

Ethical Leadership



Faculty Contact Information

Name:

Email:

Office Hour information:

Course Information

Course Description

In this course, students learn the interconnectedness of leadership and ethics. We examine the ethical background of what leaders are, what they do, and how they do it. Students assess the public and private morality of leaders, honesty and integrity and the notion of public trust, the moral obligations of leaders and followers, the ways in which leaders shape the morality of their environments including how vital information is gathered and disseminated, and the temptations of power.

This course looks at how leaders convey values through their actions (and inactions), language, modalities of communication and their power and influence as role models. The course aims to expand students' moral point of view by first considering personal ethics, then moving on to look at leadership and the common good and finishing with an examination of ethics in a global community.

Course Goals

This course examines the moral responsibilities of leadership in a variety of contexts. Ethics refers to a system of well-founded concepts of right and wrong, justice and injustice, rights, obligations, and fairness in individuals and in our relationships to people and all living things. In this course, students learn about leadership by studying ethics. The course rests on the assumption that leadership is a subset of ethics rather than ethics being a subset of leadership studies.

Student Learning Outcomes

At the end of this course, students will:

1. Reflect on the moral challenges of leadership and power
2. Undertake ethical problem solving
3. Present and critique moral arguments
4. Understand the challenges of ethics and leadership from an international and cultural perspective
5. Evaluate ethical leadership from the perspective of truth, understanding the challenges of relativism, personal bias, the funding and acquisition of research and information, and the potential risks of transparency in being an ethical leader

Student Global Leadership Conference (SGLC)

In the *spring semester* (only), the Ethical Leadership course combines classroom study with the opportunity to present a topic on leadership to other delegates at an international conference. As part of the course, students will attend and present at the FIE [Student Global Leadership Conference](#) (SGLC), held in FIE's Kensington Campus, in April. The SGLC is a weekend event that encourages emerging global leaders to think beyond short-term gains and build sustainable communities, policies, practices, and organizations which support our planet, people, and global prosperity. Activities include keynote speakers, breakout sessions led by leadership professionals as well as other students, networking opportunities, receptions, and more. **Students are expected to attend the full event (all sessions).**

[Course Assignments, Grading, and Assessment](#)

Assignment	Percentage	Grading Requirements
Attendance and Participation	20%	
Application Paper	15%	Please see rubric on MyStudy
Case Study Paper	20%	Please see rubric on MyStudy
Presentation	15%	Please see rubric on MyStudy
Final Exam	30%	Please see rubric on MyStudy

[Brief Assessment Overview](#)

Assessment 1: Application Paper

Due:

1,500 words. Students each pick out a short news article about a leader and then individually analyse the ethical leadership dilemmas raised in the article using the tools discussed in class. Students must attach a copy of their article to their paper to limit time summarising the article and conclude with what they believe should be the right decision. Where appropriate, students can reflect on the article on their own work/life experience and add insights on their own ethical analysis from their own cultural context.

Assessment 2: Case Study Paper

Due:

Students write a 2,000 word paper on a current ethical issue of their choice (to be agreed with the tutor) and it needs to incorporate secondary sources of research, analysis of the ethical question chosen. There needs to be a strong clear choice of topic, (either a financial, environmental, social justice ethical issue) and a strong structure. The aim is for the students to be able to distil the key ethical dilemma & analyse the quality of the leadership in the case. Students need to provide their own analysis of the ethical matter being considered and what outcome needs to be prioritised or if still ongoing as an issue, should be prioritised and why they

believe this to be the ‘best’ leadership decision/outcome. You can focus on a group of leaders or just one, but also include the dynamics of the different groups of people also involved.

Assessment 3: Presentation

Due:

Students present the key issues from their paper and focus on how to solve the ethical leadership issues at play in order to cultivate better sustainability in work or society at large. Students will deliver their presentations (up to 10 minutes maximum each) and will receive feedback from the rest of the class and the tutor.

Spring only: the Ethical Leadership course requires student participation in the Student Global Leadership Conference. The presentation assignment of the course will be incorporated into the conference presentation delivered in a breakout session. Student attendance and participation in the whole of the conference will be required.

Assessment 4: Final Exam

Due:

The final exam covers material learned throughout the course. It will also include a question of self-reflection in the light of the student’s learning experience on the course.

Grading

Grade	Knowledge & Content	Methodology & Structure, Language & Style	Understanding, Reflection & Critique	Integrative thinking & demonstration of experiential learning
A (93- 100%) A- (90-92%)	Interesting topic handled with intelligence, originality, and depth; wealth of supporting material, smoothly integrated into the text; tone is evident and maintained throughout; no factual inaccuracies	Material is unified and well focused; organization is clear, logical and purposeful throughout the essay; well-chosen examples. Uses sophisticated sentences effectively; usually chooses words aptly; observes conventions of written English and manuscript format; makes few minor or technical errors	Well-chosen examples; persuasive reasoning used to develop and support thesis consistently: uses quotations and citations effectively; causal connections between ideas are evident	Gives full insight into the nature of an event, experience, or artifact; achieves complete integration of knowledge from diverse disciplines to interpret an issue. Shows clear understanding of cultural impact through appropriate examples
B+ (87-89%) B (83-86%) B- (80-82%)	Content is above average; worthwhile topic; satisfactory depth of development; supporting details for the thesis and topic sentences are specific, concrete, and plentiful; has only minor factual inaccuracies	Material is unified and well focused; pattern of organization is clear, logical, and well executed; makes an effort to organize paragraphs topically. Some mechanical difficulties or stylistic problems; may make occasional problematic word choices or	Pursues thesis consistently: develops a main argument with clear major points and appropriate textual evidence and supporting detail; makes an effort to organize paragraphs topically	Gives some insights into the nature of an event, experience, or artifact; achieves partial integration of knowledge from diverse disciplines to interpret an issue; some understanding of cultural impact through appropriate examples

		awkward syntax errors; a few spelling or punctuation errors or cliché; usually presents quotations effectively		
C+ (77-79%) C (73-76%) C- (70-72%)	Worthwhile topic; supporting material for thesis and topic sentences is general and abstract rather than specific and concrete; most information is correct	Organization is clear, logical, and coherent; some ideas unsupported; fails to integrate quotations appropriately. More frequent wordiness; several unclear or awkward sentences; imprecise use of words or over-reliance on passive voice; one or two major grammatical errors	Only partially develops the argument; shallow analysis; some ideas and generalizations undeveloped or unsupported; makes limited use of textual evidence; fails to integrate quotations appropriately	Able to explain to a limited extent, the quality of a performance, event, or artifact; gives few insights into event, experience; discusses few qualities of an experience; a limited understanding of cultural impact with few examples
D (60-69%)	Trivial subject; very few supporting details for the thesis and topic sentences; has some correct & incorrect information	Not logically organized; digresses from one topic to another; no clear organizational pattern. Some major grammatical or proofreading errors (subject-verb agreement; sentence fragments); language marred by clichés	Frequently only narrates; digresses from one topic to another without developing ideas or terms; makes insufficient or awkward use of textual evidence	Little integration of experience and narrative; limited insight of issues and insufficient understanding of cultural impact
F (0-59%)	Consists of unsupported generalities and/or the repetition of commonplace ideas; lacks originality and insight; information is inaccurate or absent	Does not follow the instructions; rambling, disorganized and incoherent. Numerous grammatical errors	Little or no development; may list incorrect facts or misinformation; uses no quotations or fails to cite sources or plagiarizes	Little or no integration experience and narrative; lack of insight and fails to understand cultural impact

Policies specific to this course

- **Co-curricular Activities and Field Trips:** Field trips for your FIE courses have been planned to help students achieve the learning objectives of the course and are required. They take place during class time unless otherwise noted. Details about required visits appear on the class by class schedule below. Please note that any make up for missed co-curricular activities are at the personal expense of the student.
- **Late submission of work:** Written work may be submitted later than the due date only with express permission from the faculty. Credit is not given for work received late, except in exceptional circumstances of personal illness or similar (which must be made known to FIE at the time). Documentation of exceptional circumstances from a third party, such as a doctor's note, may be required. Any extensions made beyond the last class meeting must be committed to writing and include information on the exceptional circumstances that require the extension, the nature of work yet to be submitted, and the date by which the work will be received. If said work is not

received by the agreed extension date, barring further exceptional circumstances, the work will not be given credit.

- **Late arrivals to class or site visit:** Please arrive on time. Lateness, particularly on days with co-curricular visits, results in missed course material. Faculty may use their discretion to mark a student as 'Absent' if they feel the student has arrived too late or left too early to be considered 'Present' for that session.
- **Trigger Warnings:** Some topics covered in class may expose students to past traumas and evoke a negative reaction. Sensitive topics can vary, such as sexual violence, death, racism, or xenophobia. I want this to be an inclusive space where every student feels comfortable; therefore, I will provide content warnings before lectures for sensitive subject matters. Content warnings are meant to give students a forewarning so they can prepare for their emotional safety. It is important to note that anything in the environment could be a trigger for someone's trauma, such as smell, sound, or texture; it is impossible to account for all possible triggers, and ask for grace as I do my best as an educator to warn students of potentially distressing content during lectures, assignments and/or discussions.

Attendance and Participation

- Regular attendance is essential in order to pass a course. A class constitutes lectures, student presentations, discussions, seminars, co-curricular activities, tests, and examinations. In addition, under UK Home Office regulations class attendance is mandatory.
- Class attendance and participation is formally recorded and incorporated into a student's final grade.
- In addition to physical presence in class, a student's participation in a class is evaluated on the mastery of assigned course readings as reflected in a consistent, valid contribution to class discussions, in-class exercises, and in asking questions that enrich the on-going discourse. Consistency and validity in participation is expected in every class. Limited participation will have a negative impact on a student's participation score.
- When unexpected events cause students to miss a class, it is the student's responsibility to initiate contact with the faculty member to notify them in advance, or as soon as is reasonably possible.
- Absence from class does not relieve a student of responsibility for assignments. Students bear the ultimate responsibility for all missed class material and assessment.
- If a student misses 25% or more of a course, then they may be awarded a failure for the course and/or not permitted to finish the course.
- [See the full attendance policy here](#)

Required Readings

Ciulla, J. B. (2002). *The Ethics of Leadership*. Wadsworth Publishing

Kidder, R. M. (2009). *How Good People Make Tough Choices: Resolving the dilemmas of ethical living*. Simon & Schuster

Read *Metro* and/or *Evening Standard* each day during the work week. (Both available free from Gloucester Road Tube Station)

Additional Resources and Readings

Strike, K. A., & Moss, P. A. (2007). *Ethics and College Student Life: A case study approach*. (3rd. Ed.). Prentice Hall

MyStudy@FIE

MyStudy@FIE is FIE's virtual learning environment based on the open-source platform Moodle. Students are required to access MyStudy@FIE for course information, readings, link to resources, assignment submissions and communication with faculty.

FIE's Values in the Curriculum

A unique aspect to FIE's curriculum is our courses reflect an engagement with values of 1) knowledge and inclusivity, 2) ethics and human rights, 3) social and cultural engagement, and 4) sustainability. For information about each of these values and how each of FIE's courses aligns with them, please see [Our Values](#).

Topics

Introduction

- Ethical Living: What is ethics? What is Leadership? Framework for thinking ethically

Part One: Leadership and the Self

- The Moral Challenges of Power: What is the paradox of ethics and effectiveness? Can pragmatism override the need for truth? What is it about power and success that creates ethical challenges for leaders? Why should a leader be ethical? How does ethics determine or guide a leader's personal biases or beliefs?
- Virtue and the Morality of Leaders: What are the distinctive qualities of virtues? How do Aristotle's ideas on ethics apply to situations in organisations? How do they apply to the way that we select and judge leaders? What virtues do governmental leaders portray? Does the need for prudence conflict with a requirement to be honest?
- Duties of Leaders and Followers: What is a duty and how does it differ from a virtue? What does Kant mean by a categorical imperative? What ideas are central to Kant's theory of ethics? What would a Kantian leader be like? Why is the issue of moral luck important for understanding leadership as well as ethics?

Part Two: Leaders, Followers, and the Common Good

- Leadership and The Greatest Good: How does utilitarianism differ from ethical theories based on duty and virtue? What are the practical implications of this difference? To what extent is the greatest good part of a leader's job description? What price are we willing to pay for the greatest happiness?
- Altruism and Self-Interest: Are all human actions based in self-interest? Is it immoral to be self-interested? Does an action have to be altruistic to be moral? Is it necessary for leaders to be altruistic?

- The Morality of Followers: Can followers be held accountable for their leader's actions? What is the relationship between feelings and morality? What is wrong with Eichmann's interpretation of a Kantian duty? Did Eichmann see any difference between his duties as a leader and his duties as a follower?

Part Three: Ethics and The World

- Ethical Relativism: Are there standards of right and wrong that apply everywhere, regardless of cultural practice? How do we make ethical judgments in and about foreign cultures? What are our ethical obligations to people from other cultures? What moral characteristics should apply to leaders and leadership everywhere?
- Tradition and Morality: Is morality that comes from tradition superior to other ways of thinking about morality? How much is leadership determined by a person and how much of it is determined by culture? Why is reverence a central virtue for leaders?
- The Problem of Charisma: What is charisma and why are some people so obsessed with it as a quality of leadership? What is the difference between a leader and a celebrity? What are the dangers of charismatic leaders? What makes another Jonestown possible?

Possible co-curricular activities

- View: Panorama: Primark on the Rack
- View: From our heart to our head: Strategies for effective ethical leadership
- View: Eichmann
- View: Jonestown: The life and death of Peoples' Temple documentary
- Imperial War Museum: Ethics of War
- *Spring only*: Student Global Leadership Conference

Academic Integrity

By enrolling at FIE, you have joined an academic community and you are expected and required to act honestly regarding the work you submit for assessment in your courses. Academic integrity is closely related to the concept of good academic practice.

Any attempts to Cheat; Fabricate; Plagiarise; Collaborate without Authorisation; Participate in Academically Dishonest Activities; and/or Facilitate Academic Dishonesty will be viewed as a breach of this regulation.

[Please see FIE's Academic Integrity Policy in full.](#)

Most students do not have any problems understanding the rules and expectations about acting honestly at university. If you have any questions you must talk to your faculty or a member of FIE's Academic Team.

Writing and Language Support

FIE's Writing Support Tutors are available to assist students of all levels of expertise with all phases of the writing process. Available year-round and to all students. To book an appointment or for more information visit www.fie.org.uk/wst.

Please note that FIE allows the use of a foreign language/English dictionary in exam situations for students where English is not their primary language UNLESS the use of the dictionary would give the student a significant advantage (e.g. where the exam is aimed at getting the students to define terms that might be found in the dictionary).

Accommodations for Students

Students who wish to use academic accommodations at FIE can register to do so via FIE's Administration Team, by providing the appropriate supporting documentation. Students who have approved FIE academic accommodations should discuss them directly with their faculty member(s) within or around the first few class sessions, or via email. Exams are facilitated by FIE faculty and students should give 2 weeks' notice to faculty members if use of approved exam accommodations is required. The Administration team can assist students and faculty with liaison and facilitation as needed.

Additional Policies and Resources

Mental Health and Stress Management Support

FIE's qualified and accredited counsellor is Dr Deborah Hill, who offers appointments via video call and over the phone. The first three appointments are free of charge and ongoing sessions can be arranged directly with Dr Hill. To make an appointment with Dr Hill, simply email studentlife@fie.org.uk.

If you have a counsellor from back home that you are seeing, we strongly encourage you to maintain contact with them throughout your time studying abroad with FIE.

Diversity and Inclusivity

FIE regards its housing and classroom facilities as safe spaces to live, study, and work with students, faculty, and staff who are understanding, supportive, and trustworthy. Inappropriate, derogatory comments and/or actions, harassment, bullying, victimisation and discrimination are not tolerated. Any such behaviour will be investigated and dealt with appropriately. Students must be respectful of diverse opinions and of all class members regardless of personal attribute and use inclusive language in written and oral work.