University of South Dakota
Interdisciplinary Studies
MAIS 710
Ethical Leadership
Professor: Dr. Nathalie Meyer

COURSE SYLLABUS

I. Instructor Contact Information
Available by phone Monday thru Friday until 9 P.M (EST) 616-826-4977
Email will be checked at least once a day and on weekends

II. Textbook
“Meeting the Ethical Challenges of Leadership: Casting Light or Shadow”.
ISBN: 978-1-5063-2163-9
The text can be purchased from Barnes & Noble at the University of South Dakota.
Phone – 605-677-6291 or email bn@usd.edu or through Amazon.

III. Course Description
This course will examine the unique ethical challenges faced by leaders with an emphasis on building ethical competency through self-assessment, challenge, and feedback. Topics include virtue ethics, evil, forgiveness, moral theories, transformational leadership, servant leadership, ethical group problem solving, organizational integrity, managing ethical diversity, and ethical crisis leadership.

Four components are necessary for the completion of the on-line course: self-learning or autonomous learning and collaborative learning, critical thinking skills, and effective writing and communication skills.

IV. Overview of Course
All assignments and resources are found in the Dropbox and Content Tab, including outline notes for the content of each chapter.
Part 1 – The Shadow Side of Leadership
The Leader’s Light or Shadow
Stepping Out of the Shadows
Part 2 - Looking Inward
The Leader’s Character
Combating Evil
Part 3 – Ethical Standards and Strategies
General Ethical Perspectives
Ethical Decision Making and Behavior
Exercising Ethical Influence
Normative Leadership Theories
Part 4 – Shaping Ethical Contexts
   Building an Ethical Small Group
   Creating an Ethical Organizational Climate
   Meeting the Ethical Challenges of Leadership in a Global Society
   Ethical Crisis Leadership

V. Learning Objectives
1. To recognize the ethical demands of the leadership role.
2. To assess personal ethical development.
3. To expand ethical capacity.
4. To improve the ability to recognize, analyze, and resolve ethical dilemmas.
5. To equip students to practice ethical leadership through moral behavior and moral influence.

VI. Student Learning Outcomes

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<tr>
<th>Learning Outcomes</th>
<th>Assessment</th>
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<td>1. Demonstrate knowledge of the diversity of values, beliefs and ideas embodied in the human experience.</td>
<td>a. Students will explore a variety of leadership styles and case studies highlighting behaviors which enhance their personal lives and everyday relationships. <em>(Personal Assessments)</em></td>
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<td>2. Explore global issues and/or diverse philosophical, ethical and religious views.</td>
<td>a. Students will examine the practices of good and bad leaders through readings; films etc. and apply the principals to case studies in leadership. <em>(Analysis of actual leadership Case Studies)</em></td>
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<td>3. Explore social and aesthetic values of leaders in a different cultures and positions.</td>
<td>Students will be examining leadership styles of world leaders. <em>(Analysis of Leaders in news)</em></td>
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<td>4. Develop creative sensitivity and aesthetic understanding of the diverse roles of leadership, including followership.</td>
<td>The student will demonstrate an understanding for different styles of leadership and the consequences of different behaviors on the lives of others. <em>(Each assignment is an application of leadership principles)</em></td>
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<td>5. Explore the study of leadership drawing from academic disciplines, traditions, theory and practice.</td>
<td>The students will explore the philosophers of ethics and analyze the strengths of each approach and implement the concepts through application. <em>(Special assignments for application of philosophical approaches)</em></td>
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<td>6. Demonstrate foundational competency in</td>
<td>The students are expected to submit scholarly</td>
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Please note that each degree has learning objectives, since Ethical Leadership is listed under the Interdisciplinary Studies degree, it is open to several fields of study.

VII. Course Prerequisites
None

VIII. Course Expectations
The “Ethical Leadership” course consists of 12 Chapter with 4 Study Units. An additional text from the general area of Ethical Leadership or in a student’s field of study is required and chosen by the student with approval of the instructor. Each week there is required reading, as well as written assignments, discussion posts, and opportunity for live discussions on Collaborate. The final exam will be a paper analyzing the second text base on the ethical principles discussed throughout the semester.

IX. Technology Requirements
(D2L) Desire to Learn is the course management system which is utilized throughout the semester. If you have technology questions throughout the semester, please contact the help desk at (605) 658-6000 or e-mail helpdesk@usd.edu. Direct links to D2L (https://d2l.sdbor.edu) and the USD Portal (http://my.usd.edu)

For information regarding the university’s technical, academic, and student support services, please refer to the Online Student Handbook in the USD Getting Started widget. The guide at http://www.usd.edu/cde/upload/Online-Orientation-Guide.pdf

X. APA Resource (https://owl.english.purdue.edu/owl/resource/560/06)
APA (American Psychological Association) style is used to cite sources. The OWL resource Link is revised according to the 6th edition, and offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. Rely on this resource or your written assignments.

XI. Library Resources
For assistance with the I.D. Weeks Library on the USD campus, please contact Steve Johnson, Distance Librarian at Stephen.Johnson@usd.edu or 1-800-299-5448.

XII. Course Guidelines
This course is divided into thirteen lessons and a final written exam. For each lesson, the student is expected to read the textbook pages assigned. Each lesson will have an
assigned paper, which may include a case study, or a post on the discussion board, and/or a Collaborate session.

Due dates for the assignments are also found on the course calendar and the Dropbox. Papers are due at 11:59 on Wednesday. Discussion posts are due on the first date listed and two responses to other posts are to be completed by the second date. The professor will not join in the ongoing discussion in order to avoid steering it in a particular direction but will comment on the papers and discussions when the discussion is complete.

If a student is unable to participate in the online discussion, it is important to arrange a makeup assignment with the professor.

XIII. Assignment Guidelines
The weekly papers are to be around 1200 words, APA style. The posts on the discussion board to be approximately 500 words. Student responses to other student posts are to be responses highlighting principles learned and insights from research and reading.

For response to the case studies, it is advisable to search the web for articles pertaining to the case. In the conclusion, please note the ethical principles used in the analysis.

Each day there are ethical dilemmas on the news, in papers and magazines, on the web or U Tube. A student is free to analysis any current case in place of the case assignment.

XIV. Online Discussion Guidelines.
There are three discussion posts in the course. As stated above, students must participate during the posted dates, or participate in the Collaborate live discussion. The grade will depend on the quality of the paper posted and the application of ethical principles in the comment/response to another student’s post. For an A – the responses advance the level and depth of the discussion. For a B – the response has relevant comments based on the assigned material. For a C – the comments are not relevant to the topic or material under discussion. For D or lower - the comments are totally unrelated to the topic or issue under discussion.

The discussion should be objective, honest, comprehensive and substantive. Saying “I agree or disagree” is not considered participation without the reasons for the statement. Obviously it is important that the statements be relevant to the topic discussed. At all times students are expected to use good online etiquette “netiquette”.

XV. A Case Analysis Guide
ETHICAL LEADERSHIP DECISION MODEL Research has shown that people proceed through a series of stages when processing an ethical decision. The stages move from an initial recognition or awareness of morally salient features of environment— that is, problem situations—to a probing of possible courses of action that would resolve the problem, to an exploration of the
consequences of the proposed solutions, and a resultant decision to act or refrain from acting. The research shows that ethical, social, and psychological factors affect the process at each one of these stages. Psychological and social factors can exert influence without our being aware of them. Sometimes these influences lead to good choices, sometimes to ill. This increases the likelihood of making sound moral choices, even in difficult circumstances.

This four-step approach is based on James Rest's Model (1986), along with Thomas Jones' (1991) idea that moral intensity factors influence each of those components. For example, how much someone is harmed or benefited by the decision-maker's actions may influence the decision, as well as how much the social group agrees that a given action is good or bad. How close the decision-maker feels to the people affected by the decision and the probability that something harmful will occur can also color decision making. By asking questions that probe those moral intensity factors, the decision maker becomes aware of how they may be affecting decision making. To make an ethical decision, a person works through the stages in the process, moving from moral awareness to moral action.

In the first stage, there is gut-level recognition that the situation is morally charged. Anger, fear, anxiety, concern, and/or empathy are aroused. The decision-maker’s gut is answering the question: “Is there something wrong here?” Two moral intensity factors—proximity (how close the decision-maker feels to the people affected) and social consensus (whether a social group perceives a given action as right or wrong)—can influence whether the decision-maker identifies an ethical issue. Becoming reflexively (consciously or “meta-cognitively”) aware of these influences can help one correct for oversensitivity or insensitivity in such cases.

Assuming that the decision-maker identifies an ethical issue, he or she begins to weigh various options in the next stage. The aim is to distinguish right from wrong, better from worse, and between competing obligations. The decision-maker is weighing possible actions. Moral intensity factors such as magnitude of consequences (how much someone is harmed or benefited by the decision-maker’s action), probability of effect (the likelihood that predicted circumstances and expected level of harm or benefit will occur), and social consensus play roles in this stage of the process.

The next stage builds on the results of the last. In this stage, the person must decide what to do or not do. Sometimes choosing not to act is a valid decision. Deciding what to do also means marshaling the courage to act or not act, sometimes in the face of great opposition. In deciding to act, research shows social consensus plays the biggest role.

If an action was taken, it is important to review the consequences of the decision whether good or bad and learn from the process.

1. Ask yourself if any ethical issues are raised by the case study. Is anything wrong here? Is a person, community, or ideal at risk? • Who is affected by this situation and any decision I may make? • How close do I feel to those affected by this situation? • What do my peers think? Would they perceive an ethical problem here?
2. Using the moral judgment step in the model, formulate questions that will help you weigh various options.

3. Using the moral intention step in the model, decide what you will do in this situation.

4. Using the moral action step in the model, ask yourself whether you will follow through with your decision.

XVI. Netiquette

During Online Discussions you are expected to use good “netiquette” such as:
1. Check the discussion and respond appropriately and on subject.
2. Capitalize words only to highlight a point or for titles. Capitalizing otherwise is generally viewed as SHOUTING!
3. Be professional and careful with your online interaction.
4. Cite all quotes, references, and sources.
5. When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
6. It is considered rude to forward someone else’s messages without his or her permission.
7. It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or anger. Feel free to use emoticons to let others know that you are being humorous.
8. If something angers you, do not respond immediately. Wait and carefully formulate your response so that it is respectful.
9. Never say anything you would not want to see on the front page of your local newspaper.

[The above “netiquette” guidelines were adapted from Arlene H. Rinaldi’s article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.]

XVII. Final Exam Paper Guidelines

The examination is a final paper; typed, single spaced with approximately a 4000 word count, using APA research paper style. It is a review of the second text in light of the principles set forth in the course text. This is an open book exam. No proctor is required.

XVIII. Grading Policy

Each of the written assignments and the three posts on the discussion board will count for 80% of the total grade. The final exam paper will count for 20% of the grade. Each assignment will be graded on a 100% scale. The letter grade will be in accord with the USD grade policy as below:

A Exceptional 100 - 90
B Above Average 89 – 80
C Average 79 – 70
D Lowest Passing Grade 69 – 60
F Failure 59 and below

For the complete grading policy see the South Dakota Board of Regents “policy Manual” concerning “Grades and Use of Grade Point Averages (GPA) at: http://www.sdbor.edu/policy/2-Academic_Affairs/documents/2-10.pdf.

XIX. Response to Assignments

Each student will receive a response to each assignment with comments and a posted grade. Papers will be corrected within five days and not more than one week. If for some reason there is going to be a delay, an appropriate e-mail will be sent. If a grade is not received in 7 days, please contact Dr. Meyer.

XX. Extra Credit

Extra credit is not offered in this course, alternate assignments are possible with clearance from the instructor.

XXI. Incomplete

The grade Incomplete (I) is given at the discretion of the instructor and only if arrangements are made by the student with the instructor for completing the course before the last day of the semester. Normally, the student must have completed a minimum of 50% of the assignments with a passing grade to be considered for an extension grade of Incomplete “I”. The student also needs to have a serious reason for requesting an extension. A student must then complete the course before the end of the next full term.

XXII. Academic Dishonesty

University’s Academic Dishonesty Statement

No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:

a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

A. Academic Dishonesty: Acts of dishonesty, including, but not limited to the following:

1. Cheating, which is defined as, but not limited to the following:
   a. use or giving of any unauthorized assistance in taking quizzes, tests, or examination;
   b. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments: or
   c. acquisition, without permission, of tests or other academic material belonging to a member of the institutional faculty or staff.

2. Plagiarism, which is defined as, but not limited to, the following:
a. the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment consistent with the practices of the discipline;
b. the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers of other academic materials.

3. Other forms of dishonesty relating to academic achievement, research results, or academically related public service.

4. Furnishing information known or believed to be false to any institutional official, faculty member, or officer.

5. Forgery, fabrication, alteration, misrepresentation, or misuse of any document, record, or instrument of identification, including misrepresentations of degrees awarded or honors received.

6. Tampering with the election of any institutionally recognized student organization.

7. Claiming to represent or act in behalf of the institution when not authorized to represent or to act.

XXIII. USD Academic Freedom Policy
Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

XXIV. Disability Services
Any student who feels she/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Service is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Ernetta L. Fox, Director - (605)677-6389 E-mail: dservices@usd.edu
Disability Services, Room 119 Service Center  Web Site: www.usd.edu/ds