 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. 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.
<ol style="list-style-type: none"> 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

Criteria	<i>Outstanding 5</i>	<i>Good 3-4</i>	<i>Poor 1-2</i>	<i>Failing 0</i>
At least one issue analyzed using at least two typologies.	Issue identified and at least two typologies well utilized.	Issue identified and one typology well utilized.	Issue identified but typologies not utilized.	No issue clearly identified.
Normative leadership theories applied.	Theory convincingly applied.	Theory mentioned and explained but not convincingly.	Theory mentioned but not supported.	No theories utilized.
Normative ethical philosophies applied.	Theory convincingly applied.	Theory mentioned and explained but not convincingly.	Theory mentioned but not supported.	No theories utilized.
One Decision-making format applied.	Format convincingly applied.	Format mentioned and explained but not convincingly.	Format mentioned but not supported.	No formats utilized.
Other Information: Total of 20 possible points.				

ASSIGNMENT #5: Individual Paper – Leadership Development Plan – Due one week following final class session.

Assignment Specifications: In 10-12 pages (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 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.

Criteria	<i>Outstanding 5</i>	<i>Good 3-4</i>	<i>Poor 1-2</i>	<i>Failing 0</i>
Demonstrates knowledge course material on leadership	Discusses roles, not just positions, and clearly discusses leadership... not management	Discusses positions rather than roles but is clear about leadership as opposed to management	Does not distinguish between leadership and management	Describes no leadership - positions
Demonstrates knowledge of course material on ethics and leadership	Discusses and supports both leadership and ethical frameworks	Discusses both types of frameworks but does not clearly support with examples	Discusses either ethical or leadership frameworks but not both	Does not discuss ethical frameworks or leadership frameworks presented in the course
Builds a strategy for their own development	Creates a development plan with vision, personal assessment of strengths and weaknesses and knowledge of potential obstacles	Articulates vision, strengths and weaknesses but is not clear on obstacles	Articulates a vision but does not adequately analyze strengths and weaknesses	Does not create a development plan
Uses good grammar, and spelling and utilizes APA	No mistakes in grammar, spelling or APA	1-3 mistakes in grammar, spelling or APA	4-5 mistakes in grammar, spelling or APA	more than 5 mistakes in grammar, spelling or APA
Other Information: Total of 20 possible points.				

POLICY STATEMENTS

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 two weeks 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 refund policy outlined in the University Catalog.

Attendance Policy for Undergraduate Courses

Attendance and participation are vital. Thus, students are expected to attend every class session, and to arrive on time – tardiness is undesirable and disruptive to your fellow classmates. This course has a strict requirement of documented, advance notification. If you are unable to attend any class session, you are to inform me (preferably by email) **prior to** that session. You need to provide a reason for your absence. Failure to provide advance notification will result in an unexcused absence. Be advised that poor attendance can affect your grade adversely

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.***

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/ada>