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MGMT 616-01 Ethics and Leadership

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MGMT 616: Ethics and Leadership (3 hours). This course provides an exploration of ethical traditions and theories of leadership, with particular focus on the role of values and ethics within leadership. Prerequisite: MGMT 600 or 550.

Course Overview

This course provides an introduction to theories of leadership and ethical traditions, with particular focus on the role of values and ethics within leadership. We will learn about ethical traditions in order to develop tools and ways of thinking to assist you when faced with ethically complex decisions. We will explore modern conceptualizations of leadership and the role of the leader. We will discuss the responsibilities of leaders to be ethical, understand how leaders can impact the ethical climate of an organization and the behavior of followers, and how, when, and why leadership can go wrong. Topics addressed include: ethical traditions, ethical decision making, acting on one’s values, power and influence, transformational leadership, servant leadership, heroic leadership, the dark side of leadership, leadership and teams, and cultural contingencies.

Williams College of Business Learning Goals

The Williams College of Business (WCB) has chosen to emphasize the following learning goals in its graduate business curriculum; this course focuses primarily on learning goals 1, 3, and 5, though our activities will relate to all 5.

1. **Strategic Thinking and Leadership**: WCB MBAs will be able to position organizations in chosen market areas, compete successfully, and satisfy stakeholders with the objective of achieving superior organizational performance.

2. **Global Perspective and Cultural Diversity**: WCB MBAs will be able to work across cultural boundaries, whether these are geographic or societal, in that they possess a recognition and appreciation of the global environment of business and an understanding and appreciation of diversity.

3. **Ethics and Social Responsibility**: WCB MBAs are able to foster an ethical climate in their roles and responsibilities in business and society.

4. **Critical Thinking**: WCB MBAs are able to clarify problems, generate and evaluate alternatives using appropriate analytical and quantitative techniques, and draw conclusions.

5. **Effective Written and Oral Communication**: WCB MBAs are proficient in written and oral communication.
Williams College of Business Objectives

WCB has also delineated corresponding objectives for each learning goal. This course contributes to achievement of the following objectives with respect to each learning goal:

**Strategic Thinking and Leadership**
- (2) MBA students will demonstrate the ability to articulate a vision and set and prioritize strategic objectives.
- (4) MBA students will practice and assess their capacity to influence others, collaborate, and encourage cooperation toward organizational goals.

**Ethics and Social Responsibility**
- MBA students will recognize ethical issues and demonstrate the skills necessary to analyze information and make informed, ethical decisions in highly complex, conflicting or ambiguous environments and situations.

**Effective Written and Oral Communication**
- (1) MBA students will demonstrate their ability to clearly summarize issues and support decisions in writing.
- (2) MBA students deliver professional presentations accompanied by the appropriate technology.
- (3) MBA students demonstrate effective interpersonal communications skills in a team setting.

**Course Objectives**
Successful completion of the course ensures that the student will be able to:

1. Review the roles of managers and leaders in organizations and examine the types of decisions and activities for which they are responsible, including strategic thinking.
2. Understand the connection between rational decision making and ethical considerations in examining opportunities and problems from a critical decision making perspective.
3. Understand the relationship between social/organizational systems and structures and ethical behavior, including leadership in teams.
4. Draw on various ethical traditions to recognize and critically analyze ethical dilemmas and guide ethical decisions.
5. Describe a conceptual framework of power and influence and understand the effectiveness and ethical implications of various power bases and influence tactics.
6. Understand alternative approaches to leadership from an ethical perspective.
7. Understand more fully ethical lapses in leadership, including leaders’ bad behavior.
8. Discuss how cultural differences affect how different cultures view leadership behavior in others, and ultimately, leadership performance.

**Required Reading.**
Readings: Articles posted in Canvas for individual use by students in the class.
**Instructional Techniques.**
The course will be taught using a variety of methods, including lectures, case analyses, video tapes, experiential exercises, group work and general class discussion, as well as guest speakers when possible. All of these methods work best when students have carefully read the assigned materials and given the materials serious consideration and thought. Remember, what you learn in this course is your responsibility. Please bring examples from your work or other activities to discuss in class, as this will help us all relate to the material. However, while you may be interested in particular topics because they easily relate to your current work and/or life situations, I also encourage you to think in terms of long-term potential applications of the material in this course—and all your courses. The material we cover in class will provide you with knowledge and tools that will have immediate applicability in both your personal and professional lives, but it is likely to have even greater impact and applicability as you progress in your career.

**Grading.**
Course grades will be determined by the percentage of the possible total points that is earned by each student. The 550 point total is comprised of the following components and their respective point allocations:

- 10 Class Participation Activities and discussions: 20 points each (200 points total)
- 1 Individual Leader Analysis and Report: 150 points
- 1 Individual Leader Journal weekly entries and discussion: 100 points
- 1 Summary Interpretation of Individual Leader Journal: 100 points

Final course grades will be determined by percentage of total points earned by each student, per the following scale:

- ≥ 93% = A
- 90 to 92% = A-
- 87 to 89% = B+
- 83 to 86% = B
- 80 to 82% = B-
- below 80 = C

**Class Participation.**
Discussion of the five separate activities below will be conducted in class, with each student handing in a brief “write up” of the activity the following week. If the student does not complete a task satisfactorily and on time, he/she will earn a grade of “0” on that task. If the student completes a task thoroughly and on time, the grade is 20 points for that task. Instructions for each task will be made in class. The activities we do as in-class exercises will help to prepare the students to do their individual project. The tasks include:

- Self-Assessment (Pre) on Ethics, Values and Personality—1 page interpretation/reflection on results
- Self-Assessment (Post) on Ethics, Values and Personality—2 page interpretation/reflection on results, comparing to the Pre-Self-Assessment results (due at the end of the semester).
- Class Leader of Paper Discussion—each student will lead one discussion of an assigned article
- Team in-class Exercise

**Individual Leadership Journal.**
The purpose of this activity is to have each student identify leaders in their daily activities (at work or elsewhere) with whom that student interacts, as well as leadership roles the student plays (at work or elsewhere). Each student should write about at least one leader each week, and one example of his/her own leader activity each week, in about 1 page, typed. If possible, the student should do a brief interview with the leaders to get their perspectives on their own roles as leaders, and what those leaders see as their impact (both positive and negative) on the people they were trying to lead. We’ll use these journal entries weekly as examples to discuss and analyze in class. Therefore, you will turn in your weekly journal entry
every Monday. At the end of the semester, you will write a 2 to 3 page interpretation of your journal entries.

**Leader Analysis and Report.**
Each student is to select an autobiography or biography of a person notable for his/her impact on society through her/his leadership in industry. Whatever book you begin with, you must do additional research to capture a thorough picture of the individual selected. This person may be either an historical figure in business or a current leader in business, and any industry is acceptable. The intent of the report is to describe the person’s impact on others, both positive and negative. You are required to note specific issues that correspond with topics in our course, using all of our readings as resources for your paper, as well as your research on the focal person. Again, the primary objective is for you to build a complete picture of the person and reflect on that person’s impact on others and whether you would immolate that person or not, recognizing that we are all complex individuals, and that others view us within a specific context and judge us as being either a good, ethical leader or not within the context they choose. Hopefully, you will present a more well-rounded view of the individual you choose. Instructions with specific questions to address and format will be provided by Dr. Kilbourne. You must have your leader approved by Dr. Kilbourne.

**General grading criteria.**
All work will be graded for content, clarity and correctness of grammar and punctuation. While the bulk of the grade will be based upon content (e.g., the degree to which you accurately and appropriately apply the course theory and methods and do what the instructions require), remember that serious flaws in written presentation can make content un-interpretable. Such flaws, therefore, will result in commensurate loss of points. To earn a grade of “C” on a case, you are expected to answer the questions assigned and/or complete all assigned instructions. At a minimum, for a grade of “B”, you must also identify sources in the readings that led you to your conclusions, making specific reference to them in your writing. For an “A” grade, you must also thoroughly explain your answers and use appropriate course vocabulary. All material covered in class is expected to be used in your work, as appropriate. Written work must be typed, double-spaced, with a 10 or 12 font (pica or elite type), with 1-inch margins on all sides of the pages. There is no specific length for the written work, but students must be thorough and concise in their writing.

**Course Policies.**
*If you are ill, do not come to class. Please stay home and get well.* You can make up any work with no penalty if you present a doctor’s excuse from a local physician. If you are on University business, a note from your team or club faculty sponsor will also be accepted to allow the student to make-up missed work with no penalty. Beyond those excused absences (which should be no more than one or two class sessions), students are expected to attend class every day. If you must miss class, regardless of the reason, you are personally responsible for obtaining notes from a classmate and for contacting the professor if you have questions about the material. If you don’t have an excused absence, I will accept late work; however, penalties will be assessed in relative proportion to the degree to which the work is late. Work will not be accepted more than two weeks late, even with an excused absence. There will be no extra credit or revisions of graded work.

For any questions about instructions on assignments or explanations of material, you MUST contact the professor by phone or in person. Email is not an appropriate format for handling such issues. Cheating will be dealt with as delineated in University Policy. If weather or other causes arise that make it impossible for class to meet, I will contact students via Canvas announcement. I will also use this process to convey other information to students, so students must monitor our course’s Canvas site frequently.
### Approximate Course Schedule

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<tr>
<th>Date</th>
<th>Topic/Assignments</th>
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<tr>
<td>Aug. 21</td>
<td>Introduction to Course and assignment: Self-Assessment—1-2 page reflection paper assigned</td>
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| Aug. 28| Leaders vs. Managers, Leader vs. Organization Values, Organization Culture Reading: Lowney, Ch 1  
Self Assessment Due. Discussion of self-assessment results. Selection by students of article discussions to lead. |
| Sep. 4 | Labor Day Holiday – Xavier is closed.                                               |
| Sep. 11| Managers and Leaders’ Roles in Strategic Decision Making Reading: 1. Reichheld, Lead for Loyalty  
Article discussion led by:  
**NOTE: First Journal Installment Due!** |
| Sep. 18| Types of Leaders Reading: Lowney, Ch 2  
2. Koerner, Courage as Identity Work: Accounts of Workplace Courage  
Article discussion led by:  
3. Zhang, et al., It’s Not Fair . . . Or Is It? The Role of Justice and Leadership  
In Explaining Work Stressor—Job Performance Relationships  
Article discussion led by: |
| Sep. 25| Power and Influence Reading: Lowney, Ch 3  
Article discussion led by: |
| Oct. 2 | Leadership and Teams Reading: Lowney, Ch 4  
5a. Tost, Gino & Larrick, When Power Makes Others Speechless: The Negative Impact of Leader Power on Team Performance  
Article discussion led by:  
5b. Lam, Huang, & Chan, The Threshold Effect of Participative Leadership & the Role of Leader Information Sharing  
Article discussion led by: |
Oct. 19  The Effect on Behavior of Social and Organizational Processes and Structures  
Reading:  
Lowney, Ch 5  
Compliance and Achievement in Sustainability Standard Adoption  
Article discussion led by:  

Oct. 16  Ethical Decision Making  
Readings:  
Lowney, Ch 6  
Shotter & Tsoukas, In Search of Phronesis: Leadership and the Art of Judgment  
Articles discussion led by:  

Oct. 23  Ethical Traditions and Perspectives  
Readings:  
Lowney, Ch 7  
8. Besharov & Smith, Multiple Institutional Logics in Organizations: Explaining  
Their Varied Nature and Implications  
Article discussion led by:  

Oct. 30  Cultural Contingencies and A Culture of Ethics  
Readings:  
Lowney, Ch 8  
9. Meinert, Creating an Ethical Culture  
Article discussion led by:  

Nov. 6  The Dark Side of Leadership  
Reading:  
Lowney, Ch 9  
10. Grijalva & Harms, Narcissism: An Integrative Synthesis and Dominance  
Complementarity Model  
Article discussion led by:  
Article discussion led by:  

Nov. 13  Corporate Social Responsibility and the Leader’s Role  
Readings:  
Lowney, Ch 10  
12a. Christensen, Mackey & Whetten: Taking Responsibility for Corporate Social  
Responsibility: The Role of Leaders in Creating, Implementing, Sustaining,  
Or Avoiding Socially Responsible Firm Behaviors  
Article discussion led by:  
12b. Schaubroeck et al.: Embedding Ethical Leadership Within and Across  
Organizational Levels  
Article discussion led by:  

Nov. 20  Individual Project Day (Note: this date may change, as required for guest speakers, etc.)
Nov. 28  Individual Perception and Ethical Behavior
   Readings:
   Lowney, Ch 11
       Article discussion led by:
       Article discussion led by:

Dec. 4  Reading:
   Lowney, Ch 12
   15. Stahl & de Luque: Antecedents of Responsible Leader Behavior
       Article discussion led by:
   16. Manz: Taking the Self-Leadership High Road: Smooth Surface or Potholes Ahead?
       Article discussion led by:
   Due: Post Self-Assessment Reflection

Dec. 11  Student Leader Report Presentations