



**CLASSROOM:** eCollege Web-Based Course  
**MEETING TIME:** See Course Schedule for Assignment due Dates and Live Session Times  
**NOTE ABOUT TIMES:** All Times and Deadlines for this Course are Listed as Central Time Zone (Commerce, TX) times.

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**\*\*THE BEST WAY TO REACH ME OR TO MAKE APPOINTMENTS IS BY MY TAMUC EMAIL  
\*\*STUDENTS ARE RESPONSIBLE FOR ALL ANNOUNCEMENTS MADE BY EMAIL OR IN CLASS**

### REQUIRED TEXTBOOKS

- 1) *Managing Business Ethics, 6th ed., Trevino & Nelson (2014).*
- 2) *Leadership and Self-Deception, 2nd ed., Arbinger Institute (2010).*

**COURSE OVERVIEW:** This course examines the unique ethical demands of leadership and prepares you to better meet these challenges. Alternative perspectives of leadership and ethics are explored and applied to emergent ethical issues facing organizations. The overall mission of the course is to promote ethical decision-making and authentic leadership in organizations. The course seeks to help you recognize and be sensitive to moral issues, to consider such issues from multiple perspectives, to engage in a systematic and transparent analysis of alternatives and to take individual responsibilities for your decisions and conduct. You will work on an individual project for which you will investigate a topical ethical issue faced by today's business leaders. Based on your individual project, you will work with a team to create a practical workshop. The goal of the workshop is to familiarize others with the complexities of the ethical issue and acquaint them with alternative approaches for addressing them. Short cases, videos, and readings will also be used to stimulate learning.

### LEARNING OUTCOMES

**UPON COMPLETION OF THIS COURSE, THE STUDENT WILL BE ABLE TO:**

- To understand alternative ethical perspectives and their implications for achieving authentic leadership.
- To understand alternative approaches to leadership and their implications for ethical decision making.
- To increase awareness of emerging ethical issues and their implications for organizational leadership.
- To learn how leaders impact the ethical climates of organizations.
- To learn how to advance and critique moral arguments.
- To learn how to apply ethical decision making frameworks to achieve authentic leadership.

Evaluation of these learning outcomes will be assessed through a variety of individual and team assignments (see below).

### **COURSE STRUCTURE**

This course is entirely Web-based and will consist of a mixture of online lectures and individual and team assignments. I've designed the course and thought carefully about the types of assignments and format that would be best suited to the course goals. **Nevertheless, the quality of the course will depend very much on the preparation and effort expended by all members of the course.** You will find the majority of the information and materials that you will need to complete the course in this syllabus and on the eCollege course management website. Be sure to log onto eCollege and check your university e-mail regularly to see what work you are required to do. I will facilitate live sessions during the course in order to answer any questions or concerns about the course and discuss some of the material. PowerPoint slides for the live sessions will be available under the "Doc Sharing" tab. You should submit all of your work in a format that is compatible with **Microsoft Word** and post it in the appropriate "Dropboxes" when due.

### **COURSE SCHEDULE**

A specific course schedule is included on page 7 of this syllabus.

**GRADING** Your grade will be determined by your performance on the following, totaling 1000 possible points:

<b>Component</b>	<b>Type</b>	<b>Value</b>
Research Paper	Individual	250 points (25%)
Case/Reading Papers (8 @ 31.25/each)	Individual	250 points (25%)
Live Session Participation (6 @ 25/each)	Individual	150 points (15%)
Team Workshop	Team	250 points (25%)
Peer-Evaluation	Team	100 points (10%)
<b>Course Total</b>		<b>1000 points</b>

### **GRADING SCALE:**

<b>Points</b>	<b>Grade</b>
895 - 1000	A
795 - 894	B
695 - 794	C

**Incomplete** - Must be previously agreed upon by student and instructor and initiated by the student administratively.

**Withdrawal** - Must be initiated by the student administratively.

**QUALITY OF WORK:** All written work should be thoroughly proofread for grammar, spelling, style, relevant content, and supportable logic. I expect graduate students to be proficient in writing and speaking in the English language. **Written work will be downgraded (i.e., automatic loss of 25% of the total points) when not produced in Standard English.**

### **PERFORMANCE COMPONENTS**

#### ***PLEASE NOTE:***

There will be no exams in the course. Instead students will actively apply what they learn in the course to their individual research paper, team workshop and other assignments. This method will encourage students to go

beyond learning the material just for the test to actively applying the information into their current and future business careers.

### **INDIVIDUAL PERFORMANCE COMPONENTS**

**RESEARCH PAPER ASSIGNMENT:** One of the major activities of this course will be your personal exploration into a relevant ethical challenge of leadership. Your activities in this area will result in a research paper and a team workshop that synthesizes the results of your research and joint contributions.

**Assignment Description** – You as an individual (not as a team) are responsible for preparing a paper approximately 20-30 double-spaced pages in length (1" margins, Times New Roman 12 pt. font; not including title page ***plus references: 20 total***) that reports the results of your research into the assigned leadership/ethics topic (see below). The paper should include a comprehensive review of what we know about the topic based on academic and practitioner research. Use Business Source Complete online database through the TAMUC library. The following sources are acceptable: *Academy of Management Journal, Academy of Management Review, Journal of Management, Journal of Management Studies, Academy of Management Perspectives, British Journal of Management, Group and Organization Management, Journal of Organizational Behavior, Management International Review, Management Science, Organization Behavior and Human Decision Processes, Organization Science, Business Ethics Quarterly, California Management Review, Harvard Business Review, Journal of Business Ethics, Sloan Management Review, and Leadership Quarterly*. This report should augment (not repeat) material presented in the course and should draw useful conclusions about the questions provided. You are not to work with your team in writing this paper. If team member papers appear to be similar (within reason), the relevant team member(s)' papers will receive a zero for the assignment.

#### **Grading Criteria -**

1. *Comprehensiveness and accuracy of course concept applications* (e.g., Does the paper focus on all of the relevant ethical issues that organizational leaders face for the assigned topic?) **(35%)**
2. *Breadth and depth of the exploration and analysis* (e.g., Does the paper combine the knowledge of both academic scholars and practicing managers in order to come to appropriate conclusions for the assigned topic?) **(40%)**
3. *Writing quality* (e.g., Is the paper a professional product that reflects college level work? Are research sources properly documented and referenced? Does the paper conform to APA style guidelines? Is information logically organized?) **(25%)**

**LIVE SESSION PARTICIPATION:** A goal of this course is to prepare you for your professional career as a manager. A truly professional manager is aware of performance expectations and demonstrates dependability and preparedness. Professional managers have a sense of urgency, "do their homework," are on top of things, and are knowledgeable about the issues and problems they must confront in their work. In part, professionalism translates into coming to the live sessions and participate in, and contribute to, the learning experience. Hence, your participation grade will involve my evaluation of the quality/quantity of your contributions to the live session. Live sessions will typically last no more than 90 minutes and will be recorded for later viewing. **On the days indicated on the schedule below, the live sessions will always begin at 8:30 PM Central time, so plan now to clear your schedule on those nights! If for some reason you are not able to participate in one or more of the live sessions, please contact me before the live session (if at all possible) to discuss your options.**

**CASE/READING ASSIGNMENTS:** Through the term you will read (or view) cases/readings that provide a real life example of the course content. This is where the classroom meets reality. As such, thorough preparation will be required to gain the most from the cases. You will then be directed to type answers to a series of case questions and turn them in through eCollege. More information will be given in the live sessions.

### **TEAM PERFORMANCE COMPONENTS**

**TEAM WORKSHOP ASSIGNMENT:** This is a developmental workshop your team will create. It will build on the knowledge you gained through preparing your individual research papers. The objective of the assignment is to integrate what you have learned into a workshop that would provide others with the knowledge and analytical skills required to help leaders address relevant ethical challenges. Critical to

**your workshop is the consideration of the ethical issue using multiple ethical frameworks and from multiple stakeholder perspectives (grading criteria found at the end of the syllabus).**

### **General Guidelines for Preparing the Workshop**

- ❖ This is not a formal oral presentation of your research. It should be designed as an **interactive workshop** designed to enhance others' knowledge of the issue and the relevant ethical considerations for leaders. The focus is to acquaint others with the issue and to provide ethical decision making practice (role playing/case analyses/simulations may be helpful in this regard) for addressing such issues as leaders. Preparing handouts is a method of making sure you have identified the information that is most relevant and are therefore strongly encouraged.
- ❖ The only limit to the type of activities you use in the workshop is your team's creativity.
- ❖ You should **pretend** you have two hours to present the workshop.
- ❖ There will be two "deliverables" for completing this assignment: 1) Lesson Plan; 2) PowerPoint .
  - ❖ **LESSON PLAN:** All well organized and designed workshops have a clear plan for how the workshops will be implemented. In order to show that your workshop is well organized and designed, you will submit a lesson plan that clearly spells out everything that would be said and done in the workshop in bullet point form. **Please note that although you will be presenting the information in bullet point format, you must include enough detail that anyone familiar with the material in the course could replicate the workshop themselves.** Also include any materials that would be needed to actually do the activities that are planned (e.g., role playing/hands-on activities/simulations). If no such activities are planned for your workshop, you are doing it wrong and need to figure out how to include these types of activities! It would not be abnormal for the completed packet with the lesson plan, activities, handouts etc. to be 20-30 pages long.
  - ❖ **POWERPOINT:** For good or bad, all professional workshops usually include a PowerPoint that provides a visual guide to the presentation of the workshop. PowerPoints should contain far less information than that contained in the lesson plan and should focus more on the visual aspects of the workshop.

**TEAM PEER-EVALUATION:** Make sure you attend your team meetings and do more than your fair share of the work in putting together your team workshop. It is your responsibility to contribute actively to your team. No one should have to chase you down to contribute; the burden is on you to make sure you are doing more than your share. To encourage team member accountability and avoid social loafing, each student will rate other team members on a confidential peer-evaluation due at the end of the semester (see schedule).

### **COURSE POLICIES**

#### **CLASS ATTENDANCE & PARTICIPATION:**

Attendance and participation is critical to gaining the most you possibly can from this course. I suggest that you log onto the eCollege site for this course **SEVERAL TIMES** a day. This is one way of "attending" the class. As mentioned earlier, I will also facilitate live sessions throughout the course. Not only are you required to participate in the live sessions, but it is a great opportunity to communicate with me and your fellow students and to ask questions and gain clarification on any issues you may have. In order to get to the live session: Click the "Live" tab at the top of the eCollege course screen and then "ClassLive" and then "join session."

#### **SYLLABUS SUBJECT TO CHANGE STATEMENT:**

I anticipate that we will follow the schedule I've outlined in this syllabus, but I may make adjustments based on what actually happens in class. I may also change the basis for the course grade (if I need to eliminate an assignment or something of that nature). If I do so, I will so inform you in writing. Remaining in the course after reading this syllabus will signal that you accept the syllabus as written AND the possibility of changes and responsibility for being aware of them.

#### **STATEMENT ON ACADEMIC INTEGRITY:**

MGT 597

Academic honesty is the foundation of the university community. Cheating, plagiarism, or other acts of academic dishonesty compromise the integrity of the academic process and community and are subject to disciplinary action. For this class, plagiarism will result in automatic failure (final course grade of F).

### **SPECIAL NEEDS/REASONABLE ACCOMODATIONS:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services  
Texas A&M University-Commerce**

**Gee Library  
Room 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)

### **TENETS OF COMMON BEHAVIOR STATEMENT:**

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (See current Student Handbook).

### **INSTRUCTOR EXPECTATIONS:**

Students are required to meet the expectations listed below.

- **Professional Behavior:** It is important that you maintain a professional demeanor at all times, including during “electronic communication”. Texas A&M-Commerce expects this from you, as do current and future employers.
- **Regular and Timely Attendance and Participation:** You are expected to log onto eCollege regularly and attend all live sessions.
- **Assignments:**
  1. **Submitted assignments must be correctly formatted and free of grammatical and stylistic errors.** Students in this course should have at least some skill with software for word processing, spreadsheets, databases, graphics, and presentations, and with web browsers and search engines. Spelling and grammatical errors will detract from your grade!
  2. **Assignments must be turned in on time.** Assignments are due at the **date** and **time** listed. While the syllabus designates specific dates for which work is assigned, you do not have to wait until the “assigned” date to start working on it. Start working on each assignment as soon as you possibly can and make sure that you have all assignments submitted by the specified due dates. However, you **MUST** turn in all written assignments **ON TIME**. Unexcused late work will receive an automatic **50% penalty** if turned in by the next day, and a **0** if turned in more than one day late. Late work is viewed as very unprofessional in the corporate world: “Sorry Mr./Ms. Vice President, I just did not get the work done in time for our meeting today.” That will be the last time your manager gives you the opportunity to “shine” in front of a VP.
  3. **Assignments must be complete.** You must complete and submit all components at the specified due date and time to receive credit for the assignment. Please don’t turn in work that is only “half-finished” or you will receive an automatic 0.
  4. **Please submit assignments in a format that is compatible with Microsoft Word.**
- **Back-ups Are Required:** You are required to back up all your assignments so that they can be submitted to me upon my request. If work is lost due to insufficient back-up, you will not have the opportunity to recreate and submit at a later time.
- **E-mail:** Students must routinely check e-mail sent to his or her **Texas A&M-Commerce account**. This is my primary mechanism for communicating to the class. I check my e-mail several times a day, so this is the best way to reach me.
- **Make-up Assignments Will Only Be Accepted If You Obtain University Approved Documentation for Your Excuse:** There are no make-up assignments for poor performance on a previous assignment.

**IF YOU EVER FEEL AS IF YOU NEED TO MEET WITH ME OR SPEAK OVER THE PHONE IN ORDER TO CLARIFY ASSIGNMENTS, DISCUSS CONCERNS ABOUT THE CLASS, DISCUSS TOPICS FROM THE CLASS, ETC., E-MAIL ME IN ORDER TO SET UP AN APPOINTMENT.**

**FINALLY:** This syllabus is a contract between you and me. If you disagree with the policies set forth in this syllabus, you have the right to withdraw within the timeframe indicated in the University calendar. By staying enrolled in this class, you agree to adhere to all policies stated in this syllabus.

DATE	TOPICS	ASSIGNMENTS
1. June 3	Introduction to Leadership & Ethics	MBE: Ch. 1
2. June 5	Understanding Ethics	MBE: Ch. 9 Merck & River Blindness Case due @ 11:59 PM <b><u>Live Session 1 @ 8:30 PM</u></b>
3. June 10	Perspective Approach to Ethics	MBE: Ch. 2 Pinto Case due @ 11:59 PM <b><u>Live Session 2 @ 8:30 PM</u></b>
4. June 12	Descriptive Approach to Ethics	Pinto Case Revisited due @ 11:59 PM
5. June 17	Descriptive Approach to Ethics	MBE Ch. 3 LS Part I Case due 11:59 PM <b><u>Live Session 3 @ 8:30 PM</u></b>
6. June 19	Ethics, Leader Influence, Traits & Political Behavior	MBE Ch. 3 & 4 Breaking the Bank Case due @ 11:59 PM <b><u>Live Session 4 @ 8:30 PM</u></b>
7. June 24	External Influences & Ethics	MBE Ch. 7 Yahoo Case due @ 11:59 PM <b><u>Live Session 5 @ 8:30 PM</u></b>
8. June 26	Ethical Culture/Authentic Leadership	MBE Ch. 5 LS Part II Case due by 11:59 PM Research Paper Due on eCollege by 29th @ 11:59 PM
9. July 1	Ethical Culture/Authentic Leadership	LS Part III Case due by 11:59 PM <b><u>Live Session 6 @ 8:30 PM</u></b>
10. July 3		Workshop & Peer-Evaluations due Today on eCollege @ 11:59 PM

- **THIS WEEKLY SCHEDULE IS TENTATIVE.**
- **MBE: *Managing Business Ethics* TEXTBOOK**
- **LS: *Leadership and Self-Deception* TEXTBOOK**

## WORKSHOP EVALUATION

Topic: \_\_\_\_\_

Team Members: \_\_\_\_\_

### **CONTENT (125 points)**

**Criteria:** Did the workshop center on issues that deal with the question posed to the group at the beginning of the semester? Does the workshop reflect the synergy created by the team in synthesizing knowledge gained from additional research and integration beyond that provided in each student's research paper and material discussed in this course? Was it redundant with material already covered? Is it clear what others could learn from the workshop? Were appropriate conclusions developed and provided? Did the group provide guidance for others as to the factors they should consider and possible approaches to assessing/confronting ethical dilemmas related to this issue?

**Grade:** \_\_\_\_\_

### **PRESENTATION QUALITY (125 points)**

**Criteria:** Was the presentation clearly organized, interesting and creative? Were visual aids, videos, and/or exercises appropriate? Did they enhance the material and were they effectively and smoothly incorporated into the workshop? Were handout materials professionally prepared and useful?

**Grade:** \_\_\_\_\_

**OVERALL SCORE** \_\_\_\_\_ **/250 points**

### **Paper/Workshop Topics**

#### **Topic 1: Ethics and Multinational Corporations**

What ethical responsibilities do the leaders of multinational corporations have to the nation-states within which they operate? What responsibilities do multinationals have for estimating the impact of their investments on the welfare of the local population? Ethical norms and expectations vary from nation to nation and culture to culture. What ethical norms should guide the conduct of leaders operating in diverse cultures? Are there universal norms that should be abided by regardless of local cultural norms, or is it sufficient to follow local norms and customs? What advice would you give to leaders when their own values are in conflict with local norms and custom for reconciling resultant ethical dilemmas?

#### **Topic 2: Employee Loyalty and Whistleblowing**

Do employees have a duty of loyalty to their employers? Why or why not? Is it ever acceptable to "blow the whistle" on an organization? If so, under what circumstances is it acceptable and what steps should one follow? What responsibilities do organizational leaders have when an employee decides to "blow the whistle"? How can organizational leaders foster an ethical climate in which: (a) the need for "whistleblowing" will be minimal, (b) employees are encouraged to "blow the whistle" when necessary, and (c) employees who "blow the whistle" are protected?

#### **Topic 3: Employee Privacy**

What are the ethical bases for and against employee privacy in the workplace? Are there any boundaries to employee privacy in the workplace? What ethical responsibilities do organizational leaders have to protect employee privacy rights? What are the ethical implications of potential threats to employee privacy such as pre-employment psychological testing, surveillance at work, and e-mail monitoring? What recommendations do you have for leaders to follow as they seek to balance organizational interests in monitoring employee activities with employees' desires to maintain their privacy?

**Topic 4: Business and the Environment**

Does business, or anyone else for that matter, have *direct* ethical responsibilities to natural objects like animals, plants, and ecosystems? Or are all environmental responsibilities indirect, derived from more primary responsibilities to other people? Are there limits of business's environmental responsibilities best left to the market or legal system? What are the tradeoffs between growth and sustainability? What are the ethical responsibilities do business leaders to protect the environment? What are the limits to these responsibilities? What are the relevant stakeholder groups that leaders should take into account when making decisions that can impact the environment? How, in your opinion, can organizational leaders best fulfill their environmental responsibilities?

**Topic 5: Corporate Governance**

What responsibilities do corporate boards and their members have for monitoring the ethical conduct of corporate leaders? Are there limits to these responsibilities? What stakeholder groups should be considered by board members when making governance decisions? How might conflicts of interests impair the abilities of board members to fulfill their ethical responsibilities? How can board members avoid such conflicts? What recommendation would you have for board members who encounter conflicts of interest?