

## MO 620: Leading with Values

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<b>Course Website:</b>	<a href="https://ctools.umich.edu/">https://ctools.umich.edu/</a>
<b>Meeting Time:</b>	Tuesdays and Thursdays from 12:40-2:10 PM
<b>Meeting Room:</b>	K1320
<b>Office Hours:</b>	By appointment

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### **COURSE OVERVIEW**

With the plethora of recent high-profile corporate scandals and the financial crisis being blamed in part by the unethical behavior of Wall Street, it is increasingly important to understand how to be an ethical leader. *Leading with Values* (MO 620) is aimed to help you develop insights about your own values and to understand how to overcome human tendencies that often disconnect our values from our behaviors. Throughout this course we will focus on what it means to *lead* with values—so the focus is not about being a good follower but rather how to be an ethical leader.

The specific learning objectives for this course are:

- Discover insights about your own values as a leader
- Understand how our values can be disconnected from our leadership behaviors
- Learn tools for leading with values
- Gain clarity about what matters most to you in life

To achieve these specific learning objectives, this course uses an experiential, action learning approach that focuses directly on you—the student—as the “live case” by which learning takes place. In particular, the course uses a combination of lecture, case studies, videos, experiential exercises, self-assessment techniques, peer feedback, and team projects to enhance your learning and development as an ethical leader. The role of the instructor in this course is not to provide the answer, but rather to create an environment where you can systematically and collectively explore, examine, and experiment with your own ideas.

The learning in this course will be highly personal and significant. I hope this class will help you grow as a person and a leader and that this development will benefit you in your career and aid the world we all live in.

## **COURSE DELIVERABLES & EVALUATION**

Your overall course grade is a function of individual and group-based work. This method of evaluation simulates performance evaluation and feedback systems in “real world” organizations and reinforces the notion that leadership is not simply an individual act but rather a social process that transcends any single individual. Although there will be assignments throughout the course that are not graded, your course grade is based on the following components:

<b>Component</b>	<b>Individual / Team Grade</b>	<b>Due Date</b>	<b>Grade Value</b>
I. Class Contribution	Individual	N/A	20%
II. Journal	Individual	Thursday, February 21 <sup>st</sup>	20%
III. Ethical Leadership Analysis	Team	Tuesday, February 12 <sup>th</sup>	30%
IV. Personal Code of Ethics	Individual	Thursday, February 21 <sup>st</sup>	30%

Final grades for this course will adhere to the grading policy approved by the Ross School of Business. For elective courses, this policy is: at most 35% may receive an Excellent; at most 75% may receive a Good or above; at most 100% may receive a Pass or above, remaining students (if any) will receive a low Pass or Fail.

### **I. Class Contribution (20%)**

This course is structured in such a way that it will guide you and your peers along a journey of personal learning and development. To ensure a high quality learning experience for you and others, it is critical that you approach this course with a high level of openness and commitment. Many of the class sessions and course assignments will be experiential in nature, involving real-time exercises, role-plays, cases, and film studies. To facilitate your development, you will be asked to meaningfully contribute during and outside of class. Your overall contribution to class will be assessed based on my own opinion and input from your peers.

Classroom time will be devoted to extensions, connections, and discussions of prepared materials. Please come ready to actively participate and contribute to class discussions. These discussions provide you the opportunity to practice speaking, persuasion, and listening skills – all three of which are important leadership skills. Effective class comments may address questions raised by others, integrate material from this and other courses, draw on real-world experiences and observations, or pose new questions to the class. Class contribution also involves knowing when to speak and when to listen. Comments that are vague, repetitive,

unrelated to the current topic, disrespectful of others, or without sufficient foundation are discouraged and will be evaluated negatively.

There is a no electronics policy in this class. Please do not turn on laptops or other electronic devices during class.

Although there is no formal attendance policy, I strongly encourage you to attend every class to ensure that you get the most out of it. Also, given that you cannot participate if you are not in class, it will ultimately hurt your course grade if you do not attend class.

Finally, for those of you who are less comfortable speaking in class, I encourage you to challenge yourself and speak up. Alternatively, if you e-mail me recent articles or news stories about topics related to class material I will take that into account when evaluating your class participation. You can also e-mail me or your team your thoughts about any issues relevant to class.

## **II. Journal (20%)**

You will keep a journal of insights, questions, and lessons throughout the term based on experiences that occur both inside and outside of class. This journal will be an important input in your personal code of ethics and will help you reflect on issues we discussed in class. More information will be provided about the journal.

## **III. Ethical Leadership Analysis (30%)**

As a team you will analyze two leaders in organizations you have worked at in the past. One leader will be an exemplary leader who leads with values. The second leader will be a leader who you think failed to live up to being an ethical leader. You will draw on class content for this analysis. More information will be provided about this assignment.

## **IV. Personal Code of Ethics (30%)**

This is perhaps the most important thing you will gain from this class. The personal code of ethics will be based on your values assessment, the content we learned about in class, and your own reflection about the type of leader you want to be. I will provide more specific guidelines later in the term.

## **ACADEMIC HONOR CODE**

Personal integrity and professionalism are fundamental values of the Ross Business School community. This course will be conducted in strict conformity with the Academic Honor Code. The Code and related procedures can be found at [www.bus.umich.edu/Academics/Resources/communityvalues.htm](http://www.bus.umich.edu/Academics/Resources/communityvalues.htm). The site also contains comprehensive information on how to be sure that you have not plagiarized the work of others. Claimed ignorance of the Code and related information appearing on the site will be viewed as irrelevant should a violation take place. Non-Ross Business School students taking the course

should also familiarize themselves with the Code as they will be subject to the Code while in this course.

### **COURSE MATERIALS**

There is no textbook required for this course. Most assigned materials have been included in the course packet (a few readings will be provided after certain classes). You are expected to complete the readings by the start of class the day they are listed below unless otherwise noted.

## CLASS SCHEDULE & ASSIGNMENTS

### Week 1

**Tuesday, January 15<sup>th</sup>**

Topic: *Course Overview*  
Reading: Treviño & Brown (2004)  
Videos: Jon Stewart  
Phil Zimbardo  
Trolley car problem

**Thursday, January 17<sup>th</sup>**

Topic: *No Class*

### Week 2

**Tuesday, January 22<sup>nd</sup>**

Topic: *Getting to Know Our Values*  
Reading: Gentile (2010)  
Exercise: Getting to know our values  
Assessment: Values

**Thursday, January 24<sup>th</sup>**

Topic: *The Perils of Power*  
Reading: Handout after class  
Exercise: Power and perspective-taking

### Week 3

**Tuesday, January 29<sup>th</sup>**

Topic: *Ethical Breakdowns*  
Reading: Bazerman & Tenbrunsel (2011)  
Exercise: Slippery slope

**Thursday, January 31<sup>st</sup>**

Topic: *Moral Disengagement*  
Reading: Moore & Sucher (2011)  
Exercise: Moral disengagement vignettes  
Case: Chris and Alison Weston case

### Week 4

**Tuesday, February 5<sup>th</sup>**

Topic: *Moral Licensing*  
Reading: Handout after class

**Thursday, February 7<sup>th</sup>**

Topic: *Omission Bias*  
Reading: Handout after class  
Case: Astraphan case

**Week 5**

**Tuesday, February 12<sup>th</sup>**

Topic: *Ethical Leadership: Biases*

Readings: Banaji, Bazerman, & Chugh (2003)  
Messick & Bazerman (1996)

Case: MBA Hackers

**Thursday, February 14<sup>th</sup>**

Topic: *Ethical Leadership: Role Modeling*

Reading: Treviño, Hartman, & Brown (2000)

**Week 6**

**Tuesday, February 19<sup>th</sup>**

Topic: *Ethical Leadership: Role Modeling (ctd.)*

Reading: Weaver, Treviño, & Agle (2005)

Case: Sara Strong

**Thursday, February 21<sup>st</sup>**

Topic: *Wrap-up*