

GE2204: BUSINESS ETHICS AND SOCIETY

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Business Ethics and Society

Subject Code

GE - Gateway Education

Course Number

2204

Academic Unit

Management (MGT)

College/School

College of Business (CB)

Course Duration

One Semester

Credit Units

3

Level

A1, A2 - Associate Degree

B1, B2, B3, B4 - Bachelor's Degree

GE Area (Primary)

Area 2 - Study of Societies, Social and Business Organisations

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course is designed to provide students with intellectual tools to identify and approach moral choices in the business context. It also helps students to understand and resolve ethical dilemmas in the treatment of competitors, customers, clients, colleagues and the wider community, as well as in the collection and use of confidential and privileged information. Research on business ethics, cases related to real business problems, and experiential learning exercises will be used as the basis to accomplish the course objective. There will also be a group project devoted to examining specific practical issues in areas of business that are controversial. Students will survey different ethical theories that can be applied to decision-making in real organizations.

To provide an overview of the key concepts and theories in business ethics. To develop skills in applying those concepts and theories to understanding and analyzing various individual, interpersonal, group, and organizational processes underlying ethical behavior. To provide hands-on practice with a number of critical skills such as case analysis and group work.

To improve various skills for behaving ethically in organizations, including critical thinking, interpersonal skills, and communication skills.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Demonstrate knowledge of the origins of modern ethical theory, its relation with classical thoughts in moral philosophy, the significance of deontology and utilitarianism, as well as the basis of these concepts in individual conscience, individual rights.	20		x	
2	Explain the relevance of modern ethical theory to business in serving stakeholders, and apply ethical theory to a range of issues having to do with managing the workforce, the physical environment, confidential and privileged information, problems of industrial safety and miscellaneous issues of investment and industrial development, and business ethics and international business.	40			x
3	Employ moral reasoning and code of ethical conduct on a range of ethical dilemmas which they might encounter at work, such as responding to unfair and unreasonable demands, whistle-blowing, transparency, accountability and the right to dissent.	25			x
4	Exercise good communication and interpersonal skills in carrying out project work to analyze ethical issues in business.	15	x		

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Seminars	Students will acquire guidance on their reading and research as well as acquiring knowledge of ethical theory and practice. Students, by responding to questions and performing exercises, will develop their analytical and critical capabilities related to ethical issues and moral choices in the business context. The seminars will be supplemented by the inclusion of videos and newspaper articles related to relevant current events to which students will be asked to apply critical analysis. Students will research and give presentations on selected topics and cases in the field of business ethics.	1, 2, 3, 4	
2	Team Project	Learning through interactive problem solving and conducting a team project about real business ethics issues.	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Class attendance and class discussion - Students will have the opportunity to apply ethical theories to a range of business issues and employ moral reasoning in managing business ethical dilemmas.	2, 3, 4	30	

2	Group Project - Students will be evaluated on the ability to apply ethical theories to a range of business issues and employ moral reasoning in managing business ethical dilemmas. Students will also be assessed as a group on their ability to process, synthesize and present information in both oral and written form.	1, 2, 3, 4	40	Students will be evaluated on the ability to apply ethical theories to a range of business issues and employ moral reasoning in managing business ethical dilemmas. Students will also be assessed as a group on their ability to process, synthesize and present information in both oral and written form.
3	Individual Assignment - Students will be evaluated individually on the ability to reflect on the ethical dilemmas they faced in their recent past and their ability to apply the ethical theories learnt in the course to manage the ethical dilemmas.	1, 2, 3	30	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Assessing and Grading Class Attendance and Class Discussion

Excellent (A+, A, A-)

Student is always punctual and attends full-time with no missing attendance. Student proactively contributes to class by offering ideas and asking questions more than once per class. This could be in group work, to the teacher only, or in the whole class sharing. Student always listens when others talk, both in groups and in whole class sharing. Student incorporates and builds off the ideas of others in assignments and/or discussion. Student is always prepared for class with assignments and required class materials. Student almost always displays facilitative behaviour during class.

Good (B+, B, B-)

Student is always punctual and attends full-time with only a few days late and/or missing attendance (less than 70%). Student contributes to class by offering ideas and asking questions once per class. This could be in group work, to the teacher only, or in the whole class sharing. Student listens when others talk, both in groups and in whole class sharing most of the time. Student can occasionally incorporate and build off the ideas of others in assignments and/or discussion. Student is mostly prepared for class with assignments and required class materials. Student displays some facilitative behaviour during class.

Fair (C+, C, C-)

Student shows difficulty in arriving class on time and with some missing attendance. Student occasionally contributes to class by offering ideas and asking questions. Student is quiet and not focused in class sometimes. Student sometimes listens when others talk, both in groups and in whole class sharing. Student rarely incorporate and build off the ideas of others in

assignments and/or discussion. Student is rarely prepared for class with assignments and required class materials. Student may occasionally displays disruptive behaviour or disturbing behaviour in class.

Marginal (D)

Student is always late in arriving class on time and with numerous missing attendance. Student never contributes to class and do not offer ideas or ask question. Almost most of the time, student is quiet and not focused most of the time. Student rarely listens when others talk, both in groups and in whole class sharing. Student does not incorporate and build off the ideas of others in assignments and/or discussion. Student is mostly unprepared prepared for class with assignments and required class materials. Student almost always displays disruptive or disturbing behaviour during class.

Failure (F)

Student fails to attend class the majority of the time.

Assessment Task

Assessing and Grading Group Project

Excellent (A+, A, A-)

Interesting and complex account of the ethical issue or dilemma and its contemporary relevance, comprehensive grasp of related theory and what questions need to be asked. As in Good but going well beyond standard resources and references, stating an original point of view which is thoroughly supported by solid arguments. Excellent presentation skills including outstanding eye-contact with audience, verbal delivery, visual aids and time management. On-time submission and professional outlook of presentation materials with no grammatical and syntax errors There is high level of audience engagement maintained by the presenting group.

Good (B+, B, B-)

A well-rounded account of the ethical issue or dilemma and its contemporary relevance, good grasp of theory and what questions need to be asked. Most/all relevant points drawn from prevalent models or conceptual frameworks, arguments balanced, well-structured and convincing, leading to a well reasoned conclusion. Comprehensive references showing care in research. Effective presentation skills including good eye-contact with audience, verbal delivery, visual aids and time management. On-time submission and good outlook of presentation materials with minor grammatical and syntax errors. There is some audience engagement maintained by the presenting group.

Fair (C+, C, C-)

Describes the issue or dilemma, refers to related theory and the contemporary relevance. Draws on points from prevalent models or conceptual frameworks, presents some arguments but has difficulty in finding a resolution and in coming to a convincing conclusion. Evidence of some search skills with use mainly of standard references. Satisfactory presentation skills including reasonable eye-contact with audience, verbal delivery, visual aids and time management. On-time submission but fair outlook of presentation materials with grammatical and syntax errors. There is few audience engagement maintained by the presenting group. The presentation shows fair use visual aids and reasonable time management.

Marginal (D)

Presents enough to describe what the ethical issue or dilemma is about. Some points made but descriptive in nature, arguments unconvincing and based on few mainstream references. Summary is incomprehensive and lacking in balance. Sparse evidence of library skills. Unsatisfactory presentation skills including poor eye-contact with audience, verbal delivery, visual aids and time management. On-time submission but marginal quality outlook of presentation materials with numerous grammatical and syntax errors. There is almost no audience engagement maintained by the presenting group.

Failure (F)

Demonstrates lack of understanding about ethical issue or dilemma. The work fails to observe most of the requirements and/or the group fails to submit & present the work.

Assessment Task

Assessing and Grading Individual Assignment

Excellent (A+, A, A-)

Strong evidence of original thinking; good organization, capacity to organize and synthesize with superior grasp of the subject matter; evidence of extensive knowledge base. A very clear reflection of the ethical dilemmas encountered that are both personal and recent.

Good (B+, B, B-)

Evidence of a grasp of the subject with indications of critical capacity and analytical ability; reasonable understanding of the issues with good responses to the questions. A clear reflection of the ethical dilemmas encountered that are both personal and recent.

Fair (C+, C, C-)

A student who has profited from the course; some understanding of the subject with some ability to think analytically and to offer adequate responses to the questions. A reflection of the ethical dilemmas encountered that are either personal or recent.

Marginal (D)

Sufficient familiarity with the subject and of ability to respond to the questions as to justify consideration of the student for progression. A reflection of the ethical dilemmas encountered that are neither personal nor recent.

Failure (F)

Little evidence of familiarity with the subject matter; poor critical and analytical skills; ignorance of the literature. Hardly any reflection of ethical dilemmas are given.

Part III Other Information**Keyword Syllabus**

Importance of business ethics; emerging business ethical issues; stakeholder model of business ethics; corporate social responsibilities; anti-discrimination; personal data privacy; individual moral philosophies; individual decision making and business ethics; leadership and business ethics; group factors and business ethics; organizational culture; globalization & business ethics.

Reading List**Compulsory Readings**

Title	
1	Ferrell, O. C., Fraedrich, J., & Ferrell, L. (12th ed.) (2019). Business Ethics: Ethical decision making and cases. Singapore: Cengage Learning.

Additional Readings

Title	
1	Business cases published by Ivey Business School or Harvard Business School

Annex (for GE courses only)

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)

PILO 1: Demonstrate the capacity for self-directed learning

1, 3

PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology

1, 2

PILO 3: Demonstrate critical thinking skills

1, 2, 3

PILO 5: Produce structured, well-organised and fluent text

1, 2, 4

PILO 6: Demonstrate effective oral communication skills

4

PILO 7: Demonstrate an ability to work effectively in a team

3, 4

PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues

1, 2

PILO 9: Value ethical and socially responsible actions

1, 2, 3, 4

PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation

3, 4

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task

Group Project Report