

# IB3M2-15 Acting Responsibly

23/24

**Department**

Warwick Business School

**Level**

Undergraduate Level 3

**Module leader**

Rachel Dickinson

**Credit value**

15

**Module duration**

10 weeks

**Assessment**

Multiple

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

This is an elective module available for WBS and non-WBS modules.

The module is designed to:

1. To explore ethics as a process and an embodied practice;
2. To consider the role of theatre practice and pedagogy in the development of the moral imagination;
3. To grow an understanding of the internal culture of an organisation and the conditions that inhibit and/or enhance ethical behaviour and relationships;
4. To explore the concepts of human agency and socially responsible management in practice;
5. To build individual and collective confidence in managing and responding to uncertainty.

[Module web page](#)

### Module aims

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1. To explore ethics as a process and an embodied practice;
2. To consider the role of theatre practice and pedagogy in the development of the moral

imagination;

3. To grow an understanding of the internal culture of an organisation and the conditions that inhibit and/or enhance ethical behaviour and relationships;
4. To explore the concepts of human agency and socially responsible management in practice;
5. To build individual and collective confidence in managing and responding to uncertainty.

## Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

It is not possible to imagine the human condition disconnected from the ethical condition. (Freire, 1998: 39)

Business ethics is a huge and complex field, which cannot be fully explored or comprehended within the context of a standalone module. Acting Responsibly sets out to do is recognise this complexity, exploring ethics not as something rule or compliance based but as practice. A lived phenomenon. Designed around corporate morality, ethical reasoning and decision making the module is contextualised using high profile scandals, past, present and emergent that help us to challenge existing assumptions about ethical behaviour and what it means to act responsibly. The ethical dilemma's faced by individual and or organisations will be used to question the values we hold, what and who shapes them, how they inform the choices we make and the actions that follow. The primary method of teaching and learning involves a theatre approach; collaborative, immersive and humanising. Over the term, learning will be encouraged through active participation and rich dialogue, whereby questions are sought and debated rather than answered. Learning encounters are designed to introduce ethics as contextual and situated, whilst at the same time developing agency self awareness in a safe and stimulating environment. Acting Responsibly ultimately involves you stepping into the shoes of others to discover new perspectives, viewpoints and ways of seeing and responding to organisational behaviours, whilst reflecting on your own. Using a theatre based approach, we work in participatory and collaborative ways to help negotiate ambiguity and uncertainty

of business ethics. Exploratory scene work (scripted and improvised) are used as timeless and timely learning resources with which to identify the conditions that inhibit, enhance or reproduce behaviours in the workplace, and the extent to which ethical behaviour is contextual and judgment therefore situational. There is an expectation and reliance on reflective practice as being central to both understanding and development in this module, which will be supported through the experience of individual deliberation, active exploration, open dialogue, and debate. Learning to manage and lead others today involves self-reflection and an understanding of self in relationship to other; what we model and how we behave. To help develop self-knowledge the module turns towards the theatre, holding a mirror up to nature and engaging us in stories that question what it means to be human. Theatre is a shared experience, whereby human dilemmas are embodied and played out before us. By observing and or playing the behaviour of others we become more keenly aware of the motivations and dilemmas faced by others, the impact of choices made and more critically both the moral ambiguity and complexity of the human condition, something difficult to connect with through theory alone.

## Learning outcomes

By the end of the module, students should be able to:

- Appreciate and understand theoretical concepts relating to corporate social responsibility.
- Develop relevant arguments and examples, in order to critically engage with a range of ethical positions / perspectives and generate new understanding.
- Demonstrate the ability to critically reflect on learning encountered / contribution in lecture / workshop and group contexts.
- Appreciate and understand the role of ethics in management in relation to own values and decision making.

## Indicative reading list

Essential reading:

- Werhane, P. (1998) Moral Imagination and the Search for Ethical Decision-Making in Management, *Business Ethics Quarterly*, Special Issue: Ruffin series: New Approaches to Business Ethics, 75-98.
- Stolz, S. (2015) Embodied Learning, *Educational Philosophy and Theory*, 47(5):474-487.
- Clegg, Kornberger and Rhodes, (2007) Business Ethics as Practice, *British Journal of Management*, 18: 107-122.
- Werhane, P. (2008) Mental Models, Moral Imagination and System Thinking in the Age of Globalization, *Journal of Business Ethics*, 14th International Symposium on Ethics, Business and Society, 78(2):463-474.
- Hargrave, T. 2009. Moral Imagination, Collective Action, and the Achievement of Moral Outcomes. *Business Ethics Quarterly*, 19(1): 87-104.
- Shotter, J and Tsoukas, H. (2014) In Search of Phronesis: Leadership and the Art of Judgment, *Academy of Management Learning & Education*, 2014, Vol. 13, No. 2, 224-243.
- McGrath, J (2009) Theatre and Democracy, *Cambridge Journals*.
- INSEAD Volkswagen's Emission Scandal: How could it happen?  
Fast Fashion by Chris O'Connell
- Bandura, A. (1992) Self-efficacy mechanism in human agency. *American Psychologist*, 37(2): 122-147.

## Subject specific skills

- Articulate and apply practical, analytical and study skills required for creative and innovative approaches to understanding ethics as an embodied practice.  
-Demonstrate understanding and ability to adopt an ethical point of view and apply in a range of different organisational contexts.

## Transferable skills

- Recognise the value and place of experiential learning in their study and professional development
- Work creatively and collaboratively to build peer relationships which recognise the collective

diversity, strengths, interests and knowledge of the team.

- Reflect on their own and group progress in relation to course content and learning intentions
  - Negotiate and find consensus in a team based challenges
  - Model flexibility in their learning
  - Use dialogue to reflect on, build and communicate ideas.
  - Appreciate and understand how to select / capture / record / edit material to help communicate understanding according to audience and context in an informative and creative way
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## Study

### Study time

Type	Required
Lectures	10 sessions of 1 hour (13%)
Seminars	9 sessions of 1 hour (12%)
Online learning (independent)	10 sessions of 1 hour (13%)
Private study	48 hours (62%)
Total	77 hours

### Private study description

Private Study.

### Costs

No further costs have been identified for this module.

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## Assessment

You do not need to pass all assessment components to pass the module.

### Assessment group A2

	Weighting	Study time	Eligible for self-certification
Individual Assignment	90%	66 hours	Yes (extension)
Participation	10%	7 hours	Yes (waive)

### Assessment group R2

	<b>Weighting</b>	<b>Study time</b>	<b>Eligible for self-certification</b>
Individual Assignment	100%		Yes (extension)

## Feedback on assessment

Feedback via My.WBS.

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## Availability

### Courses

This module is Optional for:

- UPHA-L1CA Undergraduate Economics, Psychology and Philosophy
  - Year 3 of L1CA Economics, Psychology and Philosophy
  - Year 3 of L1CC Economics, Psychology and Philosophy (Behavioural Economics Pathway)
  - Year 3 of L1CD Economics, Psychology and Philosophy (Economics with Philosophy Pathway)
  - Year 3 of L1CE Economics, Psychology and Philosophy (Philosophy and Psychology Pathway)
- UPHA-L1CB Undergraduate Economics, Psychology and Philosophy (with Intercalated Year)
  - Year 4 of L1CG Economics, Psychology and Philosophy (Behavioural Economics Pathway) (with Intercalated Year)
  - Year 4 of L1CH Economics, Psychology and Philosophy (Economics with Philosophy Pathway) (with Intercalated Year)
  - Year 4 of L1CJ Economics, Psychology and Philosophy (Philosophy and Psychology Pathway) (with Intercalated Year)
  - Year 4 of L1CB Economics, Psychology and Philosophy (with Intercalated Year)

This module is Unusual option for:

- UPHA-L1CA Undergraduate Economics, Psychology and Philosophy
  - Year 2 of L1CA Economics, Psychology and Philosophy
  - Year 3 of L1CA Economics, Psychology and Philosophy