

HUM300: Dimensions of Ethical Leadership

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 10-25 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Course Description and Outcomes



Course Description:

This course analyzes the role that ethics plays in effective leadership. You will understand and evaluate the ethical challenges that leaders face as they balance the demands of internal and external stakeholders and explore ways to consider ethical issues in everyday decision making and effective leadership. This course fulfills a general education humanities requirement.

Course Overview:

The coursework requires critical thinking and synthesis of formal information while enhancing your skills in analysis of ethics through case studies, videos of ethical organizational behavior, and film clips. It is important that you enhance or acquire such analytical skills so that you are able to integrate the formal information into your Portfolio Project at the end of the course. This paper will draw upon everything you have learned about ethics, and allow you to incorporate it into an ethical program of your own design as a reflection of you as an ethical leader.

Course Learning Outcomes

1. Identify the core principles that comprise ethical theories and moral philosophies.
2. Identify values of organizations, leaders, and self.
3. Describe the foundations of ethics: honesty, fairness, and integrity.
4. Examine and understand appropriate application of voluntary and mandated ethical programs.
5. Describe the role that leadership plays in ethical organization behavior.
6. Synthesize the habits of strong ethical leaders and how they apply in real-life situations.
7. Examine the impact of leaders and individuals on ethical behavior of organizations.
8. Synthesize the components of creating and managing an organizational ethics program.
9. Identify cultural factors that can impact organizational ethics.
10. Apply the framework of theory, philosophies, principles, values, and culture into effective ethical decision making.

Participation & Attendance



Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

Course Materials



Textbook Information is located in the CSU-Global Booklist on the Student Portal.

Course Schedule



Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- Mastery Exercises: Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire.
- Critical Thinking Activities: Assignments are due Sunday at 11:59 p.m. MT.

| Week # | Readings | Assignments |
|--------|---|--|
| 1 | <ul style="list-style-type: none"> • Chapters 1 & 2 in <i>Business Ethics</i> • Case: The Fall of Enron: A Stakeholder Failure in <i>Business Ethics</i> • Case: PETCO Develops Successful Stakeholder Relationships in <i>Business Ethics</i> | <ul style="list-style-type: none"> • Discussion Board (25 points) • Mastery Exercises (10 points) |
| 2 | <ul style="list-style-type: none"> • Chapter 3 in <i>Business Ethics</i> • Case: The Coca-Cola Company Struggles with Ethical Crises in <i>Business Ethics</i> • Felo, A. J. (2001). Ethics programs, board involvement, and potential conflicts of interest in corporate governance. <i>Journal of Business Ethics</i>, 32(3), 205-219. | <ul style="list-style-type: none"> • Discussion Board (25 points) • Mastery Exercises (10 points) • Critical Thinking (85 points) |

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| | (This article can be found in the Article Reserve.) | |
| 3 | <ul style="list-style-type: none"> Chapter 4 in <i>Business Ethics</i> Case: Tyco International: Leadership Crisis in <i>Business Ethics</i> Davis, H.S., & Murray, M.E. (2002). Corporate responsibility and accounting reform. <i>Banking & Financial Services Policy Report</i>, 21(11), 1-8. (This article can be found in the Article Reserve.) | <ul style="list-style-type: none"> Discussion Board (25 points) Mastery Exercises (10 points) Critical Thinking (85 points) |
| 4 | <ul style="list-style-type: none"> Chapters 5 & 6 in <i>Business Ethics</i> Case Study - Martha Stewart: A Brand in Crisis in <i>Business Ethics</i> Dunkelberg, J., & Jessup, D.R. (2001). So then why did you do it? <i>Journal of Business Ethics</i>, 29, 51-63. (This article can be found in the Article Reserve.) | <ul style="list-style-type: none"> Discussion Board (25 points) Mastery Exercises (20 points) Critical Thinking (90 points) |
| 5 | <ul style="list-style-type: none"> Chapter 7 in <i>Business Ethics</i> Case: Home Depot Implements Stakeholder Orientation in <i>Business Ethics</i>. | <ul style="list-style-type: none"> Discussion Board (25 points) Mastery Exercises (10 points) Critical Thinking (90 points) |
| 6 | <ul style="list-style-type: none"> Chapters 8 & 9 in <i>Business Ethics</i> | <ul style="list-style-type: none"> Discussion Board (25 points) Mastery Exercises (10 points) |
| 7 | <ul style="list-style-type: none"> Chapters 10 & 11 in <i>Business Ethics</i> Tarantino, D.A. (1998). Principled business leadership: Global business and the Caux Round Table at a crossroads. <i>Vital Speeches of the Day</i>, 64(18), 559-563. (This article can be found in the Article Reserve.) Case Study - Texas Instruments Creates a Model Ethics and Compliance Program in <i>Business Ethics</i> | <ul style="list-style-type: none"> Discussion Board (25 points) Mastery Exercises (10 points) |
| 8 | <ul style="list-style-type: none"> Chapter 12 in <i>Business Ethics</i> Case: Managing Ethical Missteps—Sweatshops to Leaderships in Employment practices in <i>Business Ethics</i> Boudreaux, G., & Steiner, T. (2005). Developing a code of ethics. <i>Management Quarterly</i>, 46(1), 2-20. (This article can be found in the Article Reserve.) | <ul style="list-style-type: none"> Discussion Board (25 points) Mastery Exercises (20 points) Portfolio Assignment (350 points) |

Assignment Details



This course includes the following assignments/projects:

Week 2

Critical Thinking: Coca-Cola Case Study (85 points)

Read the Coca-Cola Case Study and answer the following questions:

The Coca-Cola Company Struggles with Ethical Cases, in *Business Ethics*.

1. What role does corporate reputation play within organizational performance and social responsibility? Develop a list of factors or characteristics that different stakeholders may use in assessing corporate reputation. Are these factors consistent across stakeholders? Why or why not?
2. Assume you have just become CEO at Coca-Cola. Outline the strategic steps you would take to remedy the concerns emanating from the company's board of directors, consumers, employees, and business partners; governments; and the media. What elements of social responsibility would you draw from in responding to these stakeholder issues?
3. What do you think of Coca-Cola's environmental initiatives? Are they just window dressing or does the company seem to be sincere in its efforts?

Your responses to the questions for the case study should be submitted to the appropriate Assignment Dropbox. Format for your papers should include: 1) your name, 2) Module #, 3) Case Title, 4) the question #, and 5) the question you are answering either typed out before your answer or incorporated in your answer

Week 3

Critical Thinking: Tyco Case Study (85 points)

Read the Tyco International Case Study and answer the following questions:

Tyco International: Leadership Crisis in *Business Ethics*.

1. What role did Tyco's corporate culture play in the scandal?
2. How did Dennis Kozlowski have the opportunity to steal \$137 million in unauthorized bonuses?
3. Why is Kozlowski, now a prisoner for a long time, unrepentant about his conduct as CEO of Tyco?

Your responses to the questions for the case study should be submitted to the appropriate Assignment Dropbox. Format for your papers should include: 1) your name, 2) Module #, 3) Case Title, 4) the question #, and 5) the question you are answering either typed out before your answer or incorporated in your answer.

Week 4

Critical Thinking: Martha Stewart Case Study (90 points)

Read the Martha Stewart Case Study and answer the following questions:

Martha Stewart: A Brand in Crisis, in *Business Ethics*.

Stewart repeatedly denied any wrongdoing, despite the conviction and failed appeal, yet she still says she did nothing wrong. Is this the right strategy?

Did Stewart's actions justify the subsequent sentence to her and those around her?

Compare other executives' wrongdoings versus Stewart's. Discuss why Martha Stewart Living Omnimedia (MSLO) is or is not different from what happened at companies such as Enron and Tyco?

Your responses to the questions for the case study should be submitted to the appropriate Assignment Dropbox. Format for your papers should include: 1) your name, 2) Module #, 3) Case Title, 4) the question #, and 5) the question you are answering either typed out before your answer or incorporated in your answer.

Week 5

Critical thinking: Home Depot Case Study (90 points)

Read the Home Depot Case Study and answer the following questions:

Home Depot Implements Stakeholder Orientation

1. On the basis of Home Depot’s response to environmental issues, describe the attributes (power, legitimacy, and urgency) of this stakeholder.
2. As a publicly traded corporation, how can Home Depot justify budgeting so much money for philanthropy? What areas other than the environment, disaster relief, affordable housing, and at-risk youth might be appropriate for strategic philanthropy by Home Depot?
3. Is Home Depot’s recessionary strategy of eliminating debt and halting growth a wise one? What would you recommend to the CEO?

Your responses to the questions for the case study should be submitted to the appropriate Assignment Dropbox. Format for your papers should include: 1) your name, 2) Module #, 3) Case Title, 4) the question #, and 5) the question you are answering either typed out before your answer or incorporated in your answer.

Week 8

Portfolio Assignment (350 points)

For this project, you will create an ethical program for an organization, preferably an organization with which you are familiar. You are to develop a Code of Ethics (CoE), and provide both an explanation for why you included the components you have, accompanied with a plan for organizational education, implementation, and audit. The program should incorporate applied theory and consider the type of organization for which the CoE was developed (10-12 pages).

Your paper should follow CSU-Global APA Guidelines and contain concepts from the reading materials and application to reality-based scenarios. Your papers should also reflect student-derived insight and analysis of both materials and experiences to provide an original and thoughtful paper. Furthermore, they should include content of course materials and application of concepts to reality-based situations, and be written in a manner that will provide you with a working, professional resource in the future. You may wish to refer to the Portfolio Rubric (located under the “Course Information” link in the left navigation) to see the evaluation criteria for your paper.

This Portfolio paper is due by the end of this course. Submit it to the Week 8 Assignments page.

Course Grading



Course Grading

- 20% Discussion Participation
- 10% Mastery Exercises
- 35% Critical Thinking Activities
- 35% Final Portfolio Paper

Grading Scale and Policies

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| A | 95.0 – 100 |
| A- | 90.0 – 94.9 |
| B+ | 86.7 – 89.9 |
| B | 83.3 – 86.6 |
| B- | 80.0 – 83.2 |
| C+ | 75.0 – 79.9 |
| C | 70.0 – 74.9 |

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| D | 60.0 – 69.9 |
| F | 59.9 or below |

In-Classroom Policies

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions on your course’s Assignments page.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.