Ethical Leadership

MGST 453 | Bachelor of Commerce | Winter 2022

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Public course overview adapted from the Winter 2022 materials. This historical overview introduces the course to website visitors; it is not a current student syllabus.

Course Description

Students will develop skill in applying a variety of different leadership frameworks to problems and an understanding of when various frameworks are most applicable. Critical thinking skills will be honed using film, short cases, readings, class discussions, and written opinion. Students will be able to identify components of leadership behaviours in self and others. Students will witness, experience, and "consume" leadership as it progresses from individual to team to organizational to community levels. Note: This class will be interactive.

Course Objectives

By the end of this course, students will be able to

1. Apply and critically analyse concepts of leadership in different contexts by reading and thinking about published academic research;
2. Reflect critically on their own and leadership experiences of others to enhance their own effectiveness as leaders;
3. Examine how leadership development happens through education, training, and experience by reading and seeing narratives of leaders;
4. Produce an analysis of the practice and development of leadership by a close reading and interpretation of a leader's biography;
5. Assess the ethical consequences of leadership practice in the form of social influence tactics.

Course Texts

Required: The White Tiger: A Novel by Aravind Adiga.

Optional: Northouse, P. G. (2018). *Leadership: Theory and practice*. SAGE Publications.

Learning and Assessment

Readings, discussions, cases, simulations and reflection connect leadership concepts with ethical judgement and students' own experiences.

Specifications grading

Students select a grade bundle and demonstrate their learning against explicit specifications. Assignments are evaluated as Satisfactory or Unsatisfactory: satisfactory work meets all stated goals and specifications, rather than earning partial credit. The final grade reflects the completed bundle.

- C bundle: Complete all class participation activities and discussions, and all three reading quizzes with at least 60% on each quiz.
- B bundle: Complete the C bundle and earn Satisfactory on the Sustainable Development Goal presentation.
- A bundle: Complete the B bundle and earn Satisfactory on the book essay.

The original system also used plus/minus modifiers and two virtual tokens to offer limited flexibility, including revision and resubmission. The bundles—not conventional assessment weights—organize the course.

Participation and reading quizzes

Students prepare for class, actively listen, contribute ideas and work with peers on cases and activities. Three reading quizzes encourage preparation and provide a head start on discussion.

Sustainable Development Goal presentation

This is an individual assignment completed within teams of three. Each member chooses a different Sustainable Development Goal and independently researches what it is, why it matters and how business leaders are tackling it.

Students give a formal 5–7 minute presentation to their teammates and provide developmental feedback on one another's work. They then present a second time, using the feedback to improve. Teammates assess whether the presentation improved, and the second presentation is recorded for instructor evaluation. Presentation and feedback receive individual assessments.

Book essay

The purpose of this assignment is to help you clarify and chronicle your own perspective of moral leadership, as it has evolved during the course. You will base your paper on the novel The White Tiger by Aravind Adiga. This assignment consists of three parts:

- A description of a situation that you believe demonstrates the aspects of (im)moral leadership
- Analysis of why you believe this - the reasons behind your assumption, and your assessment of the decisions and actions of the protagonist.
- Reflection and lessons - implications you draw from the protagonist/situation and the course that inform your understanding and your own definition of moral leadership

Maximum length: 2,500 words. The essay brings the novel, course concepts and the student's own understanding of moral leadership into conversation.

Course Schedule

This regular-semester schedule spans 14 calendar weeks, including a term break in Week 7. The original week numbering is retained for the 13 teaching weeks.

Week	Topics and activities	Preparation and readings
1	Course introduction What do we know about ethical leadership?	Course overview. Gosling, J., & Mintzberg, H. (2003, November). The five minds of a manager. *Harvard Business Review, 81*(11), 54–63. Watch: Why ethics pay and how to make it pay more; Chapter 1: Introduction.
2	Social construction and romance of leadership Why does leadership matter? Challenges and failures of leadership	Wong, L., & Gerras, S. (2017, February 15). Beware the romance of leadership. *War on the Rocks*. Schyns, B., & Schilling, J. (2013). How bad are the effects of bad leadership? A meta-analysis of destructive leadership and its outcomes. *The Leadership Quarterly, 24*(1), 138–158. Watch: What does the social construction of reality mean? Supplementary introductory video on social construction.
3	Social influence Reciprocity and commitment	Cliffe, S. (2013, July–August). The uses (and abuses) of influence. *Harvard Business Review, 91*(7–8), 76–81. Listen: Freakonomics, How to get anyone to do anything. Watch: How to influence others; Chapter 6: Path-Goal theory; Chapter 7: Leader-Member exchange theory.
4	Tactics of influence Social proof and liking	McAllister, C., Moss, S., & Martinko, M. J. (2019, October 29). Why likable leaders seem more effective. *Harvard Business Review*.
5	Leveraging networks simulation and debrief Reading quiz 1	
6	Ethical perspectives Moral character and moral conduct	Watch: Chapter 13: Leadership ethics. Case: Defining Moments: Personnel Problems.

Course Schedule Continued

Week	Topics and activities	Preparation and readings
8	Patient Zero simulation and debrief	Grint, K. (2005). Problems, problems, problems: The social construction of "leadership." *Human Relations, 58*(11), 1467–1494. Review: Chapter 13: Leadership ethics. Watch: Chapter 11: Adaptive leadership. Read: SDG assignment guidelines.
9	Leadership behaviours Transformational leadership	Keltner, D. (2016, October). Don't let power corrupt you. *Harvard Business Review, 94*(10), 112–115. Licht, A. (2018, October 7). How to email like a CEO. *Forbes*. Houseworth, L. E. (2019, May 30). *How do good leaders give advice? The short answer: They don't.* Ideas.TED.com. Hall, J. (2014, March 10). 11 simple ways to show your employees you care. *Forbes*. Watch: Chapter 4: Behavioural approach; Chapter 8: Transformational leadership.
10	Active listening and giving feedback SDG presentations 1 Reading quiz 2	Israel, T. (2020, October 12). *How to listen—really listen—to someone you don't agree with.* Ideas.TED.com. Huffington, A. (2020, February 24). Give compassionate feedback while still being constructive. *The New York Times*. Watch: The transformative power of classical music. Grant, A. (Host). (2021, June 15). Mellody Hobson on taking tough feedback [Audio podcast episode]. In *Taken for Granted*. TED.

Course Schedule Continued

Week	Topics and activities	Preparation and readings
11	Charismatic leadership SDG presentations 2	Antonakis, J., Fenley, M., & Liechti, S. (2012, June). Learning charisma. *Harvard Business Review, 90*(6), 127–130. Watch: Let's face it: Charisma matters.
12	Mount Everest simulation and debrief	Preparation: Simulation tutorial. Watch: Chapter 5: Situational approach.
13	Negative leadership behaviours and abusive supervision Authenticity Reading quiz 3	Taylor, S. G., Folger, R., Vadera, A. K., Griffith, M. D., & Letwin, C. R. (2019, January 23). Does having a bad boss make you more likely to be one yourself? *Harvard Business Review*. Abbajay, M. (2018, September 7). What to do when you have a bad boss. *Harvard Business Review*. Kellerman, B. (2006, April). When should a leader apologize—and when not? *Harvard Business Review, 84*(4), 72–81. Case discussion.
14	Wrap up and concluding thoughts	