No. of Credits: 3
Level: III
Pre-Requisites: ECON 1001 & ECON 1002
MGMT 2023 or MGMT 2003

Course Description

This course aims to expose students to the knowledge and skills necessary to think through difficult ethical decisions encountered in organisational life and to make responsible decisions. It seeks to develop standards of professionalism that will allow the practitioner to identify, analyse and resolve ethical issues in business decision-making.

Content

PART A
Business Ethics Matters: What Is It and Why Does It Matters
1) Perspectives on Business Ethics and Values
2) Ethical Issues in Business
3) Ethical Theories and how to use them

PART B
Individuals’ Responses to Ethical Issues
4) Personal Values in the Workplace
5) Values and Heuristics
6) Individual Responses to Ethical Situations
7) Whistleblower or Witness?

PART C
Organizational Responses to Ethical Issues
8) Corporate Responsibility, Corporate Citizenship and Corporate Governance
9) Sustainability and the Responsible Corporation
PART D
The International Context
11) Global and Local Values and International Business
12) Globalization and International Business
13) Moral Agency

Goals/Aims

To prepare students to be responsible decision-makers in both their personal and professional lives.

Learning Outcomes

Specifically, the course covers four related goals:

1. To cover major contemporary, international, and global topics in business ethics.
2. To present stakeholder and issues management frameworks and practical methods for identifying and evaluating news-breaking events in the business world.
3. To understand appropriate business responses and management approaches for dealing with socio-ethical issues.
4. To offer research and business press findings and stories to explain concept and perspectives.

Expectations of the student

• Students are expected to use critical thinking in addressing ethical issues. Critical thinking is the ability to address issues from both sides, to evaluate the best arguments of each side, and to arrive at a conclusion based upon a systematic analysis of these arguments. Critical thinking requires students to discover bias, viewpoints, and perspectives that affect the accuracy and persuasiveness of oral or written arguments, and to uncover reasoning errors or logical fallacies. Critical thinkers are therefore better able to defend viewpoints, to evaluate issues, to analyze new information, and to reach ethical conclusions.
• Ethically dilemmas underscore the fact that difficult business decisions are grounded in ethical dilemmas. Each dilemma asks students not only to make a choice but to defend their decisions and to consider the consequences that inattention to the ethical implications depicted might bring.
• Students will be responsible for preparing classroom discussion on assigned readings and cases. This will involve preparing presentations and drafting discussion questions.
• Students are expected to be fully prepared for class in accordance with syllabus.

Preparation includes not only reading the material assigned but also being prepared to discuss the assigned readings and cases. However, since it is difficult to gauge the tempo of
the course prior to the commencement of classes, each student is responsible for keeping up with the readings as they are assigned at the end of the previous class session.

Assignments

Research Paper: This course component is a group project; students would be assigned to groups in the first lecture. Groups are required to select ONE of the films listed below for this project:

- “Michael Clayton” with George Clooney
- “John Q” with Denzel Washington
- “Erin Brocovich” with Julia Roberts

Each of the listed movies involves people facing various situations requiring them to make ethical decisions. Use the events in the selected movie to provide a critical appraisal of the ethical decision-making literature/models you have covered in this course.

This research paper should be between 4,500 to 6,000 words (please provide a word count in your submission) and is due TBA at the beginning of class. Late submissions will be penalized at a negative exponential rate of 25% per day or part thereof. The title page should have the names/id #s of all group members. The format and marking scheme for the paper is as follows:

Research Paper Marks Allocation

<table>
<thead>
<tr>
<th>Section</th>
<th>Marks</th>
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<tbody>
<tr>
<td>Executive Summary</td>
<td>5%</td>
</tr>
<tr>
<td>Introduction</td>
<td>5%</td>
</tr>
<tr>
<td>Literature Review/Analysis</td>
<td>60%</td>
</tr>
<tr>
<td>Conclusions</td>
<td>10%</td>
</tr>
<tr>
<td>Lessons Learnt</td>
<td>10%</td>
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<tr>
<td>List of References</td>
<td>10%</td>
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<tr>
<td>Total</td>
<td>100</td>
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Presentations would correspond to the topics to be covered in the course content and would be assigned to groups in the first lecture. A maximum of 30 minutes will be allowed for each presentation (excluding questions). Further details would be given in the first class.

Oral Presentation
You will be assessed on the following five (5) categories (see evaluation sheet at the end), each of which are equally weighted:
1. **Content** – quantity/quality, class tie-in, depth and scope, relevance, reference to and use of appropriate ethical theories, evidence of research.
2. **Verbal Communication** – define new or non-standard terminology, correct use of standard terminology, voice projection.
3. **Non-Verbal Communication** – dress appropriately, confidence, eye contact, humour, posture, etc.
4. **Technology/Techniques/Visuals** – handouts, interactions, demonstrations, readability, creativity.
5. **Question Handling and Time Management** - summary report and supporting material.

**Course Assessment**

The course will be assessed as follows:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Research Paper</td>
<td>20%</td>
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<tr>
<td>Presentation</td>
<td>10%</td>
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<td>Attendance/Participation</td>
<td>10%</td>
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<tr>
<td>Final Exam</td>
<td>60%</td>
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<tr>
<td><strong>Total</strong></td>
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**Evaluation**

**Participation** is graded on a scale from 0 (lowest) through 4 (highest), using the criteria below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>0</td>
<td>Absent</td>
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<tr>
<td>1</td>
<td>1. Present, not disruptive.</td>
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<td></td>
<td>2. Tries to respond when called on but does not offer much.</td>
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<td></td>
<td>3. Demonstrates very infrequent involvement in discussion.</td>
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<tr>
<td>2</td>
<td>1. Demonstrates adequate preparation: knows basic case or reading facts,</td>
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<td></td>
<td>but does not show evidence of trying to interpret or analyze them.</td>
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<td></td>
<td>2. Offers straightforward information (e.g., straight from the case or</td>
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<td>reading), without evaluation or infrequently (perhaps once as class).</td>
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<td></td>
<td>3. Does not offer to contribute to discussion, but contributes to a</td>
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<td>moderate degree when called on.</td>
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<td>4. Demonstrates sporadic involvement.</td>
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<tr>
<td>3</td>
<td>1. Demonstrates good preparation: Knows case or reading facts well, has</td>
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<tr>
<td></td>
<td>thought through implications.</td>
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<td></td>
<td>2. Offers interpretations and analysis of case material (more than just</td>
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<td></td>
<td>facts) to class.</td>
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</tbody>
</table>
3. Contributes well to discussion in an ongoing way: responds to other students’ points, think through won points, questions others in a constructive way, offers and supports suggestions than majority opinion.

4. Demonstrates consistent ongoing involvement.

1. Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences etc.).

2. Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further.

3. Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoroughly to other students’ comments, contributes to the cooperative argument-building, and suggests alternative ways of approaching and synthesizing material.

Particular topic. Because of the practical nature of the course, business executives may at times be invited to give guest lectures on specific topics. Case studies of actual ethical dilemmas faced by businesses, video and group presentations will be used to facilitate learning.

**Teaching Strategies**

Lectures, Discussions, Videos and Case Studies

**Resources**

*Required Text*


**Readings**

**General Comments**

In the lectures, you will not necessarily always understand the material during the lecture. Look over your notes and try to understand every line. You also need to study the text and any assign readings. If you still cannot understand, use the resources at your disposal including your colleagues and lecturers. You do not want to fall behind. Please bear the following suggestions:

- Prepare the assigned readings and questions before you come to class.
- Attend all classes.
- Make an effort to pay conscientious attention in class.
- Be punctual.
• If you have any difficulties, do not complain (and try not to get frustrated but solicit from your colleagues or your lecturer).

**How to Study for this Course**

Students are encouraged to read the lecture notes, research the topics and issues highlighted, do case studies and have discussions of ethical issues raised among their peers.

**Additional Information**

**Analyzing Case Studies**

Here are some questions that can be asked as one works through a case:

• What are the ethical issues raised by this series of events?
• How did this situation develop from the manager’s point of view? How did the situation develop from your point of view, as an outside observer?
• What actions could management have taken to bring about a different outcome than the one described here?
• How would you generalize from this case in order to develop an overall approach to dealing with issues similar to the ones raised here?
• As you analyze the situation, what were the critical decision points

**Code of Conduct**

The following guidelines facilitate the creation and maintenance of an effective learning environment. All students enrolled are expected to adhere to the guidelines throughout the semester:

• Switch-off all cellular phones and beepers before the start of each class session.
• Be civil at all times. We can disagree without being disagreeable.
• Read all assigned material and attempt all assigned problems before that start of each class.
• Participate in class discussions. Questions on the subject matter are welcomed at any time.
• Please consult Section V (especially sub section B which deals with cheating) of *The University of the West Indies, Examination Regulations for First Degrees, Diplomas and Certificates* for details of this policy.
• Deadlines are firm! Plan to meet them.

**GRADING SYSTEM**

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<tr>
<th>Grade</th>
<th>A+</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>F</th>
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