

Ethical Leadership EXLR 5210 A

Course Overview

There are many definitions of ethical leadership. We will use the following one as working definition, to be explored and filled in over the course of our meetings:

Ethical leaders create positive organizational cultures and orient collective activity around shared values and goals.

The coursework emphasizes tools for creating organizational cultures that foster individual growth, interpersonal relationships, and group development in the pursuit of shared values and goals.

Course Objectives

- *first*, develop the habit of reflecting on your own leadership and developing a better understanding of your own leadership;
- *second*, recognize and feel the power of organizational culture on yourself and others; and
- *third*, work collaboratively with others to develop and realize a positive vision of organizational leadership

To attain these objectives, we will discuss research that we will connect with your everyday leadership experience. Each class and assignment supports one or more of these objectives. Together, the objectives express the overarching aim of the course.

Consistent with the Executive Leadership Program learning outcomes, this course will contribute to a deepened sense of who you are as a leader and elevate your practice of leading with conscience and competence to affect positive change in your local and global environments.

This course also contributes substantially to the Leadership Executive-MBA learning outcomes, especially outcomes 3, 4 and 5:

1. Students will demonstrate strategic decision-making capability.
2. Students are capable of rigorous analysis of data and stakeholder concerns.
3. Students will demonstrate the ability to articulate a vision that will have significant and positive leadership impact (i.e., leading change).
4. In business and in personal lives, students will act to preserve or enhance the well-being of the commons (global, health, and social justice).
5. Demonstrate wisdom through judgment/decision-making that integrates the needs of multiple stakeholders and adapts personal behavior appropriately.

Class Schedule and Assignments

Date & Time	Discussion topics	Deliverable(s)
Session 1 Friday September 13 8:30-12:00	<p style="text-align: center;">Architecture of Ethical Leadership</p> <p>Class Agenda</p> <ul style="list-style-type: none"> A. Introductions B. Architecture of ethical leadership C. Syllabus, information and future meetings D. Reflection on what you want from the course <p><i>Supports Course Objective 1</i></p>	<p>No deliverables for this class meeting, no preparation.</p> <p>Assignment 1 due October 13</p>
<p>Readings: none</p>		

ASSIGNMENT 1: CLASS TAKE-AWAY AND THE FOUR MOTIVATIONS OF ETHICS

Due **October 13** on Canvas

Compose a paper of at least three but, more likely, five to seven pages that addresses each of the three parts below. In the past, papers that received the best grades were five or more pages.

- (i) Summarize and explain one or two points we discussed in class that can help you make better ethical decisions as a leader;
- (ii) Identify a specific case, event or situation from your work experience where you have made a decision (or set of related decisions) that has promoted the ability of a group to work effectively in an organization. Please avoid reviewing overly general issues, such as how paying attention to relationships has made a group more effective. If your example begins in such a general way, it is necessary to identify a decision regarding a **specific event** where relationships between **specific people in a specific situation** promoted group effectiveness or somehow affected the effectiveness of a group within an organization. Be sure, where appropriate, to identify what you mean by effectiveness in the context of this specific event or situation. Feel free to anonymize the examples to protect the guilty and the innocent.
- (iii) Thoroughly integrate the four motivations of ethics to analyze your decision and explain how you can improve your leadership and that of others in the future on the basis of this analysis.

Date & Time	Discussion topics	Deliverable(s)
<p>Session 2</p> <p>Friday December 6 10:30am-11:45 and 2:00-5:30</p>	<p style="text-align: center;">The Leadership Perspective</p> <p>Class agenda</p> <ul style="list-style-type: none"> A. Debrief Assignment 1 B. Discussion of "The Parable of the Sadhu" C. Review of multi-motivational leadership D. Reflections on leadership <p><i>Supports Course Objectives 1 and 3</i></p> <hr/> <p>Readings</p> <ul style="list-style-type: none"> • Bowen McCoy, "The Parable of the Sadhu," <i>Harvard Business Review</i> 75:3 (May-Jun 1997) • Carol S. Dweck, "Mindsets and Human Nature: Promoting Change in the Middle East, the Schoolyard, the Racial Divide, and Willpower" <i>American Psychologist</i>, 7:8 (2012), pp. 614-622 	<p>No deliverable for this class meeting.</p>

Date & Time	Discussion topics	Deliverable(s)
<p>Session 3</p> <p>Saturday December 7 8:30-noon</p>	<p style="text-align: center;">The Organizational Perspective</p> <p>Class Agenda</p> <ul style="list-style-type: none"> A. The good news: ethical leadership works B. The bad news: unethical leadership works C. Building a vision of a positive organizational culture D. Reflections on the effects of organizational culture <p><i>Supports Course Objectives 2 and 3</i></p>	<p>No deliverable for this class meeting.</p> <p>Assignment 2 due December 22</p>

	<p>Readings</p> <ul style="list-style-type: none">• T. Tyler, J. Dienhart, and T. Thomas, "The Ethical Commitment to Compliance: Building Value-Based Cultures," <i>California Management Review</i> 50:2 (2008), pp. 36-41• Charles Duhigg, <i>The Power of Habit</i> (Random House, Inc., 2012), Chapter 4, "Keystone Habits, or the Ballad of Paul O'Neil"• Review for Assignment 2: Peter Senge, <i>The Necessary Revolution: How Individuals and Organizations are Working Together to Create a Sustainable World</i> (Doubleday, 2008), Chapter 17, "Seeing Reality Through Others' Eyes" and Chapter 18, "Building Shared Commitment"• <u>Optional</u>: Adam Grant, "The One Question You Should Ask about Every New Job," <i>New York Times</i> (December 19, 2015), available at: https://www.nytimes.com/2015/12/20/opinion/sunday/the-one-question-you-should-ask-about-every-new-job.html• <u>Optional</u>: J. Martin et al., "The Uniqueness Paradox in Organizational Stories," <i>Administrative Science Quarterly</i> 28: 3(1983), pp. 438-453, available at: https://www.researchgate.net/publication/271760829_The_Uniqueness_Paradox_in_Organizational_Stories
--	---

ASSIGNMENT 2: ETHICAL CONVERSATIONS

Compose a paper of five to seven pages that addresses (i) and (ii) below.

Due **December 22** on Canvas

(i) Analyze two conversations or meetings. You can initiate the conversations and discuss topics from class, or you can analyze conversations or meetings that address substantive, difficult questions in your work life. In one of those conversations you should act as a "bystander"—as Peter Senge defines that term. In other words you should observe, ask questions, and comment but not advocate for a position. In the other you can advocate (in Senge's terms, "move, follow, or oppose"). These conversations should be with different people. Describe the context, idea or question to be addressed in the conversation or meeting, explain your own position or role, and thoroughly address the following items for each conversation: (a) describe what went right and what went wrong using Senge's categories; (b) analyze the conversation using the four motivations of ethics, i.e., critically examine any disagreements or points of convergence in your conversation based on underlying ethical motivations of you and your conversation partner; (c) address whether you could have used Senge's tools to make the conversations more productive; and (d), what can you do differently next time to help make the conversations more meaningful or productive for you and your partner?

We focus on conversations for three reasons. *First*, we can learn about ourselves, about our own management and leadership practices, and about our organizational contexts by observing what happens in conversations. *Second*, our thinking is very much biased by the opinions we already hold. According to our usual models of cognition, we are confronted by a question, we seek out facts, analyze those facts, and then arrive at an answer; but in practice our facts and our analyses are very much shaped by the opinions and beliefs we already have. We should address facts and conduct analyses in an objective way, but our social inclination is to defend our views and the impulse to rationalize our pre-existing beliefs is very powerful. This is true of all cognitive activity, but it is often more true in the space of ethical questions. We therefore focus on conversations so we can practice being open to others' ideas and practice listening, which stands against the usual impulse to advocate. *Third*, because of this basic cognitive bias, we make progress in dialogue with others; in other words, we come to understand problems, solutions, and ourselves better when we listen to others, ask constructive questions, explain our own reasons, and try to understand the relationship between beliefs, judgments and reasons on all sides. This process can also help us notice our own biases.

(ii) Review Assignment 3, which is described below. Write up a one-page, preliminary outline for that assignment so we can discuss it in class.

Date & Time	Discussion topics	Deliverable(s)
<p>Session 4</p> <p>Friday January 3 10:30-11:30 and 1:45-5:30</p>	<p>Conversations, Reflection, Organizational Direction</p> <p>Class Agenda</p> <ul style="list-style-type: none"> A. Debrief the conversation assignments B. Case Discussion on Diversity and Inclusion C. Reflections on how conversations can help set organizational direction <p><i>Supports Course Objectives 2 and 3</i></p>	<p>No deliverable for this class meeting.</p>

	<p>Readings</p> <ul style="list-style-type: none"> • Case TBA • Corporate Executives for Social Purpose. <i>Diversity and Inclusion in Corporate Social Engagement</i>. (2018), available at https://cecp.co/wp-content/uploads/2018/12/cecp_di_whitepaper_FINAL.pdf • Kalafa Sanneh, “The Limits of Diversity,” <i>The New Yorker</i> (October 2, 2017), available at https://www.newyorker.com/magazine/2017/10/09/the-limits-of-diversity • <u>Optional</u>: Laura Sherbin and Ripa Rashid, “Diversity Doesn’t Stick without Inclusion,” <i>Harvard Business Review</i> (February 2017), available at https://hbr.org/2017/02/diversity-doesnt-stick-without-inclusion
--	---

Date & Time	Discussion topics	Deliverable(s)
<p>Session 5:</p> <p>Saturday January 4 1:15-5:30</p>	<p style="text-align: center;">Developing Your Action Plan</p> <p>Class Agenda</p> <ul style="list-style-type: none"> A. Level 5 Leadership: some surprising outcomes B. Tempered Radicals C. Solitude and Leadership D. Brainstorming for the Action Plan Assignment E. Course reflections <p><i>Supports Course Objectives 1, 2, and 3</i></p>	<p>No deliverable for this class meeting.</p> <p>Assignment 3, described below, due January 26</p>

	<p>Readings</p> <ul style="list-style-type: none">• Jim Collins, "Level 5 Leadership: The Triumph of Humility and Fierce Resolve," <i>Harvard Business Review</i> (July, 2005)• Debra E. Meyerson, "The Tempered Radicals," <i>Stanford Social Science Review</i> (Fall 2004)• William Deresiewicz, "Solitude and Leadership," <i>The American Scholar</i> (Spring 2010), available at http://theamericanscholar.org/solitude-and-leadership/#.Ua-JV78sr0c
--	---

ASSIGNMENT 3: ACTION PLANS FOR ETHICAL LEADERSHIP

Compose a paper of seven to eleven pages that addresses the prompt below.

Due **January 26**

Apply the material covered in this course and devise an Action Plan for Ethical Leadership. This could be a small step, such as inspiring reports, peers or superiors to be aware of how they influence the ethical culture of your organization. It could be a plan to restructure meetings so ethical issues get raised and are discussed better. Or it could be a large step, such as rethinking business processes (like your supply chain management) or influencing marketing or growth strategies.

To make your Action Plan concrete, focus on either organizational work processes or organizational practices for interacting with and managing employees. Look for and clearly explain gaps that exist between those processes or practices and the four motivations of ethics (self, relationships, group, justice) and/or the requirements for ethical culture described in the Tyler, Dienhart, and Thomas article (voice, transparency, dignity, and objectivity). So, for example, you might find that some organizational work processes do not adequately support building business relationships and devise a plan to repair those processes. Or, perhaps your organizations work processes could address something of concern in the broader community, and you propose to re-align those processes to serve that social need.

Alternatively, you might see that your organization's way of managing a certain group of employees does not treat them fairly and devise a plan to address that problem.

You do not have to actually implement your plan, so feel free to think big, but also think realistically. And feel free to discuss other kinds of plans with the instructor, as there is space for plans that pursue different kinds of issues and opportunities.

In discussing why your Action Plan will be successful, be sure to: explain how you will include others in the development and implementation of the plan; address the personal, relational, and group resources that will contribute to your plan's success; consider the obstacles you might face and how you will address them; and identify the resources you'll need and how you will acquire them.

University Resources and Policies

Academic Resources

- Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>)
Provides Learning Assistance Programs, Research Services, Writing Center and Math Lab, but note that the Learning Commons does not offer tutoring for EXLR- and EMBA-level students
- Academic Integrity Tutorial (<https://www.seattleu.edu/academic-integrity/resources-for-students>)

Registrar's Academic Policies (<https://www.seattleu.edu/registrar/academics/performance/>)

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy (*only for those professional programs to which it applies*)

Disability Services (<https://www.seattleu.edu/disability-services/>)

If you have, or think you may have, a disability that interferes with your performance as a student in this class (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition), you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100. They can also be reached at (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

Title IX Statement

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle University remains committed to providing a safe and equitable learning, living, and working environment. Seattle University offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct.

Seattle University requires all faculty and staff to notify the University's Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student.

For more information, please visit <https://www.seattleu.edu/equity/>. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (**email:** oi@seattleu.edu; **phone:** 206.296.2824)