COML/ORGL 503 ORGANIZATIONAL ETHICS  
DPLS 746 LEADERSHIP AND APPLIED ETHICS  
SYLLABUS AND DUE DATES  
Spring 2015  
Welcome!

Faculty: Dr. Kristine F. Hoover  
Email: Hoover@gonzaga.edu  
Skype: Kristine.Hoover  
Office: 214 Tilford  
Office hours: By Appt.  
Class Time: Mondays, 5:30-8:30pm; Tilford 105

Course Description
Note: This course serves students pursuing an M.A. in Communication and Leadership, and Organizational Leadership (3 credit course - Modules 1-4), as well as students pursuing a Ph.D. in Leadership Studies (2 credit course - Modules 3-4).

COML/ORGL 503 - Inquiry into the philosophic foundations of interpersonal relations and values in organizational contexts with emphasis on applications of ethical systems to the responsibilities of people in organizations toward society and individuals.

DPLS 746 - This course centers on a variety of moral dilemmas that prevail in societies and organizations. Students gain a deep understanding of the complexity of such moral dilemmas through critical analysis and application of ethical principles. This course presupposes a good grasp of ethical theory either through DPLS 750: Leadership and Ethics or through extensive background readings.

Course Overview
We will be critically thinking about organizational and applied ethics and using those ideas to draft critical analysis papers in each of the modules. In this process we will be creating a learning community, relying on each other’s contributions and contributing ourselves to a better understanding of the course material. Contribute, respond and “model the way” with respect and curiosity in the same way that you would expect others to add to your learning and growth. Please note that throughout class we will be sharing situations with each other – it is your choice what you choose to disclose. If you are not comfortable sharing a specific situation, choose a different situation to share with which you are more comfortable disclosing and discussing.

Course Objectives
Upon completion of this course, students will:

- Module 1 - Develop a strategy to describe personal responses to ethical problems
- Module 2 - Develop a strategy to describe personal worldviews
- Module 3 - Develop a strategy to create a cooperative community with shared values
- Module 4 - Develop a strategy to analyze ethical dilemmas and recommend a course of action

Course Materials
This class utilizes many journal articles. These have been linked in the Bb course shell for your convenience. In addition, the following are required texts and an optional DVD for ALL students:


DPLA Students ONLY
Optional DVD (For ALL students)

1. The Question of God: C.S. Lewis and Sigmund Freud with Dr. Armand Nicholi

References
For questions about formatting, please refer to the 6th edition of your APA Manual or see

- http://owl.english.purdue.edu/owl/resource/560/05/

Course Structure

In general the class is divided into 4 Modules. It is a minimum expectation that ALL students will prepare ALL required materials for each class, as assigned. Everyone is encouraged to read the optional readings for a richer understanding of the material. Please be sure to familiarize yourself with our Bb course shell as soon as possible as you will use it for many reasons, including accessing journal articles and submitting assignments.

Participation
Students will utilize the blackboard (Bb) platform as a resource to cooperate on peer reviews prior to submitting required critical analysis papers for formal evaluation. This didactic and inductive process will enrich understanding of content and enhance caliber of work. Cooperative peer review and shared learning are key practices to developing knowledge and understanding in graduate education. The ideal scenario is for students to proactively contribute to learning opportunities within an organized community represented by peers sharing a mutual interest in leadership and ethical authenticity.

You will be working in groups during class. To support your group communications, a Bb Group can be set up for use of the Group Discussion Board, file sharing, or a number of different communication and coordination tools. You can complete your work individually between classes and you will have time to coordinate your group work during class so that no “group meetings” are needed outside of class. At the end of the term, each student will provide peer feedback on the quality of the contributions of their group members.

Pedagogical Assumptions
This course will examine ethical dilemmas of leadership within the context of moral choices and implications of decision-making. The course will require students to integrate philosophical and leadership thought to identify and analyze ethical problems. Discussions will enrich dialogue and provide opportunities to relate other courses and implement professional experience. The course accomplishes this blended pedagogy by studying ethical problems related to organizations within the context of relevant ethical theory and ethical decision making. Course readings and case study analysis will deepen dialogue intended to prepare and motivate students to function ethically in their careers, as well as to help them apply logical methods to develop solutions and resolve ethical problems.

The course will also implement a modified case study approach to introduce students to the book and video series that explores human life from two radically opposing worldviews represented by Sigmund Freud and C.S. Lewis in The Question of God series (Nicholi, 2004). Their lives will be explored to introduce and facilitate dialogue between students in how worldviews inform personal, social, political, and professional lives and how they influence our perception and practice of leadership, how we respond to adversity, how we relate to others and “what we understand to be our purpose”. Since worldviews inform values and ethics, defining personal worldviews will help students’ identity and clarify personal motivations, behaviors, and reactions to ethical problems in the organizational setting.
NOTE: COML and ORGL students participate in Modules 1-4. DPLS students participate in Modules 3-4 with an additional assignment.

### Participation

<table>
<thead>
<tr>
<th></th>
<th>COML/ORGL 50 Total Points</th>
<th>DPLS 25 Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Discussion Leader</td>
<td>2 x 25 pts 50 pts</td>
<td>1 x 25 pts 25 pts</td>
</tr>
</tbody>
</table>

**Reading Discussion Leader (holistic article).** The discussion leader(s) will prepare visual aids and or handouts/electronic files intended to support and extend learning in our community focused on an in-depth analysis of the required article readings – with attention paid to the article holistically. The discussion should be structured using critical thinking, as described by the Critical Thinking Rubric (*Describe, Explain, Analyze and Apply*). These may be done as an individual or group assignment depending on class size. Beyond your presence, ALL students are expected to engage in the discussions and support the discussion leaders’ efforts.

### Critical Analysis Papers

<table>
<thead>
<tr>
<th>Note: The Discussions and Article Contributions should be very helpful in composing the critical analysis papers.</th>
<th>COML/ORGL 100 Total Points</th>
<th>DPLS 50 Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Reviews (2 per module at 5 pts each) &lt;br&gt;NOTE: Peer Review points can only be earned if and only if the draft submission of your own paper was completed on time</td>
<td>4 modules x 10 pts 40 pts</td>
<td>2 modules x 10 pts 20 pts</td>
</tr>
<tr>
<td>Final Papers (15 pts each)</td>
<td>4 modules x 15 pts 60 pts</td>
<td>2 modules x 15 pts 30 pts</td>
</tr>
</tbody>
</table>

**Paper Writing Tips/Suggestions.** For any paper to be considered for full credit, the draft submission and the peer review assignments must be completed in Bb on or before the specified deadline. No late papers unless special arrangements have been made. Please review the appropriate rubric for evaluation details. Detailed instructions on the content of the papers can be found in each of the Bb Modules.

**Most preferred:** Papers thoroughly integrated course content and readings within the context of the required topic. Students implemented specific case studies or numerous professional examples to address the required topic conveying understanding of "real life" application. Students conveyed their analytical and interpretative capacity through clear, simple, and concise writing. Professional APA format/style/voice using introductory paragraph, thesis statement, paper headings/subheading, concluding paragraph, and reference list.

**Middle tier:** Papers implemented course content/readings through use of long quotations. Quotations do not necessarily convey analytical capacity or understanding of content. It is critical to interpret and summarize someone's work through your own writing. Quotations often replace our own personal thoughts and analysis. Minimal use of work/professional life examples and application of course content.

**Lower tier and least preferred:** Papers not grounded in literature and/or course content. Papers grounded in personal views, assertions, assumptions, "if then" arguments etc. Papers lacked professional format and/or APA integrity. Papers lacked a thesis statement, introductory paragraph explaining the purpose of the paper, sentence/paragraph structure, and concluding paragraph. Many of these limitations can be addressed through simple proofreading, but implementing course content will require reading and application.
Dilemma Presentation—DPLS Students only

Think of this as an informal presentation of a research question and lit review. Use the Machi and McEvoy (2012) text and draw from research in academic journals (e.g. those with Cabell ratings or other academic recognition).

In this assignment, you will use outside research to present moral responses to an applied ethical dilemma from a leadership perspective, acknowledging multiple worldviews. Applied ethics is focused on aspirations for a better world, in search of practical remedies and recognizing that no perspective has a per se privileged philosophical perspective on any given moral issue. Presentations will be made to the class and a reference list posted in Bb using APA formatting. These may be done as an individual or group assignment depending on class size.

General Course Flow

For each Module 1-4, following are examples of how our typical classes may flow (subject to change):

5:30  Welcome and Centering

5:45  Context Conversations (Niccoli or Kouzes and Posner) – Consideration of relevant individual backgrounds, addressing socio-economic, political, and cultural contexts. Integrate personal values of why the material is relevant to each person. Ask “How is the material relevant to what I think is important in life? How does it stretch me as a person?”

6:15  Reading Discussion (Module Article Reading 1, 2, 3 or 4)

7:00  Break

7:15  Reading Discussion (Module Article Reading 1, 2, 3 or 4) / Dilemma Presentation

8:00  Action – Relating subject matter to human values, issues of peace and justice, and other dimensions of the human condition. Asks “How do I anticipate behaving in the future? Will it be the same or different? Why or why not? How?”

8:15  Closing and Next Steps – Review and preparation
<table>
<thead>
<tr>
<th></th>
<th>Lower tier</th>
<th>Middle tier</th>
<th>Most preferred</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>Provides a fragmented account of an issue, theory or ethical problem</td>
<td>Provides a basic introduction of an issue, theory or ethical problem</td>
<td>Provides a sophisticated explanation of an issue, theory or ethical problem</td>
</tr>
<tr>
<td><strong>Explanation</strong></td>
<td>Limited theoretical integration and explanation of content</td>
<td>Partially integrated and explained theoretical content</td>
<td>Thoughtfully integrated and explained theoretical content</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Neglected to consider strengths, limitations and implications</td>
<td>Partial consideration of strengths, limitations and implications</td>
<td>Insightful consideration of both strengths, limitations, and implications</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>Failed to transfer gained knowledge and recognize how course content applies to direct practice</td>
<td>Competently transferred gained knowledge and average application of course content to direct practice</td>
<td>Fluently transferred knowledge and expertly applied and integrated course content to direct practice</td>
</tr>
<tr>
<td><strong>Mechanics (Paper)</strong></td>
<td>Work is below graduate-level standards; excluded introductory paragraph with thesis statement and concluding section synthesizing main points of the paper, several errors in paper; citation style has many errors; reference list has several errors; structure of paper below graduate work; major grammatical difficulties; paper is short in length</td>
<td>Work meets minimum graduate requirements; paper follows APA standards with inconsistent errors throughout</td>
<td>Work meets and exceeds graduate requirements; paper follows APA format and structure with no errors; introduction with thesis statement, a conclusion summarizing main points of the paper, clear and identifiable headings, correct use of grammar, punctuation, spelling, quotation, citation in the body of the paper and reference list</td>
</tr>
</tbody>
</table>

**NOTE:** A paper cannot receive a higher score than the score earned in the mechanics section of this rubric (i.e., if a paper earns a “C” level of mechanics, the highest overall score the paper can earn is a “C”).
Rubric adapted from: Bloom’s Taxonomy: [http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm](http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm)
Touchstones for Our Work Together
Adapted by Michale Poutiatine from the work of Parker Palmer

1) **Come to the work with 100% of the self (or as much as you can)** - Set aside the usual distractions of phone mail, e-mail, things undone from yesterday, things to do tomorrow. Bring all of yourself to the work, not just the parts of yourself and your experience that would be obviously relevant to this work.

2) **Presume welcome and extend welcome** - People learn best in hospitable spaces. In this circle we support each other's learning practicing "radical" hospitality.

3) **Decide for yourself when and how to participate** - The rule is *Always invitation never invasion; Always opportunity never demand.*

4) **Speak for Yourself**: Use “I” statements and be aware of how experiences and beliefs differ between individuals and cultures.

5) **Make Space for Silence** - This work requires that we acknowledge silence as an honored and eloquent member of our community. Allow the pace to slow and observe the stillness as it emerges.

6) **When the going gets rough, turn to wonder** - Be open to learning and seeing with “soft eyes.” Turn from reaction and judgment to wonder and compassionate inquiry.

7) **No Fixing – No Saving – No advising** - Seek instead, through deep listening and open questions, to help each find his or her own clarity.

8) **Observe Deep confidentiality** - Our work requires you to commit yourself to a special, deep confidentiality which promises that you will not speak outside this group of what is shared here.
Required Readings

Module 1

Module 2

Module 3

Module 4

Rev. 2/24/2015
COML/ORGL 503 & DPLS 746 DUE DATES
Spring 2015, All deadlines refer to the start of class unless indicated otherwise.

MODULE 1: INTROSPECTIVE REFLECTION ON WORLDVIEWS AND ETHICAL DILEMMAS
Monday, Jan 12 – Monday, Jan 19
Monday Jan 12 First day of class
Monday Jan 19 NO Class for MLK Day

Tuesday, Jan 20 – Monday, Jan 26
Context Conversation: Nicholi Ch 1 & 2 / Reading 1
DUE Monday Jan 26 Deadline for informal draft paper IN CLASS

Tuesday, Jan 27 – Monday, Feb 2
Context Conversation: Kouzes and Posner Ch 1/ Readings 2 & 3
DUE Monday Feb 2 Deadline for draft paper; peer review IN CLASS

Tuesday, Feb 3 – Monday, Feb 9
Context Conversation: Kouzes and Posner Ch 2 / Reading 4
DUE Monday Feb 9 Deadline for final paper submission in Bb

MODULE 2: IDENTIFYING PERSONAL VALUES AND APPRECIATING DIVERSITY
Tuesday, Feb 10 – Monday, Feb 16
Monday Feb 16 NO Class for Presidents Day

Tuesday, Feb 17 – Monday, Feb 23
Context Conversation: Nicholi Ch 3 & 4 / Readings 1 & 2
DUE Monday Feb 23 Deadline for draft paper submission in Bb

Tuesday, Feb 24 – Monday, Mar 2
Context Conversation: Kouzes and Posner Ch 3 & 4 / Readings 3 & 4
DUE Monday Mar 2 Deadline for peer review of draft papers in Bb

Tuesday, Mar 3 – Monday, Mar 9
Monday Mar 9 NO Class for Spring Vacation
DUE Monday Mar 9 Deadline for final paper submission in Bb

Welcome DPLS Students - MODULE 3: DEVELOPING COMMUNITY AND DISCOVERING A COMMON GROUND
Tuesday, Mar 10 – Monday, Mar 16 (Complete viewing of 12 Angry Men no later than the start of the second class)
Monday Mar 9 - Friday Mar 13 NO Class for Spring Vacation
Context Conversation: Nicholi Ch 5 / Readings 1 & 2

Tuesday, Mar 17 – Monday, Mar 23
Context Conversation: Nicholi Ch 6 & 7 / Reading 3 / Dilemma Presentation
DUE Monday Mar 23 Deadline for draft paper submission in Bb

Tuesday, Mar 24 – Monday, Mar 30
Context Conversation: Kouzes and Posner Ch 5 & 6 / Reading 4 / Dilemma Presentation
DUE Monday Mar 30 Deadline for peer review of draft papers in Bb

Tuesday, Mar 31 – Monday, Apr 6
Monday Apr 6 NO Class for Easter
DUE Monday Apr 6 Deadline for final paper submission in Bb

MODULE 4: MORALITY AND SOLVING ETHICAL DILEMMAS IN ORGANIZATIONS
Tuesday, Apr 7 – Monday, Apr 13
Context Conversation: Nicholi Ch 8 / Readings 1 & 2

Tuesday, Apr 14 – Monday, Apr 20
Context Conversation: Nicholi Ch 9 / Reading 3 / Dilemma Presentation
DUE Monday Apr 20 Deadline for draft paper submission in Bb

Tuesday, Apr 21 – Monday, Apr 27
Context Conversation: Kouzes and Posner Ch 7 – 9 / Reading 4 / Dilemma Presentation
DUE Monday Apr 27 Deadline for peer review of draft papers; Peer Feedback; and Course evals

Tuesday, Apr 28 – Monday, May 4
DUE Monday May 4 Deadline for final paper submission in Bb

Rev. 2/24/2015