

**ETHICAL LEADERSHIP AND CRITICAL REASONING
MANA 6A25, SPRING Session 5 – 2017**

******* This is a 100% asynchronous class *******

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COURSE OBJECTIVES

This course is based on the proposition that leading well requires thinking well--that is, in order to succeed in a leadership role, one must learn, exhibit, and model critical thinking skills to stakeholders such as colleagues, supervisors, senior executives, and customers. In addition, leading well requires understanding the responsibilities of leaders in creating and maintaining ethical decision making in their firms. Furthermore, the course will identify, analyze and develop the many ways in which managers can and do voice and implement their values in the face of countervailing pressure at work. Character-based leadership models will also be proposed as foundations for leadership of the self, of others, and of the organization.

REQUIRED READINGS

Free materials:

- Markula Center For Applied Ethics - www.scu.edu/ethics/practicing/decision
- “Giving Voice to Values” articles, exercises and cases (on Blackboard)
- UH library links for required readings (on Blackboard)

Materials to purchase:

- Cases:
 - “Michael Boulos: A career derailed”
<https://www.iveycases.com/ProductView.aspx?id=69178>
 - “Orangewerks: A question of ethics”
<https://www.iveycases.com/ProductView.aspx?id=27153>
- Leadership Character Insight Assessment (LCIA):
 - The LCIA is an online assessment published by SIGMA Assessment Systems, Inc.
 - To purchase the assessment, please follow this link:
<https://www.sigmatesting.com/isapi/stselfpurchase.dll?ST=HLQHMRH>
 - The LCIA-student version is \$20 and you can pay by Visa, American Express, or MasterCard. You will receive your results as soon as you complete your assessment.

BLACKBOARD LEARN

Blackboard is a password-protected online course management system. In this course, the instructor will use Blackboard to:

- Facilitate class discussions using Discussion Boards.
- Upload class handouts for students to download.
- Centralize the delivery of assignments.
- Post grades. Each student will view his/her individual grades.

You can access Blackboard Learn in the following ways:

- Go to **<http://www.uh.edu/blackboard>** and click on the white Blackboard Learn button. Use your CougarNet ID and password to log in.
- Log in to AccessUH at **<https://accessuh.uh.edu>** and enter your CougarNet ID and password.
- If you don't know your CougarNet account name, go to **<http://accessUH.uh.edu>** and click on "Don't know your CougarNet ID?" Enter your PeopleSoft ID, confirm your email address, and then check your email for your CougarNet account name.

COURSE EVALUATION

| <u>Assignment</u> | <u>Points</u> |
|---|---------------|
| Online Class Contribution | 30 |
| Leadership Character Insight Assessment (LCIA) and Class Journal Memo | 25 |
| Individual Ethical Leadership Interview | 20 |
| Final Individual Case Write-up | 25 |
| Total | 100 points |

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|----|--------|----|-------|
| A | 100-93 | C+ | 79-77 |
| A- | 92-90 | C | 76-73 |
| B+ | 89-87 | C- | 72-70 |
| B | 86-83 | D | 69-60 |
| B- | 82-80 | F | 59- 0 |

Online Class Contribution:

- How will your contribution to the web discussions be assessed? Keep three things in mind: (1) quantity of postings you contribute, (2) quality of postings you contribute, and (3) quantity of postings contributed by others that you read. Here are more details:
- All class members are expected to contribute at least 3 quality postings each week, for a minimum total of 21 quality posts in the 7-week semester. A posting can be the start of a thread, or the reply to any thread already started by others. Both count the same.
- We will start the week with questions I post. The number of questions will grow through the

week. Students are expected to login to Blackboard several times per week. As the online conversation develops throughout the week, I will post updates about the cases (e.g., “what happened next in the case?”) and may suggest videos that will provide extra information to enrich the conversation. Some cases also have B parts, which will be incorporated into the conversation. You don’t need to contribute to all the questions that appear throughout the week. Your minimum number of postings per week remains 3 even if there are more than 3 questions open for discussion. Of course, once you have fulfilled the minimum of 3 postings per week, feel free to contribute as much as you would like.

- What is a “quality” posting? The key is to engage others in a conversation and to build on examples, class material, other classes you have taken, research, or your personal and professional experience in order to support your opinions.
- Students are expected to read at least 70% of the postings contributed by others.
- The discussions will be closed at the end of the week and no more postings will be able to be added by then. Students can still read prior weeks’ discussions.

Leadership Character Insight Assessment and Class Journal Memo: This individual written assignment is a brief (**page limit: no more than 4 pages, single space, 1-inch margins**) summary of:

- (1) Your reflections about the results of your LCIA, that is: Do you agree or disagree with the results? Were there any surprises in the results? What was the most valuable piece of information from the results, and why?
- (2) Your reflections about the gap between *not knowing* and *knowing*, that is, at this point in the semester, what are the three most important insights that you did not know (about a topic or about yourself) that you know now?
- (3) Your reflections about the gap between *knowing* and *doing*, that is, at this point in the semester, what are three specific actions you will take in the short term with what you know now? Provide specificity about your action steps (what/when/who/how).

This paper serves the purpose of a journal in recording what is memorable and worth teaching to others, and it serves as a mechanism to motivate you to apply what you have learned from the LCIA and the course in a practical way. The best way to approach this assignment is to keep track of notes and insights throughout the course.

Individual Ethical Leadership Interview: (**page limit: no more than 2 pages, single space, 1-inch margins**)

Interview another person (a colleague, mentor, friend, or family member) about a work-related ethical issue that the respondent faced. (Alternatively, students may report on a work related ethical issue they faced). The paper should include:

- (1) The specifics of the issue, what decision the interview subject made, and why.
- (2) Your own analysis of the ethical issue by reference to the Ethical Schools we discussed in class (www.scu.edu/ethics/practicing/decision). How would you analyze the ethical issue using the different ethical schools’ perspectives? What would YOU have done, and why?

(3) Please attach an appendix (not included in page limit) with a one-paragraph bio/description of the person you interviewed. **Respondents and respondent's employers should remain anonymous unless the respondent gives permission to use their names.**

Keep in mind that the descriptions of the ethical issue should only take a paragraph or two. The bulk of the paper should focus on your analysis of the ethical issue the respondent faced. The association between the situation and the analytic method used to consider the situation should be clear to the reader.

Final individual Case Write-Up (and Bauer assessment of Ethical Reasoning and Written Communication): I will assign a mini-case as an individual take-home project. You will have 2 weeks to analyze the case and submit your case write-up (**page limit: no more than 3 pages, single space, 1-inch margins**). I will grade your report in terms of your competencies of the materials covered in class.

This individual project will also be used as part of Bauer's assessment efforts. The C. T. Bauer College of Business has identified effective Ethical Reasoning and Written Communication as two important learning goals for the MBA programs. Periodically, students enrolled in the MBA program are asked to participate in program-related assessment activities as part of the college's assessment program. You can find the learning goals for the MBA program listed here on the program's website: <http://www.bauer.uh.edu/graduate-studies/prospective-students/> In addition, please refer to the Bauer scoring rubrics for Ethical Reasoning and Written Communication provided in Blackboard when completing this assignment.

The purpose of the college's assessment program is to obtain aggregate information on how students are performing with respect to an individual program's learning goals. This is part of an ongoing effort to continuously improve the programs offered at the college. For the purposes of Bauer's assessment efforts, the UH Writing Center will use this assignment to assess your competency in Written Communication and I will assess your competencies in Ethical Reasoning. Results of the assessment will be available after the close of the semester. Additional details can be found on the Bauer College website: <http://www.bauer.uh.edu/about/learning-goals.php> or you may contact Bauer's Director of Assessments, Todd Chaykosky: tchaykosky@uh.edu

ASSUMPTIONS AND EXPECTATIONS

You are expected to be fully engaged in the entire learning process. This means devoting time and energy to preparation before class, including team meetings, listening to others during class discussions, and engaging in class discussions. Most of the case studies we will be working on in this course are undisguised. We will be dealing with real people and the real company. This encourages engagement in the case situations and facilitates follow-up on developments subsequent to the case events. It also creates some potential disadvantages that I would like to ensure we minimize. The process of analyzing, discussing and learning from cases depends in a significant way on discovery--discovering what the real opportunities and problems in the case are as it currently stands, discovering and evaluating the possible ways of dealing with them, and

discovering the lessons that can be drawn for continuing use. The value of this process is diminished if we short-circuit it by jumping ahead to find out ‘what happened’ before we have done our best to understand the case. Similarly, we lose something when someone with special knowledge of the situation does not respect the necessary process of analysis.

Unless explicit instructions are received from your instructor to the contrary, your preparation must be limited to the information provided by your instructor for a specific module, plus your own experience and that of your class peers. Class contributions should be based exclusively on your preparation and discussions with members of your group or classmates, and not augmented with information obtained anywhere else. Information related to cases that has been obtained from sources other than your instructor is not permitted to be used for class contribution purposes. Such prohibited information includes, but is not limited to, the following:

- Hand-outs, including follow-on (“B”) cases
- Exam or report feedback (related to a particular case) for other students or provided in other cohorts or years
- Notes, spreadsheets, etc. specific to cases (obtained before the case has been taught) prepared by students in other cohorts or years
- Company information that is not provided in the case (and that is not derived from your own experience)
- Teaching notes

If it is determined that such prohibited information is used in class discussions, such an incident will be deemed to be a violation of the Bauer Honor Code.

The **study questions (APPENDIX 1)** assigned with each case are designed to guide and stimulate your analysis and preparation. They are not “assignments” to be handed in. The readings assigned are your responsibility. They will not usually be covered in detail during class but will be utilized as they apply to the issues and topics at hand.

DEADLINES AND LENGTH LIMITS

Over time, I have come to appreciate the degree to which students want to be treated fairly and equitably when dealing with deadlines and length limits on assignments. I am well aware of the significant frustration associated with scrambling to meet a deadline, or working at crafting a succinct and coherent response to an assignment, only to find that a colleague has received greater latitude in their submission. Since there is ample lead time on the assignment and since it is short in length, I have instituted very significant penalties. Given your busy schedules I expect that you will complete the assignment with sufficient lead time to ensure there are no last minute constraints. The penalties are as follows:

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|------------------------------|--------------------------------------|
| Minor delay (<1 week) | 1 letter grade (e.g., from A to a B) |
| Major delay (1 week or more) | 2 letter grades |

Assignments that are not received prior to the graded assignment being returned to the class will receive a grade of zero. Note that failing to submit an assignment will result in a grade of Incomplete for the course and will prevent advancement or completion of the program.

A similar policy is in place for projects that exceed length limits. Minor excesses (10% or less) will normally result in a partial downgrade (e.g., B+ to a B), and significant excesses (more than 10%) in a penalty of one letter grade. I expect that the document will be readable and tightly edited. Small font sizes and verbose analysis are not viewed favorably.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The C. T. Bauer College of Business would like to help students who have disabilities achieve their highest potential. To this end, in order to receive academic accommodations, students must register with the Center for Students with Disabilities (CSD) (telephone 713-743-5400), and present approved accommodation documentation to their instructors in a timely manner.

COURSE EVALUATIONS

The C.T. Bauer College of Business requires all its instructors to be evaluated by their students. The results of these evaluations are important to provide feedback to instructors on how their performance can be improved. We encourage students to provide feedback to instructors through the evaluation process.

ACADEMIC HONESTY

The University of Houston Academic Honesty Policy is strictly enforced by the C.T. Bauer College of Business. No violations of this policy will be tolerated in this course. A discussion of the policy is included in the University of Houston Student Handbook which can be found at <http://www.uh.edu/dos/hdbk/acad/achonpol.html>. Students are expected to be familiar with this policy.

PLAGIARISM

Students must write their reports and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system.

TENTATIVE SCHEDULE

| Date | Topic | Required readings |
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| Week 1 Monday, March 20 to Sunday March 26 | Introduction to the course Critical Reasoning | Syllabus + Introductory PowerPoint *** Watch the 1957 movie "12 Angry Men." *** Read: - "Learning the Art of Critical Thinking," <i>Harvard Business Review</i> (UH library link on BB) - Materials in Critical Thinking folder on BB |
| Week 2 Monday, March 27 to Sunday April 2 | Critical Reasoning / Decision Making | Read (on BB): - Mini-case: "The unmanageable star performer" - "Making Dumb Groups Smarter," <i>Harvard Business Review</i> (UH library link on BB) |
| Week 3 Monday, April 3 to Sunday April 9 | Leadership Character | *** Take the LCIA and read your report *** *** Watch "The Power of Vulnerability" TED Talk*** https://www.ted.com/talks/brene_brown_on_vulnerability *** Watch the 2009 movie "Invictus" *** Read: -Case: "Michael Boulos: A career derailed" https://www.iveycases.com/ProductView.aspx?id=69178 -"Character matters: Character dimensions" impact on leader performance and outcomes," <i>Organization Dynamics</i> (UH library link on BB) |
| Week 4 Monday, April 10 to Sunday April 16 | Ethical Schools | Read: www.scu.edu/ethics/practicing/decision The Utilitarian Approach, Rights Approach, Fairness Approach, Common Good Approach, and Virtue Approach https://www.ethicsops.com/compare-test-conclusions https://www.ethicsops.com/blank-2 https://www.ethicsops.com/phantom-expenses-case -Case: "Orangeworks: A question of ethics" https://www.iveycases.com/ProductView.aspx?id=27153 Read (UH library links on BB): -"Beyond selfishness," <i>MIT Sloan Management Review</i> -"Ethical breakdowns," <i>Harvard Business Review</i> -"Enron Explained," <i>Ivey Business Journal</i> |
| Week 5 Monday, April 17 to Sunday, April 23 | Giving Voice to Values LCIA and Class Journal Memo due (Upload to BB by 11pm of Monday, April 17) | Read: -Giving Voice to Values Article (on BB) Read and prepare (on BB): "A Tale of Two Stories" Exercise: For both Part I and Part II, follow the directions of the exercise and come prepared to share personal experiences. Names of individuals and companies will be omitted and information shared will remain strictly confidential. |

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| Week 6 Monday, April 24 to Sunday, April 30 | Giving Voice to Values <i>Take-home Case distributed</i> | - Case: "The client who felt through the cracks" (Free case on BB) -Reasons and Rationalizations Exercise (On BB) |
| Week 7 Monday, May 1 to Sunday, May 7 | <i>Individual Ethical Leadership Interview due (Upload to BB by noon of Monday, May 1st)</i> | LAST WEEK OF ONLINE DISCUSSIONS Online discussion of interviews |
| TUESDAY, MAY 9 | OFFICIAL END OF CLASS <i>Take-home case due (Upload to BB by noon)</i> | |

APPENDIX 1

STUDY QUESTIONS

Michael Boulos: A career derailed

1. How would you describe Michael Boulos' career at Astra? Describe the personal characteristics – competencies, character, and commitment – that made Boulos successful.
2. What did Boulos believe were the keys to success at Astra?
3. What signs were there in Boulos' background and history that could have predicted some of the issues that materialized after his promotion?
4. What impact did Astra's changes and shifting priorities have on Boulos?
5. Should Boulos have been fired? How will he handle his firing? Should he contest it?
6. Can Boulos change?
7. How well did management help Boulos in his career development?

Orangewerks: A question of ethics

1. What should Samarin do and why?
2. When should he take action? Now? This week? Within the month?
3. With whom should he speak? His boss? Friends? A lawyer?
4. In your opinion, do you think that Orangewerks has done anything wrong? Why?
5. How does your analysis of this issue differ using the five schools of ethics?

The client who fell through the cracks (A)

1. What would you do if you were Susan? Why?
2. What would you do if you were Juan? Why?
3. What would you do if you were the client? Why?
4. How does your analysis of this issue differ using the five schools of ethics?