Unit Outline*

MGMT8506

Ethical Dimensions of Organisations, Management & Leadership

EMBA
Trimester 2, 2011
Crawley

Assistant Professor Mark Edwards

www.business.uwa.edu.au

* 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 postgraduate students as of January 2009. This change in the curriculum has come as a response to the world-wide recognition that management education must equip students with more than functional and technical expertise, as has been traditional in many business schools to date. Rather, managers also require training in ethical reasoning so that they can do their jobs better and to identify, deconstruct and navigate the complex maze of organisational life effectively.

The teaching team for this unit consists of Dr. Mark Edwards and Dr. Nin Kirkham. We have based the unit on the premise that understanding ethical theory and moral reasoning is useful, however, it is not sufficient to truly build ethical leadership at all levels of organisations. For ethical knowledge and understanding to translate into practice it requires the opportunity to apply the concepts learned in a supportive environment and, more importantly, preparation for ethical conflicts.

Individuals bring with them a strong sense of what they believe to be right versus wrong – what becomes more challenging in the 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.

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 ethics, moral and 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 raise students’ capacity to act effectively in dealing with ethical conflicts and opportunities at the individual, interpersonal, organisational and global level.
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 developing a plan for action.
• Participate in ethical dialogue on a number of levels (intra-personal, inter-personal, group, etc.) giving due consideration to the needs of multiple stakeholders.
• Demonstrate through critical reflection an ability to describe, explain and justify a personal ethical position and know how to act on and express the values that inform that position.
• 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
• 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 the prestigious Yale School of Management. 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. You will be allowed to self-organise your teams and they will be fixed for the duration of the trimester. Teams are guided through the 6 course learning modules. These modules have a sequence of 3 discrete learning phases: Pre-class preparation, In-class multiple choice readiness assurance tests, and application of concepts through in-class activities. These three phases are described in the ‘assessment mechanism’ section below.

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 extremely important and can be used to make changes to the unit or lecturing style when appropriate.

Attendance
Participation in class, whether 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.

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<thead>
<tr>
<th>Unit details</th>
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<tbody>
<tr>
<td><strong>Name:</strong></td>
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<td><strong>Email:</strong></td>
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<td><strong>Phone:</strong></td>
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<tr>
<td><strong>Consultation hours:</strong></td>
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<td><strong>Workshop times:</strong></td>
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<td><strong>Lecture venue:</strong></td>
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TEXTBOOK(S) AND RESOURCES

Unit Website
Relevant WebCT web site

Required text


There is also a set of required readings which are available through Course Materials Online (with the exception of the Harvard Business Review articles which must be downloaded from Proquest).

Software requirements

To successfully complete the assessment in this unit, students will need to use Microsoft office (or similar) applications (ie Word, Powerpoint), the internet and electronic databases.

Additional resources & reading material

The following list of journals is recommended by the unit design team for further exploration on the subject. These references are provided for your information and are not included in the examinable portion of this unit.

Related Journals:

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

<table>
<thead>
<tr>
<th>May 14</th>
<th>Pre-Class Reading</th>
<th>In-Class Activities</th>
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<tbody>
<tr>
<td>• UNIT OUTLINE: MGMT 8506: Ethical Dimensions of Organisations, Management &amp; Leadership</td>
<td></td>
<td>• Session 1: Introduction to unit: What is ethics &amp; why study it?</td>
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<tr>
<td>May 28</td>
<td>Pre-Class Reading</td>
<td>In-Class Activities</td>
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<tr>
<td>• GENTILE, M, (2010) &quot;Giving Voice To Values&quot;, Chapters 1-3.</td>
<td></td>
<td>• RAP Test #1</td>
</tr>
<tr>
<td>• WHITBECK, C., (1996) 'Ethics as Design: Doing Justice to Moral Problems', The Hastings Center Report, 26, 3, pp.9-16</td>
<td></td>
<td>• Session 1: Ethics at the individual level</td>
</tr>
<tr>
<td>• RINDOVA, V, Barry, D &amp; KETCHEN, JDJ (2009) 'Entrepreneuring as emancipation', AMR, 34, 3, pp. 477-491.</td>
<td></td>
<td>• Session 2: The GVV process</td>
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<td></td>
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<tr>
<td>June 11</td>
<td>Pre-Class Reading</td>
<td>In-Class Activities</td>
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<tr>
<td>• GENTILE, M, (2010) &quot;Giving Voice To Values&quot;, Chapters 4-7.</td>
<td></td>
<td>• RAP Test #2</td>
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<tr>
<td>• KIRKHAM, G. (2011) Notes on three main ethical theories and how to use them.</td>
<td></td>
<td>• Session 1: Ethical theories (Dr Kirkham)</td>
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<td></td>
<td></td>
<td>• Session 2: The ethical dimensions of business</td>
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<tr>
<td>June 25</td>
<td>Pre-Class Reading</td>
<td>In-Class Activities</td>
</tr>
<tr>
<td>• GENTILE, M, (2010) &quot;Giving Voice To Values&quot;, Chapters 8-9.</td>
<td></td>
<td>• NO RAP test</td>
</tr>
<tr>
<td>• FREDERICK, RE. (1990), 'An outline of ethical relativism and ethical absolutism' in A Companion to Business Ethics, ed. RE Frederick, Blackwell Publishers, Oxford, pp. 65-71.</td>
<td></td>
<td>• Session 1: Organisational climates for GVV</td>
</tr>
<tr>
<td>• KHERA, I. (2001), Business Ethics East vs. West: Myths and Realities, JBE, 30, 1, pp. 29–39.</td>
<td></td>
<td>• Session 2: Intercultural ethics (Dr Kirkham)</td>
</tr>
<tr>
<td>July 9</td>
<td>Pre-Class Reading</td>
<td>In-Class Activities</td>
</tr>
<tr>
<td>• OTOOLE, J. &amp; BENNIS, W. (2009), What’s needed next?: A culture of candor, HBR, 87, pp. 54-61.</td>
<td></td>
<td>• RAP Test #3</td>
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<td></td>
<td></td>
<td>• Session 2: Presentations</td>
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<tr>
<td>July 23</td>
<td>Pre-Class Reading</td>
<td>In-Class Activities</td>
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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 an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

Assessment mechanism summary

<table>
<thead>
<tr>
<th>Component</th>
<th>Grade Weighting</th>
<th>Due Date</th>
<th>Submission Process</th>
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<tbody>
<tr>
<td>1. RAP tests</td>
<td>Individual RAP: 20% Team RAP: 10%</td>
<td>Ongoing from May 28</td>
<td>Four MCQs completed in class</td>
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<tr>
<td>2. Team Project</td>
<td>i) Report: 20% ii) Presentation: 10%</td>
<td>i) Report due: 6.00 pm, Friday, July 15. ii) Presentations: July 9 and July 23</td>
<td>i) Report: via Web CT (electronic upload) ii) Presentations: slides must be uploaded via WebCT by 6.00 pm, Friday, July 8</td>
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<tr>
<td>3. Exam</td>
<td>40%</td>
<td>Date TBA (some time during exam week Aug. 6–13)</td>
<td>Official exam</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:** Assessed work that is not submitted on time will incur a 5% penalty for each day (or part thereof) that it is overdue.

**Note 3:** 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 (RAP): 30% of final mark

The RAP is a 3-phase process involving:

**Phase 1 – Pre-Reading and Pre-Class Preparation:** During this phase, you complete the specified readings and prepare for the class sessions. The RAP test will cover core aspects of the pre-readings listed for the relevant preceding weeks (as shown in the unit schedule above). For example, RAP #1 will cover readings for May 14 and 28; RAP #2 will be on readings for June 11; RAP #3 will be on readings for June 25, and July 9; RAP #4 will be on readings for July 13.

**Phase 2 – Readiness Assurance Test:** This phase takes place during class time (the first hour of each module) and consists of a multiple choice readiness assurance process test (RAP test). The RAP test assesses your comprehension of the assigned readings.

- First, students complete an individual multiple-choice test (typically 10 questions) based on the assigned readings.
- Following the individual RAP, the same test is retaken by the teams.
- The individual marks count for 20% and the team-based marks count for 10% of the total grade for the unit.
- There are four (4) RAPs over the course of the unit.

**Phase 3 - Workshops:** The workshops are where you develop and apply the information acquired in your pre-reading and RAP tests and preparation. The workshops are aimed at solving problems, preparing arguments (scripts), creating explanations, and practicing skills.

Assessment item #2: Ethical Values and Business Innovation Team Project (20% for report, 10% for presentation = 30% of final mark)

This assignment consists of: i) a team project report (20%), and ii) a team presentation of this report (10%). Individual marks will be adjusted using the SPARKPLUS online resource tool (see below).

i) Team Report (20%)

The project will involve interviews with entrepreneurs starting some new business endeavour or managers/senior staff involved in a business initiative or organisational change program within an existing organisation. The central task is to explore the research question: How can the expression of ethical values drive innovation and the creation of lasting wealth? We often think of ethics as rules or codes that stop us from acting and doing things. They are often perceived as codes of “Thou shalt not …” do this and that. But ethical values can also be inspirational and motivational forces for exploring new ways of doing things and developing new products and services that make clear contributions to society at every level (Rindova et al, 2009). This project explores the possible contribution of ethical values to business innovation and creativity.

**Aims of the project**

The aims of the project are for students to:

1. Explore ethics and values as a basis for organisational innovation and creativity;
2. Apply the concepts explored throughout the unit in analysing the specific case they have chosen;
3. Demonstrate the ability to present their thinking in both an academic report and an engaging presentation.
**Project method and procedures:**

- Each team will identify a focal organisation and is required to send a summary email to the unit co-ordinator for approval of the focus and scope of the project. The email (no more than 200 words) should identify the target organisation, the innovation and the ethical-commitments driving the innovation. Teams should not proceed with the interviews until they have received this approval.
- Each team will prepare a master ‘consent form’ for the project (this will be handed out in class and will also be available on WebCT). The consent form will include the names and signatures of all team members, the interview participant and the unit co-ordinator. Each interviewee will receive a signed copy of the consent form.
- The organisation will be asked to identify 3-4 staff members to be interviewed regarding the innovation. Interviews will be conducted face-to-face. An interview guide will be provided and can be amended as is appropriate. No video or audio recordings will be made and only written notes will be taken of the interviews.
- All information collected, including names of individuals and organisations involved, must be kept confidential. Pseudonyms MUST be used in the final reports and presentations.
- The case will be analysed using the concepts covered throughout the unit (see below for details).
- Students will submit a detailed report via WebCT by 10.00 pm, July 8.
- All copies of interview records must be handed in to the unit co-ordinator on the day of the presentation. These will be kept by the lecturer in a secure location until the following semester when they will be destroyed. No interviewee will be identifiable from the report.
- The submitted report must include an executive summary. Only executive summaries will be provided to the focal organisation. Students must cc the lecturer on the email that is sent to organisations with the executive summary attached.

**Report details**

The report will be a maximum of 3,000 words excluding references and executive summary. No appendices should be attached. The report must include:

- An executive summary of the report contents;
- An introduction including the project rationale, description of the organisation and the innovation;
- Summary and synthesis of information gleaned from the interviews;
- Analysis using the concepts covered in the unit;
- Discussion, reflections and recommendations: Discuss your results, evaluate the project, draw your conclusions, reflect on what you have learned as a team and make any recommendations that you see might as appropriate.

**Report format**

- Your final report must be written in 12 point Times New Roman font at 2.0 (double) line spacing.
- Save as a word.doc using the following format (team name_report.doc)
- Please leave 2.5cm margins all round.
- The report must not be any longer than 3,000 words in length.
- Please note that penalties apply for late submission and for going over the word limit.
- This report is worth 20% of your overall mark.
- The same mark will be awarded to all team members.
ii) Team presentation (10%)

In addition to the submission of a written report, you are required to orally present your report during the final 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).

The presentation will be marked by the unit co-ordinator (with possible input from invited colleagues).

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 than 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. After the second, fourth and fifth classes the SPARKPLUS website for the unit will be opened for reporting. 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.

**Assessment item #3 - Final Exam (40% of final mark):**
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 short case study of an ethical issue and you will be asked to do a GVV analysis of this case. **Section B (50%)** will consist of short essay responses where you will be presented with 8 questions and you will need to answer 5 of them.

**Submission of assignments**

**Where to submit**

- The team report must be submitted via this unit’s WebCT site by one designated team member only before 6.00pm, Friday, July 15th and submit the team presentations slides before 6.00pm, Friday 8th.
- Closer to the time, instructions of how to submit your assignment will be provided.
- Please note that in submitting your assignment via WebCT you are indicating that the report represents your work unless referenced accordingly. To use this unit’s WebCT you will need to answer a question to this effect.

**Assignment return**

- Your assignments will be returned to the same designated team member during the final class.

**Late assignments**

- Late assignments will attract a penalty of 5% per day or part thereof. This penalty will be waived by the lecturer only in exceptional circumstances. No marks will be awarded for assignments submitted after other students in the class have had their assignments returned.

**Going over the word limit**

- Papers of excessive length will also attract a penalty. The penalty will be 5% for each 300 words, or part thereof, over the word limit.

**Student Guild**

Phone: (+61 8) 6488 2295  
Facsimile: (+61 8) 6488 1041  
E-mail: 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)).