



7. Crossan, M., Gandz, J., & Seijts, G., 2012. *Developing Leadership Character*, Ivey Business Journal, Jan./Feb. (packet)
8. Bishop, P. *Critical Thinking Introduction*, FAQ. (posted on Blackboard)

## COURSE STRUCTURE

The class will involve a significant amount of discussion of the topics of ethics, leadership and decision-making.

## COURSE EVALUATION

| <u>Assignment</u>                               | <u>Total Points</u> |
|---|---------------------|
| Individual Interview Paper – ethical analysis   | 30                  |
| Current Event Analysis                          | 30                  |
| Current Event Presentation                      | 10                  |
| Critical and ethical analysis of MF Global Case | 30                  |
| <b>Total Possible Points</b>                    | <b>100</b>          |

## Grading

| <b>Grade</b> | <b>Total Points</b> | <b>Grade</b> | <b>Total Points</b> |
|--------------|---------------------|--------------|---------------------|
| <b>A</b>     | 94 and above        | <b>C</b>     | 74 – 76             |
| <b>A-</b>    | 90 - 93             | <b>C-</b>    | 70 - 73             |
| <b>B+</b>    | 87 - 89             | <b>D+</b>    | 67 – 69             |
| <b>B</b>     | 84 - 86             | <b>D</b>     | 64 – 66             |
| <b>B-</b>    | 80 - 83             | <b>D-</b>    | 60 – 63             |
| <b>C+</b>    | 77 - 79             | <b>F</b>     | Below 60            |

## **Individual Interview Paper**

Each student will interview another person, a colleague, friend, spouse, or mentor about a work-related ethical issue that the respondent faced. (Alternatively, students may report on a work related ethical issue they faced). The interview should include the specifics of the issue, what decision the interview subject made and why. The student will **re-analyze** and write a report about the issue faced by their interview subject. **The analysis can use critical thinking or 1 or 2 of the ethical theories or transcendent leadership or, finally, Giving Voice to Values. In all cases, the student should clearly identify the ethical issue and the stakeholders involved in the decision.** Merely reporting the situation is not sufficient. Do NOT try to guess what your interview subject was thinking. This paper will be graded according to the quality of the student **re-analysis** of the situation. The descriptions of the situation should only take a paragraph or two. The bulk of the paper should focus on the analysis of the case. The association between the situation and the analytic method used to consider the situation should be very clear to the reader. Respondents and respondent's employers should remain anonymous unless the respondent gives permission to use their name. Students will sign up for specific dates by which the paper is due and on which they will present the situation (and only the situation) to the class. This paper should be between 2 and 4 pages in length, double-spaced. The assignment is worth 30 points.

A sign-up sheet for each week will be available the first class period. Slots are available on a first-come first served basis. Papers are due on the day specified on the sign-up sheet.

## **Current Event Analysis Paper and Presentation**

We will be discussing four current events in this class. Students will choose groups. Sign-up sheets will be available the first day of class. Each group will choose a current event that illustrates a business ethics problem and will present the issue, the analysis and a recommendation for an ethically correct course of action. The analysis should identify the central issue of the case, consider alternative courses of action and make a recommendation for the preferred course of action. Students can choose to use critical thinking methodology, one (or more) of the ethical decision making theories or whether or not the subject of the current event demonstrates transcendent leadership. In short, the current

event should be analyzed making use of the tools or methods read about and discussed in the class. The source article should be attached to the paper. Other articles used or referenced need not be attached but they must be properly cited. The paper should be between 5 and 10 pages long (these are guidelines only, papers will not be penalized if they are shorter than 5 pages or longer than 10 pages, but the analysis should be thorough). The written analysis is due on the day the current event will be presented in class. The presentation should make use of PowerPoint or some other presentation software. It should be 10 to 15 minutes in length and should clearly identify the method used for the analysis, the stakeholders in the case, the alternative courses of action, and the ethically correct course of action.

**Note Regarding Plagiarism for all papers:** all quotations and paraphrases must be referenced. Any commonly accepted method of citation referencing is permissible. Please check your paper to make sure you have properly cited your sources. “Cutting and pasting” without acknowledging the source is an act of plagiarism and will be treated as such. All papers (interviews, case analysis and leadership and ethics assessment memo) are expected to use proper referencing. Papers that do not acknowledge their source material will lose points from their grade (5 points).

### **MF Gobal**

This is an individual assignment (1 to 2 pages double-spaced) requiring an ethical analysis of the MG Global case. The paper should consider Jon Corzine’s decision to ask a subordinate to “find” \$175 million to cover a bank overdraft OR the subordinates decision to use customer money to do so. This case analysis is due by the last day of class (August 11).

The paper should utilize at least 1 of the ethical theories from the Markkula center and should identify:

1. The ethical issue
2. The stakeholders involved
3. What is at stake for each of the stakeholders
4. Identification of alternative courses of action
5. Analysis of those courses of action using 2 of the ethical theories
6. Recommendation of the most ethical course of action

## NOTES ON CLASSROOM POLICIES

- It is expected that a variety of viewpoints will be represented in class discussion. This is important and necessary for strategic analysis. All opinions are worth hearing and are to be respected.
- 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, [www.uh.edu/dos/hdbk/acad/achonpol.html](http://www.uh.edu/dos/hdbk/acad/achonpol.html). Students are expected to be familiar with this policy.
- 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.
- Writing is important and is taken seriously in this class. Errors of grammar, syntax, and spelling indicate either haste or a lack of clarity in thinking. Consider having spouses/roommates/friends read your reports before submission. Having someone else edit your paper is NOT cheating (unless, of course, they write the entire thing).
- Please be considerate in your use of pagers and cell phones. Turn them off unless it is absolutely necessary.
- The Bauer College has a policy that requires all of 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. In addition, these evaluations are carefully considered in promotion, salary adjustment, and other important decisions. We openly encourage students to provide feedback to the instructors and to the CBA through the evaluation process.