

**ETHICAL LEADERSHIP AND CRITICAL REASONING  
MANA 6A25 -- SPRING 2023**

---

**Nikhil Celly, Ph.D.  
315 D Melcher Hall  
Email: [ncelly@uh.edu](mailto:ncelly@uh.edu)**

---

**COURSE OBJECTIVES**

This course is based on the proposition that leading well requires thinking well--that is, in order to succeed in a leadership role, one must learn, exhibit, and model critical thinking skills to stakeholders such as colleagues, supervisors, senior executives, and customers. In addition, leading well requires understanding the responsibilities of leaders in creating and maintaining ethical decision making in their firms. Furthermore, the course will identify, analyze and develop the many ways in which managers can and do voice and implement their values in the face of countervailing pressure at work. A character-based leadership model is also proposed as a foundation for effective value-based leadership.

**REQUIRED READINGS**

**Free materials:**

- Markula Center For Applied Ethics - [www.scu.edu/ethics/practicing/decision](http://www.scu.edu/ethics/practicing/decision)
- “Giving Voice to Values” articles, exercises and cases (on Blackboard)
- Other readings (on Blackboard)

**Materials to purchase:**

- Individual Case: To be posted later in the term.
- Leadership Character Insight Assessment (LCIA):
  - The LCIA is an online assessment published by SIGMA Assessment Systems, Inc.
  - To purchase the assessment, please follow this link:  
<https://www.sigmatesting.com/isapi/stselfpurchase.dll?ST=HLQHMRH>
  - The LCIA is around \$50 and you can pay by Visa, American Express, or MasterCard. You will receive your results as soon as you complete your assessment.
  - View a sample report, <https://www.sigmaassessmentsystems.com/wp-content/uploads/2017/01/LCIA-Self-Leader-Sample-Report.pdf>

**COURSE EVALUATION**

<b>Assignment</b>	<b>Points</b>
Group Exercise: Current event post	30
Individual Discussions:	30
Individual Case Analysis	40
<b>Total</b>	100 points

A	100-93 %	C+	79-77
A-	92-90	C	76-73
B+	89-87	C-	72-70
B	86-83	D	69-60
B-	82-80	F	59- 0

## 1. Group Exercise: Current event post

I will be assigning students to groups where each group will be expected to find a current event that illustrates a business ethics problem, a failure of leadership or example of exemplary leadership or a failure of critical thinking. The group paper (one page single spaced) will summarize the issue, providing the rest of the class with enough information for them to conduct an analysis and draw a conclusion; you should conclude with questions for the class to ponder. Since you are finding a current event, you will be accessing information other than the assigned readings, therefore the URL's (or complete citation if it is a magazine article or book) for all outside material used must be provided at the end of the post. This assignment is worth 20 points and is due by 11:59 pm on the specified Sunday and must be posted in the Discussion section on Blackboard. There will be four such groups formed and four Current event paper posts. See BB for dates.

## 2. Discussions:

These should be about 200 words for your own posts, and about 100 words when replying to others.

### Comments on Current Event posts

The rest of the class (the authors of the post are **not** expected to comment) will post an observation or thought-provoking comment about the current event and the analysis. **If you do additional reading and reference that reading, you must provide the URL at the end of your post.** The current event should be analyzed making use of the tools or methods read about for the class and I should see those referred to in the post. You should also reply to one other colleagues post for maximum points. These replies are worth up to 6 points where:

0-1 pt – compliment, repetition of already known information, or meaningless comment.

2-4 pts – made a worthwhile comment, asked an interesting question and answered it, or reframed the current discussion.

5-6 pts – made an insightful comment, demonstrated critical thinking, asked “why” and did some additional reading in an attempt to answer the question, or provoked an entirely new train of discussion.

### Comments on readings and exercises

These should make use of the tools or methods read about for the class and I should see those referred to in the post. You should also reply to one other colleague's post for maximum points. These replies are worth up to 6 points where:

0-1 pt – compliment, repetition of already known information, or meaningless comment.

2-4 pts – made a worthwhile comment, asked an interesting question and answered it, or reframed the current discussion.

5-6 pts – made an insightful comment, demonstrated critical thinking, asked “why” and did some additional reading in an attempt to answer the question, or provoked an entirely new train of discussion.

Note: I will use the five highest (worth 6 points each) and drop the lowest two of the 7 discussions towards your final grade.

### 3. Individual Case Analysis (40 points)

I will assign a mini-case as an individual take-home project. You will have 2 weeks to analyze the case and submit your case write-up, which should be between **2-3 pages in length (Times New Roman or similar font, 12 point, single-spaced)**. I will grade your report in terms of your competencies of the materials covered in class.

#### TENTATIVE SCHEDULE

Date	ACTIVITIES FOR THE WEEK
<b>Week 1:</b> Jan 17- Jan 22.	<ul style="list-style-type: none"> <li>• Introduction to the class and syllabus</li> <li>• Introduction to Leader Character.</li> <li>• Read <a href="https://ideas.darden.virginia.edu/character-personal-vision">https://ideas.darden.virginia.edu/character-personal-vision</a></li> <li>• Read the following articles:             <ul style="list-style-type: none"> <li>- “Character matters: Character dimensions’ impact on leader performance and outcomes,”</li> <li>- “Beware of the malevolent dark triad,” and</li> <li>- “Confused about successful jerks? Get to know the dark triad”</li> </ul> </li> <li>• Discussion 1: Post on your understanding of the readings and look for/provide an example related to the readings (from media). Also comment on one other colleagues post.</li> </ul>
<b>Jan 23-Jan 29</b>	<ul style="list-style-type: none"> <li>• Take the LCIA self-assessment and read your report</li> <li>• Discussion 2: Post on key learnings from the report and LCIA self-assessment. Comment on one other colleagues post.</li> <li>• Current event post: Group A posts on current event and questions.</li> </ul>
<b>Week 3:</b> Jan 30- Feb 5	<ul style="list-style-type: none"> <li>• Read: Markkula Center For Applied Ethics - <a href="http://www.scu.edu/ethics/practicing/decision">www.scu.edu/ethics/practicing/decision</a> The Utilitarian, Rights, Fairness, and Virtue Approaches</li> <li>• Discussion 3: Comment on Group A’s post. Reply to one other colleagues comment.</li> </ul>
<b>Week 4:</b> Feb 6- Feb 12	<ul style="list-style-type: none"> <li>• Read: “Learning the Art of Critical Thinking,” and other articles posted on Blackboard</li> <li>• Watch: <u>1957</u> movie “12 Angry Men”</li> <li>• Discussion 4: Post on readings and movie. Your own and reply to one other colleagues.</li> <li>• Current event post: Group B posts on current event and questions.</li> </ul>

<b>Week 5:</b> Feb 13- Feb 19	<ul style="list-style-type: none"> <li>• Read: “Ethical Breakdowns,” “Business Ethics: A View From the Trenches,” and “Managing to be Ethical: Debunking Five Business</li> <li>• Discussion 5: Comment on Group B’s post. Reply to one other colleagues’ comment</li> <li>• Current event post: Group C posts on current event and questions.</li> </ul>
<b>Week 6:</b> Feb 20- Feb 26	<ul style="list-style-type: none"> <li>• Read: “Shaping an Ethical Workplace Culture”</li> <li>• Discussion 6: Comment on Group C’s post. Reply to one other colleagues’ comment</li> <li>• Current event post: Group D posts on current event and questions.</li> </ul>
<b>Week 7:</b> Feb 27- Mar 5	<ul style="list-style-type: none"> <li>• Read: Giving Voice to Values (GVV) Article (on BB)</li> <li>• Discussion 7: Comment on Group D’s post. Reply to one other colleagues’ comment</li> <li>• Individual Case Analysis posted</li> </ul>
Last week	<ul style="list-style-type: none"> <li>• Individual case analysis due.</li> </ul>

## REQUIRED READINGS

Most of the following readings are all available online for free. Some you can find with a Google search, others will only be available for free through the UH library (which you all have access to via your CougarNet ID). The Markkula Center readings are available directly. The Paul and Elder article on Critical Thinking is best accessed through the UH library. Enter Rotman Management as the search term, then click on Rotman Management. When the journal comes up, click on “Link to Online Resource” and you should get a listing of UH online holdings and from there you can find the specific article, using the citation below. Alternatively, these articles (except for the Markkula articles) can be found and purchased from Harvard Business School Publishing.

1. Markkula Center for Applied Ethics – [www.scu.edu/ethics/practicing/decision](http://www.scu.edu/ethics/practicing/decision)

(To find the following articles, please cut and paste the above link or use the link posted on Bb. If you just click on the above link, for reasons I cannot comprehend, you are taken to a non-working site, so you need to cut & paste the URL.)

- Utilitarian Approach
  - Calculating Consequences
  - How to Use the Utility Principle
- Rights Approach
  - Rights
  - How to Use the Rights Test
  - How to Use the Choices Test
- Fairness Approach
  - Justice and Fairness
  - How to Use the Justice or Fairness Test
- Virtue Approach

- Ethics and Virtue
  - How to Use the Virtue and Character Test
  - There is also a theory labeled the Common Good Approach. Do **not** use that reading. For the economists among you it is a variation on the problem of Market Failures and Externalities. For Philosophers, it's about the Tragedy of the Commons. What it is **not** is Utilitarianism light. You are free to read about it but **using it in any discussion or analysis will result in a 30% point deduction.**
1. Seijts, G., Gandz, J., Crossan, M., & Reno, M. (2015). Character matters: Character dimensions' impact on leader performance and outcomes. *Organizational Dynamics*, 44(1), 65-74. <https://doi.org/10.1016/j.orgdyn.2014.11.008>
  2. Lancer, D. 2018. Beware of the Malevolent Dark Triad, Psychology Today Blog. <https://www.psychologytoday.com/us/blog/toxic-relationships/201812/beware-the-malevolent-dark-triad>
  3. Shpancer, N. 2017. Confused About Successful Jerks? Get to Know the Dark Triad, Psychology Today Blog.
  4. Crossan, M., Gandz, J., & Seijts, G., 2012. *Developing Leadership Character*, Ivey Business Journal, Jan./Feb.
  5. Paul, R. & Elder, L., 2014. *Learning the Art of Critical Thinking*, Rotman Management, Winter.
  6. Bishop, P. *Critical Thinking Introduction* (posted on Blackboard)
  7. "12 Angry Men" by Reginald Rose. 1957 Directed by Sidney Lumet. Movie is available for streaming on Amazon and other streaming platforms. Screenplay can be found via Google search.
  8. Bazerman, M.H., Tenbrunsel, A.E., 2011. *Ethical Breakdowns*, Harvard Business Review, April.
  9. Badaracco, J.L. Jr., Webb, A.P., 1995. *Business Ethics: A View From the Trenches*, California Management Review, Winter, 37(2): 8-28.
  10. Trevino, L.K. & Brown, M.E., 2004. *Managing to be Ethical: Debunking Five Business Ethics Myths*, Academy of Management Executive, 18(2): 69-83.
  11. Society for Human Resource Management (SHRM), *Shaping an Ethical Workplace Culture*. (Link is in Blackboard in the Readings section.)

## **Class Policies and Expectations**

Readings, discussion forum participation, and written assignments must be completed according to the class schedule. It is important to contact the instructor as needed to discuss personal needs regarding course requirements and assignments.

Since it is an online course that is based on the concept of self-directed learning, it is important for you to manage your time efficiently. This means that you should be both willing and able to take responsibility for your own learning - both in terms of progress through the course materials and when the learning process occurs. I will try to help you go through this process effectively.

In general, a three-credit course requires at least nine hours per week of time commitment. You should reserve at least 6 hours per week to read the required textbook chapters and resources and participate in online discussions.

You should organize your remaining time to prepare for each major assignment.

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours each week will vary based on assignment due dates, so please plan ahead to insure that you schedule your academic, work, and personal time effectively.

### **Time management suggestions:**

Complete readings on Sunday, before the week begins.

On weeks with assigned discussions, write initial posting for Discussion on Monday; proofread and revise on Tuesday, post on Wednesday. On Thursday and Friday, respond to your classmates.

### **Additional Class Policies**

1. It is important that you ask any and all questions that you may have that are relevant to the topics covered. All questions are important. If you do not understand a concept, ASK!
2. You are responsible for reading and understanding the policies and the assignments as outlined in this syllabus. Please make sure that you read the syllabus carefully.

**A Note on Plagiarism:** Plagiarism involves the stealing/copying and passing off as your work, the ideas or words of another person. Since researching and writing your paper involves reviewing articles and books written by other people, it is important that you avoid plagiarism. You may do so by: (a) using quotation marks when you are using the exact words of another person (and then giving credit to that person through an appropriate footnote that indicates the author's name, the title of the article and the place and date that the article was published), or (b) summarizing the author's words by paraphrasing (please note that merely changing a few words

in a sentence/paragraph is not acceptable paraphrasing – acceptable paraphrasing is accomplished by substantially rewriting the original passage). If you paraphrase, you must also give credit to that person through an appropriate citation in the text of the paper. I will most likely check for plagiarism using the University’s plagiarism software (Turnitin). Since many UH professors use Turnitin, it will likely include papers that you have written for other classes. So, if you have written a paper about a similar topic in the past, I suggest that you avoid using the same wording in the paper you write for this course or that, too, will be considered plagiarism. It is also important to include citations in your paper. Any part of your paper that reflects information from your sources should be cited. Finally, in preparing the paper you should avoid using more than three direct quotes and no quote should be longer than one or two sentences.

### **Important University Policies**

**Prerequisites:** It is the student’s responsibility to ensure that all prerequisites have been met.

**Student Conduct:** Students are expected to conduct themselves in an ethical and professional manner. Students are expected to be familiar with standards of conduct deemed reasonable and appropriate by the university and college. Although not an exhaustive discussion of such standards, students are expected to be familiar with the University of Houston Student Handbook as a minimum. The Handbook can be found at: <http://www.uh.edu/dos/hdbk/>. Students should additionally read and adhere to the Bauer Code of Ethics and Professional Conduct, <http://www.bauer.uh.edu/BCBE/BauerCode.htm>.

**Academic Honesty:** The University of Houston Academic Honesty Policy (also contained in the Student Handbook) is strictly enforced by the C. T. Bauer College of Business. No violations of this policy will be tolerated in this course. A discussion of the policy is included in the University of Houston Student Handbook, <http://www.uh.edu/dos/hdbk/acad/achonpol.html>. Students are expected to be familiar with this policy.

**Students with Disabilities:** The C. T. Bauer College of Business would like to help students who have disabilities achieve their highest potential. To this end, in order to receive academic accommodations, students must register with the Center for Students with Disabilities (CSD) (telephone 713-743-5400), and present approved accommodation documentation to their instructors in a timely manner.

### COVID-19 Information

Students are encouraged to visit the University’s [COVID-19](#) website for important information including diagnosis and symptom protocols, testing, vaccine information, and post-exposure guidance. Please check the website throughout the semester for updates. Consult the (select: [Undergraduate Excused Absence Policy](#) or [Graduate Excused Absence Policy](#)) for information regarding excused absences due to medical reasons.

### Reasonable Academic Adjustments/Auxiliary Aids

The University of Houston complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for disabled students. In accordance with Section 504 and ADA guidelines, UH strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact [the Justin Dart Jr. Student Accessibility Center](#) (formerly the Justin Dart, Jr. Center for Students with DisABILITIES).

### Excused Absence Policy

Regular class attendance, participation, and engagement in coursework are important contributors to student success. Absences may be excused as provided in the University of Houston [Undergraduate Excused Absence Policy](#) and [Graduate Excused Absence Policy](#) for reasons including: medical illness of student or close relative, death of a close family member, legal or government proceeding that a student is obligated to attend, recognized professional and educational activities where the student is presenting, and University-sponsored activity or athletic competition. Under these policies, students with excused absences will be provided with an opportunity to make up any quiz, exam or other work that contributes to the course grade or a satisfactory alternative. Please read the full policy for details regarding reasons for excused absences, the approval process, and extended absences. Additional policies address absences related to [military service](#), [religious holy days, pregnancy and related conditions](#), and [disability](#).

### Recording of Class

Students may not record all or part of class, livestream all or part of class, or make/distribute screen captures, without advanced written consent of the instructor. If you have or think you may have a disability such that you need to record class-related activities, please contact the [Justin Dart, Jr. Student Accessibility Center](#). If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Classes may be recorded by the instructor. Students may use instructor's recordings for their own studying and notetaking. Instructor's recordings are not authorized to be shared with *anyone* without the prior written approval of the instructor. Failure to comply with requirements regarding recordings will result in a disciplinary referral to the Dean of Students Office and may result in disciplinary action.

### Resources for Online Learning

The University of Houston is committed to student success, and provides information to optimize the online learning experience through our [Power-On](#) website. Please visit this website for a comprehensive set of resources, tools, and tips including: obtaining access to the internet, AccessUH, Blackboard, and Canvas; using your smartphone as a webcam; and downloading Microsoft Office 365 at no cost. For questions or assistance contact [UHOnline@uh.edu](mailto:UHOnline@uh.edu).



### UH Email

Please check and use your CougarNet email for communications related to this course. To access this email, [login](#) to your Microsoft 365 account with your CougarNet credentials.

### Webcams

Access to a webcam is required for students participating remotely in this course. Webcams must be turned on (*state when webcams are required to be on and the academic basis for requiring them to be on*). (Example: *Webcams must be turned on during exams to ensure the academic integrity of exam administration.*)

### Academic Honesty Policy

High ethical standards are critical to the integrity of any institution, and bear directly on the ultimate value of conferred degrees. All UH community members are expected to contribute to an atmosphere of the highest possible ethical standards. Maintaining such an atmosphere requires that any instances of academic dishonesty be recognized and addressed.

The [UH Academic Honesty Policy](#) is designed to handle those instances with fairness to all parties involved: the students, the instructors, and the University itself. All students and faculty of the University of Houston are responsible for being familiar with this policy.

### Title IX/Sexual Misconduct

Per the UHS Sexual Misconduct Policy, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and state law and must report incidents of sexual misconduct (sexual harassment, non-consensual sexual contact, sexual assault, sexual exploitation, sexual intimidation, intimate partner violence, or stalking) about which they become aware to the Title IX office. Please know there are places on campus where you can make a report in confidence. You can find more information about resources on the Title IX website at <https://uh.edu/equal-opportunity/title-ix-sexual-misconduct/resources/>.

### Security Escorts and Cougar Ride

UHPD continually works with the University community to make the campus a safe place to learn, work, and live. Our Security escort service is designed for the community members who have safety concerns and would like to have a Security Officer walk with them, for their safety, as they make their way across campus. Based on availability either a UHPD Security Officer or Police Officer will escort students, faculty, and staff to locations beginning and ending on campus. If you feel that you need a Security Officer to walk with you for your safety please call [713-743-3333](tel:713-743-3333). Arrangements may be made for special needs.

Parking and Transportation Services also offers a late-night, on-demand shuttle service called Cougar Ride that provides rides to and from all on-campus shuttle stops, as well as the MD Anderson Library, Cougar Village/Moody Towers and the UH Technology Bridge. Rides can be requested through the UH Go app. Days and hours of operation can be found at <https://uh.edu/af-university-services/parking/cougar-ride/>.

### Syllabus Changes

Please note that the instructor may need to make modifications to the course syllabus. Notice of such changes will be announced as quickly as possible through (*specify how students will*

*be notified of changes).*

**Helpful Information**

**Coogs Care:** <https://uh.edu/dsa/coogscare/>

**Student Health Center:** <https://www.uh.edu/healthcenter/>