Enhancing Ways to Teach Social Responsibility, Ethics and Leadership to Millennials

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Abstract:

"Leadership" is one of the most significant topics in business management studies. Companies large and small around the world spend approximately US$46 billion annually on leadership development programs (Carroll, Singaraju & Park, 2015). Rising expectations from employers to put emphasis on training socially responsible and ethical leaders among their graduate-employees prompt us to think about how to meet the market demand and boost CityU graduates' employability. With Bloom's taxonomy in mind, this project intends to nurture our future student-leaders and better enable them in the classroom to synthesize and evaluate ethics and leadership knowledge so that the CityU Undergraduate Programme Intended Learning Outcome (PILOs) can also be accomplished at the end.

Business students have plenty of opportunities to mingle with successful business leaders, and they form an impression of them through meeting, listening to, interacting, or even work-shadowing them. For example, we ask senior UG students at the end of their internships to write self-reflections about the leadership style of their manager-leaders. In classroom teaching and written assignments, we invite first-year students taking Principles of Management and CB students taking advanced business courses to apply models of business ethics and theories of leadership to analyze people-related issues, make recommendations to solve problems in business ethics and social responsibility management case studies. While these learning and assessments have their merits, any student's own cognitive process in applying management concepts and models is inevitably mediated by their own background, up-bringing, education, and personal experience which we would call "healthy yet subjective and legitimate biases". In this project we enhance their learning experience and let them conduct plausible syntheses and evaluation of the leadership styles, social responsibility and ethical standards of business leaders by using the computer-assisted qualitative data analysis software (CAQDAS) called ATLAS.ti. Here we ask students to conduct semi-structured interviews with leader executives to talk about social responsibility, business ethics and leadership, and then they transcribe the verbatim interview into text transcripts. Students will be provided with a refreshing opportunity to carry out qualitative data analysis and then synthesize knowledge and conduct evaluation by employing the CAQDAS whose artificial intelligence and machine learning algorithms are based partly on principles of lexical semantics.