Course ID:	Course Title:		Winter 2024
BUS 211 DVST 211	Business Ethics & Sustainability		Prerequisite: BUS 100 or BUS/DVST 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:	January 9, 2024
Days:	Tues.	Email:	murray.mactavish@ambrose.edu	Last day to add/drop, or change to audit:	January 21, 2024
Time:	12:45pm – 3:45pm	Phone:	(403) 410-2000 (x6937)	Last day to withdraw from course:	March 28, 2024
Room:	A2133	Office:	L2053	Last day to apply for coursework extension:	April 2, 2024
Final Exam	N/A	Office Hours:	11:45am – 12:45pm Tuesday or by appointment	Last day of classes:	April 9, 2024

Course Description

A course applying concepts, theories, and moral decision procedures found in moral philosophy to a broad range of issues currently encountered in the business context, including: "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

Upon successful completion of this course, 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

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.

Course Requirements:

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

20 %	Participation/Contribution to Class (includes in-class cases, debates, possible short reflections, etc.)
5 %	Scriptural Credo (DUE – February 6)
5 %	Program Day Key Learnings Reflection (DUE: Feb. 29) – You MUST attend Program Day to receive a grade
10 %	Beyond the Golden Rule Interview & Class Presentation (Interview Notes due February 27; presentations between February 27 – March 19 (sign-up sheet will be made available)
15 %	Small Group Reading Roles (5) – 3% per class (dates TBD)
25 %	Group Stakeholder Issue and Analysis of a Company (DUE – April 2; with presentations April 2 or 9)
20 %	Giving Voice to Values Book Review, Critique, and Personal Reflections (DUE – April 2)
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.*

NOTE: All course requirements must be completed in order to pass the course.

Attendance

Students are expected to attend all classes. In the event of missing a class due to illness or a personal emergency, you are responsible for sending an email to the instructor BEFORE the class and obtaining the missed information from a peer. Your final grade will be negatively impacted by 2% for each unexcused absence. If you miss Program Day, you will receive a grade of 0 for the Program Day Reflection Paper (worth 5%). Attendance is a component of the professional standards of practice course grade.

Professional Standards of Practice
Professional standards of practice encompass a set of ethical principles, guidelines, and expectations that individuals must uphold within their respective professions. In a university class, students are expected to adhere to these high professional standards, actively contributing to an inclusive, positive, and respectful learning environment. This commitment not only enhances academic success but also serves as foundational development for the workforce.

Attendance:
- Attend all scheduled classes. (See Attendance section for grade reduction).
- Be on time for class.

Active Class Engagement:
- Actively participate in class discussions, group activities, and exercises, offering thoughtful contributions that enrich the learning environment with meaningful and quality insights.
- Refrain from using cell phones or computers for non-class-related purposes.
- Come to class well-prepared by completing assigned readings, assignments, and any other required materials.

Professional Interaction:
- Demonstrate respectful behavior by treating professors, peers, and staff courteously.
- Uphold professional communication etiquette in both in-person and digital interactions, including emails.

Academic Integrity:
- Uphold honesty and integrity in all academic endeavors by avoiding plagiarism, cheating, and unauthorized collaboration.

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 (15 %)

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 (5%) – DUE: February 6

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 February 27; presentation dates between February 27 – March 19 (10%)

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. 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. Small Group Reading Roles (6 x 2% each = 12 %) – (Jan. 22 & 29, Feb. 5 & 12, Feb. 26 & Mar. 4 classes)
Students will fulfill one of five roles in each small group reading exercise in specific classes (which correspond to the in-class discussions of three of the required course books). Students will be assigned to a small group by the professor and a set of rotating group roles: discussion leader, passage master, devil's advocate, creative

connector, and reporter. Students will meet in their group six times throughout the semester (Jan. 22 & 29, Feb. 5 & 12, Feb. 26 & Mar. 4). Before each group meeting, they are to complete the assigned readings and a reading preparation sheet for their given reading group role. This will be discussed more fully in class.

Individual students will select a chapter to present a summary and explain the key points/insights of the chapter, offering their critique of the thesis and points of the article. Students will prepare 2-3 questions for the class to discuss. The presentation will be about 8-10 minutes plus the question discussion time. The professor will provide the readings and will allow students to rank their preferred chapter.

5. **Group Stakeholder Issue and Analysis of a Company (25%)** – DUE: April 2 (presented April 2 or 9)

In groups of 4-5 students, each group will choose a company to highlight how they are addressing a particular stakeholder issue (company must be pre-approved by the professor, and cannot be the same as another group). These issues will be discussed in Chapters 10-14. These stakeholders include:

- Government (Chapter 10: Regulating Business' Ethics and Responsibilities)
- Investors (Chapter 11: Responsible Ownership and Governance)
- Employees and Customers (Chapter 12: Ethics and Responsibilities in the Workplace and Marketplace)
- Community (Chapter 13: Civil Society Stakeholders)
- Environment (Chapter 14: The Environment and Business Responsibilities)

Each group will prepare a 15-20-minute PPT presentation, in addition to facilitating a 10-15-minute breakout group discussion. The 15-20 minute slide presentation will consist of:

The company and situation:
- A brief summary of key elements of that particular stakeholder issue (1-2 minutes)
- basic stakeholder analysis on all relevant stakeholders using either the five questions or the stakeholder analysis worksheet (pg. 60)
- An overview of the company (1-2 minutes)
- How they demonstrate societally-responsible business practices overall (2 minutes)
- How they specifically address the particular stakeholder issue (5-6 minutes)
  - This should include specific examples of company policies and actions
  - In addition, you can also include public response and feedback to the company's policies and actions

Breakout Discussions:
- The presenting group will prepare a 1-page summary of the company and the issues. It will also include 3-4 discussion questions for the other students in their group to discuss in the 10-15 minute breakout time.

Your Consultative Guidance:
- Map out each of your relevant stakeholders using the Position/Importance Stakeholder Matrix (pg. 62).
- Conduct a diagnostic typology of these stakeholders using the methodology outlined by Savage, Nix, Whitehead, and Blair (pg. 64). In other words, to which of the four types does each stakeholder belong? Be sure to justify your response.

- o Identify a stakeholder influence strategy for each of your stakeholders (pg. 67).
- o Identify possible stakeholder collaboration efforts for each of your stakeholders (pg. 69).
- o Identify the materiality of the company's stakeholder issues using Issue Materiality Index (pg. 71). Use a single matrix to map out the issues for all of your stakeholders.
- o A conclusion (that takes place after the breakout discussions) which includes your own critique and recommendations for the company based on the chapter reading and other best practices from other companies. (2-3 minutes)

Further guidance:
- You will be assessed on your content, presentation skills, the quality/creativity of your presentation slides, and your discussion facilitation.
- The 15-minute breakout group discussion will include the following:
  - o A summary of the company and the key issues
  - o A set of 3-4 breakout questions that are prepared in advance and posted in Moodle by 6:00 p.m. on the Monday before the presentation day, so that the rest of the class can download these questions.
  - o The breakout group discussion must have a member from their team facilitate discussion in each of the breakout groups.

6. **Giving Voice to Values Book Review, Critique, and Personal Reflections (20%)** – DUE: April 9

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
1/9	Introduction to the Course Purpose of Business/Kingdom Principles	
1/16	Core Values & Calling	
1/23	Ethical Approaches & Decision-Making	Sexty, Chs. 5 & 6
1/25	**PROGRAM DAY (Attendance Required)**	
1/30	Program Day Debrief CSR Debate between Friedman & Handy	articles supplied by professor
2/6	The Relationship Between Business & Society; Ethics and Capitalism	Sexty, Chs. 1 & 2
2/13	Business Stakeholders and Issues	Sexty, Chs. 3 & 4

2/20 READING BREAK   *[No class]*

2/27   Global Stakeholders; Bottom of the Pyramid
        In-Class Wal-Mart Case Study   case supplied by professor
        Global Business Issues
        Beyond the Golden Rule Interview Presentations

3/5   Corporate Social Responsibility   Sexty, Chs. 7 & 8
        Measuring, Reporting, and Communicating CSR   Sexty, Ch. 9
        Regulating Business, Responsible Ownership, and Governance   Sexty, Chs. 10 & 11
        Beyond the Golden Rule Interview Presentations

3/12   The Role of Stakeholder Trust
        Ethics and Responsibilities of Employees and Consumers   Sexty, Ch. 12
        Beyond the Golden Rule Interview Presentations

3/19   Responsible Consumption
        Beyond the Golden Rule Interview Presentations

3/26   AMBROSE RESEARCH CONFERENCE (Attendance Required; there will be NO BUS 211 class)

4/2   Group Stakeholder Issue and Analysis of a Company (ALL are DUE 4/2, some will present 4/2)
        Giving Voice to Values   Chs. 1 – 5

4/9   Group Stakeholder Issue and Analysis of a Company (remaining presentations)
        Giving Voice to Values   Chs. 6 – 9
        Key Learnings from this Course (2 page reflection paper)

Grade Summary:

The available letters for course grades are as follows:

Percentage	Grade	Interpretation	Grade Points
95-100	A+	Excellent	4.00
90-94	A		4.00
85-89	A-		3.70
80-84	B+	Good	3.30
75-79	B		3.00
70-74	B-		2.70
65-69	C+	Satisfactory	2.30
60-64	C		2.00
57-59	C-		1.70
54-56	D+	Poor	1.30
50-53	D	Minimal Pass	1.0
<50	F	Failure	0.00

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 Important Policies & Procedures:

Registration
Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Withdrawal From A Course
Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this

case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

Coursework Extensions
Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

Exam Scheduling
Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final

examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class.

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.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at https://ambrose.edu/academics/academic-calendar

Privacy

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.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Learning Services

Learning Services provides support with
- **research and communication skills** (e.g., writing a paper, researching, giving a presentation), and
- **subject-specific skills** (e.g., solving a chemistry problem, reconciling a general ledger, understanding a philosophical argument).

We offer workshops, one-to-one tutoring, and more, and all of our services are **free** to students currently enrolled at Ambrose University. To learn more, please visit https://ambrose.edu/sas/learning-services.

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
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See https://ambrose.edu/student-life/crisissupport for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: https://ambrose.edu/wellness

Off Campus:
- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support
We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website– ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:
- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

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