

**School for New Learning  
DePaul University**

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**IN 307 Advanced Elective Seminar  
Ethical Leadership  
Syllabus  
Winter 2009**

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O'Hare Campus  
1/10, 1/24, 2/7, 2/21, 3/7  
9am-4pm

**Course Description**

Despite the rate at which the world around us has evolved and continues to change, some of the paradigms and maxims, by which we live, have changed very little over the past two millennia. Ethics has not changed, nor have some of the basic principles of leadership. This course is designed to explore ethical paradigms, your understanding of the practice of leadership, the relationship between ethics and leadership; the impact of ethical behavior on how an individual leads, and how to identify personal values and leadership preferences.

Credit Hours: 4

**Competencies**

- E1 Understands and can articulate ethical principles and how they relate to ones understanding of leadership in business, non-profit organizations, family, community groups, and government.
- E2 Can identify one's own ethical values and leadership preference, and how they interact.

**Faculty Biographical Sketch**

Christine earned her Bachelor degree from DePaul and her Masters Degree in Organization Development from Loyola, Chicago. She has experience working with non-profit organizations and faith based communities. In addition to teaching at School for New Learning, Christine has also consulted, and developed courses and training, for individuals who work with faith based congregations. Christine has been teaching at SNL for almost eight years, and currently holds the position of SNL Assistant Director of Advising and Student Services at the O'Hare Campus.

**4. Learning Experience**

Attendance and participation are essential. In the event of an absence it is imperative that you (1) let me know ahead of time, and (2) contact a classmate ahead of time to be your "tutor" for the missed session. Always consult our Blackboard site for handouts and assignments. Students missing more than one class (whole Sat.), of our five session course will not have met the requirements for a passing grade.

**5. Outcomes**

Upon completion of the class, students will be able to understand and articulate ethical principles and how they relate to ones understanding of leadership in business, non-profit organizations, family, community as well as identify one’s own ethical values and leadership preference, and how they interact.

**6. Evidence the Students will Submit**

Each student will be required to lead a brief, 10-12 minute class discussion about a leader who has experienced an ethical dilemma, and how that dilemma was resolved. Handouts materials, with some background information is required, as this will facilitate the discussion. I am not looking for a Power Point presentation, or anything of that nature, for you are asked to lead a discussion, not just a presentation. At the end of the presentation, you will need to hand in a brief 2-3 page analysis of your own. A list of leaders to choose from will be handed out in class on the first day.

Each student will participate in a debate, whereby you along with your co-debaters, will defend a position of ethical nature, from two different approaches. To defend your position, you will need to choose one of the ethical philosophies which were discussed in class. The topics for debate, such as abortion, stem cell research, euthanasia, governmental ethics reform, environmental (deforestation, global warming, etc.) will be given in class.

Students will also prepare and participate in a group presentation about the text which they read for the course; only one of the three below. The presentation will require that all individuals in the group prepare and participate in the presentation, as you will not only be graded by the instructor, but by your peers. More detailed information will be provided on the first day of class. Each group will be given ½ hour of time. A final paper of 5-7 pages analyzing the leadership ethical considerations observed in your group, during the preparation for the presentation.

Students will also submit 4 short (3-4 page) papers during the first half of the course, around the topics of personal values, leadership preferences, etc. as defined below. Detailed requirements for each paper will provided in class on the first day.

**7. Criteria for Assessment**

This course only meets for five (5) full Saturdays. Missing one day, is the equivalent of missing two sessions, as each day is equivalent to six (6) hours. You therefore jeopardize having your grade dropped by 5% points. Students will be graded as follows:

Attendance and participation	25%
Leading of group discussion and paper	20%
4 short papers	20%
Final paper	25%
Debate preparedness and participation	<u>10%</u>
	100% total

(%100-95%=A,94%-90%=A-,89%-85%=B,84%-80%=B-,79%-75%=C,74%-70%= C-,

69%-60%=D, >59%=F)

### 8. Learning Resources

Primary Required Text: There is no required text for this class. All reading materials will either be handed out in class, or on e-reserve through the DePaul Library.

Additional Required Text:

**DO NOT PURCHASE UNTIL AFTER 1<sup>st</sup> CLASS SESSION**

(You will only need to purchase one of the below mentioned books, which you will choose on the 1<sup>st</sup> day of class)

Perkins, Dennis N.T. *Leading at the Edge; Leadership Lessons from the Extraordinary Saga of Shackleton's Antarctic Expedition*. Amacom, 2000.

Dalai Lama. *Ethics for the New Millennium*. Thompson, 2000

Cashman, Kevin. *Awakening the Leader Within: A Story of Transformation*. Wiley. 2003

### 9. Class Schedule

January 10	Introduction to course and each other What is Ethics?	Due next week (1/17) via Blackboard & BB digital drop box: <ul style="list-style-type: none"> <li>• Watch Utilitarian &amp; Deontology videos and Defining your values paper</li> </ul> Due in two weeks (1/24) <ul style="list-style-type: none"> <li>• Read e-reserve chapter</li> <li>• Critique of ethical philosophies paper</li> </ul>
January 24	Application of Ethical Principles Defining a Leader	Due next week (1/31) via digital drop box: <ul style="list-style-type: none"> <li>• Defining your leadership style paper.</li> <li>• Read e-reserve HBR article</li> </ul> Due in two weeks (2/7) <ul style="list-style-type: none"> <li>• Your practice of ethical leadership paper.</li> </ul>
February 7	Ethics as a Platform Debating Leadership	For next week: <ul style="list-style-type: none"> <li>• Read e-reserve HBR case study article</li> </ul>
February 28	Leadership and Ethics in Organizations	For next week: <ul style="list-style-type: none"> <li>• Read e-reserve chapter</li> </ul>
March 7	Choosing the right way to lead Group Presentations	<b>FINAL PAPER DUE MARCH 17<sup>TH</sup>.</b>

	Wrap-up	
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**\*\* Note: When you lead the class discussion will determine when you submit your short analysis**

## Syllabus Addendum

### DePaul University Policies

#### **Academic Integrity**

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

#### **Incomplete Grade**

*Unfinished work or work requiring revision will be given an Incomplete (IN) grade. In order to qualify for the IN, students must have regularly attended class, and must have completed two thirds of assignments and have a signed copy of the Incomplete Contract form. Work not submitted by the due date must be submitted within 2 weeks, and will be assessed on a P/F basis only.*

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification. NOTE: The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course and a formal contract must be signed by both parties (see IN form on SNL website, forms page).

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential. Students with chronic illnesses should contact the Chronic Illness Initiative to discuss their options and, of course, should also consult the instructor.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

- The SNL Chronic Illness Initiative at <http://snl.depaul.edu/current/chronic.asp>
- PLoS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.

### **Registration**

All students must be registered and listed on the class roster by the beginning of the second week of the term. Students not on the roster by this time cannot stay in the class under any circumstances. Please contact the SNL Advising Center ([snladvising@depaul.edu](mailto:snladvising@depaul.edu)) or the Office of Financial Aid ([finaid@depaul.edu](mailto:finaid@depaul.edu)) to work out your particular situation.

Students who need to withdraw from the course must do so by the end of the second week of the quarter. After that point is reached, 100% tuition is charged. It is possible to withdraw from a course or competence through the end of the seventh week of the quarter, but there is no tuition refund after the end of the second week.

In certain circumstances (such as illness, death of family members, natural disasters, etc.), a late withdrawal will be refunded tuition. These circumstances must be documented, and presented to the University through the SNL Exceptions Committee ([snlexceptions@depaul.edu](mailto:snlexceptions@depaul.edu)). In no case is such a refund allowed more than once during a student's career at DePaul.

### **Plagiarism**

The DePaul Student Handbook defines plagiarism as follows: "Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another's work or ideas without proper acknowledgement." Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!