

Morality and Leadership

MGT 315

Spring 2008

Scott Cormode
scott.cormode@cgu.edu
(626) 304-3773

Purpose: The purpose of the course is to help students understand the moral and ethical implications of their leadership choices. Every leader feels the tug of competing commitments, just as every job has inherent contradictions. How is a leader to lead in the midst of these embedded tensions?

Premise: Each student will come with her or his own beliefs and values. The course is not designed to impose a set of values. It will, however, help students lead with integrity – where integrity is defined as acting so as to embody one's beliefs and values.

Structure: In the first third of the course, we will examine many of the standard leadership models – paying particular attention to the moral and ethical assumptions built into each one. In the middle weeks of the course, each student will describe which of these models fits her or his own way of leading and then explain how she or he will handle the embedded tensions built into that model. In the final weeks of the course, each student will look at a particular industry or business in order to assess the competing commitments that a manager in that industry or business faces each day.

Format: The class meets each week for three hours, with each class meeting containing three segments: a discussion of the week's reading, a lecture or formal presentation, and some creative endeavor (usually the working of a case study). **Attendance is mandatory**; absences will hurt your grades. Indeed, **students with more than two absences will not pass this class**.

Weekly Assignments: You will be expected to complete the week's reading before class. Usually there will be articles or sections of books to read. You should take notes and reflect on the reading; simply reading the words is not enough.

Each week you will write a 500-word (one single-spaced page) paper discussing the week's reading. The focus of the writing should be on (a) synthesizing the ideas in the readings, and (b) applying those ideas to the realm (i.e. organizational field) that you know best. Please turn the paper in by **8AM on Tuesday** (i.e. the day before the class meets). I will grade them and return them to you at the beginning of class. You may turn the paper in through any number of channels: email it to me (scott.cormode@cgu.edu), fax it to me (626-584-5251), or send a carrier pigeon. It really does not matter how I get the paper, so long as I get it in time to read it before class.

There are three reasons for having you write weekly papers.

1. It makes you a better learner because it provides an opportunity to reflect on the readings: that is, to synthesize the material and to apply it to a setting you know well.
2. It makes me a better teacher because I will know from reading your reflections what issues matter most to class members and what concepts may need special attention.
3. It prepares you for leadership because it challenges you to present your ideas clearly and succinctly.

Grading: 33% weekly writing assignments, 33% midterm project, 33% final project

PLEASE NOTE: This is a **preliminary schedule**. I highlight the tentative nature of the schedule for good pedagogical reasons. I believe that each course should be, as much as possible, tailored to the needs of the specific students in that semester's class. To that end, I expect to spend part of the first two weeks getting to know the work experiences and learning goals of those of you in this class. I then plan to re-design the case assignments and some of the article readings after the second week of class. Please understand that the books you purchased will remain the texts for the course. The emphases, however, will change as I mold this course to your needs.

Date	Reading Assignment
Jan 23	Introduction
Jan 30	<p>Chris Argyris, "Teaching Smart People How to Learn," <i>HBR</i> (May 1991) Peter Drucker, "What is Business Ethics?" <i>The Public Interest</i> (Spring 1981) 18-36 Joseph Badaracco, "Business Ethics: Four Spheres of Executive Responsibility," <i>California Management Review</i> 34:2 (Spring 1992) 64-79 Joseph Badaracco, "The Discipline of Building Character," <i>HBR</i> (March-April 1998) Reprint #98201</p> <p>Special Writing Assignments: (in addition to your reflection papers)</p> <ol style="list-style-type: none"> 1. Each student will bring a summary of his/her work experience and summarize the business/industry they know best. 2. Please describe on a separate sheet one recent success and one recent incident where you believed that you failed.
Feb 6	<p>Joseph Badaracco & Richard Ellsworth, <i>Leadership and the Quest for Integrity</i> (Boston: HBS Press, 1989) 3-91 Richard Ellsworth, <i>Leading with Purpose</i> (Stanford Business Books: 2002) Chapters 5 & 6</p>
Feb 13	Bolman & Deal, <i>Reframing Organizations, 3rd Edition</i> (Jossey-Bass, 2003 [1991]) Part Two and Part Three
Feb 20	Bolman & Deal, <i>Reframing Organizations</i> , Part Three and Part Four
Feb 27	Edgar Schein, <i>Organizational Culture and Leadership</i> (Jossey-Bass, 1992)
March 5	<p>Max De Pree, <i>Leadership is an Art</i> (Dell, 1989) Max De Pree, <i>Leadership Jazz</i> (Dell, 1992)</p>
March 12	Midterm Projects Due
March 19	No Class – Spring Break
March 26	<p>The Ethics of Conflict William Ury, <i>Getting Past NO</i> (New York: Bantam, 1993) Roger Fisher and William Ury, <i>Getting to YES</i> (Penguin, 1981)</p>
April 2	<p>The Ethics of Diversity Robin Ely & Deborah Meyerson, "Theories of Gender in Organizations," in <i>Research in Organizational Behavior</i>, ed. by Staw & Sutton (2000) 103-151 Robin Ely, Debra Meyerson, and Martin Davidson, "Rethinking Political Correctness," <i>HBR</i> (September 2006) Stella Nkomo and Taylor Cox, "Diverse Identities in Organizations," in <i>Handbook of Organization Studies</i> (Sage, 1996) 338-356</p>
April 9	<p>Ethics of an Industry: Atul Gawande, <i>Complications</i> (NY: Picador, 2002) Introduction, Chapters 1, 3, 5 Atul Gawande, "The Bell Curve," <i>New Yorker</i> (Dec 6, 2004)</p>

April 16	Present Preliminary Projects
April 23	No class – Work on Final Projects
April 30	Final Project Presentations – Group #1
May 7	Final Project Presentations – Group #2

Required Books:

Joseph Badaracco & Richard Ellsworth, *Leadership and the Quest for Integrity* (Boston: HBS Press, 1989)

Lee Bolman & Terrance Deal, *Reframing Organizations, 3rd Edition* (Jossey-Bass, 2003 [1991])

Max De Pree, *Leadership is an Art* (Dell, 1989)

Max De Pree, *Leadership Jazz* (Dell, 1992)

Richard Ellsworth, *Leading with Purpose* (Stanford Business Books: 2002)

Roger Fisher and William Ury, *Getting to YES* (Penguin, 1981)

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