

## PROGRAMME STRUCTURE

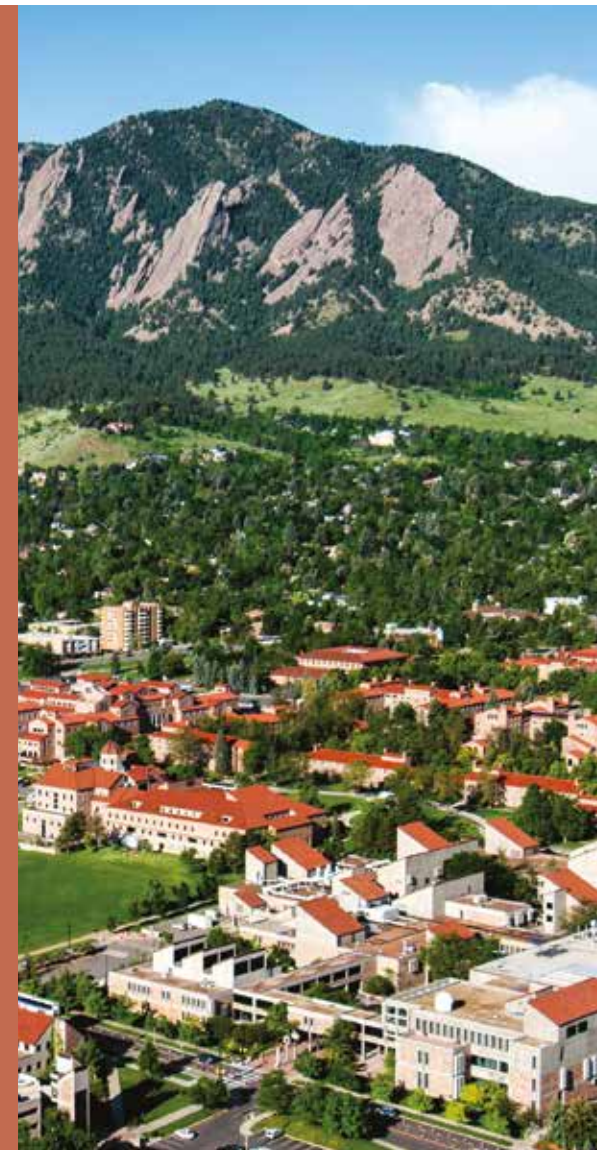
The certificate programme will be comprised of three units. We will deliver the units online in an interactive, blended learning experience that combines online digital media with traditional classroom methods. Participants will participate in the course via the Zoom online platform. The general structure of each unit will consist of three segments:

- Short videos/lectures by the instructor;
- Instructor-led exercises or case study reviews; and
- Team collaboration on Human-Centered Design projects.

**Assessment:** Upon successful completion of the three units of the course, attendees will be summatively assessed in an additional segment and awarded a Certificate of Completion.

## KEY FEATURES

Our three-part blended-learning certificate programme will teach individuals how to lead from a foundation of ethics. Our course will differ from other ethical leadership courses in that it will be grounded in the context of the Sustainable Development Goals (SDGs). Although the curriculum will touch a variety of the SDGs, the focus will be on those goals that address gender equality, resource development, and Indigenous rights. At the end of the course, attendees will have a better understanding of their own ethics while also learning the tools and techniques for applying their values in a team, community, and global setting.



UNIVERSITY OF COLORADO AT BOULDER (2)

## CURRICULUM

### 1 Fundamental Value Commitments in Self-Leadership



Date: (TBD)

Learning objectives:

- 1) An appreciation of the multidimensional context within which leaders must exercise ethical leadership to achieve the SDGs.
- 2) An understanding of the foundations of ethical leadership in relation to self-awareness and self-leadership.
  - a. An enhanced understanding of the role of ethical values in decision-making, with particular emphasis on the relation of ethical leadership to:
    1. reflective awareness of fundamental value commitments
    2. integrity in exercising value commitments in a powerful and safe learning environment
    3. critical thinking in taking personal responsibility for purpose and direction
  - b. The development of personal frameworks for evaluating ethical issues and conflicts by exposing participants to the different approaches taken by various current leaders and espoused by seminal theorists/scholars in sustainable development.

### 2 Ethical Decision-making in Achieving the SDGs

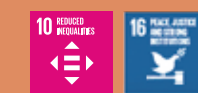


Date: (TBD)

Learning objectives:

- 1) An appreciation for the relation of ethical leadership to ethical decision-making in team or shared leadership.
  - a. An enhanced understanding of the role of multiple individuals in loosely-structured teams, with particular emphasis on the relation of ethical leadership to:
    1. cross-cultural competencies
    2. interpersonal, group and social integration skills
    3. network thinking
  - b. Practicum in ethical conflict resolution through the application of an ethical decision-making model in team leadership.
  - c. Gaining insight into how to reconcile conflicts between personal values and organizational or team expectations.
  - d. A greater understanding of the importance of ethical leadership in establishing and maintaining a strong ethical organizational culture.
- 2) Case studies in the following SDGs: Gender Equality, Clean Water & Sanitation and Decent Work and Economic Growth in relation to the rights of Indigenous Peoples.

### 3 How to be an Ethical Leader in the Global Ecosystem



Date: (TBD)

Learning objectives:

- 1) An understanding of the relation of organizational ethical leadership to ethical conflict resolution within a complex global ecosystem.
  - a. An enhanced appreciation of cross-functional and transdisciplinary forms of collaboration that span countries and cultures, with a particular emphasis on the relation of organizational ethical leadership to:
    - obligations to stakeholders (especially in emerging and developing countries) in achieving specific targets of relevant SDGs, such as Reduced Inequalities and Peace, Justice and Strong Institutions.
- 2) Human-centered Design Challenge: The application of the HCD method to such topics as the Free Prior and Informed Consent (FPIC) of Indigenous Peoples in land use disputes, and the development of Ethics and Compliance Programs to address corruption and bribery.



UN PHOTO

## FACULTY PROFILES



CU BOULDER

### PROFESSOR MARK E. MEANEY

Mark E. Meaney is an Associate Professor and Executive Director of CESR. He is also the Co-Director of FPIEP. He has garnered an international reputation as a respected leader in ethics education.

He will use his twenty years of experience in academic program development and implementation, consulting, and government regulation to oversee the development and implementation of this certificate programme. He will also serve as one of the course instructors.



CU BOULDER

### PROFESSOR CARLA FREDERICKS

Carla Fredericks is Director of the American Indian Law Clinic (AILC) and Co-Director of FPIEP.

In her role as Director of the AILC, she works closely with Victoria Tauli-Corpuz, the United Nations Special Rapporteur on the Rights of Indigenous Peoples, and she has presented at a number of U.N. forums including the 30th regular session of the U.N. Human Rights Council and the 17th session of the U.N. Permanent Forum on Indigenous Issues. Professor Fredericks has written extensively on issues of Indigenous rights, gender equality, and resource development (visit her SSRN page for links to her scholarly papers). She is an enrolled member of the Mandan, Hidatsa, and Arikara Nation of North Dakota.

Professor Fredericks will assist with course development and serve as one of the course instructors.



CU BOULDER

### PROFESSOR RUSSELL CROPANZANO

Russell Cropanzano is a Professor of Organizational Behavior at the Leeds School of Business. Currently he serves as Chair of both the Division of Organizational Leadership and Information Analytics (OLIA) and the Division of Business Ethics and Social Impact (BESI). He is also research director for the Center for Education on Social Responsibility (CESR). Dr. Cropanzano has received numerous awards and recognition for his scholarly work, including the 1998 Book Award from the International Association of Conflict Management, the 2000 Outstanding Paper Award from the Consulting Psychology Journal, the 2007 Best Paper Award from Academy of Management Perspectives, and the 2010 Best Paper Award from the Journal of Management.