

**Last updated 6/12/07**

## Philosophy Ethics and Leadership 620

TRIMESTER ONE 2008 FACE TO FACE				
Unit Index No	11386			
Credits	25			
Pre-Requisites	None			
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IMPORTANT NOTICE				
METHOD OF ASSESSMENT				
Assessment	Outcome Assessed	Type of Assessment	Marks	Submission Dates
Assessment 1: Learning Journal	1,3,4,9	Individual	30%	TBA
Assessment 2: Critical Analysis of readings	1,2,3,4,9	Individual	30%	TBA
Assessment 3: Discussion of Bimoral Society	9	Individual	40%	TBA

**This unit outline will be considered FINAL as of 7 January 2008 and is subject to change up until that date. Any changes made after this date will be communicated to you directly by your Unit Controller.**

Full information on assessment is under the heading "Assessment Overview". This unit outline should be read in conjunction with the GSB's Student Guidebook available from the "quick links" under the GSB homepage: <http://www.gsb.curtin.edu.au>

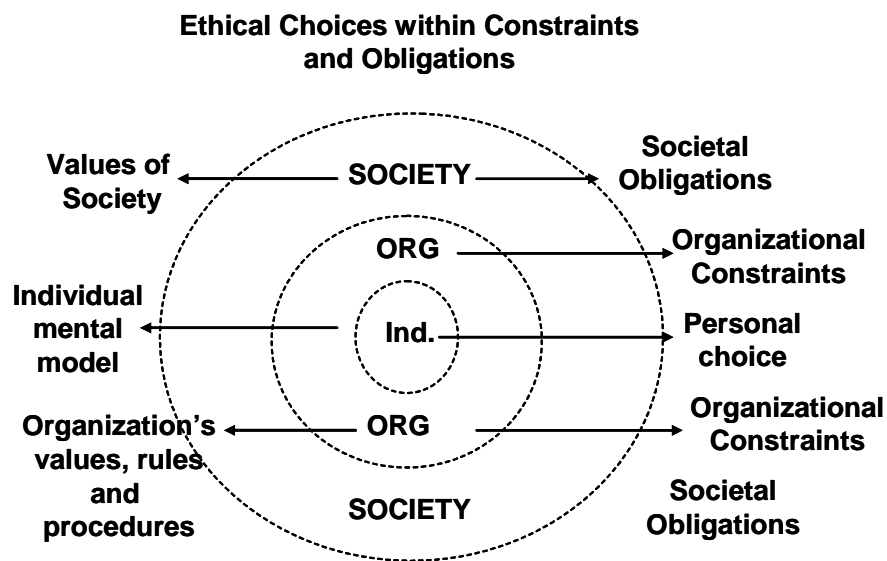
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## INTRODUCTION TO THE UNIT

When confronting with different points of view of what is right...remind yourself that your own conscience is the main judge of your actions. Of course we can always learn from others, but finally, each of us can only trust our own intuitive heart. (from *Awakening the Buddha Within* cited in Mackay, H 2004, *Right and wrong: How to decide for yourself*. Sydney, Hodder

**Figure 1 Interactive model of the ethics environment**



In Figure 1, we have modelled the environments within which personal ethics operate. Although ethics is an issue of personal choice such moral rightness is interpreted by a person for his or her own purpose, there will always be others whose needs need to be taken into consideration. In PEL 620, we are interested in the individual, the individual in the organisational setting and the individual acting as a citizen of his or her society.

This curriculum allows interplay between the lecturer and student that at once contributes knowledge and offers a forum within which each student can appraise his or her own ethical framework. A key assumption is that it is part of the leadership role to be a philosophical, moral guide within the organisational context. From this, we propose, comes the ethical theory and practice diffused throughout the organisation.

Although many would say that leadership is essentially a practical activity with a clear mission to develop and sustain business objectives, others would say that this view represents an economic dominance gained at the expense of the more humanitarian needs of those in the organisation. A theme of PEL 620 in 2008 is a three-layered, conceptual view within which leaders and followers exist. At the core is the individual whose moral and ethical codes have developed through time. Next, we deal with the organisation within which the individual is called upon to operate. At the next and more diffuse level are the particular societal principles that have evolved to give society its unique character. Australia

resonates with European society (later to be joined by America) in the sense of industrial development and business methodologies.

The work of Hendry, 2004, *Between Enterprise and Ethics: Business and Management in a Bimoral Society* Has provided us with the conceptual framework of a bimoral society. This, Hendry proposes, is found when the power of business and self interest is considered alongside the (decreasing) power of the moral authority of traditional society. An important aim of the unit is to expose students to conflicting philosophies in the search for ‘the true and virtuous way to live’. From the ancients we look at Socrates Plato and Aristotle for wisdom that has carried on through the ages. We look at the project of the Enlightenment and the scientific revolution, when the ‘true way’ was deemed to be the scientific way and the ‘true’ hallmark of a civilized society was its ability to regulate its members. We look at writers who carry diverse messages about how life could and should be lived. These inputs serve an important purpose. The purpose is to allow each individual in the class to consider and reflect on a personal path of leadership. This will be based, as well as on economic considerations, on some sort of moral imperative that can act as a guide to future leadership experiences.

### AIMS ATTRIBUTES AND OUTCOMES

The overall learning outcome is to be able to develop a personal philosophy based on knowledge in the unit (and life experiences outside of it) for leadership in an organisation.

Attributes	Learning Outcomes	Assessment
1	<ul style="list-style-type: none"> <li>Be familiar with a range of diverse philosophies and apply the thinking to contemporary business.</li> <li>Articulate the concept of the bimoral society and consider what this means for the leader.</li> <li>Acquire self-knowledge so as to match personal, organisational and societal needs against each other.</li> </ul>	Assessments 1 and 2
2	<ul style="list-style-type: none"> <li>Grasp the opportunity will be given for the sort of ‘blue sky’ thinking that can not necessarily be applied to realistic situations.</li> <li>Practice novel thinking rather than thinking that necessarily has practical application. In addition, the activity of reframing will allow critical questioning which is necessary for innovative thinking.</li> </ul>	Assessment 2
3	<ul style="list-style-type: none"> <li>The various strands of thinking in the unit literature and also literature the student has read need to come together in some sort of cohesive way. In the service of this, class discussion will provide the stimulus for consideration of core ideas and paradoxes to be found in contemporary leadership. The two sided coin ‘choices and constraints’ encourage fragmentation. Can a ‘both/and’ approach bring these together? Further, what is entailed in integrating the self, organisation and societal ethics into a personal leadership model.</li> <li>This unit contributes to this generic capability as students compare and contrast different philosophical standpoints and also the competing claims on the leader within a bimoral society.</li> </ul>	Assessments 1 and 2
4	<ul style="list-style-type: none"> <li>A journal methodology will be used following a learning cycle. An objective of this outcome is that the student will use theory and</li> </ul>	Assessments 1 and 2

	<p>concepts in a critical way during the reflective phase of the learning cycle. The learning activity will contain four parts.</p> <ul style="list-style-type: none"> <li>○ First is the ‘experience’ which may be seminar, personal reading or class discussion, will be described.</li> <li>○ Next will follow the reflection stage which is where theory and concepts are applied to the experience. This is where knowledge and integrative thinking help the student to formulate his or her own ‘sense’ in an informed way. It is important to remember that this stage is where use theory as a way of developing scholarly reflection.</li> <li>○ Following these two activities, the student will be in a position to draw some conclusions about the experience as a result of theory and concepts as well as personal life experiences.</li> <li>○ An important last phase is that of practical application. If you as the student/leader were to meet such an experience in the future, how would you approach it differently in the light of your acquired theory and reflection?</li> </ul>	
<p>9</p>	<ul style="list-style-type: none"> <li>● Consider the following: given the competing aims of economic rationalism and emotional/moral needs, what is possible to achieve in today’s competitive climate? The former aim requires energy and skill of employees. The latter requires commitment to the organisational cause. What might be the structures and reward systems that would encourage high levels of both productivity and commitment?</li> </ul>	<p>Assessments 1, 2 and 3</p>

## TEXTBOOKS

### Essential

Hendry, J 2004, *Between Enterprise and Ethics: Business and Management in a Bimoral Society*, Oxford University Press, Oxford.

### Useful

Cuilla, JB (ed.) 1998, *Ethics: The heart of leadership*, Praeger, Westport, Connecticut.

Tarnas R 1991 *The Passions of the Western Mind: Understanding the ideas that have shaped our world view*. Ballantine Books, New York.

Velasquez, MG 1998, *Business Ethics Concepts and Cases*, 4th edn, Prentice Hall, Upper Saddle River, N.J.

Whiteley, A., & Whiteley, J., 2007, *Core Values and Organisational Change: Theory and Practice*. World Scientific Press, Singapore.

## READINGS

A starter set of readings will be available and distributed in class.

## LEARNING METHODOLOGY AND STUDY LOAD

The study commitment for units at the Graduate School of Business is 3 hours for each hour of contact. As 25 point credit units generally have 3 hours contact per week this equates to around 12 hours of additional study per week or at least 144 hours over the study period.

Students are expected to attend and participate in all scheduled classes. Students should have read the required chapters prior to attending the class so that they are prepared for class discussion and in-class learning activities.

Students who are unable to attend a class are expected to email the lecturer to inform them of their absence.

Typically we will work until 6.30 and then break for refreshment. From around 6.45 we will work until the formal seminar ends at about 7.15 when we have another short break. Around 7.30 is the time for practical activities and these include exercises, discussion, debate and informal presentations.

Please note that success in the unit is very much a function of reading and reflection. Whether or not students do the work necessary to support their arguments is very evident in the type of argument produced. "Intelligent supermarket or stream of consciousness" conversations are not acceptable in the formal assignments. Please, when making a point or doing a presentation, cite theorists you are using to support or challenge your points.

Typically there will be three types of learning activities. There will usually be a seminar, the objective of which is to introduce a knowledge and theory base for what we are doing. We will have small group discussions, sometimes interspersed with the formal seminar. We will have class exercises that can be either individual or group based.

## ACTIVITIES SUPPORTING LEARNING OUTCOMES

Read the classical scholars in Western philosophy so as to build an argument that explains the antecedents of business.

Read as much as you possibly can and do it in a critical way. Critical reading is where you identify a concept, assertion or assumption from an article or book. Accept this by first challenging it. Is it plausible, ask yourself. Is it supported or contradicted by other writers in the same field and why do you think this is so? By rendering theories problematic, you can subject them to critical appraisal whereupon they can be either supported or challenged in a reasoned way.

## TIMETABLE

The first session will be introductory in nature, getting to know each other and going over the unit outline in great detail. At this session, the class representative will be chosen. We will adopt an 'ongoing evaluation' based on the valued knowledge we choose as a class. It is important that each student feels free to contribute to improvements as we go along. At this level, there is very much a cooperative and collaborative ambience to our work together.

The seminar program outlined in the Unit Planner and Study Guide is designed so as to allow students' issues and interests to be included.

## ASSESSMENT OVERVIEW

METHOD OF ASSESSMENT				
Assessment	Outcome Assessed	Type of Assessment	Marks	Submission Dates
<b>Assessment 1:</b> Learning Journal	1,3,4,9	Individual	30%	TBA
<b>Assessment 2:</b> Critical Analysis of readings	1,2,3,4,9	Individual	30%	TBA
<b>Assessment 3:</b> Discussion of Bimoral Society	9	Individual	40%	TBA

Assignment due dates will be negotiated in class. Note please that late assignments are not accepted without penalty unless with written permission from the lecturer.

### Assessment 1: Learning Journal (30 %)

#### Word Limit: Not less than 1500 words

A journal methodology will be used following a learning cycle. Four experiences will be chosen to demonstrate analysis and reflective thinking. An objective of this outcome is that the student will use theory and concepts in a critical way during the reflective phase of the learning cycle. The learning activity will contain four parts.

1. First is the 'experience' which may be seminar, personal reading or class discussion, will be described.
2. Next will follow the reflection stage which is where THEORY AND CONCEPTS ARE APPLIED TO THE EXPERIENCE. This is where knowledge and integrative thinking help the student to formulate his or her own 'sense' in an informed way.
3. Following these two activities, the student will be in a position to draw some conclusions about the experience as a result of theory and concepts as well as personal life experiences.
4. An important last phase is that of practical application. If you as the student/leader were to meet such an experience in the future, how would you approach it differently in the light of your acquired theory and reflection?

## Assessment 2: Critical Analysis of readings (30%)

**Word Limit: Approx 1500 words (+/- 300 words)**

Make good use of diagrams

Select THREE readings from the book of readings.

1. Present a critical analysis of each reading. For this you will need:
  - a. Identify main concepts, assertions and assumptions.
  - b. Using other writers, support or challenge these concepts, assertions and assumptions.
2. Apply each reading to an organisational situation. What, in your view would be the pros and cons of applying each of the three theories to this organisation?
3. What leadership decisions could be taken in each of this that would be a) most ethical, b) least ethical?

## Assessment 3: Discussion of Bimoral Society (40 %)

**Word Limit: 1500-2000 words**

Using the historical development discussed in seminars, explain how Western business methodology came to reflect rational/economic values within which leaders must lead and followers must follow.

Explain with the use of Hendry (2004) the 'other side of the coin' in terms of traditional society.

Explain why the two taken together have produced what Hendry (2004) calls a 'crisis of morality'

Suggest how a leader might address the conflict inherent in the 'profit' versus 'ideals' in his or her personal model of leadership.

## Submission Guidelines for Assessments

Please check the preferences of your tutor regarding submission of assignments in either electronic or hard format. If emailing your assignments to your lecturer please note that due to the possibility of technological difficulties with servers, viruses, different software packages etc., you are **ALSO** required to hand in a **hard copy of your assignment by the due date**.

Please retain a copy of every assignment submitted for marking for your own records. This copy will be required in the event of an assignment being misplaced or unaccounted for. The onus is on the student to make available another copy of the assignment for marking.

All Assignments for this Unit, other than the final assignment are to be submitted by **5:30pm** (at start of class) of the date shown on this student guide. **Assignments will be assessed within 15 working days.**

- Please use the following specifications for your assignment layout:
  - Font: Times Roman 12
  - Spacing: 1.5 spacing or double spacing
  - Margins: at least 3 cm top/bottom/right and 4cm on left

- Please include a cover-sheet setting out:
  - your name
  - student number
  - unit title
  - the title of the assignment, and
  - a word count, excluding references and any appendices
- Your lecturer will discuss with you the key areas that will be considered when marking your work. Please consider this when planning and completing your assignment to ensure you have included all the necessary sections.
- Papers will not be marked beyond the page limit/word count.
- Your assignment should be thoroughly checked for typing, spelling and grammatical errors. You may consider having a colleague proof read your assignment before you submit it. You will lose marks for poor presentation.
- Make sure you acknowledge all sources used to write your assignment – eg. journals, web sites, web based articles, books, articles etc...
- All assessment **MUST** be referenced in the Chicago Style. List them at the end of your assignment in Chicago Style. Use a range of scholarly material eg. Peer-reviewed articles from the scholarly databases, textbooks and material from the Internet. Material from the Internet often, however, does not have the same peer review mechanisms in place so you must be wary what you use as literature to support your reviews.

#### PLEASE NOTE:

In the preparation of individual written assignments students are encouraged to discuss and exchange information. However, the various papers will be treated as an individual exercise and plagiarism is to be avoided. Where there is evidence of plagiarism the student will be awarded a fail grade for the unit.

Acknowledge not only direct quotes but also the source of ideas, examples and materials which are not a direct quote, but which have been paraphrased from another source. All tables and charts must be sourced. For the University's policy on plagiarism, please refer to the **GSB Student Guidebook** available from the **GSB homepage** under **Quick Links**.

The GSB is committed to undertaking plagiarism audits on assessments submitted for its units.

### Chicago Author-Date Referencing Style

It is a requirement of the Curtin Graduate School of Business that all assignments submitted for assessment must be referenced using the Chicago Author-Date Referencing Style. Details of Chicago referencing style can be found online at <http://library.curtin.edu.au/referencing/chicago.pdf>

Assignments submitted without Chicago Referencing **will not be marked**. It is strongly suggested that students learn and use EndNote software to ensure compliance with the Chicago System. Copies of EndNote are free to all GSB students from here: <http://startup.curtin.edu.au/software/endnote.cfm> and some Curtin EndNote style downloads and training are available here: <http://library.curtin.edu.au/referencing/endnote.html>

### Assessment Return

Please note, that all assignments received in the last two weeks of the study period require a **self addressed A4 envelope** attached if you wish it to be returned to you. If you do not provide this envelope with your assignment it will **not** be returned to you. Students may expect the marks (and

feedback, where appropriate) by the end of fifteen (15) working days after submission (unless otherwise negotiated between the lecturer and students).

**Assignments are generally not available** for collection from Administration staff.

## Late Submission of Assessments

Late submission of assignments are penalised, unless there is an accompanying medical reason with a certificate. Please note that heavy employment-related workloads or deadlines will not normally warrant the granting of an extension. Assignments are expected to be submitted before or on due dates. In special circumstances, students may negotiate with the relevant lecturer or internet tutor for an extension of time. Reason/s for request for extension must be submitted in writing (post or email) A MINIMUM OF FOUR (4) DAYS BEFORE THE DUE DATE OF THE ASSIGNMENT.

In the case of assignments being submitted after the due date, without permission for extension by the lecturer, the assignments will be graded:

- 20% lower if submitted 1 - 7 days late;
- 40% lower if submitted 8 - 14 days late;
- after 14 days, the assignment will **not** be accepted for marking.

## GSB STUDENT GUIDEBOOK 2008

Please refer to this publication online for essential information regarding the following:

- GSB Graduate Attributes and Learning Outcomes
- Assessment and Results which includes information on the GSB Grading System, Assessment Guidelines and the Appeals Process.
- The Student Feedback system and Student Representatives (see below).
- Referencing and Malpractice
- Plagiarism
- Ethics
- Emergency Procedures.

Please make sure you obtain a copy of this publication which is found on the **GSB Student Guidebook** available from the **GSB homepage** under **Quick Links**.

## Student Representative

A student representative must be elected by the class by the end of the second week of the unit (or second day in the case of an intensive). The student representative is responsible for collecting feedback from the other students and forwarding this to the lecturer and/or unit controller. The student representative also represents the class at the Student - Staff Committee meetings. Once a student representative is elected, the name and contact details should be directed to the Student Academic Advisor. For full details on the student representative role refer to the **GSB Student Guidebook** available from the **GSB homepage** under **Quick Links**.

## Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation and policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University's Guiding Ethical Principles
- the University's policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University's policies on appropriate use of software and computer facilities

Information on all these things is available through the University's "Student Rights and Responsibilities" web page at: <http://students.curtin.edu.au/rights/>.

## GSB Student Feedback via e-Valuate

Curtin University has introduced a confidential unit specific student feedback system called **e-Valuate**. This system provides the unit coordinator, lecturer and Head of School with important information about student's learning experiences and the achievement of learning outcomes during their enrolment in this unit. You are strongly encouraged to log onto e-Valuate at the end of this unit and provide your valuable feedback. Further information on how and when to do this will be posted during the trimester.

The Curtin Business School values student feedback as one of the many ways to continuously inform improvement to this unit.

Recent student feedback on this Unit is available at <https://evaluate.curtin.edu.au/login.cfm> Once you have logged in click the reports tab at the top and search for the unit summary report (USR) for your unit.

## UNIT PLANNER AND STUDY GUIDE

Seminar/ Module	Date	Module	Reading
1	23 Jan	Introduction to the unit outline and nomination of class representative Definitions of leadership as indicators of ethics <b>Practical:</b> So, what is your philosophy of life?	Cuilla, JB (ed.) 1998, <i>Ethics: The heart of leadership</i> , Praeger, Westport, Connecticut. P11
2	30 Jan	Historical perspectives: From Greeks to Newton <b>Practical:</b> Aristotle's notion of soul	
3	6 Feb	Societal Ethics, historical and contemporary The Enlightenment and modernism Anti-modernism and postmodernism <b>Practical:</b> Case Study	
4	13 Feb	The moral tensions of leadership and management <b>Practical:</b> Moral dilemmas for the leader	Hendry (2004) Chapters 7 and 8
5	20 Feb	The meaning and measurement of moral development Moral dilemmas for the leader	Kohlberg, L. 1981, <i>The Meaning and Measurement of Moral Development</i> , Clark University Press, Worcester, Mass
6	27 Feb	Organisational ethics <b>Practical:</b> Case Study	
7	5 Mar	Personal Ethics: Trust, Betrayal and Rebuilding <b>Practical:</b> I feel betrayed – so?	
8	12 Mar	The ethics of transformational leadership Practical: Case study analysis	Cuilla (1998) Chapter 8
9	19 Mar	Quantum thinking Practical to be arranged	
10	26 Mar	Special Topic 2 Practical to be arranged	
11	2 April	Special Topic 3 Practical to be arranged	
12	9 April	Reframing ethics Practical to be arranged	

\* As a result of our seminars and discussions, we may decide to invite visiting speakers, especially on the special topics that students choose.