



## Module Specification

Key Information			
Module title	Leadership and Ethical Decision Making		
Level	7	Credit value	15
Lead College	QMUL	Notional study hours and duration of course	150
Module lead author/ Subject matter expert	Professor Dr Martha-Marie Kleinhans		
Module co-author(s)	None		
Notice to students	None		

### Rationale for the module

This module prepares students for strategic leadership and transformational roles in organisations. Understanding what comprises ethical decision making is crucial to today's leaders as both corporate and individual responsibility takes centre-stage in the public eye.

To take effective and ethical decisions, corporate leaders must understand the systems in which they lead and how they delimit the possibilities for decision-making. The purpose of the corporation as an entity which exists to provide value to its stakeholders is the starting point for ethical considerations. This module explores who these stakeholders may be and what role the corporation plays with these various groups and in society in general in a variety of national and cultural contexts.

Ethical decisions are made in the context of the personal values individuals bring to their leadership styles. This module builds on the leadership skills already developed in the core module and helps students recognise how their personal moral approaches effect and determine leadership approaches when confronted with ethical dilemmas. A key component to this module is the exploration of case studies and examples of real-world ethical dilemmas.

### Aims of the module

The module introduces students to some of the key components of and challenges to ethical decision-making in business, and helps them develop their analytical and reflexive decision-making skills in the context of the range of moral issues that contemporary business presents.

## Topics covered in this module:

1. Introduction to Leadership and Ethical Decision-Making;
2. Philosophical Frameworks, pt. 1;
3. Philosophical Frameworks, pt. 2;
4. Decision-Making Ethically;
5. Institutionalising Business Ethics;
6. Stakeholder Relationships;
7. Employee Relationships;
8. Corporate Social Responsibility;
9. Globalisation & Ethical Decision; and,
10. Higher Education and Ethical Leadership.

*The topics covered may be revised to ensure currency and relevance. Students will be advised of any changes in advance of their study.*

## Learning outcomes for the module

### A. Knowledge, Understanding and Cognitive Skills

By the end of this module learners will be able to:

1. Describe some the competing pressures of the corporate structure to decision-making for today's leaders
2. Identify and evaluate the main approaches to philosophical ethics
3. Articulate and discuss examples of contemporary cross-cultural issues involved in ethical decision-making
4. Identify the ethical elements of complex business and management situations and analyze these from a variety of approaches
5. Construct a reasoned ethical argument for responding to a dilemma, including providing responses to appropriate criticisms
6. Conduct a reasoned debate with people from different cultures and perspectives on complex ethical issues.

### B. Practical, Professional and Key Skills

By the end of this module learners will have developed:

1. Apply knowledge and understanding of ethical decision-making to complex business situations.
2. Transform business organizations through strategic leadership
3. Make sound judgements in the context of ethical dilemmas confronting business
4. Autonomy in study and use of resources for learning, including making professional use of others (students and tutors) in support of self-directed learning
5. Critical self-reflect on leadership style in own practice, with justification of his/her reflective process through examples of ethical dilemmas or decision-making
6. Problem-solving skills arising from and with reference to a grappling with ethical decisions
7. Skills to work in effective groups work towards defined outcomes, making appropriate use of the capacities of the group members
8. Analytical skills to plan strategies and tactics for dealing with an ethical dilemma in business

## Learning and Teaching Strategy and Methods

In addition to the core principles of the learning & teaching strategy and methods for this programme provided in the Programme Specification, Regulations and programme induction, the learning resources for this module are designed by a team supporting the module author with instructional design, learning technology and project management skills.

All students receive comprehensive learning materials in a variety of e-formats for use with different electronic devices. Online learning activities and formative assessments are a key feature of this framework and are linked to the online materials with a Student Progress Log illustrating the level of progress against learning outcomes and syllabus progress. Students can see their skills development through a 'Skills Portfolio', which evolves through the student's completion of formative and summative assessment.

Students will demonstrate their learning through a variety of activities. Moderated peer group exercises will help students demonstrate achievement of learning objectives from conceptual understanding to critical analysis. Students will demonstrate critical analysis skills through participation in discussions to review business models with which they were familiar and others of which they were unaware. Module tutors and programme Student Relationship Managers will be a useful resource for students looking for support with their online discussion and engagement.

Self-assessment exercises will provide students with the opportunity to gauge their learning against topic and module learning objectives as well as against confidence level in their own understanding. This will allow students to identify which content areas require further work on their part.

Learning materials are divided into topics of 10–12 hours of student effort to support student's time management and motivation for study. The learning content is a mixture of video, text, learning activities and formative assessments, with allocated time for preparation, revision and review relating to each item of summative assessment.

## Assessment strategy, assessment methods

### **Pass Mark**

The pass mark is 50% for each element of assessment.

*Compensation between elements of assessment is available on this module for marginal fails between 45%-49%.*

### **Assessment Elements**

#### **1. Coursework (30% weighting)**

There is one item of coursework for this module which contributes to the final assessment mark for this module:

Coursework: an essay of 2,500 words in length (maximum) (deadline – weeks 9–12)

The coursework is designed to check student progress, extend and reinforce concepts covered and also test individual performance.

#### **2. Examination (70% weighting)**

The final piece of assessment will be an unseen written examination of 2 hours' duration.

## Learning resources

### Learning materials

Learning activities and formative assessments for this module are designed and developed by the Lead Author/Module Leader and incorporate the following:

- Short videos
- Learning activities (including discussion forum activities)
- Formative assessments (multiple-choice and True/False quizzes, short answer self-assessments and matching exercises)
- Learning content

### E-resources

All students can access to the e-resources of the University of London which includes a wide range of business, leadership and management journals. Students will be directed to journals within each topic of study and given online resources to enhance their information literacy skills as part of the student induction.

### Core text(s)

There are two core texts for this module.

Johnson, Craig E (2013). *Meeting the Ethical Challenges of Leadership* 5<sup>th</sup> edition. Sage.

Ferrell, O. C., John Fraedrich (2014) *Business Ethics: Ethical Decision Making & Cases* 10<sup>th</sup> edition. Cengage.

### Other references

A variety of references will be provided in the learning materials for students to explore or seek out (in the case of materials in the e-resource collection of the University of London or generally-available public content online). An illustrative list of some of the additional references is below.

Documentary film: The Corporation

Bakan, J. (2008) 'The Externalising Machine,' in Burchell, J.B. (ed) *The Corporate Social Responsibility Reader*, Routledge: London.

Stark, A. (1993) 'What's The Matter With Business Ethics?' *Harvard Business Review*, 71 (3).

Hine, J.A.H.S. & Ashman, I. (2010) 'Iceland's Banking Sector and the Political Economy of Crisis,' in Kolb, R.W. (ed) *Lessons from the Financial Crisis: Causes, Consequences and Our Economic Future*, John Wiley & Sons: New Jersey.

Hine, J.A.H.S. (2007) 'The Shadow of MacIntyre's Manager in the Kingdom of Conscience constrained,' *Business Ethics: A European Review*, 16 (4).

Bird, F.B. & Waters, J.A. (2001) 'The Moral Muteness of Managers,' *California Review*, (reprint from edition Fall 1989).

Erturk, I. Et al. (2004) 'Corporate governance and disappointment,' *Review of International Political Economy*, 11:4, 677-713.

McCall, J.J. (2004) 'Assessing American executive compensation: a cautionary tale for Europeans,' *Business Ethics: A European Review*, 13 (4).

Sternberg, E. (1997) 'The Defects of Stakeholder Theory,' *Scholarly Research and Theory Papers* Vol. 5:1.

Crook, C. (2005) 'The Good Company,' *The Economist*.

Porter, M. E. and Kramer, M. R. (2006) 'The competitive advantage of corporate philanthropy,' *Harvard Business Review* 80 (12), pp. 56-68.

Hine, J.A.H.S. and Preuss, L. (2008) "'Society is Out There, Organisation is in Here": On the Perceptions of Corporate Social Responsibility Held by Different Managerial Groups,' *Journal of Business Ethics*, Vol. 88:2

Zadek, S. (2004) 'The Path to Corporate Responsibility,' *Harvard Business Review*, December.

Royle, T. (2005) 'Realism or Idealism? Corporate Social Responsibility and the Employee Stakeholder in the Global Fast-food Industry,' *Business Ethics: A European Review*, Vol. 14, No. 1.

Cadbury, A. (1987) 'Ethical managers make their own rules,' *Harvard Business Review*.

Hollender, J. (2004) 'What matters Most: Corporate Values and Social Responsibility,' *California Management Review*, 46 (4).