

MGMT MGMT 504: ETHICAL LEADERSHIP

Instructor: Terry Thomas
Email: trthomas@uw.edu

Course Meeting Time:
Monday & Wednesdays
6:00-7:50 / 8:00-9:50 in Paccar 392

My office hours are by appointment, as I do not have an office at UW. Meeting with students one-on-one is one of my favorite parts of the job.

COURSE OVERVIEW

For today's leader, ethically-laden decisions, opportunities, and challenges are an inevitable part of the job. Employees and customers are expecting more from organizations than ever before. As work becomes more virtual and more global, leaders must manage shifting priorities and perspectives at a rapid pace. The purpose of this course is to improve your ability to tackle these issues in a way that reflects your values.

This is primarily an ethics course, but it is not a typical ethics course. We will not spend the bulk of our time debating philosophy, theology, or what it means to be a good person. Instead, we will take a *skills-based* approach to ethics, with the goal of empowering you to tackle tough ethical issues with confidence. We will specifically work on developing four key skills:

- **Awareness:** Develop a deeper awareness of your own ethical perspective, and a deeper awareness of the ethical challenges you are likely to face in the workplace. Improve your ability to see these challenges from all sides, and in ways you haven't before.
- **Objectivity:** Avoid common biases and rationalizations that reduce our decision-making effectiveness.
- **Voice:** Learn how to act on ethical issues effectively and with confidence. Discover ways to have a meaningful impact while also keeping your job.
- **Connection:** Look beyond your own perspective to better understand those of your classmates and coworkers. Learn how to strengthen your relationships, and work with others to solve ethical challenges in a collaborative way.

COURSE READINGS

Each session will focus on a range of different issues. The readings provide a framework for analyzing and discussing these issues. You should come to class prepared to analyze the day's readings and contribute to class discussions. Most of the readings come from the Harvard course pack, which you can purchase via the link below. The remaining readings can be downloaded directly from Canvas.

COURSE PACK: <https://hbsp.harvard.edu/import/692595>

COURSE OUTLINE

Class	Date	Module	Class Topic	Readings and Deliverables
Day 1	Jan. 6	Intro	Introduction to ethical leadership	None
Day 2	Jan. 8	Building Awareness	Moral awareness	Read: Deciding what's right (Canvas)
Day 3	Jan. 13		Decision-making	Read: Nisha Anderson (Canvas) Read: Kidney case (Canvas) Submit: Reflection

				Bring: Kidney case rankings
	Jan. 15		SNOW DAY	
Day 4	Jan. 22		Faulty reasoning	Read: Moral disengagement note (Course Pack) Read: Chris and Alison Weston (Course Pack) Submit: Reflection
Day 5	Jan. 24	Taking Action	Giving voice to values	Submit: Tale of Two Stories Reflection
Day 6	Jan. 27		Whistleblowing	Read: Through the eyes of a whistleblower (Course Pack) Submit: Reflection
Day 7	Jan. 29		Field day	No reading or submission. This day is set aside for you to conduct your in-person interviews outside of class
Day 8	Feb. 3	Dealing with Roadblocks	Conflicts of interest	Read: Against the grain (Course Pack) Read: First class noticer (Course Pack) Submit: Reflection
Day 9	Feb. 5		Cross-cultural issues	Read: Kirat Housing (Course Pack) Submit: Reflection
Day 10	Feb. 10		Managing stress	No reading or submission. I recommend spending some time writing your field reports and personal ethics statements
Day 11	Feb. 12	Managing Employees and Customers	Employment contracts	Read: Note on employment at will (Course Pack) Read: Kathryn McNeil (Course Pack) Submit: Reflection
Day 12	Feb. 19		Employee diversity	Read: Why diversity programs fail (Course Pack) Bring: Laptop
Day 13	Feb.24		Peer feedback day	Bring: Drafts of your field report and personal ethics statement
Day 14	Feb. 26		Customer rights	Read: Trek-ation (Course Pack) Submit: Reflection
Day 15	Mar. 2		Building high-quality connections	No reading. I recommend spending some time finalizing your field reports and personal ethics statements. Submit: Ethical Leader Field Report by midnight
Day 16	Mar. 4	Developing Strategy	Social Impact and Corporate Social Responsibility	Read: Strategy and Society (Course Pack) Read: Unilever's new global strategy (Course Pack) Submit: Reflection
Day 17	Mar. 9		Ethics in the News	Submit: Reflection on an ethics news story of your choice Submit: Personal Ethics Statement by midnight
Day 18:	Mar.11		Course wrap up and review	No reading

WORKLOAD AND GRADING

This course is graded out of a possible 100 points. In accordance with Foster policy the class median will be between 3.3 and 3.5. Your grade is determined by five components.

Graded Component	Due Date	Points
Case Reflections	By 6:00pm the day of each class	20
Ethical Leader Field Report	March 2, 11:59pm	20
Personal Ethics Statement	March 9, 11:59pm	10
Final Exam	March 18, 11:59pm	40
Course Engagement	N/A	10

1. Case Reflections (20 points total, 2 points each)

On days when a case reading is assigned, you will be required to submit a case reflection before 1:30pm the day of class. The goal of the case reflections is to deepen and personalize your perspective on each ethical dilemma through disciplined introspection. Submissions that demonstrate careful reading and thoughtful reflection will receive 2 points. Submissions that suggest limited reflection will receive 1 point. Reflections not uploaded by 1:30pm will receive 0 points. Each reflection should be approximately 250 words. Reflection questions are provided on Canvas. I recommend submitting your reflections directly in the Canvas word editor.

2. Ethical Leader Field Report (20 points)

To better understand the ethical dimension of business, it's important to get out of the classroom and into the real world. In this field report, you will conduct an in-person interview with an individual that you consider to be an ethical leader and submit a 4-page summary of your experience. I ask you not to interview the closest people in your life, such as parents, spouses or other family members. However, anyone else is fine. Additional assignment details will be discussed in class.

3. Personal Ethics Statement (10 points)

As part of this class, I will ask you to write a personal ethics statement to help you clarify your values and the type of person you aspire to be. The statement should be about one double spaced page long. Additional assignment details are on canvas, and will be discussed in class.

4. Final Exam (40 points)

The exam is open book and open notes, but timed, so it's imperative that you have a working knowledge of all the material we've covered in class to do well on the exam. You will have two hours to take the exam. It will consist of several essay questions.

5. Course Engagement (10 points)

Engagement doesn't mean just talking a lot. It involves being fully invested in the material and conversations we have each class. The engagement grade is based on three factors:

- **Show up.** I can't stress enough the importance of showing up to class. You simply can't get everything out of an ethics class by doing the readings and assignments.
- **Prepare.** I expect that you will carefully read the background notes and cases before class. Otherwise, you won't be able to fully engage with the material or contribute during class.
- **Join the conversation.** We will have these conversations in a variety of formats, using small groups and as an entire class, all of which you are expected to engage with.

At the end of the quarter you will be asked to provide a self-evaluation of your participation, intended to provide you with a voice in my assessment of your final course engagement grade.

OTHER POLICIES

Lecture Slides and Recordings

I will post the lecture slides on Canvas after each classroom session. Although having the slides during the lecture might seem like a good way to learn the material, experimental evidence indicates that this approach actually impairs learning by shifting you toward a more passive mindset. Taking notes in class is a terrific way to encode the class material. Passively flipping the page after every six slides is not. All of my slides are numbered in the lower corner. My advice is that you take notes during class tagged with these numbers, and then match them up with the slides when you download them after class.

No Laptops or Cell Phones

Laptop computers and tablets must be turned off and put away during class. Non-class-related work is simply too tempting for some to use them completely constructively. It's fun to surf the web and read e-mail the moment it arrives in your inbox, but it also doesn't create the ideal learning environment. If you prefer to keep notes on a computer, you will learn the material better if you take notes on paper during class and then quickly transcribe them afterward. All cell phones must also be turned off and put away during class. An exception to these rules is made on specific days of class, outlined in the syllabus, where a laptop or phone will be needed to complete specific class exercises.

Student Conduct

I employ the policies espoused by the Foster School of Business Honor Code to maintain academic integrity in the course. The Honor Code of the Foster School of Business expressly prohibits cheating, attempted cheating, plagiarism, and lying to administration or faculty as it pertains to academic work. Suspected violations will be referred to the Foster Honor Council.

Special Needs

If you have special needs due to a physical, emotional, or learning disability, immediately contact me. I will accommodate students' special needs to the best of my ability, but please notify me in advance. Students with disabilities should contact Disability Resources for Students to develop reasonable accommodations: 543-8924 (voice) or 543-8925 (TTY), or email uwdrs@uw.edu.