

University of San Diego
School of Business Administration
Fall 2008

GSBA 501: ETHICAL LEADERSHIP and ORGANIZATIONAL BEHAVIOR
(3 credit hours)

Dr. Phillip L. Hunsaker
Office number: OH 319
Section 1 (FT) Wed 2:30-5:20pm
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Mon: 12:00-2:00 & 9:00- 10:00pm
Wed: 1:30-2:30 & 9:00- 10:00pm

COURSE DESCRIPTION

This course provides the concepts and skills for the ethical leadership of people in organizations. It also introduces the basic behavioral skills needed for self-management and promoting productive relationships with others in organizations. Topics include self-leadership, leading others, creating vision and strategy, understanding people (perception, learning, values, personality, diversity, etc.), managing change, ethical decision making, power and influence, motivation, team facilitation, conflict resolution, and organizational culture. Mastery of the concepts and skills in this course provide the foundation for other behavioral science based business courses in management, marketing, ethics and social responsibility. Learning methods include self-assessment, lecture/discussion, case studies, team projects, computer simulations, and experiential exercises.

COURSE OBJECTIVES

Students completing this course will master organizational behavior (OB) concepts and skills to interact effectively and ethically lead others in organizations. They will gain increased awareness and understanding of current ethical leadership issues and develop conceptual and behavioral skills to lead changes that will enhance all stakeholders. Specific objectives are for students to:

- Better understand themselves as organizational members and leaders.
- Become more aware of how organizational leaders can make positive differences regarding issues of social responsibility and sustainability.
- Enhance their interpersonal competence when interacting with diverse others.
- Function effectively as task team leaders, facilitators, and members.
- Make ethical decisions in a variety of leadership situations.
- Utilize understanding of people to motivate followers to obtain organizational objectives.
- Acquire skills for strategic planning, goal setting, communicating, solving problems, managing conflict, motivating people, leading change, and modifying organizational culture.

COURSE MATERIALS:

Daft, Richard L. *The Leadership Experience, 4th Ed.* (Thomson/South Western, 2008).

Michael A. Roberto, Amy C. Edmondson, *Leadership and Team Simulation: Everest*, Harvard Business School, 2008. A specific URL will be provided to access the simulation.

Phillip L. Hunsaker, *Team Charter Handbook* (University of San Diego, 2008). Electronic copies can be downloaded from <http://copleylib.sandiego.edu/eres/default.aspx>. [Electronic Reserves & Reserves Pages](#); GSBA 501-Search; GSBA 501; Password: teams; Accept.

Michael Useem, "The Leadership Lessons of Mount Everest," *Harvard Business Review* Vol. 79, Issue 9 (Oct 1, 2001), pp. 51-58.

COURSE REQUIREMENTS AND EVALUATION:

Students will be evaluated on their ability to apply OB and leadership concepts in class discussions, concept exams and written assignments. Their ability to apply OB and leadership skills will be assessed in class exercises and simulations. The weights and components for these evaluations are summarized below.

Individual Assessments

	<u>Weight</u>
• Concept exams (Two at 10% each)	20%
• Class participation (Attendance, contributions to learning, and case discussions)	15%
• Research paper on ethical leadership issue	15%

Team Assessments

• Analysis of an industry-wide ethical leadership dilemma	20%
• Team charter	10%
• Service project	20%

ACADEMIC INTEGRITY

The University of San Diego is predicated on the principles of scholastic honesty. Academic dishonesty in any form is taken very seriously. Complete details regarding USD's policy on academic integrity are available in the *Graduate Bulletin*. Any deviation from standards of this policy will automatically result in a grade of "F" for the course.

GRADING

All grading components will be evaluated on a point scale from 0 to 100. Letter grades for the course will be based on the weighted average of all grading component points. Letter grades are determined by the following point ranges:

A+ (100 - 98); **A** (97-94); **A-** (93-90); **B+** (89-87); **B** (86-84); **B-** (83-80);

C+ (79-77); **C** (76-74); **C-** (73-70); **D+** (69-67); **D** (66-64); **D-** (63-60); **F** (59-0)

COMPONENT DESCRIPTIONS

Concept Exams

Two multiple choice and short answer exams will be given on course lectures and *The Leadership Experience* textbook. The first exam covers to the midpoint of the class. The second exam will be on the material covered from the midpoint to the end of the class.

Participation and Skill Application

Students will receive feedback from the instructor and their peers on the quantity and quality of their contributions in case analyses, class discussions, simulations, and exercises. Because of the experiential nature of this course, it is important that students are prepared and participate in all class sessions. If this does not happen, not only will students miss opportunities for personal learning, but they will also penalize classmates by being unable to contribute to their learning. Consequently, attendance and quality of participation will affect this grade component.

Team Presentation: Analysis of an Industry-wide Ethical Leadership Dilemma

Objectives

1. Learn how leaders' values, ethics, motivation, and behaviors impact consequences for all organization stakeholders.
2. Learn how to work as a team to achieve mutual goals.
3. Produce a creative and informative presentation concerning an ethical leadership concern.

Assignment

As a team, pick an *industry* (group of organizations) recently accused of unethical behavior, e.g., mortgage companies, meat industry, charities, government, sports, etc. Research the industry regarding the below content. Prepare a 25- minute formal presentation of your findings, conclusions and recommendations.

Content

Although your team is studying the entire industry, individual team members will be studying different individual organizations within this industry (see the individual research paper assignment that follows). Part of your team industry presentation can include data and examples from your team members' individual organization research.

Describe the industry:

- History, mission, values & vision
- Strategic Plan
- Stakeholders: all who are impacted by the industry
- Standard Operating Procedures
- Legal Restraints and Implications

Explain the Ethical Issues

- Different positions
- Your position (what and why)

Describe a leader in the industry who is a champion for correcting the ethical dilemma.

- What is his or her position?
- What is he or she doing to change the industry?
- What are the consequences?

Action Plan to enhance the ethical behavior in the industry. (If you were an ethical leader in such an industry what would you do to achieve your vision?)

- What & why?
- Who, how & when?
- How would you measure results and insure implementation? (What criteria, would you use, how would you control adherence to plan and insure compliance?)

Presentation Structure

1. Each team will have 25 minutes for their presentation.
2. Please make sure your presentation devices work with the classroom computer equipment prior to your presentation. This would include an actual physical test run.
3. Creative presentations are more interesting and have more impact. Past teams have role-played jury trials or interviews, done talk show skits, provided videos, and involved the class in speculating about consequences.
4. Leave a few minutes for questions at the end.

Evaluation

1. Current and thorough coverage of the four report headings.
2. Quality of presentation: e.g., speaking to class versus reading, engaging style, etc.
3. Creativity: e.g., Power points, videos, charts, skits, etc.
4. Effective use of time

Individual Research Paper: Analysis of an Ethical Leadership Dilemma

Objectives

1. To learn how a leader's values, ethics, motivation, and behaviors impact consequences for organization and all stakeholders.
2. To produce a formal research paper concerning an ethical leadership dilemma.

Assignment

Pick *one specific organization* currently being accused of unethical behavior in the same industry that your team is researching (see previous team assignment). For example, if your team is analyzing the animal industries, example organizations could be Tyson Foods (food) Furs by Lafayette (clothing), US Navy (Military Seals & Dolphins), University of Colorado at Denver - Health Sciences Center (medical experimentation), Proctor & Gamble (cosmetics), Sea World,

Ringling Bros and Barnum & Bailey Circus, San Diego Zoo (entertainment), Pet Smart (pet stores, puppy mills), Greyhound or horse racing (gaming).

Research the organization and prepare a formal paper covering the following content.

Describe the organization:

- History, mission, values & vision
- Strategic Plan
- Stakeholders: all who are impacted by the organization
- Standard Operating Procedures
- Legal Restraints and Implications

Explain the ethical issues

- Different positions
- Your position (what, why, values, vision)

Explain the leader of the organization's position about the ethical dilemma.

- What is his or her position about the ethical dilemma?
- How is the leader implementing his or her position?
- What are the consequences for all stakeholders?

Create an action plan for the resolving the ethical dilemma. If you were an ethical leader of this organization what would be your vision and how would you achieve it?

- What & why?
- Who, how & when?
- How would you measure results and insure implementation? (What criteria, would you use, how would you control adherence to plan and insure compliance?)
- What would the consequences be for all stakeholders?

Paper Format

Prepare a formal 6–10 page report covering the content described above. The report should be double-spaced in 12 point, Times New Roman, font. All sources should be documented according to American Psychological Association (APA) style manual. More detail about APA style can be found in Hacker, D. (2004). *A Pocket Style Manual* 4th ed. (New York: Bedford/St. Martin's), or on the APA website: <http://www.apa.org/>. A brief summary explanation of APA style that may be adequate can be found at: http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796

Evaluation

1. *Complete and relevant answers* to the assignment questions.
2. Demonstration of professional *writing skills*;
3. Review and documentation of the most *current literature* supporting your answers.

Note: The specific *organization* accused of unethical behavior that you are studying must be in the same industry that your team is researching. Your findings and examples may be used in your team's industry presentation.

Team Service Project

Each team is responsible for conducting a community service project and presenting what they learned from it about servant leadership and team dynamics. The description and guidelines for this assignment are below.

Objectives

- a. Apply interpersonal, team, and leadership skills to a meaningful project.
- b. Learn about servant leadership, teamwork, and yourself.
- c. Provide service to the community.
- d. Create and deliver a 25-minute presentation.

Instructions

Determine a community service project consisting of a charitable activity that provides a product or service to the needy. Past projects have included preparing and serving meals at Rachel's Women's Shelter or Father Joe's Food Kitchen, assembling and distributing sack lunches to homeless people, taking orphan children on a field trip, helping clients clean and re-organize the ECS Friend-to-Friend Clubhouse for the homeless, etc.

Ideas for community service activities can be found at Volunteer San Diego: 858-636-4130, www.volunteersandiego.org, and at www.sannet.gov.com. The USD Center for Community Service-Learning also has a number of projects and contacts - contact Chris Nayve 619 260-4798 (cnayve@sandiego.edu) to find out about USD sponsored options. Some of these opportunities are summarized on the last page of these instructions.

When deciding on the scope of project consider: a) The project's impact on stakeholders (it should make a real difference), b) Time requirements for planning and coordination, and c) degree of client interaction (projects should involve actual face-to-face interaction with the people being served, e.g., homeless, children, clients, etc. It usually takes six to eight hours to plan, coordinate, and conduct typical service projects.

Teams conduct their service outside of class, although some class meeting time may be devoted to planning this assignment. During the planning and implementation of the service project, team members should record their observations of themselves and others with as they relate to the team concepts covered in the text.

Teams make a presentation to the class about their service project and what they learned from the experience about team concepts and skills. After completing the service project, team members reflect on their team experience, provide feedback to each other, and summarize what they learned from analyzing their team process so that they can improve their performance in future projects.

Presentation Structure

Organize a 25-minute team presentation covering the following points.

1. Explain the service project: what the team did; why it was important; the results of the project; what the team learned about community service.
2. Demonstrate how the team applied the team concepts and skills covered in this class and what they learned about these applications.
3. Share what the team members learned about working together as a team and about each team member.
4. Provide recommendations for improving teamwork on future projects.
5. Solicit audience questions and feedback about the project and the presentation.

Evaluation

Grades for this project are based on the team's presentation to the class about the service project and their team process. Criteria include scope, content and process considerations:

1. Scope of project
 - a. The project's impact on stakeholders.
 - b. Requirements for time, coordination, implementation.
 - c. Degree of client interaction.
2. Content - thoroughness and clarity regarding:
 - a. The service project's content, importance, and impact.
 - b. What team members learned from applying course concepts to the project.
 - c. What team members learned analyzing their team process.
 - d. Meaningful application of course materials throughout.
3. Process – the quality and effectiveness of:
 - a. Presentation: e.g., speaking to class versus reading, engaging style, etc.
 - b. Visuals: e.g., clarity, creativity, and completeness of Power Points, videos, charts, exercises, demonstrations, pictures, etc.
 - c. Utilization of all team member strengths

Team charter

Each team is to develop a team charter following the guidelines in Team Exercise One in the *Team Charter Handbook* (USD library E-reserves) and the *Team Member Performance Agreement* (handout).

GSBA 501 CLASS SCHEDULE

Read all parts of each chapter in Daft before coming to class. This includes the text, “Leader’s Self-Insight,” “In the lead,” “Consider This,” exhibits, etc.). Also acquire and read the other assigned materials before the assigned class.

Date	Topics	Assignments/Deliverables	Activities
Week 1 (9/3)	The nature of leadership in today’s organizations	Chapter 1 – Introduction to the essence of leadership	Develop psychological contract Generate right & wrong leadership examples (p. 28) Share Personal leader stories
Week 2 (9/10)	Personality and Leadership	Chapter 4 – The Leader as an individual. Complete all Leader’s Self-Insights in Chapter 4	MBTI Interpretation & Application (Rebecca Smith) Discuss applications of Leader’s Self-Insights Values Clarification Exercise
Week 3 (9/17)	Leader traits, behaviors, and relationships Contingency approaches	Chapters 2 & 3 – Leadership research & theories	Explore characteristics of great leaders Situational leadership cases Transactional leadership card tower exercise Participation decision tree exercise
Week 4 (9/24)	Motivation Empowerment	Chapter 8 - Motivation <i>Team Charter Handbook</i> Team Charter due	Lecture/discussion Self-assessments / Exercises
Week 5 (10/1)	Sources of Power Influence tactics Politics Ethical considerations	Chapter 12 – Power & Influence	Power & influence discussion Personal power self-assessment Organization power exercise
Week 6 (10/8)	Personality & charisma Ethical Communication	Chapters 9 - Communication	Communication Styles Assessment Communication exercises
Week 7 (10/15)	Concept Exam on first half of the course	Chapters: 1 ,2 ,3, 4, 8, 9, 12	Concept exam #1 (1½ hours 1rst half) Prepare team Service Projects (2 nd half)
Week 8 (10/22)	Team process, structure, and development	Chapter 10 Leading Teams	Fishbowl exercise Conflict management exercise

Week 9 (10/29)	Creating vision and strategic direction	Team Presentations Chapter 13–Vision & Strategy	Team Service Project Reports
Week 10 (11/5)	Leading diverse teams	Chapter 11 – Team Diversity Michael Useem, “ Leadership Lessons of Mount Everest”	Leadership and Team Simulation (Be sure to sign in at the Harvard Business School URL to access the simulation)
Week 11 (11/12)	Shaping culture & values to develop followers potentials	Chapter 7 – Followership & Chapter 14 – Culture	Self-Management Values Clarification Personal Mission Statement Ego’s Anonymous Exercise
Week 12 (11/19)	Leadership ethics and responsibility	Chapters 5 – Leader’s mind & heart	John Stoessinger – Lecture/discussion on pragmatic versus crusader leaders and moral leaders on a courageous journey
Week 13 (11/26)	Wed. before Thanksgiving is a USD holiday.	Nov. 27 = Thanksgiving Day.	No class
Week 14 (12/3)	Courage & moral leadership	Chapters 6 – Courage & moral leadership	Discussion of Planned Change Team Presentations about an unethical industry
Week 15 (12/10)	Leading ethical change	Chapter 15 - Change	Change discussion Name game exercise Peer evaluations
Week 16 (12/17) Final Exam Dates	Exam second half of course Sect 1 = 5:00 - 7:00 Sect 2 = 8:00 - 10:00	Exam #2. Chapters: 5, 6, 7, 10, 11, 13, 14, 15 Make some lecture essay quest	Concept exam #2 (1 ½ hours)