St. Catherine University
MAOL Program
www.stkate.edu/maol

ORLD 7100
CRN 10101
Professional and Organizational Ethics (3 credits)

Prerequisites:
Completion of 12 credits

Tuesdays, 6:00 – 9:00 pm
September 11, 18
October 2, 16, 30
November 13, 27
December 11

Location: Fontbonne 103

Course Syllabus

Instructor Information:
Name: Amy Ihlan
Phone: O: (651)690-6887
H: (651)635-9152
Email: ajihlan@stkate.edu
Office Hours: On scheduled class days (see above) 5:30 – 6:00 pm and 9:00 pm – 9:30 pm, or by appointment.
Office: 304B Fontbonne Hall

Please contact me by phone or email.

Course Description: In this course, students approach ethical issues in professional and organization life by examining historical and current perspectives on ethical systems, the role and utility of codes of ethics in various settings, and the strategic application of ethical decision-making tools to organizational problems. A broad range of leadership theories are explored through the context of professional and organizational ethics, and students will develop their own “ethical leadership point of view” by the end of the course.

Attention is given throughout the course to strengthening personal moral courage and making judicious choices about why, when, how and with whom to address ethical challenges. Organizational ethics and leadership theories are examined through readings, case studies and coaching on real-time dilemmas confronting class participants. Students assess their own ethical
systems and the ethical climate of their organizations/professions. Students do team and individual analyses of ethical problems. Work from this course is added to a student’s leadership portfolio.

*Note: It is recommended that students take this course about halfway through their degree program because it bridges the leadership core begun in ORLD 6200 and completed in ORLD 8880 Leadership Seminar.*

**Course Objectives:**

**Responsible Leadership and Followership**
- An understanding of various ethical perspectives and their cultural contexts
- An understanding of various leadership theories in the context of ethical issues
- Development of ethical decision-making skills for personal and organizational situations

**Comprehensive Understanding of Organizations**
- The ability to recognize, anticipate and resolve organizational problems in responsible ways
- An appreciation of how governmental (legal) structures and policies interface with individuals and other organizations

**Effective Management**
- The ability to work with people and deal with resources in effective and ethical ways

**Influential Communication**
- The skills to communicate and interact effectively and responsibly through writing, speaking, and listening
- An understanding of communication for motivating, advocating, team-building and managing conflict

**Critical Thinking and Problem Solving**
- Competence using information resources and tools of analysis including qualitative and quantitative analysis, logic, and reasoning
- The ability to apply theoretical understanding to pragmatic and creative problem solving
- The ability to conduct, utilize and evaluate various kinds of research
Course Texts and Materials:


Egan, G. (Exec. Producer) & Meirelles, F (Director). (2005) *The Constant Gardner* [DVD], UK: Focus Features. Note: No need to purchase this movie, just rent/download and watch on your own during the timeframe indicated in the course schedule.

Articles as assigned. Articles will be posted on D2L and advance notice given when new ones are available.

Desire2Learn (D2L):

This course uses D2L technology that allows for posting the syllabus and handouts, interactive coaching on drafts, and electronic conversations. In order to get to D2L, you can login to KateWay and then click the D2L button or you can enter by going directly to http://stkate.desire2learn.com. Login using your regular SCU name (first initial + middle initial + last name) and your KateWay password.

Once on the D2L My Home page, you may update your Profile in D2L to include a personal email address and other information you wish to share with the SCU community.

Contact the helpdesk (651-690-6402) if you have difficulties getting to the course in D2L.

If D2L is new to you, take the online tour. Read the NEWS item on the "My Home" page. Click the ? Help link to get there.

You will find the Syllabus under CONTENT in D2L. Click DISCUSSIONS to respond to discussion threads. GROUPS will be setup for you once the course opens. Click on GROUPS to receive and give coaching within a Group. Use the CLASSLIST to send e-mails to one or more people in class.
Course Assignments:

A full description of each of these assignments is included in D2L under Assignments.

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation/Commentaries (5)</td>
<td>15%</td>
<td>15 points</td>
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<tr>
<td>• includes appropriate involvement in class and on-line discussions, and 5 short submissions on course topics</td>
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<tr>
<td>Research Paper</td>
<td>35%</td>
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<td>• involves proposing, researching, writing, and presenting an APA-model research report on a relevant dimension of ethics in your profession</td>
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<tr>
<td>Ethics in Film Team Project</td>
<td>25%</td>
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<td>• involves working with a team to present relevant issues in professional ethics as presented in commercial cinema</td>
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<td>Integration Essay: Your Ethical Leadership Profile</td>
<td>25%</td>
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<td>• incorporates your personal ethical philosophy with an analysis of your ethical leadership perspective to articulate your strengths as an ethical influence in an organization</td>
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Grading Scale:

A = 95-100
A- = 92-94
B+ = 89-91
B = 86 – 88
B- = 83-86
C+ = 80-82
C = 77 – 79
C- = 74-76
D = 64-73
F = below 63
Course Requirements:

**Attendance**

The quality of learning of the class as a whole depends on the engaged and prepared attendance of each class member. The group experience cannot be replicated through individual papers or reading. Students’ grades will be based in part on attendance, timeliness, preparation and active participation. Failure to attend the first class meeting will result in being dropped from the course. Please let me know in advance in person or by phone if you will be absent for a session. Together we will negotiate an alternate activity. Then send me an email confirming the date and the alternate project before the date you will be missing.

- If you have to miss a class, you are responsible to notify a colleague to get handouts, take notes on your behalf, etc. You are also responsible to notify the professor in advance and discuss make up.
- If you expect to miss two classes, according to the MAOL handbook you should not sign up for the course.
- If for some reason you miss two classes, you will need to retake the course.
- Attending the first and final class is a requirement of the course.

**Incompletes**

A grade of *Incomplete* is given only in cases of dire emergency. See the MAOL Handbook, the Graduate Catalogue or the on-line Incomplete Form for information about under what circumstances an incomplete grade can be given. The deadline to apply for an Incomplete is before the final class meeting on December 11, 2012.

**Academic Integrity**

Students will be expected to comply with University policies and procedures regarding academic integrity as spelled out in *Le Guide*. Independent work is required on all class assignments, exams and projects except for course activities designed to involve collaboration and teamwork. All written work is to be the student’s original work with correct APA citations for all outside sources from which ideas, language or quotations are derived.
Plagiarism

Plagiarism is the act of passing off someone else's work as your own. It includes such dishonest practices as buying, borrowing or stealing a paper to turn in as your own or simply copying someone else's words without putting them in quotation marks and identifying the author and source. Most students are not so dishonest as to buy or steal a paper. Many students, however, inadvertently plagiarize because they do not realize that what they are doing is, in fact, plagiarism and thus dishonest. Avoiding plagiarism is much more complicated than simply not copying other people's work.

In an attempt to avoid plagiarizing, students often paraphrase the passages they want to use. Basically, paraphrasing is stating something in different words. As such, it is a useful device. The problem is that is can lead you to unintentional plagiarism if it is not done properly. Changing a few words in a passage and then using it in your paper without documentation is plagiarism. Changing a few words and then using it in your paper even with proper documentation is also plagiarism. When you paraphrase other people’s ideas, you have two choices: 1) you may quote the passage exactly, put it in quotation marks, and cite it; or 2) you may change the wording of the passage so that the ideas are explained substantially in your own words and cite it. Anything in between is plagiarism.

One reason some students inadvertently plagiarize is the pressure they feel to come up with new ideas, to be original, even with topics that they know little about. In academic settings such as college courses, it is difficult if not impossible to come up with totally original ideas, especially on topics with which you are unfamiliar. When an instructor asks for original thinking, she/he often means thinking through ideas to find your own perspective on them and then expressing those ideas in your own way. In doing so, you may and often should use other people and their ideas to add to or support your own. When you do so, however, you must give them credit.

O’Neill Center for Academic Development

Disability Statement

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Office of Resources for Disabilities X6563 as soon as possible. If you have a documented disability that requires accommodation, please provide the instructor with the accommodation plan at the first class session.
**Evaluation**

Grading of student work will be based on criteria included for each assignment. Students wishing to adjust an assignment to better meet individual learning needs may negotiate with the instructor to determine whether a fair and equitable alternative is workable.

Evaluation of courses and instructor by students is an important aspect of the MAOL Program’s review process. Students will have an opportunity to evaluate instructional effectiveness, relevance of course content, assigned readings and texts, assignments, evaluation methods and the quality of the learning.

<table>
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<tr>
<th>Course Schedule</th>
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<tbody>
<tr>
<td><strong>Date</strong></td>
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| **9/11**  | Introduction to course and topics | Johnson chapters 1,2  
Northouse ch. 1 | Commentary #1: Submit to D2L dropbox by midnight 9/10 and bring a copy to share and discuss in class |
| Class #1 |  |  |  |
| **9/18**  | The Leader’s Character  
Combating Evil  
Authentic Leadership | Johnson chapters 3,4  
Northouse ch.10, 15 | Commentary #2: Submit to D2L dropbox by midnight 9/17 and bring a copy to share and discuss in class |
| Class #2 |  |  |  |
| **Week of 9/25**  | Research Paper Proposal  
D2L Discussions |  | Make initial post and at least one reply to D2L discussion(s)  
Commentary #3: Research Paper Proposal due to D2L dropbox by midnight 9/27  
Comments provided via D2L by 10/2 |
|  |  |  |  |
| **10/2**  | Ethical Perspectives  
Leadership styles | Johnson chapters 5,6,7 |  |
| Class #3 |  |  |  |
| **Week of 10/9** | **Organize research paper proposal feedback groups** | **Northouse ch.4** | **Submit *Constant Gardener* discussion questions to D2L Dropbox by **midnight 10/15** (and be prepared to raise the questions during discussion in class on 10/16)**

Commentary #4:
Post research paper overview & resource list on the D2L Discussion Board Research Paper Forum and submit to D2L Dropbox by **midnight 10/9**

Comments posted via D2L by 10/16

Review research paper overviews for 2 assigned classmates and prepare feedback -- prepare written feedback report for each classmate and bring copy to class 10/16

By this week, make at least 2 additional posts to D2L discussions. |
| **Research Paper Overview and Resource List** |
| **Prepare feedback for classmates** |
| **Watch *The Constant Gardener*** |

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<p>| <strong>10/16 Class #4</strong> | <strong>Class discussion of <em>The Constant Gardener</em></strong>** | <strong>Review research paper overviews for 2 assigned classmates and prepare feedback – to be shared in class</strong> |
| <strong>Meet in small groups to discuss feedback on research papers</strong> |</p>
<table>
<thead>
<tr>
<th>Week of 10/23</th>
<th>Class discussion on research papers and feedback</th>
<th><strong>Research Papers due to D2L dropbox by midnight 10/30.</strong> Grades and comments to be returned via D2L by 11/13. By this week, make at least 2 additional posts to D2L discussions.</th>
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<tbody>
<tr>
<td><strong>10/30</strong> Class #5</td>
<td>Write, review and revise Research Papers</td>
<td><strong>Research papers due to D2L dropbox by midnight 10/30</strong></td>
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<tr>
<td>10/30 Class #5</td>
<td>Ethical contexts: how organizations and groups take the high road or the low road</td>
<td>Johnson, Chapters 8 &amp; 9 Northouse, Chapter 2 &amp; 9</td>
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<td>Week of 11/6</td>
<td>Choose Northhouse Chapter for leading in-class discussion</td>
<td>Prepare for in-class work on group film project Review the remaining Northouse chapters (3,6,7,8,11,12,13,14) Choose one chapter and plan to lead a discussion on it in class 11/27. Submit your choice to the <strong>D2L dropbox by midnight 11/7</strong>, along with a one paragraph summary of issues you plan to raise in discussion. <strong>Comments and feedback provided via D2L by 11/13</strong> By this week, make at least 2 additional posts to D2L on-line discussions</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading/Refs.</td>
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<td>11/13</td>
<td>Class #6</td>
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<td>Johnson ch. 10</td>
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<td>Northouse ch. 5</td>
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<td>Week of 11/20</td>
<td>Commentary #5:</td>
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<td>Ethical Leadershi</td>
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<tr>
<td>11/27</td>
<td>Class #7</td>
<td>Ethical Leadership</td>
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|            |                                                                            | Best Practices in-class assignment | Prepare for group film presentations. Submit brief outline of group presentations to D2L dropbox by midnight 12/4. 
|            |                                                                            | Northhouse chapter class discussions | **Comments provided via D2L by 12/6**.                                         |
|            | Week of 12/4                                                              |                   |                                                                 |
|            |                                                                            |                   |                                                                 |
By this week, make at least 2 final posts to D2L on-line discussions

12/11 Last Class!
Group Movie presentations
Course Evaluation

Integration Essays due to D2L dropbox by midnight, 12/11

*The instructor reserves the right to alter the course schedule and the requirements of the syllabus, upon prior notification to the students, in class.

DETAILED CLASS SCHEDULE

Note: Reading assignments are for entire chapters. Be prepared to discuss in class the particular Cases or “Further Exploration” cited. Complete any self-assessment instruments in the chapters for your personal use and for potential class discussion. You will not be required to submit them, but you may want to include them as part of your Integration Essay.

Before first class:
- Read the letter by T. J. Rodgers, CEO of Cypress Semiconductors, to Sister Doris Gormley. This is found online at http://xent.com/FoRK-archive/summer96/0241.html, or in many other locations. Write a 1-page commentary on Rodgers’ letter—what would you say to Mr. Rodgers if you were on the proverbial elevator with him? Submit your commentary to the D2L dropbox by midnight 9/10, and bring a copy to our first class on September 11, to share and discuss.

- Read Johnson, Chapters 1 & 2
  - Chapter 1 “Further Exploration” #7, p. 31
  - Chapter 2, Further Exploration #4, p. 67

- Read Northouse, Chapter 1
  - Be prepared to discuss Northouse’s definition of leadership and the difference between management and leadership

September 11 –Class #1
Pre-class: See above.

September 11 Class topics:
- How this class works: setting classroom norms, using D2L, etc.
- Organizational ethics: Worse than ever? A historical context
• Good ethics = good business? (If so, why do we struggle so?)
• The dark side of organizations—ethical mazes and moral morasses?
• Management vs. Leadership
• Types and bases of power
• Research project strategies/feedback groups – begin thinking about possible ideas for topics

**September 18 – Class #2**

Pre-class:
• **Submit Commentary #2** (a one-page description of ethical issues within your profession/industry) to the D2L dropbox by midnight 9/17 and **bring a copy to class** to share and discuss.
• Read Johnson, Chapters 3 and 4
  o Note case 3.1 on Senate Seat for Sale
  o Note “Focus on Follower Ethics” on p. 127

• Read Northouse, Chapters 10 and 15
  o Note the section on Medtronic’s Bill George and True North
  o Note case 10.2 on Greg Mortenson and Three Cups of Tea
  o Note the Principles of Ethical Leadership and Fig.15.2, p. 387

**September 18**th Class topics:
• Framing ethical issues
• Character and values in ethics: values, beliefs, attitudes, action
• Authentic leadership: Bill George and True North
• Ethical leadership profiles in courage: Nelson Mandela, Vaclav Havel, Abraham Lincoln, Captain Chesley Sullenberger
• Combating evil in organizations—confronting the shadow side
• The role of followers in ethical downfalls and perpetration of evil

**Week of September 25**

Make an initial post to a D2L discussion forum by this week, and reply to at least one post from a fellow student.

Commentary #3: Prepare a 3-paragraph proposal for your research project, with 5 bibliographic entries in APA format. This should include one paragraph describing your topic, another paragraph highlighting the relevance of this topic to yourself/your industry, and a brief survey of the types of resources you expect to use.

**Submit** Commentary #3 to the D2L dropbox by midnight September 27.
October 2 – Class #3
Pre-class:
  • Read Johnson, Chapters 5, 6, 7
    o Review the 5 General Ethical Perspectives in Ch. 5—this is important!!
    o Review the decision-making formats in Ch. 7; Kidder, Nash and SAD
  • Read Northouse, Chapter 4

October 2 Class topics:
  • The five General Ethical Perspectives
  • Ethical decision-making: Kidder, Nash and SAD
  • Leadership styles
  • Draw names for research paper proposal feedback (2 per person)

Week of October 9

View the film *The Constant Gardener* (2005). This film is widely available from multiple video sources.

Submit at least 3 discussion questions about the film to the D2L dropbox by midnight 10/15. Be prepared to present your questions during our in-class discussion of *The Constant Gardener* on October 16.

Commentary #4: By midnight October 9, post a 250-word overview of your research paper, along with resource list, on the online Discussion Board in the Research Paper Forum and to the D2L dropbox.

Read the overview/resource lists of 2 assigned classmates and be prepared to provide feedback to them during class 10/16, including at least:
  o 1 piece of feedback/insight about their topic
  o 2 questions for them to consider

Compile your comments and feedback in a brief written report for each classmate and bring copies to class 10/16 to share with them.

By this week, make at least 2 additional posts to online D2L discussions.

October 16 -- Class #4

Pre-class: see above

October 16 Class Activities:
• Class discussion of *The Constant Gardner*
• Meet in small groups to discuss feedback on research papers
• Class discussion on research papers and feedback

**Week of October 23**
Write, review and revise Research Papers.

**Research papers** are due to the D2L dropbox by midnight 10/30.

By this week, make at least 2 additional posts to online D2L discussions.

**October 30 -- Class #5**

Pre-class:
• Read Johnson, Chapters 8 & 9  
  o Note Case 8.3 on groupthink
  o Note Case 9.3 on women at the Air Force Academy
• Read Northouse, Chapter 2 & 9  
  o Note Case 9.2, “Students Dig It”

October 30th Class topics:
• Ethical contexts: how organizations and groups take the high road or the low road
• Creating an ethical organizational culture
• Create groups for film project

**Week of November 6**

• Prepare for in-class work on group film project
• Review the remaining Northouse chapters; (3,6,7,8,11,12,13,14)  
  Choose one chapter to lead a discussion on, in class November 27.  
  Submit your choice to the D2L dropbox by midnight 11/7 with a one paragraph summary of issues you plan to raise in discussion.
• By this week, make at least 2 additional posts to D2L on-line discussions

**November 13: Class #6**

Pre-class:
• Read Johnson, Chapter 10 on Global Culture
• Read Northouse, chapter 5 on Situational Leadership  
  o Note fig. 5.1, p. 90
  o Note case 5.1, “What Style Do I Use?”

November 13 Class topics
• Global culture
• Situational Leadership—be a flexible leader: one size does NOT fit all!
• Work on group film project
• Discuss Integration Essay assignment

**Week of November 20**
• Prepare your Northouse chapter for leading class discussion. What are the most important things students should know about this content? Examples from your experience? Why was this chapter interesting/relevant to you? Your time will be brief—less than 5 minutes.
• Commentary #5: prepare a 1-2 page commentary on “My Ethical Leadership Point of View”. This will be preparation for your Integration Essay. Write about which general ethical perspective(s) most aligns with your values and beliefs, and which of the leadership theories most reflect your style and experiences so far. Who do you want to be as an ethical leader? What impact do you want to make on others? Submit to D2L dropbox by midnight 11/22.
• By this week, make at least 2 additional posts to D2L on-line discussions

**November 27 --Class #7**

**November 27 Class Activities:**
• Ethical Leadership Best Practices in-class assignment
• Northouse chapter class discussions

**Week of December 4**
• Prepare group film presentations. Submit brief outline of group presentation to D2L dropbox by midnight 12/4
• Write, Review and Revise Integration Essays
• By this week, make at least 2 final posts to D2L on-line discussions

**Class #8: December 11—last class!**

**Class topics:**
• Group Film presentations: 20 minutes each
• Course evaluations
• Integration Essays due by midnight 12/11 to D2L dropbox