

MGMT 504: ETHICAL LEADERSHIP

Professor: Ryan Fehr
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Course Meeting Time:
Tuesdays & Thursdays
1:30-3:20 / 3:30-5:20

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 global, leaders must manage shifting priorities and perspectives at a rapid pace. The challenge for ethical leaders is to tackle these issues while keeping their values front-and-center in every decision they make.

This is primarily an ethics course, but it is not a typical ethics course. We will not spend the bulk of our time debating what it means to be a good person or imploring you to behave in a certain way. Instead, we will take an interdisciplinary, *skills-based* approach to ethics, with the goal of mastering the skills you need to become an ethical leader. We will specifically work on developing four key skills:

- **Self-Awareness:** Develop a deeper understanding of your own values, and of how you tend to see 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 psychological 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.

INSTRUCTOR OVERVIEW

Ryan Fehr is an Associate Professor and Michael G. Foster Faculty Fellow, based in the Department of Management. He has worked everywhere from a small startup to a multinational HR firm, and received his PhD in organizational psychology from the University of Maryland. In his role as an ethics professor, he has worked with organizations ranging from San Francisco-based design firm IDEO to China's largest producer of airline food. His work has been featured in news outlets such as the *New York Times* and *Wall Street Journal*, in bestselling books such as Marie Kondo's *Joy at Work* and Dan Pink's *When*, and in less-good-selling books such as the *Dummies Guide to Getting a Job After 50*. He lives in Capitol Hill with his wife and 2½-year-old daughter, photos of whom he'll probably try to shoehorn into the class more than once.

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. About half 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.

<https://hbsp.harvard.edu/import/742504>

COURSE OUTLINE

Class	Class Topic	Readings	Deliverables
Day 1: Oct. 1	Introduction to ethical leadership	Read: How will you measure your life? (Canvas)	Submit: Course worksheet by Sept. 25 th
Day 2: Oct. 6	Decision-making I	Read: Deciding what's right (Canvas)	Submit: Quiz
Day 3: Oct. 8	Decision-making II	Read: Kidney Case (Canvas) Read: Nisha Anderson (Canvas)	Submit: Quiz Submit: Facilitator Schedule (one per group)
Day 4: Oct. 13	Moral disengagement	Read: Moral disengagement note (Course Pack) Read: Chris and Alison Weston (Course Pack)	Submit: Quiz Submit: Case Reflection
Day 5: Oct. 15	Ethics Group Discussion I: Making the right decision		Submit: Group Discussion Reflection Submit: Debrief <i>*after class*</i>
Day 6: Oct. 20	Giving voice to values	Read: Is this my place? (Canvas)	Submit: Quiz
Day 7: Oct. 22	Whistleblowing	Read: Through the eyes of a whistleblower (Course Pack)	Submit: Case Reflection Submit: Quiz <i>*after class*</i>
Day 8: Oct. 27	Ethics Group Discussion II: Speaking up		Submit: Group Discussion Reflection Submit: Debrief <i>*after class*</i>
Day 9: Oct. 29	Cross-cultural issues	Read: Values in Tension (Canvas) Read: Standco (Canvas)	Submit: Quiz
Day 10: Nov. 3	Conflicts of interest	Read: Dr. Drug Rep (Canvas) Read: First class noticer (Canvas)	Submit: Quiz Submit: Case Reflection
Day 11: Nov. 5	Managing stress, anxiety, and trauma	Read: Growth after trauma (Canvas)	Submit: Quiz
Day 12: Nov. 10	Ethics Group Discussion III: Ethics in tough situations		Submit: Group Discussion Reflection Submit: Debrief <i>*after class*</i>
Day 13: Nov. 12	Diversity, inclusion, and allyship	Read: Why diversity programs fail (Canvas) Watch: Unconscious bias training (not required, but recommended if you didn't attend this session last year)	Submit: Quiz
Day 14: Nov. 17	Employment contracts	Read: Kathryn McNeil (Course Pack) Read: Employment at Will (Course Pack)	Submit: Quiz Submit: Case Reflection
Day 15: Nov. 19	Ethics Group Discussion IV: Leading in a diverse world		Submit: Group Discussion Reflection Submit: Debrief <i>*after class*</i>
Day 16: Nov. 24	Customer rights	Read: Trek-ation (Course Pack) Read: Hurricane Charley (Canvas)	Submit: Quiz Submit: Case Reflection
Day 17: Dec 1	Building high-quality connections		Submit: Quiz
Day 18: Dec. 3	Social impact	Read: Strategy and Society (Canvas)	Submit: Quiz Submit: Personal Ethics Statement
Day 19: Dec. 8	Ethics Group Discussion V: How to have a social impact		Submit: Group Discussion Reflection Submit: Debrief <i>*after class*</i>
Day 20: Dec. 10	Course wrap-up / Peer feedback ethics group discussion	Read: Building an Ethical Career (Canvas)	Submit: Group Discussion Reflection

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	Before class	10
Group Discussion Reflections and Debriefs	Before class	18
Quizzes	Before class	13
Personal Ethics Statement	December 3rd by 11:59pm	9
Ethics by Design Team Paper	December 14 th by 11:59pm	30
Course Engagement	N/A	20

1. Case Reflections (10 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 before class will receive 0 points. Each reflection should be approximately 250 words. Reflection questions are provided on Canvas and in the deliverables document.

2. Group Discussion Reflections and Debriefs (18 points total, 3 points each)

Six times during the quarter, you will be meeting in assigned ethical discussion groups. These group discussions are meant to complement the in-class experience, providing you with an opportunity to have an in-depth conversation about important ethical issues in a peer-focused setting. As a prompt for these meetings, you will be asked to offer a reflection on an important foundational issue as it relates to ethics at work. These reflections will be longer than the case reflections. Each should be 500 words on average. Submissions that demonstrate careful reading and thoughtful reflection will receive 2 points. Submissions that suggest limited reflection will receive 1 point. Reflections not uploaded before class will receive 0 points. Debrief surveys receive 1 point when completed on time, and 0 points when not completed on time. Reflection questions are provided on Canvas and in the deliverables document.

3. Quizzes (13 points total, 1 point each)

For most classes, you will be required to complete a brief quiz on the asynchronous video content and any readings for which you are not already writing a reflection. These are usually 4 question quizzes, with each question worth .25 points. Note that these quizzes must be taken independently. Any sharing of answers with classmates is a violation of the Foster School's Code of Conduct Guidelines. Quizzes will be opened on a rolling basis. Generally speaking, I will open each quiz a week before it is due.

3. Personal Ethics Statement (9 points)

As part of this class, I will ask you to write a personal statement, which focuses on your future self. It will have two components. First, it will ask you to reflect on your legacy. Second, it will ask you to reflect on the principles and values that are most important to you and will help you realize your legacy. The statement should be about 2-3 double-spaced pages long. Additional assignment details are on canvas and will be discussed in class.

4. Ethics by Design: Team Paper (30 points)

In lieu of a final exam this final team project will ask you to use what you have learned in this class to propose how an existing organization might be redesigned to encourage more ethical behavior and deeper social impact.

This paper is intended to represent the culmination of what you have learned in the class. As such, the paper will be graded on your ability to effectively and creatively apply course principles toward creating more ethical and impactful organizations. The paper should be about 10 double-spaced pages long. Additional assignment details are on canvas and will be discussed in class.

5. Course Engagement (20 points)

Engagement doesn't mean talking a lot. It involves being fully invested in the material and conversations we have each class. Two factors go into your course engagement grade. Half of your grade (10 points) will be decided by a peer assessment of your contributions to your ethics group discussions and final paper. The other half of your grade (10 points) will be determined by the quality of your contributions to the class overall. Note that this inevitably requires your attendance and active participation in our synchronous course content.

Policy on Late Assignments

Notify me BEFORE an assignment is due if an urgent situation arises and you cannot submit an assignment by the due date. Published assignment due dates (Pacific Standard Time—PST) are firm. Please follow the appropriate University policies to request an accommodation for religious observances. Case reflections, group discussion reflections and debriefs, and quizzes/exercises are designed to be completed by the due time/date and will not be accepted late. The personal ethics statement and ethics by design papers will be penalized 20% for each day they are late (20% penalty when up to 24 hours late, 40% penalty when 24-48 hours late, etc.).

Policy on Incompletes

An Incomplete may be given only when the student has been in attendance and has done satisfactory work to within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control.

OTHER POLICIES

Video Recordings

Through Panopto, I will be posting short videos on canvas throughout the quarter. I will also post recordings of our live Zoom sessions after each class. To ensure student confidentiality, please do not share any of the course videos with anyone outside of our class.

Student Conduct

This program employs the principles and procedures espoused by the [University of Washington Community Standards and Student Conduct guidelines](#) to maintain academic integrity in the course. The Code establishes the expectation that students will practice high standards of professional honesty and integrity.

Notably, the Code at the Foster School of Business prohibits cheating, attempted cheating, and plagiarism—including improper citations of source material—as it pertains to academic work. Suspected violations will be handled in compliance with the [University of Washington Student Conduct Code](#) as outlined in [Washington Administrative Code 478-121](#).

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.

Copyright

The course content is for educational purposes only and are to be used only by the student enrolled in the course. All rights reserved. No part of this course may be reproduced, distributed, or transmitted in any form or by any means, including photography, video recordings, screen shots, or other electronic or digital methods, without the prior written permission of the instructor.

Access and Accommodations

Your experience in this course is important. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at:

Website: <http://depts.washington.edu/uwdrs/>
Guide: [Getting Started / Accessing Resources](#)
Email: uwdrs@uw.edu
Phone: 206-543-8924
Fax: 206-616-8379

Student Grievance Procedure

For more information about the Student Grievance Policy, please visit <https://grad.uw.edu> and/or the program office.

Non-Discrimination Policy

For more information about the Non-Discrimination Policy, please visit <https://grad.uw.edu> and/or the program office.

Grading Process

All grading will be done anonymously, using Canvas's anonymization tools to ensure fairness in the grading process. Any materials with names will be anonymized by the teaching assistant before I grade them.

Religious Observance Accommodation

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form (<https://registrar.washington.edu/students/religious-accommodations-request/>).” For more information about the Religious Observance Accommodation Policy, please visit the program office.

FERPA

Portions of this course are scheduled to run synchronously at your scheduled class time via Zoom. These Zoom class sessions will be recorded. The recording will capture the presenter's audio, video and computer screen.

Student audio and video will be recorded if they share their computer audio and video during the recorded session. The recordings will only be accessible to students enrolled in the course to review materials. These recordings will not be shared with or accessible to the public. The University and Zoom have FERPA-compliant agreements in place to protect the security and privacy of UW Zoom accounts. Students who do not wish to be recorded should (1) change their Zoom screen name to hide any personal identifying information such as their name or UW Net ID, and (2) not share their computer audio or video during their Zoom sessions.

For more information about the University's FERPA policy, please visit <https://grad.uw.edu> and/or the program office.

Tech Support

For network use policies, please read the University of Washington's [Student Use of UW Computing Resources Policy](#). To monitor the status of campus networks and services, visit <https://eoutage.uw.edu/>. For canvas support, visit <https://itconnect.uw.edu/learn/tools/canvas/canvas-help-for-students/>

Syllabus Purpose and Disclaimer

This syllabus serves as a guideline for what to expect in this course and an implicit agreement between the instructor and the student. Before contacting the instructional staff, please review these documents first to see if your question is addressed. Every effort will be made to avoid changing the course schedule, but adjustments may be necessary to accommodate errors, omissions, or unforeseen events (such as weather events). In the event changes are made to the syllabus, students will be informed on the course website and via email. It is your responsibility to be aware of these changes, so please check your email and the course site often.