Woods College of Advancing Studies
Credits: 3
Location: TBD
Spring 2018 Semester, January 22 – May 14, 2018
Monday: 6:30 – 9:00

ADGR 7785.01 Leadership and Decision Making: Ignatian-Based Applied Ethics

Instructors:
Fr. James P. Burns, IVD  
Fr. Maurice Ashley Agbaw-Ebai  
Office: St. Mary’s Hall South  
Telephone: 617-552-2233 – Fr Burns, 781-539-7747 – Fr Maurice

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 do ethics and morals play in influencing leaders? Too often, decisions are made based solely on numbers, shareholder value or some other metric of business, often without reflection. Yet, we have an obligation to each other and to ourselves to personally engage and make decisions within a moral context. Using a Thomistic ethical system and Ignatian discernment and values as our guide, this course will explore strategies and options for integrating virtue into leadership decision-making. Thomistic ethics is to be given primacy of place because it is universally applicable, and is based upon a unified, coherent understanding of the nature of humanity. It is thoroughly grounded in the objective order of things. Thomistic ethics is an eminent expression of philosophical realism. Thomistic ethics is guided every step of the way by the assumption that just as human beings are born into a world which is defined and governed by objective physical laws, so that same world is defined and governed by objective moral laws. Applying those strategies to real world case studies, we will develop tools to help navigate those situations where there is pressure to compromise virtue or disengage from our moral compass.

Textbooks & Readings (Required):
Author: Badaracco
Title: Leading Quietly
ISBN: 9781578514878
You can rent/purchase the books from the bookstore, but typically, Amazon and Chegg are lower-priced.

Canvas
This course uses Canvas for access to discussion posts, lecture notes, assignment uploads, and exams.

Course Objectives
1. Students will be introduced to the subject of Ethics and its application to decision making and leadership and will utilize a Thomistic approach to ethics in the context of the insights of Ignatius of Loyola. Students will demonstrate knowledge of the concepts of conscience, good and evil, habits, virtue, vice and natural law through response to weekly discussion questions. They will also develop an approach to decision making using Ignatian discernment as evidenced in their reflection papers, final paper, and presentation.

2. Students will acquire knowledge of Ignatian principles of ethical leadership and decision-making as this relates to a variety of business situations by learning concepts, study strategies and models of incorporating ethics into business models successfully. Students will demonstrate this through the presentation of these concepts in their case studies and by their questions to experts in the field that clarify how they would address ethical challenges they will face in their chosen professions.

3. 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 assigned questions for short answer, in case studies, and in class hypotheticals. In addition, discussions will focus on respect for others and openness to ensure a comfortable and safe learning environment.

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

Grading
Final grades will be based on the following:
Paper: 25% (you will be given the outline and expectations for this)
Midterm Exam: 20%
Final Presentation: 25% (you will be given the rubric for this)
Discussion Posts/Reflection/Class Participation: 30% (these will be at the instructor’s discretion)
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)

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.

**Deadlines and Late Work**
Assignments/discussion posts are due at the beginning of the class period on the specified dates. Late assignments will be graded accordingly. Canvas closes each assignment at the beginning of class, be mindful of when posts are due.

**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 Schedule

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<thead>
<tr>
<th>Day/Week:</th>
<th>Topic:</th>
<th>Reading/Assignment:</th>
<th>Due Date:</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Ignatius of Loyola, Figure and Message</td>
<td>Preface and Chapter 1 and 2 of “What's Your Decision?” An Overview of the Spiritual Exercises</td>
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<td><em>Meeting Ethical Challenges</em> Introduction</td>
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<td>Watch videoclip “Introduction to St. Thomas Aquinas” and “Life of St. Ignatians”</td>
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<td>Happiness – The Final End of Man</td>
<td>Watch McInerney Intro to Moral Philosophy 1/5</td>
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<td>Watch McInerney Intro to Moral Philosophy 2/5</td>
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<td>Week 4</td>
<td>ID &amp; Foundations and Motivations in Decision Making</td>
<td>Chapter 4 of “What's Your Decision?” Chap. 4-5 of <em>Leading Quietly</em> Fifth and Sixth Rules of ID Watch McInerney Intro to Moral Philosophy 3/5 Watch Hitler’s Secretary and Conscience</td>
<td>Midterm materials distributed</td>
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<td>Week 5</td>
<td>ID &amp; Making sense of our decisions</td>
<td>Read Chapter 5 of “What's Your Decision?” Read Chap. 6 of <em>Leading Quietly</em> Seventh, and Eight Rules of ID The Daily Examen &amp; Decision Making <em>Meeting Ethical Challenges: Character</em> Part 2 Pg 77-104 Watch McInerny Intro to Moral Philosophy 4/5</td>
<td>Review for midterm</td>
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<td>Week 6</td>
<td>ID &amp; Public Morality</td>
<td>Read Chapter 6 of “What's Your Decision?” Read Chap. 7 of <em>Leading Quietly</em> Ninth &amp; Ten Rules of ID <em>Meeting Ethical Challenges: Combating Evil</em> Part 2 Pg 117-150 Watch McInerny Intro to Moral Philosophy 5/5 <em>Finalize Paper Topic</em></td>
<td>Review for midterm</td>
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<td>Week 7</td>
<td>The Passions, Good and Evil Acts</td>
<td>MIDTERM DUE</td>
<td>Review for final paper and procedures for final paper</td>
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<td>Week</td>
<td>Topic</td>
<td>Reading and Writing Assignments</td>
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| Week 8 | Forming a Discerning Heart   | Read Chap. 8 of *Leading Quietly*  
Read Chapter 7 of “What's Your Decision?”  
Eleventh and Twelfth Rules of ID  
*Meeting Ethical Challenges: Ethical Decision Making and Behavior*  
Part 2 Pg 235-270  
Ethics Write-Up |
| Week 9 | Tying the Knots               | Chapter 8 of “What's Your Decision?”  
Read Chap. 9 of *Leading Quietly*  
Thirteenth & Fourteenth Rules of ID  
Fr. Maurice Write-Up to Canvas |
|        | Virtue In General             | Chapter 9 of “What's Your Decision?”  
Spiritual Exercises Write Up  
Finalize Essay topics |
| Week 11| ID & Decision Making Mode 1   | Chapter 10 of “What's Your Decision?” |
|        | Vice                         | Chapter 11 of “What's Your Decision?” |
| Week 12| ID & Decision Making Mode 3   | Chapter 12 of “What's Your Decision?”  
PAPER DUE |
| Week 13| Signs of Good Decisions      | FINAL PAPER TURNED IN BY 5PM.  
Recognizing and evaluating decisions |
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.

Discussion Boards
Discussion board posts are available on Canvas up until the start of the class they are due, when they will close and you will no longer be able to respond. Your initial response to the post will be due the Thursday prior to the start of class. Once you create your initial post, you will be required to respond to one peer’s post due Sunday by 5pm.

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.

The most important thing to remember about attendance in the course is to stay in touch with your professors. Email ahead of time if you are going to miss class. Also be sure to keep up on all of the readings on the syllabus.

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.

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 for more information.