



MLS - Masters of Leadership Studies

**The University of Texas at El Paso
College of Liberal Arts
Master of Arts in Leadership Studies
Program Syllabus – Spring 2020;**

Course: MLS 5351 Ethics and Leadership

Meets: Tuesday 5:00-8:00 p.m. Via zoom**

Instructor: Areli Chacón Silva, Ph.D.; achaconsilva@utep.edu; (915) 667.6326

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Office Hours: Tuesday-Thursday 11:00–13:00, or by appointment

*This syllabus is subject to change at my discretion to meet students' instructional needs and/or to accommodate time constraints.

Required Text(s):

Johnson, C.E. (2017). *Meeting the ethical challenges of Leadership: Casting light or shadow*, 6th Ed. Thousand Oaks, CA: Sage Publications.

Literature review: There will be additional assigned readings from the professional and research literature.

Strongly recommended:

Yin, R.K. (2013). *Case Study Research: Design and Methods*, 5th Ed. Thousand Oaks, CA: Sage Publications.

Course Description: Requires students to study a leader or leadership situation in which the use, or absence, of ethical behaviors was critical and paramount. Course will include readings in ethics, in addition to materials used in previous courses, as preparation for completion of the capstone project.

Learning Objectives: The course intends to integrate Master of Leadership Studies Program (MLS) coursework with the examination of ethical leadership: to model effective leadership, including teaching, mentoring, and coaching; and to successfully complete a capstone project (more fully described in the Performance Assessments section of this syllabus).

By the end of the class you will be able to:

- Understand and analyze the elements of leader character, ethical standards, and ethical decision-making.



- Identify ethical organizational climates and the characteristics of ethical followers.
- Know and practice principles, guidelines and ethical standards regarding collegial and professional collaborations.
- Students will analyze a historical event which presented a leadership challenge using knowledge gained from each of the previous Leadership Studies courses and must recommend a course of action they believe would have avoided the problem or would at least ameliorate the problem's negative consequences
- Design, conduct, and write a research-based case study on a leader or leadership situation with a focus on ethical issues; analyze the ethical questions inherent in the case employing concepts and frameworks from this and previous MLS courses.

Course Expectations: To create and maintain a positive learning environment, you are expected to take responsibility for your learning and play an active role in developing your academic skills and your own leadership development. To this end, you are each expected to aspire to excellence.

- **Nature of the course:** This course is a hybrid also known as a blended class, which means that seat time is reduced: part of the regular class meetings will be in the classroom, while some will take place on the course Blackboard. The purpose of a course organized in this fashion is to: a) give you more time and flexibility for in- depth reading, reflection, and discussion of course topics and b) provide the flexibility for working professionals to complete two intensive graduate courses within 8 weeks and thus complete degree requirements more quickly than with traditional formats.
- **Deporment:** Emergencies do arise and you do not need to call me if you are going to be absent; however, I appreciate an e-mail notification before class, if possible, or soon after. Arrange with your colleagues to exchange any class information that is not on the course Blackboard site. Because many discussions will take place during our class meetings (via zoom), please be sure to listen (and refrain from talking) when another is speaking about class-related issues. Just as you are expected to know and practice academic civility, you are also expected to know and use appropriate Netiquette (see: <http://www.albion.com/netiquette/corerules.html>) for all on-line interactions.

If you experience an extraordinary situation during the semester, one that may preclude you from completing the course, see me as soon as possible so that we may discuss options for you.



- **Plagiarism:** Plagiarism means using someone else's work without giving that person direct credit. This includes using written text from any source or another's ideas. Academic dishonesty is an affront to the pursuit of knowledge and a student's integrity. Acts of plagiarism and other forms of academic dishonesty are serious and will be dealt with according to UTEP's policy. Graduate students are expected to be cognizant of and adhere to university policies and professional codes of behavior regarding academic integrity and ethics. If you have questions about what constitutes academic dishonesty, speak to me or refer to the UTEP Graduate Catalog or the APA Manual.
- **Assignments:** It is expected that out-of-class written assignments will be typed (word processed – 12" font) using APA (6th edition) format (Sample paper available at: https://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf), free of mechanical errors, and adhere to standards of professional writing.

You should keep a copy of every assignment. Keep all returned assignments until the end of the semester. Read the directions for assignments carefully, budget your time, and start early on each assignment so you are finished and have time to **proofread** and **edit** before due dates. Starting early will allow you enough time to take your assignments through multiple drafts and to devote rigorous thought to them.

An assignment that does not adhere to the directions will not receive a passing grade. If you have any questions, or if you do not know what any of the grading criteria refer to, please ask. I am available by E-mail almost anytime between the hours of 9:00 a.m. and about 10:00 p.m. and will respond as quickly as possible.

- **Disabled Student(s):** If you have or believe you have a disability which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the Disabled Student Services Director. You may call 915.747.5148, visit the Disabled Student Services Office (DSSO) website at: www.utep.edu/dssso, or the DSSO office in 108 East Union Building. Students who have been designated as disabled must reactivate their standing with the DSSO on a yearly basis.

Performance Assessments: To be eligible for a course grade, the student must complete **all** the requirements listed below.

- **Read the text** and other assigned readings. Participate **positively** in class, group, and on-line activities.



- Each student will design, conduct, and write a research-based **case study** on a leader or leadership situation in which the use, or absence, of ethical behaviors was critical and paramount. The topic must be pre-approved by the instructor. To that end, students will develop a research proposal for submission by the third class meeting. The proposal will guide discussion and help refine the study. Sample guiding research questions and suggested resources for the case study will be provided. The recommended Yin text will be particularly helpful with this assignment. You are encouraged to draw from readings in ethics, films related to the ethical issue(s) related to your case study, and materials from your previous courses in completion of the capstone project. You may elect to collect original research material/data (e.g., interviews, administer a survey). Note that if you think you will ever use the paper for anything beyond course requirements (e.g., publish, present at any professional meeting), it will be necessary to obtain appropriate clearance from your employer and UTEP's Institutional Research Board.

The writing standard is simply: the case study should be of publishable quality – one suitable for presentation at a professional conference or published in a professional journal. There is **NO** mandatory page length; however, it is unlikely you can do justice to your topic in fewer than about 15 pages – if you decide to submit the case study to a professional journal, most will not accept manuscripts longer than about 25 pages. So aim for a finished product in the 15-25 page range, **excluding** cover page, abstract, reference page, and any appendices. Your case study will be written in narrative format and you will share a synopsis with your classmates (see final assignment described below).

- As a leader who is growing both as a scholar and a practitioner, you will be expected to mentor, coach, consult, teach, and lead others. In this role, each of you will prepare and serve as **session leader** for a chapter from the Johnson text. You will be in charge of class for about 25-30 minutes. The session should help the class grasp the essence of the topic. The session should be developed and delivered in a manner appropriate for a professional development session for other leaders or a presentation at a professional conference. It is **NOT** a briefing and it is not a training session, so do not regurgitate the chapter contents, rather engage your classmates, and me, in actively learning the key concepts. We should all be doing something not just listening. For example, you may lead a Socratic dialogue; if you choose that format, it will be critical that everyone has pre-read the chapter, so give your classmates a heads-up at least a week before. Other possible formats include dividing the class into teams and having them debate the topic. [Again, that means everyone must pre-read and come to class prepared. So if you have an assignment, send it to me/instructor to post to Blackboard or send an e-mail to everyone.] Or you may have the class write a response to one of the chapter's discussion questions, discuss in small groups,



and then report out to the large group; show a brief (not to exceed about 5 minutes) video clip related to the chapter topic, pose questions, have students discuss in small groups as you monitor, then lead a large group discussion. These are only some possible options – **BE CREATIVE**. (Assessment rubric posted at class Blackboard site).

- **Assignment Sign-up Instructions:** An assignment sign-up spreadsheet will be available in class the first session and a blog posted in the course Blackboard site. Please place your name indicating your preferred Chapter or reading. Dates will be assigned on a first-come, first- served basis so if it’s important for you to avoid a particular date, sign-up quickly! In any event, do sign-up before the second class meeting.
- In lieu of a final examination, post a brief **Power Point** presentation to the course Blackboard site. It should include: 1) the abstract of your capstone case study; 2) an outline of research design; 3) findings; 4) final thoughts (could be what you learned, recommendations for additional research, etc.); and 5) any other brief statement or bullets you’d like to include. Each student will be expected to review classmates’ posting and comment (positively) on two or more.

A grade of “Incomplete” (I) will not be given unless documented evidence of inability to complete the course work is provided.

- **Grading Scale:** A = 90-100% (excellent), B = 80–90% (superior), C = 70-79% (competent), D = 60-69% (below competent), F = 0-59% (failing).

Grades will be arrived by summing points earned on the following assignments:

Assignment	Points
1. Attendance, Preparation & Participation**	10
2. Case Study Proposal	10
3. Case Study Report	50
4. Case Study Power Point	10
5. Session Led	20
TOTAL POSSIBLE	100

**All assignments will be assessed in relation to the *depth and thoughtfulness* of your work, the *quality* of your participation, preparation, and completion of all activities, and the *quality and clarity* of your writing.

If you have any questions, please do not hesitate to contact me at your earliest convenience at achaconsilva@utep.edu



Course Calendar:

Week/ Session:	Discussion Topic(s)	Assignment(s)	Due on This Date
March 23	Course orientation, syllabus requirements, teaching/leading a class session.	Read syllabus, explore blackboard home page	Sign up for session leader date
March 31 st	The Leader's Light or Shadow Stepping Out of the Shadows;	Read Johnson Introduction, Chapters 1 and 2, Case Study: <i>The fall of Enron, HBS</i>	Identify tentative case study topic. Preliminary research design (one-page outline)
April 7	The Leader's Character Combating Evil General Ethical Perspectives	Chapters 3, 4, and 5	Final research design due
April 14	Ethical Decision Making & Behavior Exercising Ethical Influence Normative Leadership Theories	Chapters 6, 7, and 8	One-to-one conferences on your case studies.
April 21	Building an Ethical Small Group Creating an Ethical Organizational Climate Meeting the Ethical Challenges of Leadership	Chapters 9, 10, and 11	Bring research notes and rough beginning of case study for research & writing conversations.
April 28	Ethical Crisis Leadership	Chapter 12	Bring work-in-progress for one-to-one conferences on your case studies.
May 5	Discussion of Ethical Case studies. Examples of well-written case studies; final power point presentation content.		Bring work-in-progress; we will conference as needed; early release for research and writing time.
May 12	One-to-one conferences on your case studies	Post your Power Point presentation to Blackboard	Deadline midnight, Sunday May 10 th , 2020