FALL: 2015
MGT 597—01E: LEADERSHIP ETHICS

CLASSROOM: CB 346
MEETING TIME: T 2:00 – 5:00 PM
NOTE ABOUT TIMES: All Times and Deadlines for this Course are Listed as Central Time Zone (Commerce, TX) times.

Instructor: Dr. Brandon Randolph-Seng
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Office & Hours: CB 304; Tuesday 2:00-4:00 PM and/or by appointment
Website: http://faculty.tamuc.edu/brandolph-seng
Phone: 903-468-8696 (Office)

**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


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 prepare a practical workshop to be conducted with the class as a whole. The goal of the workshop is to familiarize classmates with the complexities of the ethical issue and acquaint them with alternatives approaches for addressing them. Short cases, videos, news stories, self-assessments, exercises, 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**

Instruction in this course is guided by these wise words of Confucius:

I hear and I forget,
I see and I remember,
I do and I understand.

"Hearing" and "seeing" will be facilitated by the traditional course methods of lectures, readings, and written assignments. The desired course goal of "understanding," will be facilitated by the use of case discussions, class and team activities, and workshops. This combination of instructional methods should offer every participant the opportunity to experience and apply the concepts explored in the course in situations similar to those faced by business professionals.

**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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Type</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Paper</td>
<td>Individual</td>
<td>275 (27.5%)</td>
</tr>
<tr>
<td>Personal Reflection Journal</td>
<td>Individual</td>
<td>75 (7.5%)</td>
</tr>
<tr>
<td>Class Participation (Hot seat)</td>
<td>Individual</td>
<td>150 (15%)</td>
</tr>
<tr>
<td>Workshop</td>
<td>Individual</td>
<td>250 (25%)</td>
</tr>
<tr>
<td>Case/Reading Papers (8 @ 31.25/each)</td>
<td>Individual</td>
<td>250 (25%)</td>
</tr>
<tr>
<td><strong>Course Total</strong></td>
<td></td>
<td><strong>1000 points</strong></td>
</tr>
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</table>

**GRADING SCALE**:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>895 - 1000</td>
<td>A</td>
</tr>
<tr>
<td>795 - 894</td>
<td>B</td>
</tr>
<tr>
<td>695 - 794</td>
<td>C</td>
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</tbody>
</table>

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.**

**PREPARATION FOR CLASS**: It is impossible to discuss an assignment actively without being prepared in advance. I expect you to have read the assignments, formed comments and questions, taken notes in response to the text, etc. – *prior* to class. Active participation is vital to get the most out of this course. For example, when a fellow student has a question, I may ask for the thoughts of the rest of the class to answer the question. This is done purposefully because the most effective way for you to learn a principle is for you to teach that principle to another person.
PERFORMANCE COMPONENTS

PLEASE NOTE:

1. There will be no exams in the course. Instead students will actively apply what they learn in the course to their individual project, 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.

2. Active reflection will be emphasized in the course. Students will be required to write a reflection journal. The purpose of this journal will be to help students increase their self-awareness with respect to their leadership skills and style, and to help them anticipate and prepare for the ethical challenges they will face in their 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 workshop that synthesizes the results of your research.


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%)

CASE/READING ASSIGNMENTS: Through the semester 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 class. More information will be given class concerning this assignment.

PERSONAL REFLECTIONS JOURNAL: Periodically throughout the semester (in class) you will be asked to write a one-paragraph reflection on the class discussion. This will be graded with a 0, 1, 2, or 3 (3 = thoughtful and carefully written; 2 = somewhat thoughtful and carefully written; 1 = submitted something but not much thought put into it; 0 = no paper submitted or what was submitted did not address the issue or question raised in the reflection assignment). These points will be summed over the semester. These points cannot be made up if you did not attend class other than if you are absent because of a documented University event for which you have previously notified me.
CLASS 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 this class professionalism translates into being in class to participate in, and contribute to, the learning experience. Hence, your participation grade will involve my evaluation of the quality/quantity of your contributions to class discussion.

Resource Panels (Hot Seat):
There will be multiple class periods where individuals will be randomly selected to role-play acting as a panel of experts on the topic at hand. The topic at hand will usually be selected from the assigned readings/case. All students not in the Resource Panel will act as informed judges ranking the panel members’ performance, since it is assumed that they will have read assignments and thus will be qualified to assess the level of concept mastery exhibited by the individual panel participants.

Role of the Panel
Student Readiness: It is the student’s responsibility to be ready to participate in the Resource Panels at any time and to demonstrate an advanced organizational and managerial level of performance. The exercise should be modeled after an in depth press briefing.

Role of the Class and the Instructor
Keeping to the analogy of the press briefing, students not engaged as members of the panel are serving in the role of the press corps and should be prepared to question, challenge, and discuss the issues with the panelists. To do well when you are on the Resource Panels, you need to know your stuff, you need to deliver when called on to do so, and you need to be alert and ready to act and speak effectively and persuasively. You need to show you have the requisite knowledge to do your job, and you need to be effective in convincing the stakeholder that is your “audience of the moment.” In other words, you need to act like a professional manifesting his/her skills to the benefit of the organization and/or the imaginary client. The same holds true for those students in the press corps. It should be noted that both sides are given consideration when evaluating participation.

WORKSHOP ASSIGNMENT: This is a developmental workshop your will present to your classmates. It will build on the knowledge you gained through preparing your individual research papers (see below). The objective of the assignment is to integrate what you have learned into a workshop that provides your classmates with the knowledge and analytical skills required to help leaders address relevant ethical challenges. Critical to your presentation is 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 an interactive workshop designed to enhance your classmates’ knowledge of the issue and the relevant ethical considerations for leaders. The focus is to acquaint your classmates with the issue and to provide them with ethical decision making practice (role playing/case analyses/simulations may be helpful in this regard) for addressing such issues as leaders. Preparing handouts for your colleagues to keep 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 creativity.

- You will have 1 hour to present the workshop

- You are responsible for securing any type of technology that is needed to make its presentation. Failures in equipment are not a reason to delay or reschedule presentations. Be prepared to continue your workshop if the equipment fails!

COURSE POLICIES

CLASS ATTENDANCE & PARTICIPATION:
Attendance and participation is critical to gaining the most you possibly can from this course. You have hired me to teach you, trusting that I possess knowledge which you do not, and which is not available in the text alone. My assumption is that you desire to learn more about this subject, so my expectation is that you are: (1) present, (2) on time, (3) prepared, and (4) participating. Experience has shown me that students who regularly attend class earn higher grades.

Excused absences (e.g., university approved trips, documented illness, religious observance) will not be penalized as long as you notify me appropriately (i.e., before the class in question if possible and with the correct evidence). Otherwise, plan now to schedule your trip to Galveston during breaks and/or at the end of the semester.

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:
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

NONDISCRIMINATION STATEMENT:
A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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 attend every class as this is the only way that you will be able to complete class activities.
- **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 class day, and a 0 if turned in more than one class 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.
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<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>1. Sep 1</td>
<td>Introduction to Leadership &amp; Ethics</td>
<td>MBE: Ch. 1</td>
</tr>
<tr>
<td>2. Sep 8</td>
<td>Understanding Ethics</td>
<td>MBE: Ch. 9&lt;br&gt;Merck &amp; River Blindness Case due</td>
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<td>3. Sep 15</td>
<td>Perspective Approach to Ethics</td>
<td>MBE: Ch. 2&lt;br&gt;Pinto Case due</td>
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<tr>
<td>4. Sep 22</td>
<td>Descriptive Approach to Ethics</td>
<td>MBE Ch. 3&lt;br&gt;Pinto Case Revisited due</td>
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<tr>
<td>5. Sep 29</td>
<td>Descriptive Approach to Ethics</td>
<td>MBE Ch. 3&lt;br&gt;LS Part I Case due</td>
</tr>
<tr>
<td>6. Oct 6</td>
<td>Ethics, Leader Influence, Traits &amp; Political Behavior</td>
<td>MBE Ch. 3 &amp; 4&lt;br&gt;Breaking the Bank Case due</td>
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<tr>
<td>7. Oct 13</td>
<td>External Influences &amp; Ethics</td>
<td>MBE Ch. 7&lt;br&gt;Yahoo Case due</td>
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<tr>
<td>8. Oct 20</td>
<td>External Influences &amp; Ethics</td>
<td>MBE Ch. 7&lt;br&gt;In Class Case/Activities</td>
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<tr>
<td>9. Nov 3</td>
<td>Ethical Culture</td>
<td>MBE Ch. 5&lt;br&gt;LS Part II Case due</td>
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<tr>
<td>10. Nov 10</td>
<td>Dark Side of Leadership</td>
<td>In Class Case/Activities</td>
</tr>
<tr>
<td>11. Nov 17</td>
<td>Authentic Leadership</td>
<td>LS Part III Case due &amp; Research Paper due by Nov 22 @ 11:59 PM</td>
</tr>
<tr>
<td>12. Dec 1</td>
<td>Workshop (3)</td>
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<tr>
<td>13. Dec 8</td>
<td>Workshop (2)</td>
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- **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 the other students should learn from the workshop? Were appropriate conclusions developed and provided? Did the group provide guidance for other students as to the factors they should consider and possible approaches to assessing/confronting ethical dilemmas related to this issue?

Instructor Comments:

PRESENTATION QUALITY (125 points)
Criteria: Was the presentation clearly organized, interesting and creative? Was it obvious the group had rehearsed their presentation in front of each other? Were visual aids, videos, and/or exercises appropriate? Did they enhance the material and were they effectively and smoothly incorporated into the presentation? Did all group members participate in the presentation in a meaningful way? Did the group allow adequate time for student questions and interaction? Was the presentation completed within the prescribed time? Were handout materials professionally prepared and useful?

Instructor Comments:

INSTRUCTOR OVERALL COMMENTS:

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 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?