

**ETHICAL LEADERSHIP AND CRITICAL REASONING**  
**MANA 6A25, FALL Session 3 – 2015**  
**Mondays, 6-9pm, MH 128**

---

**Instructor:** Dusya Vera, Ph.D.  
**Office:** 310E Melcher Hall  
**Office Hours:** Mondays, 5-6pm, or by appointment  
**Phone Number:** (713) 743-4677  
**Fax Number:** (713) 743-4652  
**Email:** [dvera@uh.edu](mailto:dvera@uh.edu)

---

### **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**

- Mary Gentile (2012) *Giving Voice To Values*.
- Markula Center For Applied Ethics - [www.scu.edu/ethics/practicing/decision](http://www.scu.edu/ethics/practicing/decision)
- Cases to be purchased:
  - “Orangewerks: A question of ethics”  
<https://www.iveycases.com/ProductView.aspx?id=27153>
  - “Craig Kielburger – A movement is born”  
<https://www.iveycases.com/ProductView.aspx?id=53903>
- Leadership Character Insight Assessment (LCIA), [www.iveyleadershipprofile.com](http://www.iveyleadershipprofile.com)
  - The LCIA is an online assessment published by SIGMA Assessment Systems, Inc.
  - To get started please contact the publisher, SIGMA, to purchase your password to take the assessment. You can do so by calling 1-800-265-1285, or emailing [support@iveyleadershipprofile.com](mailto:support@iveyleadershipprofile.com) and asking to purchase the student version of the LCIA, or you can complete the form at <http://iveyleadershipprofile.com/lcia/>. The LCIA is \$20 and you can pay by Visa, American Express, or MasterCard.
  - Once you purchase the LCIA, you will receive an email from [Support@IveyLeadershipProfile.com](mailto:Support@IveyLeadershipProfile.com) containing your unique link to log in to the system and begin the assessment.
  - **Your confidential LCIA report will be returned to you via email 2-5 business days after completion. Sept 28<sup>th</sup> is last day to order and complete LCIA report.**
- Additional UH library links for required readings and free cases are posted on Blackboard

## BLACKBOARD LEARN

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

- 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>
Class Contribution	30
Individual Case Write-up (and assessment of ethical reasoning, critical thinking, and written communication)	25
Term Paper: Individual Interview Report	25
Term Paper: Leadership Character Insight Assessment (LCIA) and Class Journal Memo	20
<b>Total</b>	100 points

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

### *Class Contribution*

The participation grade is based on attendance and in-class contributions. Students are not expected to have all the "right answers" in every case or discussion. Nor are they expected to dominate the discussion in every class. However, they are required to be prepared and contribute regularly to the classroom discussion.

The following evaluation scheme is designed to encourage participation by judging both the quality and quantity of participation. Classroom participation should demonstrate: (1) evidence

of careful preparation of cases and readings; (2) clarity and conciseness of recommendations; and (3) strong and convincing analysis to support recommendations. The quality of the discussion in class will depend on how well students have prepared and how willing they are to share the results of their analysis with the class. It is not possible to get a high participation grade solely on the frequency of participation.

Excellent Performance: A

- initiates information relative to topics discussed
- accurately exhibits knowledge of assignment content
- demonstrates excellent listening by remaining on the “same page” as the rest of the class as demonstrated by comments.
- brings up questions that need to be further explored
- clarifies points that others may not understand
- draws upon practical experience or personal opinion, as appropriate
- offers relevant/succinct input to class
- actively participates in classroom exercises
- demonstrates ability to apply, evaluate, and synthesize course material
- prepares all assignments on time, thoughtfully

Good Performance: B

- regularly participates in discussions
- shares relevant information
- gives feedback to classroom discussions
- consistently demonstrates knowledge of reading assignments
- demonstrates ability to analyze/apply course material
- demonstrates willingness to attempt to answer questions
- prepares most assignments on time, with some thoughtfulness

Fair Performance: C

- participates in group discussion when solicited
- demonstrates some knowledge of course material
- offers clear, concise information relative to class assignment
- offers input, but tends to reiterate the intuitive
- attends class regularly
- prepares most assignments on time with some thoughtfulness

Poor Performance: D

- occasional input, often irrelevant, unrelated to topic or fails to participate even when specifically asked (in large/small group discussion)
- reluctant to share information
- does not follow the flow of ideas
- drains energy from class goals
- behaves toward others in a disruptive fashion, for example, sarcastic comments aimed at others who are attempting to participate
- does not attend class regularly
- fails to prepare assignments on time or with thought

It is expected that you will be present and prepared for every session and share your views in the classroom. I will feel free to call on any individual at any time. Since so much of the learning from a discussion-based course occurs in the classroom, class attendance and participation are critical. If you must miss a session it is your responsibility to (1) advise me of your absence by email (dvera@uh.edu) and (2) arrange with your classmates for briefings, hand-outs, etc. You should understand that frequent absence will damage your class contribution grade.

Occasionally, some students find it difficult to participate effectively in class because of language or other challenges. Please speak with the instructor if class participation is a significant concern for you.

### ***Individual Case Write-Up (and assessment of Ethical Reasoning, Critical Thinking, and Written Communication)***

The C. T. Bauer College of Business has identified effective Ethical Reasoning, Critical Thinking, and Written Communication as three important learning goals for the MBA programs. In relation to these goals, 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, which should be **between 1 to 2 pages in length (Times New Roman or similar font, 12 point, single-spaced)**. I will grade your memo in terms of your competencies in Ethical Reasoning and Critical Thinking based on the materials covered in class. In addition, please refer to the Bauer scoring rubrics for Ethical Reasoning, Critical Thinking, and Written Communication provided in BlackBoard when completing this assignment.

This individual project will also be used as part of Bauer's assessment efforts. 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/>

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. Additional details can be found on the Bauer College website: <http://www.bauer.uh.edu/about/learning-goals.php>

For the purposes of Bauer's assessment efforts, the UH Writing Center will use this assignment to assess your competency in Written Communication and Critical Reasoning, and I will assess your competencies in Ethical Reasoning. Results of the assessment will be available after the close of the semester.

### ***Term Papers***

Paper 1: Interview on Ethical Leadership (page limit: no more than 4 pages, double space, 1-inch margins)

Interview another person (a colleague, mentor, friend, or family member) about a work-related ethical issue that the respondent 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 one or more of the four main topics discussed in class (critical thinking form, ethical schools, giving voice to values, or leadership character). What would you have done, and why?
- (3) Please attach an appendix (not included in page limit) with a one-paragraph bio 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.

Paper 2: Leadership Character Insight Assessment and Class Journal Memo (page limit: no more than 6 pages, double space, 1-inch margins)

This individual written assignment consists of three parts:

- (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, in looking back to 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, in looking back to 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 so that the paper doesn't become a major burden at the end of the semester at the same time other assignments are due.

## 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 books and 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. ‘Lecturettes’ may be used throughout the course to supplement the case discussion. To assist in class participation and knowing your names, name cards will be used for each student.

**Use of computers is permitted for note taking and completion of in-class assignments. Using your computer or phone during class for personal activities such as texting, reading/writing email, writing letters, surfing the Web, playing games, etc. is unprofessional, distracting and counter-productive and violates the Bauer Honor Code.**

## **DEADLINES AND LENGTH LIMITS**

If for extreme circumstances you are going to be late in submitting an assignment, you are expected to contact me. Lateness will result in a penalty in the grade for the project. The penalties are as follows:

- Minor delay (<1 week) -10 points
- Major delay (1 week or more) you receive 0 points for the assignment

A similar policy is in place for projects that exceed length limits. Minor excesses (10% or less) will normally result in penalties of -5 points, and significant excesses (more than 10%) in a penalty of -10 points.

## **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

<b>Date</b>	<b>Topic</b>	<b>Required readings</b>
<b>Week 1</b> Monday Aug 24	Syllabus  Critical Reasoning	Watch: <u>1957</u> movie “12 Angry Men.” Read: “Learning the Art of Critical Thinking,” <i>Harvard Business Review</i> (UH library link on Blackboard) Review: Files in Critical Thinking folder on Blackboard **Materials for next week’s exercise distributed in class
<b>Week 2</b> Monday Aug 31	Critical Reasoning	Read: Decision Making Exercise (A) (B) and (C) - Instead of the cases mentioned in the exercises, please read: “The unmanageable star performer” and “Escaping the discount trap” (available on Blackboard)
Sept 7	<b>NO CLASS: LABOR DAY</b>	
<b>Week 3</b> Monday Sept 14	Ethical Schools  <i>Take-home Case distributed</i>	Markula Center For Applied Ethics <a href="http://www.scu.edu/ethics/practicing/decision">www.scu.edu/ethics/practicing/decision</a> - Read the Utilitarian Approach, Rights Approach, Fairness Approach, Common Good Approach, and Virtue Approach Read Case: “Orangewerks: A question of ethics” <a href="https://www.iveycases.com/ProductView.aspx?id=27153">https://www.iveycases.com/ProductView.aspx?id=27153</a> Read: “Ethical breakdowns,” <i>Harvard Business Review</i> (UH library link on Blackboard) Read: “Beyond selfishness,” <i>MIT Sloan Management Review</i> (UH library link on Blackboard)
<b>Week 4</b> Monday Sept 21	Giving Voice to Values	Read: Giving Voice to Values, Chapters 1-6, Appendix A-D - GVV Pre-Workshop Survey to be taken prior to class. - A Tale of Two Stories Exercise (Appendix B): For Parts I and II follow the directions of the exercise and come prepared to share personal experiences. Information shared will remain strictly confidential (names will be omitted).
<b>Week 5</b> Monday Sept 28	Giving Voice to Values <i>Take-home Case due (Upload to BB by 11:59pm)</i> <b>Sept 28th is last day to order and complete LCIA</b>	Read: Giving Voice to Values, Chapters 7-9, Appendix E, F Read Mini-cases (Free cases on Blackboard) Read Case: “The client who felt through the cracks” (Free case on Blackboard)
<b>Week 6</b> Monday Oct 5	Leadership Character <i>Interview Report due (Upload to BB by 11:59pm)</i>	Read “Character matters: Character dimensions’ impact on leader performance and outcomes,” <i>Organization Dynamics</i> (UH library link on Blackboard) Bring Case: “Craig Kielburger – A movement is born” to be read in class. Video Cases to be discussed in class. <a href="https://www.iveycases.com/ProductView.aspx?id=53903">https://www.iveycases.com/ProductView.aspx?id=53903</a>
<b>Week 7</b> Monday Oct 12	Leadership Character Final debrief of Interviews on Ethical Leadership <i>LCIA/Class Journal Memo due (Upload to BB by 11:59pm)</i> <b>LAST CLASS DAY</b>	-Video Case: “Invictus” (no preparation needed) Bring your interview report for discussion in groups



## APPENDIX 1

### STUDY QUESTIONS

#### **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?