

**PEPPERDINE UNIVERSITY**  
**THE GEORGE L. GRAZIADIO**  
**SCHOOL OF BUSINESS AND MANAGEMENT**

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**KENT B. RHODES, Ed.D.**

**LEADERSHIP AND ETHICS**

**MBAM 685.13 / SUMMER 2008**  
**SESSION A**

**WEDNESDAYS 1:00 PM - 5:00 PM**

**April 30 – June 11, 2007**

**Malibu, California**

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**SYLLABUS**

**LEADERSHIP AND ETHICS**  
**MBAM 685.13**  
**SUMMER 2008**  
**APRIL 30 – JUNE 11, 2007**  
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**Kent B. Rhodes, Ed.D.**

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**COURSE DESCRIPTION**

This course will look at individual, organizational and national ethics and the development of a model of ethical decision-making. Learners will engage in meaningful oral and written discourse regarding the art of value clarification and responsible, moral leadership within organizations and society. By experiencing and working through discussion of current cases and scenarios, learners will isolate the ethical issues, both pro and con, and propose viable alternatives consistent with ethical and moral values. The intent is to provide the foundation for the art of values clarification and responsible organizational leadership in society and potential impacts on culture and the environment.

In this seminar we will research an issue, isolate the ethical issues pro and con, and consider viable alternatives in a manner consistent with the ethical and moral frameworks being discussed in class. We will learn to articulate ethical issues that are global or environmental in scope, emphasizing the most salient ethical dilemmas inherent within the topic, and provide possible solutions. We will also explore codes of conduct by which organizations and individuals live as each student clearly constructs and defends their core code of conduct.

We will look at several specific ethical issues faced by businesses in the current environment focusing particularly on the functional areas of business as exercised in both the US and the international marketplace, where different local practices and cultural norms provide windows into differing views of ethics, both in theory and practice.

Some of the questions we will address are controversial. Often, thoughtful people of good will can have strongly held opposing views on issues. We will have the opportunity to listen to the positions of representative advocates of one side or the other, but, ultimately, you are expected to engage an issue and form your own opinions, grounding them in the literature and your own reflective process. The learning in this course will come from your willingness to internalize the issues and from the effort you put into formulating your own views so that you can express them clearly and convincingly in class discussion.

Be prepared to take some risks. You should expect your views to be challenged. Ultimately, you may find that your opinions change as you interact with others who bring insights to the question

that you may not have considered.

At the heart of the matter of ethics is making decisions about right and wrong. While all of us are clear about what is right and what is wrong in simple situations, more complex situations often require some systematic exploration of multiple, sometimes conflicting issues before we can determine what we believe to be right action. This is particularly true when we are working with others to determine collectively what is the correct path for an organization. Ultimately, of course, a good process for ethical decision making is useless unless we are also empowered to actually take actions in the world that further our ethical commitments. Often, if we are less than clear about the issues involved in a particular ethical question, we aren't very committed to producing results either. Besides what we normally consider to be actions in the world, actions in the world include the ability to speak about ethical issues in a powerful manner that connects us to current and classical writers from secular and religious traditions about ethics so we may be more of a force in the efforts of others.

### **COURSE OBJECTIVES**

Students will:

- Identify an ethical platform or strategy for making ethical decisions and use this platform or strategy as the format for the position paper section of their ethical project.
- Create a scaffolding toward the development of a model for making ethical decisions.
- Confront current social or personal issues facing individuals and use their own code of conduct to practice resolving those issues.
- Articulate ethical issues that are global or environmental in scope, emphasizing the most salient ethical dilemmas inherent within the topic, and provide possible solutions.
- Develop appropriate language for effective ethical discourse.
- Determine how we and others identify what we value.
- Develop clearer process for decision making for ourselves and for our organizations.
- Clarify and strengthen our ethical commitments.
- Raise our awareness of the ethical concerns of others.
- Learn how to speak about our ethical processes in a professional way that is clear, straightforward and grounded.
- Demonstrate a thorough knowledge of the assigned readings and class lectures,
- Identify and articulate concepts you consider important in each assigned reading;
- Clearly communicate and solidly defend your personal code of conduct/ethics platform.
- Determine how we and others currently make decisions about right and wrong.

## **REQUIRED TEXT & ARTICLES**

- The Ethics of Management, 6th edition, LaRue Tone Hosmer. McGraw-Hill. ISBN 0-256-26459-7

**In addition to the text, Journal Articles will be assigned for each class session and can be located online through the Pepperdine library. Each are required reading and will be assigned on a week-to-week basis and will include, but not be limited to, the following [NOTE: article assignments are subject to change]**

- ❖ Strategic Leadership of Ethical Behavior in Business. by: Thomas, Terry; Schermerhorn Jr., John R.; Dienhart, John W. In the Academy of Management Executive, May2004, Vol. 18 Issue 2.
- ❖ Moral Person and Moral Manager: How Executives Develop a Reputation for Ethical Leadership by Linda Klege Trevino, Laura Pincus Hartman and Michael Brown. In the California Management Review Vol. 42, No. 4 Summer 2000.
- ❖ What's the Matter with Business Ethics? By: Stark, Andrew. Harvard Business Review, May/Jun93, Vol. 71 Issue 3, p38, 9p; (AN 9305180205)
- ❖ Ethics Without the Sermon by Laura Nash in Harvard Business Review Nov-Dec1981.
- ❖ Values in Tension: Ethics Away from Home by Thomas Donaldson in Harvard Business Review. September-October 1996.

### **Some helpful Websites:**

Institute for Global Ethics [www.globalethics.org](http://www.globalethics.org)

Electronic Privacy Information Center at <http://www.epic.org>

Privacy.org at <http://www.privacy.org>

Ethics Updates at <http://ethics.acusd.edu/index.html>

Centre for Applied Ethics at <http://www.ethics.ubc.ca>

The Michael Josephson Institute at <http://www.charactercounts.org/newsletters.htm>

### **Additional Reading Suggestions:**

The Power of Ethical Management, Blanchard, Kenneth, and Norman Vincent Peale, New York: William Morrow and Company, Inc., 1988.

Ethics: A Pluralistic Approach to Moral Theory, by: Lawrence M. Hinman, (1997)

The Truth About the Truth, by: W.T. Anderson, (1995)

The Limits of Privacy. by: E. Amitai, (1999)

A Question of Values, by: H. Lewis, (1990)

Morality and Moral Controversies, by: John Arthur, (1996)

The Art of Living, by: Epictetus and Sharon Lebell, (1994)

## **COURSE ACTIVITIES**

### **A. Weekly Article “Round” and Case Analysis**

A key element of our class time together will be spent discussing assigned readings – usually articles. You are responsible to read, understand and bring a key learning or insight of the article to the class during the “round” discussion. Cases presented in the text are also a required part of your reading and active participation in the course. According to Harvard Business School Professor, Benson Shapiro\*, the most important single rule of case study discussion is for students to accept and maintain ownership of the discussion. He says, “If the teacher takes responsibility for ownership of the class, the students can collectively and individually avoid their responsibility for maintaining the quality of the discussion, and the process will degenerate to the instructor’s lecturing”, which translates into an undergraduate form of classroom “learning”. Each student is expected to have formulated a plan of action for the protagonist in the case prior to coming to class.

[\**Hints for Case Teaching* by Benson P. Shapiro, Harvard Business School Publishing, 2003.]

### **B. Participation**

Each one of us has an important perspective to add to a meaningful dialogue on morals and ethics. It will be primarily through our thoughtful and reflective participation in the conversations in class that each of us will construct meaning for ourselves in this course. If you are reticent about sharing with the class, this will be an opportunity in a respectful environment to practice being more assertive. If you are someone who likes to participate and does it easily and frequently, part of your responsibility will be to ask others what they may think about the topic under consideration.

In addition, your participation grade in the course will be influenced by the quantity and quality of your individual contributions to team assignments, online and class discussion, rounds, timeliness to class your overall preparedness for class (face to face and online).

Poor listening, “Internet doodling” and side conversations can result in reduction of a course grade. Give presenters the kind of attention and respect you want to receive when you present. Being late to class may reduce your participation grade.

### **C. Leading Discussions/Paper (Project I)**

Each of you will be responsible for leading a 8-10 minute *class discussion* of a current case, which clearly involves ethics. These cases should be found in current newspapers or magazines such as the Wall Street Journal, The Economist, US News and World Reports, or professional journals. You will be expected to hand out a two-page (front and back) summary of your case to each member of the class. To receive maximum credit, your written summary must include the following components:

- a clear articulation of the ethical situation,
- an analysis of how it presents an ethical dilemma,
- possible action items to resolve those dilemmas,
- ways effective leadership could make a difference in the case
- inclusion of at least three outside sources to support your presentation.

***PROJECT I DUE DATE: May 7***

**D. Ethical Dilemmas Team Paper (Project II)**

You will work in teams to research, report and discuss ethical dilemmas within specific industries and their consequences. Each report should be global in scope, emphasizing the most salient ethical dilemmas inherent within the topic and identified by the team. Deliverables include an APA formatted paper of no more than 30 pages and a presentation that engages the rest of the class in a discussion of your identified ethical dilemma. Team presentations should be no longer than 30 minutes in length.

***PROJECT II DUE DATE: June 4***

**Possible Topics/Industries include:**

- Pharmaceuticals
- Bio Technology
- Medicine
- Technology/Email/Internet usage
- Entertainment/News/Media (role of a free press and of honest, real news in a democracy, the role of technology in supporting a free press, the "corporatization" of news and its effects on news content)
- Education
- Intellectual Property/Publishing
- Poverty/homelessness in Western countries
- Impacts of/reactions to terrorism

**Content Requirements**

Creativity in preparation and content is strongly encouraged. All elements of your team's discussion should be well organized, your paper well documented and solidly grounded in the literature with appropriate citations and references throughout. The following elements are required in the completion of this team project:

- Identify, discuss and define a major ethical dilemma that has emerged as an issue in the leadership of your chosen industry or topic.
- Identify, discuss and define two secondary ethical dilemmas that emerge within the industry or topic.
- Utilizing Hosmer's Objective Methods of Moral Ethical Analysis, propose a moral/ethical solution to the main ethical dilemma identified by your team.
- Each team member should back up their perspectives with outside resources.
- Building on team consensus, your team will then clearly and succinctly describe a single joint solution to the ethical dilemma.
- Demonstrate identification of ethical issues, the scope of the issues, ethical decision making that can be "backed up" from the literature.
- Incorporate sound leadership principles and systemic thinking.
- In-class presentation of your project results: 20 minutes

**Project Grading**

You will be graded based on the successful completion of all project phases and your active participation and contribution to project completion. 30 points total possible.

- Ethical dilemmas are relevant, grounded and well supported. Paper well written. 25 points

- Paper/presentation appropriately incorporates global and systemic perspectives. 20 points
- Quality of class presentation and discussion, integrating relevant materials and sources. 25 points
- Relevant and succinct definition of ethical problems and description of convincing team moral/ethical solutions for leaders. 20 points
- Clear description of processes engaged in coming to team consensus regarding the proposition of convincing moral/ethical solutions. 10 points

**E. Ethical Platform Paper/Presentation (Project III)**

This assignment gives you the opportunity to state your ethical platform and the strategy you use for making ethical decisions. Your platform should include a description of the kind of epistemology you use to make decisions ethically as well as the guiding principles you consider and the potential consequences of your decision making process. Other questions to consider are: What priorities do you have in using these principles. **Or** what results-consequences are you looking for? What are the priorities of these consequences? **Or** What combination approaches do you use? What role does religion play in your ethical decision-making process? If your platform is primarily religious, how would you speak about it to a secular audience? Your ethical platform paper should be no more than 8 pages in length.

***PROJECT III DUE DATE: June 11***

**COURSE GRADING**

Your satisfactory completion of course requirements will indicate your achievement of stated course objectives. A course grade of A is reserved for students who demonstrate outstanding work throughout all aspects of the course. A course grade of B indicates superior graduate work. Grading will be as follows:

- Weekly Article “Round” or Case Analysis 15 points
- Class Participation (quality, attendance, online, etc.) 15 points
- Leading Discussion/Paper (Project I) 20 points
- Ethical Dilemmas Team Paper (Project II) 30 points
- Ethical Platform Paper (Project III) 20 points

	Date	Assigned Readings	Projects/Activities
<b>Class 1</b>	April 30	Introduction to Leadership and Ethics. <b>Lecture/Reading Assignment:</b> The Preface and Chapter 1: Moral Problems in Business Management p iii-17 <b>Article Assignment:</b> <i>Ethics Without the Sermon</i> by Lara Nash	<b>Projects I and II Prep Begin</b>  “Round” Discussion/Case Analysis Defining your ethical stance. Looking at Ethics Decision Making Models <b>Team formation for PROJECT II</b>
<b>Class 2</b>	May 7	<b>Lecture/Reading Assignment:</b> Chapter 2: Moral Analysis and Economic Outcomes (pages 37-58). 5 <sup>th</sup> Edition: pgs 29-58 <b>Article Assignment:</b> <i>Strategic Leadership of Ethical Behavior in Business.</i> by Schermerhorn & Dienhart	<b>Project I: All Project I Papers due;</b> <b>Leading Discussions (8-10 minutes)</b>  <b>Project II Ethical Dilemmas Team Paper and Presentation Prep Continues</b> “Round” Discussion/Case Analysis
<b>Class 3</b>	May 14	<b>Lecture/Reading Assignment:</b> Chapter 3; Moral Analysis and Legal Requirements (pages 59-84) 5 <sup>th</sup> Edition: pgs 59-88 <b>Article Assignment:</b> TBA	<b>Project II Ethical Dilemmas Team Paper and Presentation Prep continues</b>  <b>Project III Ethical Platform Paper and Presentation prep begins</b>  “Round” Discussion/Case Analysis
<b>Class 4</b>	May 21	<b>Lecture/Reading Assignment:</b> Chapter 5: Why Should a Business Manager Be Moral? (pages 121 - 133) 5 <sup>th</sup> Edition: pgs 117-136 <b>Article Assignment:</b> <i>What’s the Matter with Business Ethics?</i> By Andrew Stark	<b>Project II Ethical Dilemmas Team Paper and Presentation Prep continues</b>  <b>Project III Ethical Platform Paper and Presentation prep continues</b>  “Round” Discussion/Case Analysis
<b>Class 5</b>	May 28 CLASS ONLINE	<b>Asynchronous Class Meeting</b> in BLACKBOARD with discussions in Project II teams. Class will be available from noon on May 23 until midnight, June 1 for completion. Instructions will be posted in Blackboard. <b>Articles Assignment:</b> Moral Person and Moral Manager: How Executives Develop a Reputation for Ethical Leadership by Trevino, Hartman & Brown  <i>A Question of Character</i> by Suzy Wellauer HBR Sept-Oct 1999	<b>Project II Ethical Dilemmas Team Paper and Presentation Prep continues</b>  <b>Project III Ethical Platform Paper and Presentation prep continues</b> “Round” Discussion/Case Analysis
<b>Class 6</b>	June 4	<b>Project II Presentations</b> <b>Lecture/Reading Assignment:</b> Chapter 4: Moral Analysis and Ethical Duties (pages 85 - 104) 5 <sup>th</sup> Edition: pgs 89-116 <b>Article Assignment:</b> No article due	<b>Project II Paper and Presentations due</b>  <b>Project III Ethical Platform Paper and Presentation prep continues</b>  “Round” Discussion/Case Analysis
<b>Class 7</b>	June 11	<b>Project III Presentations</b> <b>Lecture/Reading Assignment:</b> Chapter 6, How can a Business Organization be Made Moral? (pages 143 - 164) 5 <sup>th</sup> Edition: pgs 137-174 <b>Article Assignment:</b> TBA <b>Course Wrap up /Course Evaluations</b>	<b>Project III Ethical Platform Paper and Presentation due.</b>  “Round” Discussion/Case Analysis