



## 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

## 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.

#### 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

Alternative formats of the FIE Grading Rubric are available in the Student Resources area of MyStudy@FIE.

	<b>Relevance</b>  Questions are interpreted correctly;  Argument/thesis is clear and developed throughout;  Discussion is focused on topic of the questions;  Irrelevant content and discussion are not included	<b>Knowledge and Understanding</b>  Recommended literature and/or research guidelines are used and interpreted appropriately;  Selection and use of evidence shows understanding and insight;  There is evidence of study beyond the recommended literature and that introduced in the module	<b>Analysis, Critical Thinking and Integration of Experiential Learning</b>  Approach shows evidence of analysis and independent reasoning;  Originality in argument;  Evidence of critical insight and reasoned questioning of assumptions;  Integration of connections and experiences outside of the formal classroom	<b>Scholarship and Style</b>  Conclusions are well justified and complete;  Facts reported and statements made are accurate;  Writing is clear and fluent;  All sources are appropriate, accurately acknowledged and formatted in recognised style;  All work is the student's own
<b>A</b> 93-100%	Totally appropriate interpretation and relevant;  Excellent and thorough thesis development	Comprehensive understanding and mastery of core evidence and extensive wider reading	Excellent analytical skills, outstanding evaluation of evidence, independent and original critical insight;  Meaningfully integrates experiential learning where appropriate	Exceptional fluency and accurate writing using appropriate language, conclusions are well-justified;  Accurate and thorough referencing
<b>A-</b> 90-92%	Almost wholly appropriate interpretation and relevant;  Very strong thesis	Very strong understanding of evidence and clear evidence of appropriate wider reading	Well-developed analytical skills, excellent evaluation of evidence, shows strong critical insight;	Almost wholly accurate and fluent writing using appropriate language,

			Effectively integrates experiential learning where appropriate	conclusions are full and justified; Accurate referencing
<b>B+</b> 87-89%	Appropriate interpretation and relevant; Good thesis throughout	Strong understanding of evidence and appropriate wider reading	Very good analytical skills, strong evaluation of evidence; Shows critical insight; Acknowledges and compares experiential learning and other perspectives	Largely accurate and fluent writing using appropriate language; conclusions are justified; Accurate referencing
<b>B</b> 83-86%	Largely appropriate interpretation and relevant; Thesis is clear	Good understanding of evidence and some appropriate wider reading	Good analytical skills, good evaluation of evidence; Shows critical insight; Acknowledges and compares experiential learning and other perspectives	Largely accurate and fluent writing using appropriate language; Conclusions are justified; Accurate referencing
<b>B-</b> 80-82%	Mostly appropriate interpretation and relevant; Thesis is underdeveloped but clear	Sound understanding of evidence and some wider reading	Sound analytical skills; Sound evaluation of data; Shows some critical judgement identifies experiential connections	Sound level of accuracy and written fluency and some use of appropriate language; Conclusions are coherent; Sound use of referencing conventions

<b>C+</b> 77-79%	Some appropriate interpretation and relevant;  Thesis is underdeveloped and lacks clarity	Evidence is largely understood and some wider reading	Sometimes inconsistent analytical skills;  Some evaluation of data;  Shows some critical judgement though often descriptive;  Identifies experiential connections	Sound level of accuracy and written fluency and some use of appropriate language;  Conclusions are coherent but not fully supported;  Sound use of referencing conventions
<b>C</b> 73-76%	May contain some misinterpretation and/or irrelevant material;  Thesis lacks clarity	Evidence is largely understood;  Limited reading beyond material introduced in module	Mostly inconsistent analytical skills;  Some evaluation of data;  Scant critical judgement mostly descriptive;  Identifies experiential connections	Some level of accuracy and written fluency and some use of appropriate language;  Conclusions are coherent but not fully supported;  Sound use of referencing conventions
<b>C-</b> 70-72%	Limited interpretation and relevance;  Thesis is inconsistent	Weak understanding of evidence;  Limited reading beyond material introduced in module	Mostly inconsistent analytical skills;  Some evaluation of data;  Lacks critical judgement;  Little integration experiential learning	Inconsistent written fluency;  Weak use of appropriate language;  Weak justification for conclusions;  Adequate use of referencing conventions
<b>D</b> 60-69%	Limited interpretation and relevance;  Lacks thesis	Weak understanding of evidence and limited, inappropriate wider reading	Inconsistent and weak analytical skills, poor evaluation of	Inconsistent written fluency;  No justification for conclusions;

			evidence, lacks critical insight;  Little integration of experiential learning	Inaccurate use of referencing
<b>F</b> 0-59%	Significant misinterpretation and irrelevant material	Lacks understanding of evidence and inappropriate or no wider reading	Lacks analytical skills, lacks evaluation of evidence, lacks critical judgement;  Lacks integration of experiential learning	Poorly written with little fluency;  No justification for conclusions;  Poor referencing;  Evidence of plagiarism or inappropriate use of AI

### 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 in advance of the due date from the course instructor. Late work will receive a 5% reduction in points for each 24-hour period handed in past the deadline, including each weekend day. Work submitted a week late will be marked at a C or lower. Any extensions made beyond the last class meeting must be requested in writing to the faculty and include any information on the 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](#).

## Class by Class Plan

### 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

### 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](http://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 offers mental health support. If students wish to seek this support, including with FIE's counsellor, simply email [studentlife@fie.org.uk](mailto: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.