

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Business Ethics

CODE NO. : BUS250 **SEMESTER:** Four

PROGRAM: Business/Accounting

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APPROVED: "Colin Kirkwood" June/14

DEAN **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 3

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I. COURSE DESCRIPTION:

This course explores business ethics from a managerial point of view. Utilizing chapter content, debates, research and case studies the course will provide the tools for future managers to make tough practical ethical decisions.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Apply ethical reasoning to everyday business management decisions, recognize and evaluate the consequences on affected stakeholders and avoid ethical problems, and be able to justify such decisions to others who are affected by these decisions.

Potential Elements of the Performance:**Chapter 1**

- Describe the complexity of the interrelationships between business and society.
- Define terminology relating to the integrity of business.
- Distinguish between the three main approaches to ethical thinking.
- Provide a brief description of the Canadian business system.
- Explain the role of the corporation as the main economic institution in the business system
- Identify the three stakeholders mainly responsible for the operation of Canadian businesses.
- Summarize factors that influence society's attitudes toward business that lead to criticisms of the system.
- Understand the relationship between business and academic integrity.
- Describe the integration of business and society.

Chapter 2

- Enumerate and discuss the eight fundamentals of a capitalist business system.
- Define the right of private property and identify ethical implications associated with it.
- Explain individualism and economic freedom and related ethical implications.
- Define equality of opportunity and elaborate upon the ethical implications for business.
- Describe the competition fundamental and link ethical implications to it.
- Understand profits and the associated ethical implications.
- Link the work ethic to ethical implications.
- Define consumer sovereignty and understand related ethical implications.
- Explain the role of government in a capitalist business system and what the ethical implications are.
- Define Canadian capitalism, and recognize that capitalism exists in different forms around the world.
- Link the fundamentals of a capitalist business system to social and ethical challenges in society.

These learning outcomes will constitute approximately 20% of the course grade.

2. Assess the overall business environment— that is, to understand the economic, ethical, and environmental circumstances in which a corporation finds itself. As well, identify the corporation's relevant and salient stakeholders along with defining issues. Understand the relationships between the corporation and its stakeholders using approaches ranging from the basic listing and mapping to complicated concepts such as stakeholder collaboration and social capital.

Potential Elements of the Performance:

Chapter 3

- Recognize business as one institution in society and understand that its activities are influenced by other institutions and individuals referred to as stakeholders.
- Define and identify the corporation's stakeholders generally and the stakeholders relating to particular issues confronting the corporation.
- Understand the dynamic nature of stakeholder influence and that they have different goals and influence.
- Recognize the role of managers in relation to stakeholders.
- Formulate arguments supporting and opposing the stakeholder concept.
- Define an issue and describe issues management.
- List the purposes and benefits of issues management.
- Describe an issue life cycle.
- Understand the stages in the issue management process.

Chapter 4

- Explain stakeholder analysis in an organization.
- Describe stakeholder management capability.
- Understand stakeholder matrix mapping.
- Discuss the diagnostic typology of organizational stakeholders.
- Apply the stakeholder identification and salience typology.
- Explain the application of stakeholder influence strategies.
- Identify the use of stakeholder collaboration approaches.
- Define social capital and understand its relationship to stakeholder theory.

These learning outcomes will constitute approximately 20% of the course grade.

3. Students will define ethical implications of business and be better able to respond to this “oxymoron” argument. Explain both implicit and explicit factors that communicate corporate values, and utilize parameters of decision making, establish general rules for behaviour, and provide mechanisms for analysis. Students will study recent theories and approaches to corporate social responsibility including corporate citizenship. Various forms or approaches to practicing or implementing corporate social responsibility (CSR) in corporations will be researched.

Potential Elements of the Performance

Chapter 5

- Define the ethics of business.
- Understand the different approaches managers and businesspersons take to assessing the ethical implications of their decisions.
- Identify the influences on ethical behaviour and define ne ethical relativism.

- Describe the common theoretical bases for ethical conduct.
- Outline a sequence of moral reasoning.
- Appreciate the challenges of ethics in business.

Chapter 6

- Define and describe the pros and cons of statements of values.
- Make the distinction between codes of conduct and codes of ethics.
- Appreciate the purpose of ethics training in an organization.
- Define an ethics audit.
- Explain the role of an ethics officer and ethics committees.
- Understand ethics reporting systems and define ne whistleblowing.
- Know who is responsible for managing the ethics of business.
- Identify the approaches to ethics programs.
- Evaluate ethics programs and list their benefits.

Chapter 7

- Understand why corporate social responsibility (CSR) has emerged as an important component of management practice.
- Describe corporate social responsibility.
- Debate the pros and cons of corporate social responsibility in Canadian business.
- Appreciate the various foundations of social responsibility theories.
- Explain Carroll's pyramid of corporate social responsibility.
- Define the four contemporary CSR concepts: corporate sustainability, reputation management, social impact management, and triple bottom line (TBL).
- Describe the views of corporate and business citizenship.

Chapter 8

- Identify the different responses to corporate social responsibility.
- Explain how corporations can plan CSR activities.
- Define corporate philanthropy and describe the forms it takes.
- Define corporate voluntarism and describe the implications for employees, employers, and the community.
- Define corporate sponsorship and identify trends in this approach to CSR.
- Define social venture philanthropy and understand this approach to CSR.
- Explain what a social enterprise is and what social entrepreneurship means.
- Appreciate the challenges confronting small businesses in practicing CSR.
- Recognize the changes in how corporations are responding to CSR.

These learning outcomes will constitute approximately 40% of the course grade.

4. The student will review CSR and sustainability auditing, reporting, and communication in Canada and will be able to identify a spectrum of regulation, from self- regulation to government- formulated regulation.

Potential Elements of the Performance

Chapter 9

- Understand the background to social auditing and reporting.
- Define corporate reputation and understand its relationship to corporate

social responsibility.

- Identify the stakeholders who influence CSR reporting.
- Describe the relationship between CSR and corporate profitability.
- Enumerate and discuss the types of criteria used in social auditing.
- Recognize the surveys that evaluate Canadian CSR reporting.
- Outline how CSR and sustainability results are communicated to stakeholders.
- Explain the role of business schools in CSR reporting.
- Discuss the future of CSR and CSR reporting.

Chapter 10

- Understand that business is regulated by a variety of approaches.
- Explain the eight forms of market regulation, self- regulation, and government regulation.
- Describe the scope of government's involvement in business.
- Describe initiatives to legislate corporate social responsibility and accountability.
- Acknowledge business' involvement in politics.
- Define lobbying and explain the process.
- Explain the role of corporate public affairs departments, and define ne corporate agenda and corporate welfare.
- Discuss the consequences of changing government involvement in business.
- Understand the ethical implications of business– government relationships.
- Realize that governments also have ethics

These learning outcomes will constitute approximately 20% of the course grade.

III. TOPICS:

1. The Relationship Between Business and Society
2. Ethics and Capitalism
3. Identifying Stakeholders and Issues
4. Understanding Stakeholder Relations
5. Ethics of Business: The Theoretical Basis
6. Ethics of Business: Management and Leadership
7. Corporate Social Responsibility: The Concept
8. Corporate Social Responsibility: In Practice
9. CSR Auditing, Reporting, and Communication
10. Regulating Business

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Canadian Business and Society, Ethics and Responsibilities, Third Edition,
Robert E. Sexty

V. EVALUATION PROCESS/GRADING SYSTEM:

Test #1	19%
Test #2	19%
Test #3	27%
Debate and reports	15%
Case Study	20%

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49.9% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

Missed Tests

Students are expected to be present to write all tests with the class. If a student is unable to write a test because of illness or legitimate emergency, that student must contact the professor prior to the class and provide an explanation, which is acceptable to the professor. Should the student fail to contact the professor, the student shall receive a grade of zero on the test.

Once the test has commenced the student is considered absent and will not be given the privilege of writing the test until the end of the semester. The late student must see the professor at the end of the class time and provide a suitable explanation to the professor in order to qualify to write at the end of the semester.

In order to qualify to write the missed test, the student shall have:

- a) Attended at least 80% of the classes.
- b) Provided the professor an acceptable explanation for his/her absence.
- c) Been granted permission by the professor.

NOTE: The missed test will be a comprehensive test. Should a student miss a second test the grade will be zero.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. *It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room. Should a student be required to leave early, the student should advise the Professor prior to the start of class.*

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the student portal form part of this course outline.