



Leeds School of Business
UNIVERSITY OF COLORADO **BOULDER**

Toward a Global Ethics in Achieving the SDGs

COURSE SYLLABUS

Summer/Fall, 2020

Course Overview & Learning Objectives

Faculty designed this course to provide depth and breadth around ethical decision-making, ethical leadership, and the context of within which decision-makers must exercise ethical leadership in achieving the SDGs. We will explore techniques used by ethical leaders and seminal leadership scholars to prepare participants to handle various ethical conflicts related to specific SDGs. Participants will engage in exercises to practice self-management, ethical leadership, ethical conflict resolution, cross-functional leadership as well as other forms of 21st century management. Specifically, the learning goals for this course are as follows:

- 1) An appreciation of the contemporary context within which decision-makers must exercise ethical leadership.
- 2) An understanding of ethical leadership in relation to self-awareness and self-leadership.
 - a. An enhanced understanding of the role of values in decision-making in relation to the achievement of SDGs, with particular emphasis on the relation of ethical leadership to:
 1. reflective awareness
 2. integrity
 3. critical thinking
- 3) An appreciation for the relation of self-awareness/self-leadership to shared or distributed leadership.
 - a. An enhanced understanding of the role of multiple individuals in loosely-structured teams working together in UN agencies to meet targets of relevant SDGs, with particular emphasis on the relation of shared, ethical leadership to:
 1. cross-cultural competencies
 2. interpersonal, group and social integration skills
 3. network thinking
 - b. Gaining further insight into how to reconcile conflicts between personal values and organizational expectations in the achievement of the SDGs.
- 4) An understanding of the relation of self-leadership to organizational ethical leadership within a complex ecosystem.
 - a. An enhanced appreciation of cross-functional forms of collaboration that span countries and cultures, with a particular emphasis on the relation of organizational leadership to:
 1. a multi-generational and multi-cultural workforce
 2. obligations to stakeholders within the context of social and environmental challenges posed by Global Goals #3, 5, 7, 8, 10, 12 &16, e.g., gender (violence against indigenous women) and racial equality, the rights of Indigenous Peoples, the circular economy, etc.
- 5) The development of a personal framework for evaluating such ethical issues and ethical conflicts by exposing participants to the different approaches taken by various current ethical leaders and espoused by seminal theorists/scholars in leadership in sustainable development. Learn how to apply an ethical decision-making model in resolving complex ethical conflicts that may arise in the attempt to meet targets of specific SDGs.

- 6) The further development of critical thinking and analytic skills, creativity, and problem solving approaches in a variety of contexts, as evidenced in the application of Human-Centered Design.
- 7) Practicum on organizational ethical leadership in ethical conflict resolution within a complex global ecosystem.
- 8) A greater understanding of the importance of ethical leadership in establishing and maintaining a strong ethical organizational culture.

Required Readings

Readings will come from a variety of sources including primary texts, academic journal publications, industry studies, current news, case studies and purchased texts.

Participants may purchase the following books online:

Crossan, Mary, et. al., *Developing Leadership Character*. New York, NY: Routledge, 2016.

Goleman, Daniel, *Focus*. New York, NY: Harpercollins Publishers, 2013.

Muff, Katrin, et. al., *Management Education for the World*. Northampton, Massachusetts: Edward Elgar Pub, 2013.

Students will access other reading materials on an online learning platform, Canvas.

Brief Course Outline:

Unit ONE, Segment 1: Introduction: The Dynamic Context of 21st Century Leadership

- A. The Pace of Change
- B. Leadership in flatter, more open organizations
- C. The Human Development Index and the Ecological Footprint of Nations
- D. The Global Compact, the UN Sustainable Development Goals (SDGs) and the Circular Economy
- E. Exercises in Ethical Leadership: the Individual Level (the “I”), the Organizational Level (the “We”), and the Systems Level (the “All-of-Us”)
 1. Transformative Learning
 - a. The Case-based Method
 - i. ‘participant-centered learning’
 - ii. issue-centered learning
 2. Reflective Practice and Fieldwork
 - a. Human-centered design (HCD)
 - i. ‘Participatory-centered learning’
 - ii. Reflective practice and fieldwork

Unit ONE, Segment 2: Ethical Leadership as Self-leadership (the “I”)

- A. Ten Critical Skills for Future Ethical Leaders
- B. The Relevance of Ethical Reasoning, Ethical Values in Leadership and in Everyday Life
 1. What are Your Fundamental Value Commitments?

- 2. Toward a Global Ethics: Consequences, Duties, Character and Care
- C. The Focus of Leaders
 - 1. Sensory and emotional distractions in the digital age
 - 2. Neuroplasticity: mindfulness and empathy
- D. The Fundamentals of Ethical decision-making
 - 1. Hard Choices in Resolving Ethical Conflicts

Unit TWO, Segment 1: Ethical Leadership in Complex Networked or Interconnected Systems (the “We”)

- A. Shared or Distributed Leadership in a Team of Teams
- B. Human Resources
 - 1. The ROI of Diversity and Inclusion
 - i. self-reflection, unconscious biases, and the importance of empathy
 - ii. the integration of human rights into strategy and operations
 - 2. Cross-Culture Competence in a multicultural workplace environment
 - i. Ethics and moral identity
 - ii. Gender equality
 - iii. Racial bias

Unit TWO, Segment 2: The Normative Dimensions of the SDGs

- A. Combatting Violence against Women
 - 1. Combatting violence against indigenous women through the achievement of the SDGs

Unit THREE, Segment 1: Ethical Leadership for a Sustainable Future (the “All-of-Us”)

- A. Resolving ethical conflicts embedded in SDGs 1, 2, 3, 8 and 10
- B. Operationalizing the Rights of Indigenous Peoples
 - 1. Ethical conflicts in resolving issues of free, prior informed consent

Unit THREE, Segment 2: Clean water and sanitation, Responsible Consumption and Production and the achievement of a Circular Economy

- A. A Global Ethics and an ethical decision-making model revisited
- B. Toward a Circular Economy
 - 1. the new plastics economy
- C. Global social justice, ethical leadership and the future of Public-Private Partnerships