

Course ID:	Course Title:	Fall 2021
BUS 210	Business Ethics & Corporate Governance	Prerequisite: BUS 100 or 305 or PS 121
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Murray D. MacTavish, PhD, MBA	First day of classes:	Wed, Sept. 8
Days:	Wed/Fri	Email:	murray.mactavish@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Sept. 19
Time:	11:45am – 1:00pm	Phone:	(403) 410-2000 (x6937)	Last day to request revised final exam:	Mon, Nov 1
Room:	A2133	Office:	L2053	Last day to withdraw from course:	Fri, Nov. 22
Lab/ Tutorial:	N/A	Office Hours:	Thurs. 3:15pm – 4:30pm; Fri. 10:00am – 11:15am or by Appointment	Last day to apply for coursework extension:	Mon, Nov. 23
Final Exam:	None			Last day of classes:	Fri, Dec. 13

Course Description

This is a course in applied ethics. As such, it takes concepts, theories, and moral decision procedures found in moral philosophy and applies them to a broad range of issues currently encountered in the business context. Such issues may include: “whistle-blowing,” advertising, employee treatment, insider trading and accounting practices, product liability, corporate social responsibility and issues in international business. Strategies to develop ethical frameworks within businesses and good corporate governance practices are examined.

Expected Learning Outcomes

In order to enable students to better understand about ethics and corporate governance and their application to sustainability, students will engage in critical analysis of various ethical decision-making approaches and corporate governance models. In this context, by the end of the semester, students will be able to:

1. Identify and use ethical terminology, concepts, and methodology in the identification and analysis of business issues.
2. Understand the context of ethics from a Christian, business, historical and social perspective.
3. Construct and articulate a personal social ethic that is both Biblical and relevant.
4. Understand the influence of ethics and corporate governance on sustainability, social responsibility and shared value creation.
5. Implement models and strategies in the business environment to improve ethical decision making in organizations.

Textbooks

Course pack – available online 2nd week of classes, print copy can be ordered from instructor (by Sept 10)

Gentile, M. C. (2010). *Giving Voice to Values: How to speak your mind when you know what's right*. New Haven, CT: Yale University Press. (various formats available)

Sexty, R. W. (2020). *Canadian business and society: Ethics, Responsibilities and Sustainability* (5th Ed.). Toronto, ON: McGraw-Hill Ryerson.

Additional Resources:

Other resources may be provided during the semester via Moodle, handouts, pdf files, or email.

Requirements:

Course grading and evaluation will be conducted according to the following:

- 20 % Participation/Contribution to Class (includes in-class cases, debates, etc.)
- 5 % Scriptural Credo (DUE: October 15)
- 5 % Beyond the Golden Rule Interview & Class Presentation (DUE: November 17; presentations to Dec. 8)
- 20 % Group Case Studies (3) (DUE: October 1, November 24, December 3)
- 30 % Critical Thinking Explorations (3) (DUE: October 22, November 5, November 19)
- 20 % Giving Voice to Values Book Review, Critique, and Personal Reflections (DUE: December 10)
- 100 % TOTAL

Note: *The Instructor reserves the right to make adjustments in course coverage, sequence and grading.*

NOTE: *Up to 20% of the grade for a written assignment may be given for grammar, spelling, and formatting. Usage of APA style formatting is required for all assignments unless noted otherwise.*

Attendance:

Students are **expected to attend all classes**. Please **notify me BEFORE class (via e-mail is best) if you are going to be absent**. Legitimate reasons for absences include illness or a personal emergency. You should consider if a boss would let you miss an important work project/meeting for the reason you are reporting. You are responsible for making arrangements with your peers to get notes, handouts, and assignments. Excessive tardiness may lower your participation grade, as will use of a phone or laptop computer for noncourse-related purposes during class. **Your final grade will be impacted negatively by 1% per unexcused absence and for phone or laptop use for non-course related activities during a class.**

Submission of Assignments:

All assignments (unless otherwise notified) are to be **submitted via Moodle by the time indicated** in the Weekly Reading and Assignment schedule. All electronically submitted written assignments (i.e., reading responses, papers, presentations) **must be submitted in a WORD or PowerPoint document (and NOT as .PDF files)**. Late assignments may lose 10% per day late. The instructor has the discretion to not accept assignments that are more than 5 days late.

1. Participation and Contribution to Class (20 %)

As with attendance, contributing to class discussions is expected. This includes preparation for class by reading the text and any other assignments, and coming to class with carefully considered thoughts and perspectives on the class' readings and theme(s). You may be called upon to raise an issue or concern, or to pose a question regarding the topic for that particular class session.

Your active engagement and participation in the discussions will strengthen your learning experience, and is a great way to gain confidence and prepare yourself for the world of work. Grading participation will be based on the *quality*, not simply quantity, of your participation. Thus there is no need to dominate class discussions. Rather, I will be looking for comments from you that add to the understanding of the class, going beyond simple repetition of the facts to provide interesting analysis and conclusions. Silence in class may lead me to wonder if you are not prepared for class.

As part of the learning activities, you may be required to submit a 1-2 page reflection paper on a specific topic, learning activity (e.g. class activity, discussion topic, or video clip). These are not research papers, but rather opportunities for you to reflect on and analyze a key insight or learning. You may find it helpful to imagine this exercise as a conversation about this topic/issue with a friend over coffee or tea.

2. Scriptural Credo, DUE by start of class, Oct. 15 (5%)

A Credo comes straight from the Latin word meaning "I believe", and is the first word of many religious credos, or creeds, such as the Apostles' Creed and the Nicene Creed. But the word can be applied to any guiding principle or set of principles. It may change over time, but you are to **prepare a short personal credo as informed by your reading and understanding of Biblical principles**. A secular example of a personal credo is: "I believe that it is better to tell the truth than to lie. I believe that it is better to be free than to be a slave. And I believe that it is better to know than to be ignorant".

3. Beyond the Golden Rule Interview & Class Presentation; Summary of Key Learnings DUE by start of class, Nov. 17, with presentations between Nov. 7 – Dec. 8 (5%)

Many of us have been taught the Golden Rule, "Do unto others as you would have them do unto you". This adage has perhaps guided our treatment of others through the years. Despite the rule's prominence in commonsense ethics, in facing their day-to-day challenges, leaders may need to embrace a more complex code of ethical behavior than they may have learned as children. Real morality is not binary; it comes in many shades of gray. Leaders need moral codes that are as complex, varied, and subtle as the situations in which they find themselves. This does not mean abandoning

basic values or embracing moral relativism. What it does mean is that over the course of a career, leaders may have to embrace a wide set of human values.

Each student is to interview a leader and report their key findings and insights to the class later in the semester (4 – 6 minutes). A sign-up sheet with class presentation times will be provided in class. Students will briefly share the key insights gleaned from the interview. **A written summary of the key learnings from the interview is to be submitted to the instructor via a Moodle dropbox by the start of class on November 17. APA formatting IS NOT REQUIRED for this assignment.**

As I have suggested in class, I would approach the leader seeking to interview them about leadership and decision-making. You will need to tell them that the purpose is to help you learn about how leaders make decisions in our complex organizational environment, and that you will be sharing a summary of the insights with your professor and classmates. The interviewee's comments will not be shared beyond the classroom nor published anywhere.

You will be able to ask questions about values and value judgements as the interview unfolds. **Your class summary can share the interviewee's responses to questions 4 – 7 below** (plus any other pertinent insights):

1. Tell me about how you became a leader.
2. Describe for me what you think it means to be a leader.
3. What do you think are the characteristics of an ideal leader?
4. What factors do you consider when making a decision as a leader?
5. How do values influence such decisions, if at all?
6. Can you tell me how you make decisions involving ethical dilemmas?
7. What advice would you offer to others when faced with challenging ethical dilemmas?

4. Group Case Study Briefs (3), DUE by the start of class October 1, November 23, December 3 (20%)

The professor will provide three case studies for student groups (3 groups of 3 students; 3 groups of 4 students) to review and research the situation and examine what was done and offer consulting guidance as to what could/should have been done, based on the course materials and content. Specifics of each case can be found in the case studies provided by the professor.

In a 3-5 page paper, student groups will write a brief summary of the case, its key issues, then either provide your group's recommendations for the case, or answer the identified questions. In cases where the case involves a real company situation, you are also to research the current situation of the case.

We will discuss the cases in class, so every student in each group will need to be prepared to present the case and answer questions about it. The case brief can be submitted to Moodle (only one submission per group). Late assignments may lose 10% per day late. The instructor has the discretion to not accept assignments that are more than 5 days late.

As with all assignments, spelling and grammar count. So, please proofread your group's brief. Please also provide sourcing information for all additional resources using APA referencing format at the end. Here is the case brief format for each of the three cases:

For Case Study #1: Natural Cereals, DUE October 1 – Using Treviño & Nelson’s 8-Steps to Sound Ethical Decision Making to offer your guidance as how would you handle the ethical dilemma if you were Sally.

1. Introduction
2. Brief summary of the case, including its key issues (these are steps 1 & 2 of the 8-steps to sound ethical decisions)
3. Continue with remaining steps (excluding step #8)
4. Conclusion, which must include your group’s concluding recommendation(s)

For case studies #2: IKEA in Russian: Emerging Market Strategies and Ethical Dilemmas, DUE November 23 – Answer questions 1 - 3

For case studies #3: MTV in Saudi Arabia; The Arabian Challenge, DUE December 3 – Answer questions 1 – 3

Use this format for case studies #2 & #3:

1. Introduction
2. Brief summary of the case, including its key issues
3. Answer the requested questions
4. Where is this situation now?
5. Conclusion, commenting on your groups general understanding of the case and what lessons we can learn to guide other companies in their decisions in similar situations.

6. Critical Thinking Explorations (3), DUE by the start of class October 22, November 5, November 19 (30%; 10% each)

These are to be either a 4-5 page, double-spaced, research paper or a 5-8 minute audio-narrated PowerPoint slides presentation delving into the topics explained below (required format is explained for each below). Some resources can be found on Moodle. **You must find, use, and reference (using APA style formatting) AT LEAST THREE SCHOLARLY RESEARCH ARTICLES BEYOND THE PROVIDED COURSE MATERIALS FOR EACH PAPER. Ambrose’s Library (and the library staff) are a good place to find these references. Blog posts, Reddit posts, LinkedIn posts, other social media posts and newspaper articles (i.e. Calgary Sun) are NOT acceptable for this assignment.** If in doubt, check with the professor.

As with all assignments, spelling and grammar count. So, please proofread your paper. Please also provide sourcing information using APA referencing format at the end. Late assignments may lose 10% per day late. The instructor has the discretion to not accept assignments that are more than 5 days late.

Critical Thinking Explorations #1, DUE October 22: Profit or CSR as the Driver for For-Profit Organizations?

By definition, corporations are driven by profit and the goal to maximize shareholder wealth. That purpose is often cited as the primary reason why organizations cannot include CSR in their corporate strategy. Yet, there are many examples of leading multinational corporations (MNCs) that are engaging in socially responsible programs.

Examine Unilever Global's Sustainable Living Plan at:

<https://assets.unilever.com/files/92ui5egz/production/16cb778e4d31b81509dc5937001559f1f5c863ab.pdf/USLP-summary-of-10-years-progress.pdf>

You can also explore their current website:

<https://www.unilever.com/planet-and-society/>

You will also need to research the Bottom of the Pyramid concept. The following article can be found on Moodle to get you started:

"The Fortune at Bottom of Pyramid" article found in *Strategy & Business* (Jan 2002) by C.K. Prahalad & Stuart L. Hart

In a well-written 4-5 page paper, address the following:

- **Why is it or is it not acceptable for a for-profit company to profit from poverty? Briefly outline Unilever's commitment to deliver products to people at the bottom of the pyramid (BOP). Explain whether this plan is CSR, strategy, or both. Please be sure to include an introduction and conclusion.**

Critical Thinking Explorations #2, DUE November 5: The Role of Stakeholder Trust

Global organizations are closely watched by stakeholders, including employees, suppliers, investors, customers, the media, and the board of directors. The issue of trust is tied to the company's reputation, which, once damaged by irresponsible actions, is difficult to repair.

For this assignment, assume you have been asked to give a virtual presentation on the role of stakeholder trust. Your job is to create an audio-narrated slide presentation for a group of industry leaders from around the world.

Read the following article by Andrea Bonime-Blanc (May 8, 2014) on the issue of stakeholder trust:

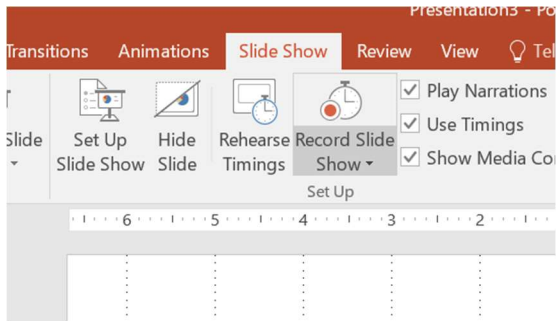
<https://www.reutersevents.com/sustainability/stakeholder-engagement/globalethicist-risk-and-opportunity-role-stakeholder-trust>

Using the above article(s) as your starting point, address the following in your presentation:

1. Describe the role of stakeholder trust in an organization.
2. Explain the importance of reputation for the long-term viability of an organization.
3. Cite specific recent examples (2010 or later) of companies that have damaged their reputations due to specific incidences of mismanagement and poor decisions.
4. Describe five specific steps an organization should take to avoid loss of reputation and stature due to unethical behavior.

Your 5 – 8 minute presentation should have about 10–12 narrated slides (including title and reference slides) with detailed speaker notes (between 75 and 100 words per slide). Incorporate three scholarly sources, beyond the resources provided. You are to upload it in the Dropbox in Moodle.

You can record your presentation using PowerPoint's "Record Slide Show" feature:



Critical Thinking Explorations #3, DUE November 19: Ethical Sourcing and the Supply Chain?

Companies doing business internationally deal with complex sourcing and supply chain issues. Unfortunately, many multinational corporations have failed to include Corporate Social Responsibility practices in their global operations. Due to a number of international human rights disasters resulting from lack of supply chain auditing, corporations are rapidly becoming more transparent and are adopting globally accepted codes of conduct.

In a well-written paper, respond to the following issues:

1. Explain why a firm is responsible for its supply chain. If the answer is that a firm is not responsible, discuss an organization that exemplifies this. If the answer is that the firm is responsible, then how far down the supply chain does this extend (i.e., to immediate suppliers, the suppliers' suppliers, or beyond)? Support all claims or assertions with scholarly research.
2. Why does Apple continue to source its production to overseas firms such as Foxconn? What advantages, if any, does this generate for Apple? What are the disadvantages, if any, that result from this relationship? How could Apple have avoided the threats it encountered in their experience with Foxconn? Overall, do the benefits of Apple's decision outweigh the costs? Support your opinions with scholarly research.

7. Giving Voice to Values Book Review, Critique, and Personal Reflections, DUE by the start of class December 10 (20%)

In an 8-10 page paper, students will read and offer a brief summary of the entire book, including a critique of its main thesis and key points. YOUR personal thoughts about the book are what is important. The final section should engage in a PERSONAL reflection of the content and how it has impacted YOU and how YOU PERSONALLY will incorporate (or not) the insights from this book going forward. Provide an explanation/rationale for what you will incorporate; and how. If not, you must explain why.

Course Schedule

Date		Reference
9/8	Introduction to the Course	
9/10	Purpose of Business/Kingdom Principles	
9/15	Purpose of Business/Kingdom Principles	
9/17	Core Values & Calling	
9/22	Ethical Approaches & Decision-Making	Sexty, Chs. 5 & 6
9/24	Ethical Approaches & Decision-Making	Sexty, Chs. 5 & 6
9/29	Applying Ethics (via Case Studies)	cases supplied by professor
10/1	Applying Ethics (via Case Studies) Group Case Study #1 DUE (case can be found on Moodle)	cases supplied by professor
10/6	No Class - Deeper Life Conference (https://ambrose.edu/deeper-life-conference)	
10/8	The Relationship Between Business & Society; Ethics and Capitalism	Sexty, Chs. 1 & 2
10/13	Friedman and CSR In-Class Debate	
10/15	Business Stakeholders and Issues Individual Scriptural Credo DUE	Sexty, Chs. 3 & 4
10/20	Global Stakeholders; Bottom of the Pyramid In-Class Wal-Mart Case Study	case supplied by professor
10/22	Global Business Issues Individual Critical Thinking Exploration #1 DUE	
10/27	Corporate Social Responsibility	Sexty, Chs. 7 & 8
10/29	Measuring, Reporting, and Communicating CSR	Sexty, Ch. 9
11/3	Regulating Business, Responsible Ownership, and Governance	Sexty, Chs. 10 & 11
11/5	The Role of Stakeholder Trust Ethics and Responsibilities of Employees and Consumers Individual Critical Thinking Exploration #2 DUE	Sexty, Ch. 12

11/9, 11 **READING BREAK**



[No class]

11/17 Responsible Consumption

3 Beyond the Golden Rule Interview Summary Reports (In-class)

ALL Beyond the Golden Rule Interview Summary Papers DUE

11/19 Group Chapter Presentation & Discussion Facilitation

3 Beyond the Golden Rule Interview Summary Reports (In-class)

Individual Critical Thinking Exploration #3 DUE

11/24 No Class

3 Beyond the Golden Rule Interview Summary Reports (In-class)

Group Case Study #2 DUE (case can be found on Moodle)

Role of Business in Society Paper DUE

11/26 Lunch & Learn Debrief

3 Beyond the Golden Rule Interview Summary Reports (In-class)

12/1 **Group Chapter Presentation & Discussion Facilitation**

3 Beyond the Golden Rule Interview Summary Reports (In-class)

12/3 Final class wrap-up

3 Beyond the Golden Rule Interview Summary Reports (In-class)

Group Case Study #3 DUE (case can be found on Moodle)

12/8 Giving Voice to Values

Chs. 1 – 5

3 Beyond the Golden Rule Interview Summary Reports (In-class)

12/10 Giving Voice to Values

Chs. 6 – 9

Giving Voice to Values Book Review, Critique, & Personal Reflections DUE

Grade Summary:

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.