ADGR778501 Leadership and Decision Making: Ignatian-Based Applied Ethics; Credits: 3 – Woods College of Advancing Studies
Summer I  Semester, May 17 – June 23, 2016
Tuesday, Thursday 6:30 p.m. - 9:45 p.m.

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Office Hours: Flexible; please call to Schedule

Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description
What role can ethics and morals play in influencing leaders? Too often, decisions are made based solely on numbers or shareholder value, and without reflection. Any collateral damage is then justified as being just the "cost of doing business." We have an obligation to each other and to ourselves to personally engage and make decisions in a moral context. Using Ignatian discernment and values as a guide, this course will explore strategies and options for integrating values into leadership decision-making. Applying those strategies to real world case studies, we will develop tools to help navigate those situations where there is pressure to compromise values or disengage from our moral compass.

Textbooks & Readings (Required)
Author: Badaracco
Title: Leading Quietly
ISBN: 9781578514878

Author: Kidder
Title: How Good People Make Tough Choices
ISBN: 9780061743993

Author: Sparaough
Title: What's Your Decision?
ISBN: 9780829431483

Cases from Harvard Business School Publishing:
HBS # 9-314-015, Following Lance Armstrong: Excellence Corrupted
HBS # INS519 Rupert Murdoch and News Corp: The Phone Hacking Scandal
**Course Objectives**

1. The purpose of this course is to introduce students to the time-tested, trustworthy approach to decision making based on the insights of Ignatius of Loyola. The course will cover and review the sound practices and approaches to decision making through Ignatian discernment. This will give students additional tools to help them make the decisions that are right for them both personally and professionally. Though based on the teaching of the founder of the Jesuits, the toolkit offered is designed and presented so that it will be valuable and accessible to Christians and non-Christians alike.

2. A second objective of this course is to introduce students to a variety of business ethics concepts, study strategies and models of incorporating ethics into successful business models. Through the presentation of these concepts, case studies, and presentation by experts in the field the objective is that students will be better equipped to address ethical challenges they will face in their chosen professions.

3. The students will demonstrate understanding and application of the concepts across cultural settings and will learn the impact of culture, gender, and age in Leadership and Decision Making through their written and oral responses to case studies and in class hypotheticals. Discussions will focus on respect for others and openness to ensure a comfortable and safe learning environment.

4. The student will demonstrate their ethical decision making development pertaining to Leadership and Decision Making as demonstrated by their use of the ethical concepts and application of the processes presented in the course in their written and oral assignments throughout the semester.

**Grading:**

Each week, you will be expected to:

1. Complete all assigned reading and materials that are due for each class.
2. Participate in the class discussion. All comments are expected to be professional in tone, clear, and respectful. Comments should reflect an understanding of the lectures and assigned readings.
3. Complete and submit all assignments, papers and tests by the assigned due dates. Students’ written work needs to be clear, comprehensible and competently produced.

The following input will be used in assessing each student’s letter grade for the course:

Final grades will be based on the following:

*2 Reflective Essays: 20% (10% each)*

**Midterm exam: 20%**

**Final Paper and Presentation: 30%**

**Class participation/Case discussions /in class group assignments: 30%**

*Each student is expected to submit 2 reflective essays. Please see Rubric for writing essay.

**Each student is required to submit a final paper (5 page minimum to 8 page maximum) analyzing a significant issue concerning an ethics case, which is worth 30%. Please see Guidelines in the Rubric attached to this syllabus.

*** Participation is worth 30% of the total course grade. Please see Harvard Business School Case Study Guidelines. Quality of contributions, not quantity or length, will determine your participation grade.
Please see chart at the end of this syllabus that describes the standards used for grading. The graduate grading system for Woods College is as follows:

- A (4.00), A- (3.67)
- B+ (3.33), B (3.00)
- B- (2.67), passing but does not count toward degree
- C (2.00), passing but not for degree credit
- F (.00)

NOTE: All students can access final grades through Agora after the grading deadline each semester. Students who complete course evaluations can access grades earlier, as they are posted.

Course Assignments
It is expected that you will spend 8 hours per week on out-of-class assignments and exercises. These are listed below. Please note that some weeks will require more time and some weeks less time but the average is approximately 8 hours per week over the semester.

COURSE POLICIES:

1. Attendance Policy. As this course relies heavily on class participation and involvement, students are expected to attend each of the class meetings. We expect you to attend class regularly and be on time; your participation is a vital part of the classroom experience. Your attendance will be reflected in your participation score of 30%. Regular attendance is essential to success in this course; participation in class discussions will be part of your final grade. Any unexcused absences and more than two excused absences will automatically result in a lower class participation grade; absences only for documented illness or an unexpected personal emergency will be excused. Excessive absences of any kind may result in failure in the course. If you must miss a class, you will be responsible for material covered, and you should check with one of the instructors as soon as possible for any assignments. Excessive lateness may also result in a lower class participation grade.

2. Participation & preparation counts. Assignments are due at the beginning of the class period on the specified dates. You should be prepared for each class -- read the assigned text chapters and cases. Contribute your ideas during class and in discussions.

3. Deadlines are firm. If you hand in a late paper, expect 5 points off (e.g. from a B to a B-). If a paper is more than one week overdue, expect an F for that assignment.

4. Professionalism is extremely important. All assignments must be typed (double-spaced) with margins on 8.5 x 11 inch paper. Always make a copy for yourself.

5. Clear, concise, grammatically correct writing is essential. First drafts need editing to insure clarity and cohesiveness. Remember to proofread your writing before submitting it.

6. Technology policy: Technology both within and outside the classroom should enhance your learning experience, not hinder it. Cell phones are to be turned off during our class. If you are waiting for a phone call that you must take, silence it and take it outside the classroom. However, if you walk out you will lose your attendance. If you want to bring a laptop computer to class, you must sit at the front of the classroom. If you are surfing the web on non-class related sites, I will ask you to turn off your computer, close it and leave the class immediately and you will lose your attendance.
## Course Schedule

<table>
<thead>
<tr>
<th>Date/Week</th>
<th>Topic</th>
<th>Reading/Assignments</th>
<th>Due Date</th>
</tr>
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<tbody>
<tr>
<td>Week 1 5/17 and 5/19</td>
<td>On Tuesday, class will not meet on campus. Instead, students must watch film, “The Insider” and respond to essay questions provided by instructors. First Principles of Ignatian Discernment</td>
<td>Preface and Chapter 1 and 2 of “What's Your Decision?”</td>
<td>5/19</td>
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<tr>
<td>Week 2 5/24</td>
<td>Challenges in decision making</td>
<td>Prelude and Chap. 1 of <em>Leading Quietly</em>. Write a 1-2 page essay that describes an example(s) of an ethical issue at work or at school that you have faced or witnessed.</td>
<td>5/24</td>
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<tr>
<td>Week 2 5/26</td>
<td>Values and Goals</td>
<td>Chapter 3 of “What's Your Decision?” Read Chap. 2-3 of <em>Leading Quietly</em>.</td>
<td>5/26</td>
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<tr>
<td>Week 3 5/31</td>
<td>Foundations and motivations</td>
<td>Chapter 4 of “What's Your Decision?” Chap. 4-5 of <em>Leading Quietly</em> Read <strong>Lance Armstrong case</strong> and be prepared to discuss in class Bring an article to class about business professionals that you feel shows questionable ethics. Be prepared to briefly present issue to class.</td>
<td>5/31</td>
</tr>
<tr>
<td>Week 3 6/2</td>
<td>Making sense of ethics Midterm Review</td>
<td>Read Chapter 5 of “What's Your Decision?” Read Chap. 6-7 of <em>Leading Quietly</em></td>
<td>6/2</td>
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<tr>
<td>Week 4 6/7</td>
<td></td>
<td>MIDTERM EXAM</td>
<td>6/7</td>
</tr>
<tr>
<td>Week 4 6/9</td>
<td>Morality’s place in business</td>
<td>Read Chapter 6 of “What's Your Decision?”</td>
<td>6/9</td>
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</table>
| Week 5 6/14 | Rules of Discernment               | Read Chapter 7 of “What's Your Decision?”  
Chapter 1-2 of *How Good People Make Tough Choices*  
Prepare brief (1-2 pages) essay an example of an ethical issue in the news. Describe what you think should have been done differently. How could examples from the course reading be applied? Be prepared to discuss in class. | 6/14 |
| Week 5 6/16 | Strategies and the “Five Pillars”   | Chapter 8 of “What's Your Decision?”  
Chapter 3-4 of *How Good People Make Tough Choices*.  
Read *Rupert Murdoch case* and be prepared to discuss in class.  
Finalize paper topics | 6/16 |
| Week 6 6/21 | Decision making mode 1             | Chapter 9 of “What's Your Decision?”  
Read Chap. 5-6 of *How Good People Make Tough Choices*.  
Chapter 10 of “What's Your Decision?”  
Chap. 7-8 of *How Good People Make Tough Choices* | 6/21 |
| Week 6 6/23 | Decision making mode 2             | FINAL PAPER PRESENTATIONS due in class | 6/23 |

**Written Work**
Woods College students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise...
style. Cite literature appropriately, using APA, MLA or CLA style per your instructor’s requirements. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the Connors Family Learning Center.

**Attendance**

Attending class is an important component of learning. Students are expected to attend all class sessions. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor before the class meets. Students who miss class are still expected to complete all assignments and meet all deadlines. Many instructors grade for participation; if you miss class, you cannot make up participation points associated with that class. Makeup work may be assigned at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class.

Consistent with BC’s commitment to creating a learning environment that is respectful of persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing their academic status. Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.

**Accommodation and Accessibility**

Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Woods College courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- **The Connors Family Learning Center (CFLC)** coordinates services for students with LD and ADHD.
- **The Disabilities Services Office (DSO)** coordinates services for all other disabilities.

Find out more about BC’s commitment to accessibility at [www.bc.edu/sites/accessibility](http://www.bc.edu/sites/accessibility).

**Scholarship and Academic Integrity**

Students in Woods College courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work. Please see the [Boston College policy on academic integrity](http://www.bc.edu/sites/accessibility) for more information.

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Standards for evaluation of your work in this course:

A = Excellent
This work demonstrates comprehensive and solid understanding of course material, and presents thoughtful interpretations, well-focused and original insights, and well-reasoned commentary and analysis. Includes skillful use of source materials, illuminating examples and illustrations, and fluent verbal/written expression. “A” work is coherent, thorough, and shows some creative flair. There are no grammatical or mechanical errors - no misspellings, no usage errors, no awkward wording, and no problems with punctuation or any other mechanical issues that would otherwise distract the reader.

B = Good
This work demonstrates a complete and accurate understanding of course material, presenting a reasonable degree of insight and broad level of analysis. Work reflects competence, but stays at a general or predictable level of understanding. Source material, along with examples and illustrations, are used appropriately and articulation/writing is clear. “B” work is reasonable, clear, appropriate and complete. There are enough minor grammar issues in the paper to distract the reader, but the errors do not make the writing incomprehensible. For example, there may be misspellings (fewer than five in a three to five page paper, although even that is too many!) or one or two minor syntactical issues. Usually, a “B” means you did not proofread carefully enough.

C = Adequate/Fair
This work demonstrates understanding that covers most of the basics, but remains incomplete, superficial or expresses some important errors or weaknesses. Source material may be used inadequately or somewhat inappropriately. The work may lack concrete, specific examples and illustrations, articulation/writing may be hard to follow or vague. There are enough grammar, usage, spelling, and/or other mechanical problems not only to be distracting, but to detract from clarity; so the reader begins to focus more on your grammatical abilities than the content of what you are writing. A “C” means “average.”

D = Unsatisfactory
This work demonstrates a serious lack of understanding, and fails to demonstrate the most rudimentary elements of the course assignment. Sources may be used inappropriately or not at all. The work may be inarticulate or extremely difficult to read. The reader never fully engages with the ideas in the piece; the development of ideas is hard to follow. Reading the paper takes too much time and effort. There are enough grammatical, usage, spelling, and/or mechanical problems to cause serious difficulty for the reader. As a result of these errors, the reader either cannot understand most of the discussion or is so distracted by those errors that she has lost sight of the paper’s ideas -- or both. Either you have put very little effort into the paper, or your writing skills are not sufficient for college level work. For whatever reason your grade is “D” you need to make improving your writing a top priority.

F = Failure
An “F” means the paper lacks focus. Reading it is a chore; the reader senses that no thought went into the writing. You seem to have entirely missed the point of the assignment. The paper is dominated by grammatical, usage, spelling, and/or mechanical errors that render the writing incomprehensible. The other reason for an “F” is that you did not turn in the assignment.

Unexcused late papers will be penalized by one minus grade (A- becomes B+, B+ becomes B, B becomes B-, etc.) for each weekday beyond the assigned due date until it is submitted.

Plus (+) or minus (-) grades indicate your range with the aforementioned grades.
Rubric
Research Paper Assignment
Dr. Janice Barrett

DO NOT USE WIKIPEDIA

Your final paper must include the following:

- Title page with your name, course, date etc.
- Executive summary (not more than one paragraph)
- Outline of paper
- Analytical essay with an introduction, a body of supporting evidence and a conclusion
- Internal citations of sources OR footnotes to identify your sources in the text of the paper
- Bibliography page (at least 5 credible sources, including course material)

1. **Executive summary** – in one or two brief paragraphs, identifies, organizes and summarizes the major points in the research assignment.

   1. _____ Abstract present, focused, and informative. It summarizes all major points of the paper.
   2. _____ Abstract present, focused, and informative, but it is missing one or two major points of the paper.
   3. _____ Abstract present, but rambling, disorganized, or gives no information about what was done and/or what was found
   4. _____ No abstract present

2. **Outline of research paper’s content** – uses correct outline format to identify main ideas and supporting evidence (introduction, body and conclusion). Synthesizes the material in an outline.

   1. _____ Outline is in correct format, identifies all main points and supporting evidence including the introduction, body, and conclusion.
   2. _____ Outline presented, but it is not in the correct format or is missing main points and/or supporting evidence.
   3. _____ Outline presented, but it is not in the correct format and is missing main points and/or supporting evidence.
   4. _____ Outline is not presented in any format.

3. **Clear presentation and research of the ethical case** that identifies the focus of the research assignment. Apply appropriate research methods to study a case. Respond to the research question with the terms that are relevant to the readings in the course.

   1. _____ Case is clear and focused, and the research methods used to analyze it are appropriate.
   2. _____ Case is slightly unclear and unfocused or the research methods used analyze it are slightly inappropriate.
   3. _____ Case is slightly unclear and unfocused and the research methods used to analyze it are slightly inappropriate.
   4. _____ Case is completely unclear and unfocused and the research methods used to analyze it
4. **Accuracy of Facts: Evaluate the credibility and reliability of sources**

1. _____ All facts presented are accurate, credible, reliable and relate back to the main point.
2. _____ Almost all facts presented are accurate and credible and occasionally relate back to the main point.
3. _____ Most facts presented are accurate (at least 70%), credible and reliable. Evidence is scattered about rather than used to support the main point.
4. _____ There are several factual errors and there is no real effort to make the piece cohesive or determine the credibility and reliability of sources.

5. **Internal citations** – Cite sources correctly in the text. Locate sources, find, and collect data which are appropriate to address the research topic. When you use examples, visual materials, or quotes to support your points, make sure your internal citations correctly attribute all direct quotes, paraphrases, images, and facts etc. to the original source of the information.

   1. _____ All material in correctly attributed to the original source in the correct MLA/APA format.
   2. _____ Most of the material is correctly attributed in the correct format. There are only a few errors.
   3. _____ Many facts, examples, visual materials, etc. are not attributed to the original source.
   4. _____ Material is not attributed to the original source. No attempt to put sources in the correct format was made.

6. **Bibliography** – Credible and substantive sources that you have integrated into your research assignment; you must list them in correct MLA or APA format, alphabetical order by author. Cite sources correctly in the bibliography.

   1. _____ All sources are cited correctly in MLA or APA format.
   2. _____ Most of the sources are cited in the correct format. There are only a few punctuation or style errors.
   3. _____ Sources are missing from the bibliography, or there are major mistakes in the format.
   4. _____ Sources are missing, and those that are there are not in the correct format.

**Do NOT** Wikipedia, ask.com, about.com or any other open source that is not scholarly.

Regarding the research you undertake for your assignment about an ethical case: Research is an important aspect of good scholarly writing. When you do research, please do not just go on the Internet and start typing in or copying whatever results you find from a Google search. Granted, there are some worthwhile sites on the Internet that are credible. However, I want you to think a bit beyond what you are reading. Ask yourself these questions:

- **Is it Authoritative?** Is the site highly regarded that is referenced and linked to by others? Is the information well referenced, cited, and written by authors with expertise in the content area?
- **What's the Educational Value?** Is the site a leading source of content that exceeds instructional goals?
- **What's the Intent?** Is the site a highly regarded source of information whose job is to inform?
- **What is the Originality?** Is the site a primary source of original content and viewpoints?
- **What's the Quality?** Is the site content a good quality and there is good content area coverage?

If in doubt, your best bet is to use the BC Library. They have the best resources, which are viewed as scholarly, educational, original, authoritative, etc.
Harvard Business School Case Study Guidelines
for
Class Discussion and Written Assignments

Adapted by
Dr. Janice M. Barrett

Case Study - a written description of a real life problem or situation with no analysis or conclusion, only the facts arranged in chronological sequence ... a snapshot of a particular situation within a complex environment ... with a focus on a protagonist who is facing a major decision.

Purpose - to place you in the role of decision makers, give you the opportunity to sharpen your problem solving skills and to improve your ability to think and reason rigorously.

Processes -

1. Analysis of the facts and details of the case itself
2. Selection of a strategy
3. Refinement and defense of the chosen strategy

Preparation for class discussion on Moodle-

1. Skim the text quickly & establish the broad issues
2. Reread case carefully, underlining key facts
3. Write out a list of the main problems in the case & sort out & list the relevant considerations decisions for each one
4. Prioritize the problems & list alternatives
5. Develop a set of recommendations to address these problems; apply what you have learned in the class readings and lectures
6. Evaluate your decisions & be prepared to provide your reasons for making them

Class Participation -

1. Assert your ideas & prepare to support them
2. Read carefully what your classmates write & evaluate their positions
3. Keep an open mind; be willing to change your opinion with new insights or analysis from you classmates
4. Make your decision based on the evidence in the case and what you have learned in the class readings and lectures

Written assignment -
Your analysis of the case that you selected for your written assignment should be 2-3 typed, not handwritten, pages. Make sure you identify the name & number of the HBS case. Be sure to include your own name, the course & section.

Some suggestions to think about for your written case analysis -

1. Become familiar with the case substance:
   • What are the facts?
What is happening?
Is all relevant information available?

2. Determine central issues:
- What decisions need to be made - why?
- Who is responsible for making the decisions?
- What factors, issues and consequences need to be taken into account?

3. Identify goals & objectives:
- What outcomes are possible?
- Which objectives are desirable?
- Which goals are important to whom & why?

4. Ascertained resources & constraints:
- Which resources can be marshaled in support of actions?
- What are the major obstacles to resolution & what can be done about them?

5. Assess the nature of conflict that may be present:
- What are the cause(s) of conflict?
- Can conflicting positions and plans be resolved? If so, how?

6. Identify the dynamics of behavior:
- Who is exercising leadership?
- Who is exercising power? What kind(s) of power?
- Are the leaders involved effective - why or why not?

7. Determine major alternatives:
- Are there ideas & strategies not presented?
- Is compromise possible? how?
- What alternatives are complementary?
- What ones are mutually exclusive?

8. Assess consequences of likely decisions & actions:
- What actions are likely to result from decisions made?
- What unintended consequences might emerge?
- What are the short & long term consequences for the individuals & the organization(s)?

9. Consider appropriate strategies for action:
- What are the most effective ways of achieving & implementing the objectives & decisions?

10. Include material from the course readings & lectures:
- What material have we covered in the course that is relevant to this case? how & why?
- What, if any, principles from the course can be applied to the case analysis and suggested strategies for action?

Source: Adapted with permission from course material that was prepared by the founder of the case study method of teaching, the late Dr. C. Roland Christensen, who was one of my Harvard University professors for my capstone doctoral course at Harvard on leadership.
Writing Rubric:
Each essay is worth 20 points

Introduction and Main Idea:
____ 1. First paragraph is catchy. Main point is well stated.
____ 2. First paragraph has a weak "grabber." Main idea is mixed among many sentences and hard to piece together.
____ 3. A catchy beginning was attempted but was confusing rather than catchy. Main idea is not entirely apparent, although topic is evident.
____ 4. No attempt was made to catch the audience's attention in the first paragraph. Main point is not apparent nor is the topic.

Accuracy of Facts:
____ 1. All facts presented are accurate and relate back to the main point.
____ 2. Almost all facts presented are accurate and occasionally relate back to the main point.
____ 3. Most facts presented are accurate (at least 70%). Evidence is scattered about rather than used to support the main point.
____ 4. There are several factual errors and there is no real effort to make the piece cohesive.

Organization:
____ 1. The written assignment is very well organized. Five paragraphs evident. One idea or follows another in a logical sequence with clear transitions.
____ 2. The paper is fairly well organized. Five paragraphs evident. One idea may seem out of place. Clear transitions are used.
____ 3. The writing is a little hard to follow. Paragraphs are unclear. The transitions are not clear.
____ 4. Ideas seem to be randomly arranged. No effort at paragraph organization.

Focus on Assigned Topic or Question:
____ 1. The entire written assignment is related to the main idea and allows the reader to understand the topic.
____ 2. Most is related to the assignment. The written piece wanders off at one point, but the reader can still learn something about the topic.
____ 3. Some of the essay is related to the question, but a reader does not learn much about the topic.
____ 4. No attempt has been made to relate the essay to the assignment or main idea.

Mechanics:
____ 1. The essay has few, if any, spelling, punctuation, capitalization, grammar, or usage errors.
____ 2. The essay has two or three mechanics errors.
____ 3. The essay has four or five mechanics errors.
____ 4. The essay has more than five mechanics errors.