Unit Outline*

MGMT8506

Ethical Dimensions of Organisations, Management and Leadership

Semester 2, 2011
Crawley

Assistant Professor Mark Edwards

Business School

* This Unit Outline should be read in conjunction with the Business School Unit Outline Supplement available on the Current Students web site http://www.business.uwa.edu.au/students
UNIT DESCRIPTION

Introduction

Welcome to ‘Ethical Dimensions of Organisations, Management and Leadership.’ This unit forms part of the required curriculum at the UWA Business School for all post-graduate students. Having business ethics as a required unit recognises that management education must equip students with more than functional expertise, as has been traditional in many business schools to date. Managers also require training in how to perform their work from an ethical position that promotes the well-being not only of the organisation but of the broader community and its members. Ethics serves not only to navigate through complex maze of organisational life effectively, but it can also be the source for innovation and entrepreneurial dynamism.

The unit is based on the premise that understanding ethical theory and moral reasoning is useful; however, understandings by itself is not sufficient to build ethical leadership at all levels of organisations and action is also required. Translating ethical knowledge and understanding into practice requires opportunities for applying the concepts learned in a relevant context and, more importantly, to learn how to skillfully express personal values in the workplace.

Individuals bring with them a strong sense of what they believe to be right – what becomes more challenging in an organisational context is the ability to give voice to these beliefs. For this reason, a significant component of the unit will focus on enabling students to give voice to their personal and professional values. In other words, a focus on action and not just awareness and analysis.

Recognising the interdisciplinary nature of many organisational decision situations, this unit will similarly adopt an interdisciplinary focus. Student learning will be supported through the adoption of a variety of unique teaching tools, techniques and delivery methods. A high level of student participation is expected.

Unit content

This unit responds to a growing demand for ethics education to address the practical component of engaging in values-based conversations. As such, content that will be covered in this unit includes:

- The Giving Voice To Values Thought Experiment: Assumptions and A Framework for Action
- Defining Values
- The Power of Choice
- Normalising Values Conflicts
- Purpose, Self-Knowledge and Voice
- Reasons, Rationalisations, Heuristics and Biases
- Ethical Theories
- Creating Ethical Climates
- Ethics at Industry and Global Level
- Ethical Codes

The Goal of the Unit

The specific goal of this unit is to improve students’ capacity to act effectively when dealing with ethical conflicts and/or opportunities. The assessment components for this unit are directly tied to each of the following learning outcomes and educational principles.
Learning outcomes

On successful completion of this unit **students will be able to:**

- Demonstrate a broad understanding of a range of ethical concepts, tools and be able to apply them in a decision making capacity.
- Participate in ethical dialogue giving consideration to the needs of multiple stakeholders.
- Demonstrate, through critical reflection, an ability to describe, explain and justify a personal ethical position and know what to do to act on it.
- Throughout the unit, students will be encouraged to transfer their learning from this unit across other units taken as part of their studies and vice versa.

Educational Principles and Graduate Attributes

In this unit, you will be encouraged and facilitated to develop the ability and desire to:

- Master the key concepts and processes to effectively give voice to values;
- Acquire the skills required to learn, and to continue through life to learn, from the values based conversations that occur at the individual, organisational and industrial level;
- Adapt acquired knowledge to new situations;
- Communicate in English clearly, concisely and logically;
- Think and reason logically and creatively;
- Undertake the identification, analysis and action strategies related to values conflicts;
- Question accepted wisdom and be open to new ideas and possibilities;
- Acquire mature judgement and responsibility in ethical, moral, social, and practical, as well as academic matters;
- Work independently and in a team;
- Acquire cross-cultural and other competencies to take a citizenship and leadership role in the local, national or international community.

TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies

In a supportive environment this unit will challenge students in ways that may take some out of their comfort zones. This should be viewed as healthy learning. By participating in this unit, students will have the opportunity to engage with many educational modalities which may include, among others:

- Team Based Learning
- Giving Voice To Values curriculum and case studies
- Individual and group role playing
- Debate and oral presentation work
- Reflective learning
- Report writing

This unit is structured around two main learning processes: Giving Voice to Values (GVV) and Team Based Learning (TBL).
Giving Voice to Values

The course employs an approach called Giving Voice to Values (GVV) as a way of developing the capacity to act on and express values when faced with ethical issues. GVV is an innovative research and curriculum development project, launched by Dr Mary Gentile and The Aspen Institute Business & Society Program in conjunction with Yale School of Management and Babson College. Professor Gentile was an Alcoa Visiting Professorial Fellow to UWA in October 2009.

Essentially, the curriculum focuses on ethical implementation and asks the question: “What if I were going to act on my values? What would I say and do? How could I be most effective?” Currently in use at MIT Sloan School of Management, Stanford University, Kellogg School of Management, UCLA and many other major global Business Schools, UWA Business School is proud to be leading the way in Australia with this innovative new curriculum material.

Team-Based Learning

This course is delivered using a Team-Based-Learning (TBL) format. Accordingly, you will be assigned to a team with approximately 6-7 members. Teams will be formed in class during the first week. The essence of team-based learning is that you prepare for classes by studying the course readings, becoming familiar with their ideas and content then apply this content in the classroom activities. In-class quizzes ensure that your learning is assessed in the process. This is called the Readiness Assurance Process (RAP) because students take on the responsibility to be ready for applying in class what they have learned beforehand.

Teaching and learning evaluation

You may be asked to complete two evaluations during this unit. The Student Perception of Teaching (SPOT) and the Students’ Unit Reflective Feedback (SURF). The SPOT is optional and is an evaluation of the lecturer and the unit. The SURF is completed online and is a university wide survey and deals only with the unit. You will receive an email from the SURF office inviting you to complete the SURF when it is activated. We encourage you to complete the forms as your feedback is important and can be used to make changes to the unit or lecturing style when appropriate.

All units offered by the UWA Business School are periodically evaluated and the feedback from students taken into account when the unit is updated. For example, we have received comments from past students that it would be useful to include more ethical issues from current affairs and topical issues and so, in response to this feedback, we have included a greater emphasis on developing exercises which incorporate contemporary ethical issues.

Attendance

Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process, therefore it is important that you attend classes. More formally, the University regulations state that ‘to complete a course or unit students shall attend prescribed classes, lectures, seminars and tutorials’. Where a student, due to exceptional circumstances, is unable to attend a scheduled class, they are required to obtain prior approval of the unit coordinator to be absent from that class. Any student absent from class without having had such absence approved by the unit coordinator may be referred to the faculty for advice and may be required to withdraw from the unit.
CONTACT DETAILS

We strongly advise students to regularly access their student email accounts. Important information regarding the unit is often communicated by email and will not be automatically forwarded to private email addresses.

<table>
<thead>
<tr>
<th>Unit Coordinator / Lecturer</th>
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<tbody>
<tr>
<td><strong>Name:</strong> Mark Edwards</td>
</tr>
<tr>
<td><strong>Email:</strong> <a href="mailto:mark.edwards@uwa.edu.au">mark.edwards@uwa.edu.au</a></td>
</tr>
<tr>
<td><strong>Phone:</strong> 6488 5869</td>
</tr>
<tr>
<td><strong>Consultation hours:</strong> Mondays 12.00pm - 1.00pm</td>
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<tr>
<td><strong>Class times and venues</strong></td>
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<tr>
<td>Monday 2.00pm - 5.00pm (ZOO:LT Zoology lecture Theatre) or Wednesday 5.00pm - 8.00pm (ZOO: LT Zoology lecture Theatre)</td>
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<tr>
<th>Co-Lecturer</th>
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<tr>
<td><strong>name:</strong> Dr. Nin Kirkham</td>
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<tr>
<td><strong>email:</strong> <a href="mailto:nin@cyllene.uwa.edu.au">nin@cyllene.uwa.edu.au</a></td>
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<tr>
<td><strong>phone:</strong> 6488 3966</td>
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<tr>
<td><strong>Fax:</strong> 6488 1182</td>
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<tr>
<td><strong>consultation hours:</strong> By appointment</td>
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<td><strong>lecture times:</strong> Sessions in Weeks 3 and 10</td>
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TEXTBOOK(S) & RESOURCES

Unit Website

The WebCT unit website can be located at: [http://webct.uwa.edu.au](http://webct.uwa.edu.au).

Required text


Required readings

There is also a set of required readings which are available through Course Materials Online (a CMO link is also provided in WebCT).

Software requirements

To successfully complete the assessment in this unit, students will need to use micro-soft office applications (i.e. Word, PowerPoint), the internet and electronic databases.
Additional Resources and Reading Material

The following list contains recommended ethics journals. These references are provided for your information and are not included in the examinable portion of this unit.

- Business Ethics Quarterly: [http://www.pdcnet.org/beq.html](http://www.pdcnet.org/beq.html)

Websites/Weblog/Webzines:

St James Ethics Centre is a fully independent, not-for-profit organisation which provides a non-judgemental forum for the promotion and exploration of ethics.

Chris MacDonald's Business Ethics Blog [http://www.businessethics.ca/](http://www.businessethics.ca/)
This website is an independent, non-affiliated source of information, authored and administered by business ethics scholar, Chris MacDonald.

UNIT SCHEDULE

<table>
<thead>
<tr>
<th>Week starting</th>
<th>Topic</th>
<th>Pre-Class Readings</th>
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• UNIT OUTLINE |
| Wk 2 Aug. 8  | The GVV Way Of Thinking About Values        | **RAP Test # 1 (Week 1 and 2 readings)**  
GENTILE, M, 2010 'Giving Voice to Our Values: the thought experiment', pgs 1-23.  
GENTILE, M, 2010 'Values: What they are and what they are not' pgs 24-46. Ch. 2 |
| Wk 3 Aug. 15 | Ethical Theories                            | KIRKHAM, G. (2011) Notes on three main ethical theories and how to use them.       |
| Wk 4 Aug. 22 | Ethics At The Individual Level #1           | **RAP Test #2 (Week 3 and 4 readings)**  
GENTILE, M, 2010 'A Tale of Two Stories: The power of Choice' pgs 47-71. Ch. 3  
GENTILE, M, 2010 'It's Only Normal', pgs 72-85. Ch. 4 |
| Wk 5 Aug. 29 | Ethics At The Individual Level #2           | GENTILE, M, 2010 'What Am I Working For? P.s 86-107. Ch. 5  
GENTILE, M, 2010 'Playing to my Strengths?', pgs 108 - 134. Ch. 6 |
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<thead>
<tr>
<th>Week starting</th>
<th>Topic</th>
<th>Pre-Class Readings</th>
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| **Wk 6 Sept. 5 April** | The GVV Process | **RAP Test #3 (Week 5 and 6 readings)**  
GENTILE, M, 2010 'Finding My Voice', pgs 135-170. Ch. 7  
| **Wk 7 Sept. 12** | Reasons, Rationalisations, Heuristics & Biases | GENTILE, M, 2010 'Reasons and Rationalizations', pgs 171-210. Ch. 8  
| **Wk 8 Sept. 19** | Ethical Dimensions Of Modern Business | **RAP Test #4 (Week 7 and 8 readings)**  
GENTILE, M, 2010 ‘Putting it to work’ pgs 211-222. Ch. 9 |
| **Study break Sept. 26** | **Non-teaching study break begins (1 week).** |
| **Wk 11 Oct. 17** | Ethics At The Global Level #1: Cross cultural ethics | **RAP Test #5 (Wk 9, 10 and 11 readings)**  
| **Week 13 Oct. 31** | Presentation Of Team Projects Course Overview | |
ASSESSMENT MECHANISM

The purpose of assessment

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work provides you with an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

The purpose of including team assessment in this unit is to facilitate the practical application and experience of communicating your values and discussing how they might be implemented. Team based learning is recognised as a leading edge technique for facilitating adult learning.

Assessment mechanism summary

<table>
<thead>
<tr>
<th>Component</th>
<th>Grade Weighting</th>
<th>Due</th>
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<tbody>
<tr>
<td>1. RAP tests</td>
<td>Individual RAP test - 20%</td>
<td>Ongoing: See specific dates in lecture outline on previous page</td>
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<tr>
<td></td>
<td>Team RAP test - 10%</td>
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<tr>
<td>2. Team project</td>
<td>i) Report - 20%</td>
<td>i) Report must be electronically submitted via WebCT by 9.00am, Monday the 10th of October.</td>
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<td></td>
<td>ii) Presentation – 10%</td>
<td>ii) Presentations: In class of weeks 11 and 12. Presentation slides must be electronically submitted via WebCT by 9.00am Monday the 24th of October.</td>
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<tr>
<td></td>
<td>SPARKplus ratings will be used to adjust marks for individuals</td>
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<tr>
<td>3. Final Exam</td>
<td>40%</td>
<td>During official exam period commencing November 12th, 2011</td>
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Note 1: Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts.

Note 2: Applications for extensions on assignments should be made in writing to the unit coordinator and will only be granted in exceptional circumstances.

Note 3: Unless an approved extension is given, a standard late penalty of 10% of the awarded mark per calendar day or part thereof will apply. Assignments received after 10 days will not be received. Similarly, a penalty of 10% will be applied for each page or part thereof over the space limit for assignments.

Note 4: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning outcomes as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the unit.
Assessment components

Assessment item # 1 - Readiness Assurance Process

This process involves an individual and team Readiness Assurance Process test (RAP test). At the first class meeting of each module a RAP test is held. First, students complete an individual multiple-choice test (typically 10 multiple choice questions) on the readings. Following the individual RAP test, the same test is retaken by the team. In our first class a dry run of the process will be carried out to ensure familiarity with the process. The RAP test account for 30% of the unit grade with 20% allocated to the individual score and 10% allocated to the team score.

Assessment item # 2 - Team project (report and presentation)

This assessment consist of:
- a team project report (20%),
- a team presentation of this report (10%). Individual marks will be allocated using the SPARKPLUS online resource tool (see below) to adjust raw team scores.

Team project objectives:

1. To learn to unpack and reason through some common barriers which inhibit ethical and responsible management.
2. To develop your skills as an individual and as a team member in working through the GVV process in detail.
3. To learn how to perform a GVV analysis of an ethics case study.
4. To interact with team members in working through and discussing complex ethical issues.

The case you will work on will be selected by you and will be a real example taken from the Tale of Two Stories Group Exercise that you will carry out in class. It can be an example of where someone either a) has or b) has not given voice to their values. The report will have three sections:

   i) Background to and description of the case (2 marks)
   ii) A detailed GVV analysis of the case (14 marks)
   iii) Conclusion and reflections (4 marks)

The first section must include a brief introduction to the assignment and a clear description of the case. No real names are to be used in the report. You must use pseudonyms for all names.

The second section, the detailed GVV analysis, should include your numbered response (1 – 10) to the following:

1. Describe the ethical issue or issues in question.
2. Describe what values are involved and how they relate to the ethical issues.
3. Describe your specific purpose with respect to the identified issue i.e., what did you want to achieve in dealing with the dilemma?
4. Identify how your specific purpose (described in 3 above) is linked to your professional and personal purposes.
5. Identify key stakeholders and describe the nature of the relationships between them and what is at stake for each of them.
6. List and briefly discuss any self-inhibiting arguments that you thought of to justify not taking action.
7. List and briefly discuss the self-enabling arguments that you thought of to motivate action.
8. List and briefly discuss the inhibiting and/or enabling arguments that came from others.
9. Develop and describe the process by which you achieved your purpose mentioned in 3.
10. Develop and present a script or scripts for the conversations that can arise from steps 3 to 9. Provide an analysis of these scripts using concepts covered in the unit. For example: approach
style taken, identification of rationalisations, inhibitors/enablers, levers used, personal biases and so on as relevant.

The third section should include your conclusions about the case, what you learned from the analysis, your team’s reflections on the ethical issues involved. More details of the assignment will be presented in the class.

Your final report must be written in 12 point Times New Roman font at 1.5 line spacing. It must not be any longer than 3,000 words in length. Please note that penalties apply for going over the limit. This report is worth 20% of your overall mark. No appendices are to be submitted. The word count includes tables and diagrams but excludes references.

The report must be submitted electronically via WebCT by 9.00am Monday the 10th of October.

ii) Team presentation
In addition to the above written report submission, you are formally required to orally present your assignment during the final two weeks of the unit. In terms of this presentation component, you should note the following:

- Oral presentations must involve all team members.
- Student presentations are to be made in a relaxed but professional manner.
- Presentations are to be carefully practiced and are not to exceed the allocated time limit (15 minutes + 5 minutes discussion).
- A computer presentation program or overhead slides are to be used for visual aids.
- Other types of visual aids may also be used if necessary. Don’t go overboard with bells and whistles. This is not what makes for a good presentation!

The presentation, worth 10% of your unit, will be marked by the unit co-ordinator and you will receive a rubric which provides a guideline for how your presentation will be marked.

Presentation slides must be electronically submitted via WebCT by 9.00am Monday, October 24th.

Peer Feedback used to assess Team Contributions (SPARKplus)

Overall team marks for the report and the presentation will be adjusted using the Self-Peer Assessment Resource Kit (SPARKplus). SPARKplus is an online resource and it will be used to assess individual contributions to the team for the team project reports and presentations. The assessment will, however, be based on all team activities including the project work, RAP tests and in-class and out-of-class activities. More information will be provided in class. SPARKplus will require you to provide feedback to, and receive feedback from, your team members.

Based on a series of answers from each team member SPARKplus automatically produces two weighting factors. The SPA or Self and Peer Assessment factor is a measure of how the team overall viewed the contribution of each member of the team. This factor will be used to adjust team marks for the team report and team presentation into individual marks:

\[
\text{Individual mark} = \text{team mark} \times \text{individual’s SPA}
\]

For example, a student that receives a SPA factor of 0.9 for their project contributions reflecting a lower than average team contribution as perceived by a combination of themselves and their peers, would receive an individual mark of 72% if their group project mark was 80%. The SPA factor from the final rating period will be used to calculate individual marks.
The second factor calculated is the SAPA factor. This is the ratio of a student’s own self-assessment rating compared to the average rating of their contribution by their peers. It provides students with feedback about how the rest of the group perceives their contribution. For example, a SAPA factor greater than one means a student has rated their own performance higher than they were rated by their peers. Conversely, a SAPA factor less than one means that a student has rated their own performance lower than they were rated by their peers. Both factors for each student will be released to all group members.

This idea of using SPARKplus is not only to make group work fairer but to encourage the development of professional skills. These skills include giving and receiving both positive and negative feedback, conflict resolution, collaboration, the ability to assess both your work and the work of your peers and developing your professional judgement. If you successfully achieve these learning outcomes your group experience should be productive. Teams that contain students who do not adequately participate in group activities and/or develop their teamwork skills typically have friction between group members.

Failure to complete SPARKplus will result in a SPA factor of 0.8. There will be several opportunities for getting to know the SPARKplus process. Feedback will be given to teams and team members after each reporting round.

All team activities (RAPs, team report and presentation, in-class activities, class prep activities team meetings etc.) must be taken into account when rating yourself and your peers. However, the team SPA factor will only be used to adjust the team report and presentation scores.

Objections
Initially the released SPA and SAPA factors will be preliminary and only become official after any protests are considered. Any student believing their SPARKplus assessments were unfair may lodge an objection. Any objection to your assessment ratings must be made in writing. Each objection must be max of 500 words clearly outlining why you believe your rating is unfair. Your protest will be reviewed and may be discussed with the other members of your team. Objections must be lodged within 3 days from the date that the SPARKplus assessments are released.

The lodgement of an objection will be considered as a request for reassessment of the entire team. Hence if a student lodges an objection the marks for the entire team will be reassessed and released after the objection has been considered. In considering any objection the log books and or meeting minutes for a team will be reviewed.

Assessment item # 3 - Final Exam:

This course will include a 2-hour written examination comprising of two sections (Section A and Section B). Section A (50%): will consist of a case study analysis organisational ethical issue. For Section B (50%) you will be presented with 5 questions and you will need to answer 2 of them in short essay style.

Submission of assignments

Your team assignment report must be submitted electronically via WebCT by 9.00am Monday the 10th of October 2011.

Your presentation slides must be electronically submitted via WebCT by 9.00am Monday the 24th of October 2011.
Please remember to attach an Assignment Cover sheet to the front of your report before you submit. You can access the relevant Assignment Cover sheet from the Business School Current Students web page [http://www.business.uwa.edu.au/students/assessments](http://www.business.uwa.edu.au/students/assessments).

Late assignments will attract a penalty of 10% per day or part thereof. This means that assignments handed in after the beginning of class will incur a penalty of at least 10%. This penalty will be waived by the lecturer only in exceptional circumstances. No marks will be awarded to assignments submitted after other students in the class have had their assignments returned.

Papers of excessive length will also attract a penalty. The penalty will be 10% for each 250 words, or part thereof, over the word limit. Assignments will be returned via the Postgraduate Student Centre. It is the intention that the marked assignments will be returned within two weeks of submission.

**Student Guild**

Phone: (+61 8) 6488 2295  
Facsimile: (+61 8) 6488 1041  
E-mail: [enquiries@guild.uwa.edu.au](mailto:enquiries@guild.uwa.edu.au)  
Website: [http://www.guild.uwa.edu.au](http://www.guild.uwa.edu.au)

**Charter of Student Rights and Responsibilities**

The Charter of Student Rights and Responsibilities outlines the fundamental rights and responsibilities of students who undertake their education at UWA ([refer http://handbooks.uwa.edu.au/undergraduate/poliproc/policies/StudentRights](http://handbooks.uwa.edu.au/undergraduate/poliproc/policies/StudentRights)).

**Appeals against academic assessment**

The University provides the opportunity for students to lodge an appeal against assessment results and/or progress status ([refer http://www.secretariat.uwa.edu.au/home/policies/appeals](http://www.secretariat.uwa.edu.au/home/policies/appeals)).