



BUSI2814 – Business Ethics
(Academic year 2022-2023, Semester 2, Subclass B)

GENERAL INFORMATION	
Instructor: David S. Lee Email: dslee@hku.hk Office: KKL 1316 Phone: 3917-1636 Consultation times: by appointment Course website: Moodle	
COURSE DESCRIPTION	
<p>The purpose of this course is to help you reach your full potential as an ethical leader in your home, workplace, and community. You will likely face a variety of ethical challenges during your life. By drawing on articles, readings, cases, our collective experience, lectures, class discussion, guest speakers, and other material, we will explore ways to deal with such challenges.</p> <p>Ultimately, what we learn in this course will be relevant irrespective of what career path you choose. Most importantly, you should leave this course with a deep belief that you have the ability to influence those around you through your ethical leadership and decision-making. As such, this course will require you to reflect on your own aspirations as you consider the type of influence you want to have as an ethical leader.</p> <p><u>Students are expected to complete course readings and actively participate during class.</u></p> <p>Pre-requisite(s): N/A Co-requisite(s): N/A Mutually exclusive: N/A</p>	
COURSE OBJECTIVES	
At the end of the course, each student should have:	
<ol style="list-style-type: none">1. Improved understanding of the broad nature of ethical issues that arise in a variety of business contexts.2. Enhanced situational awareness and decision-making skills.3. Improved leadership skills and understanding of the importance of ethics in becoming an effective leader.4. Improved research, debate, problem solving, communication, and analytical skills through analysis of ethical problems in both group and individual settings.5. A better sense of purpose and future aspirations.	
FACULTY LEARNING GOALS (FLGs)	
<p>FLG1: Develop ability to assess various kinds of ethical situations and determine an optimal course of action.</p> <p>FLG2: Improve situational awareness and decision-making skills.</p> <p>FLG3: Inculcate professionalism and leadership</p> <p>FLG4: Better understand one's leadership potential and the relationship between ethics and leadership.</p> <p>FLG5: Improve ability to communicate ideas clearly and persuasively.</p> <p>FLG6: Cultivating leadership.</p>	
COURSE LEARNING OUTCOMES (CLOs)	
Course Learning Outcomes	Aligned Faculty Learning Goals (FLGs)
CLO1: Gain the ability to recognize and analyze ethical issues in business situations.	1, 2, 3, 4, 6

CLO2: Understand the pervasive nature of ethical dilemmas in a business environment.	1, 2, 3, 6		
CLO3: Develop a leadership vision and inculcate ethical behavior as part of that vision.	1, 2, 3, 4, 5, 6		
CLO4: Demonstrate effective verbal and written communication skills through analysis of case studies and other real-life situations by guiding and contributing to class discussions and through a series of written reflection pieces that inculcate course principles.	3, 5, 6		
COURSE TEACHING AND LEARNING ACTIVITIES			
Course Teaching and Learning Activities	Expected Study Hours	Study Load (% of study)	
T&L1: Lecture	36	26%	
T&L3: Written Assignments	30	22%	
T&L4: Final Assessment/Final Written Assignment	20	15%	
T&L5: Independent Study	50	37%	
Total	136	100%	
Assessment Methods			
Assessment Methods	Brief Description (Optional)	Weight	Aligned Course Learning Outcomes
A1: Participation and Case Analysis Presentations	Students will be assessed for participation in case-based and situation-based discussions and activities some of which will be structured and some unstructured. Each student is expected to present at least one case. The weight of the assessment, however, is not based on quantity of speech ("air time") but on the quality of insight offered through comments, case analysis, and questions posed during the course.	25%	1, 2, 3, 4
A2: Written Assignments	Students will complete a variety of written assignments as listed below (tentatively): <ul style="list-style-type: none"> • 1 book response (15%) • 2 guest speaker responses (5% each x 2 = 10% total) • 2 personal reflection pieces (5% each x 2 = 10% total). 	35%	1, 2, 3, 4
A4: Final Assessment/Final Written Assignment	Students will complete a final written assignment to assess their general understanding of major course themes.	40%	1, 2, 3, 4
	Total	100%	
Coursework / Examination Ratio: <u>100</u> % / <u>0</u> %			
STANDARDS FOR ASSESSMENT			
Course Grade Descriptors			

A+, A, A-	Demonstrate evidence of original thought, strong analytical and critical abilities as well as a thorough grasp of the topic from background reading and analysis; should demonstrate excellent organizational, rhetorical and presentational skills.
B+, B, B-	Demonstrate evidence of critical and analytical thinking but not necessarily original in their thinking; show adequate grasp of the topic from background reading and analysis; should demonstrate strong organizational, rhetorical and presentational skills.
C+, C, C-	Demonstrate evidence of a reasonable grasp of their subject but most of their information is derivative, with rather little evidence of critical thinking; should demonstrate fair organizational, rhetorical and presentational skills.
D+, D	Demonstrate evidence of being able to assemble the bare minimum of information, poorly digested and not very well organized in presentation. There is no evidence of critical thinking.
F	Demonstrate evidence of poor knowledge and understanding of the subject, a lack of coherence and organization, and answers are largely irrelevant. Work fails to reach degree level.

Assessment Rubrics for Each Assessment

A1: Participation and Case Analysis Presentations (25%)

Students will be assessed on their participation and case analysis presentation. Additionally, it is expected that there will be substantial discussion during each lecture as well as during role-playing, simulations, and other collaborative activities that we may conduct in class from time to time. Consequently, **personal Internet use during class should be limited.**

We will also occasionally have guest speakers and it is expected that students will be especially focused and engaged on these days.

As mentioned above, it is expected that the course will be highly interactive and to ensure meaningful class discussion and shared learning, students need to be well-prepared by reading assignments prior to class and more importantly, thinking through the implications of what was read before each class.

Each student will have the opportunity to present at least one case during the course. Additionally, students will regularly engage in different interactions some of which may be unstructured (e.g., discussion regarding a question that was raised in class) or structured (e.g., a role play situation or presenting a case). Students will be assigned number marks throughout the duration of the course for each activity that qualifies under A1, which will be compiled and analyzed at the end of the semester to comprise their assessment for participation and case analysis presentation.

Quality and insight of comments are more valued than the quantity of comments.

For case analysis participation, the following framework will be used:

Criteria	Excellent	Average	Poor
Case Analysis (50%)	Exceptional analysis that drew on course principles as well as a range of inter-disciplinary perspectives that led to additional insights.	Analysis was competent but generally focused on readily apparent course concepts without original contribution	Failed to make an analysis of the case with the context of the subject
Presentation of Case Study (50%)	Covered case details in a cogent, structured, and efficient way. Able to address follow-up queries and demonstrated insight and mastery of issues in the case, which were expressed in an	Basic details of the case were covered but required cues or other minor assistance to reach more nuanced issues. Expression of issues and facts not efficient or well-organized and ability to answer only basic factual questions but	Difficulty covering the relevant material in an organized and comprehensive manner, not properly prepared with case details or related questions.

questions that touched on less visible, yet important issues.

A2. Written Assignments (35%)

It is expected that students will complete a number of written assignments during the course. Specifically, students will select a book from a list of possible options, and will be responsible to read, reflect, and offer a response to the book in light of course principles.

Additionally, students will write two reflection pieces based on core questions that are discussed in class. We will also have guest speakers in the course, and students are required to complete two guest speaker response papers. Detailed information regarding each assignment will be provided during class. Students will receive teacher feedback on these written tasks.

A3. Final Written Assignment (40%)

Students will summarize and reflect on the learning experience in this class through a final written assignment. Detailed information regarding the final written assignment will be provided during class.

All written work in the course (A2 and A3 above) will be assessed along the following dimensions.

Category	Excellent	Average	Poor
Content (60%)	<p>Content comprehensively answers question and addresses prompt in an insightful way moving beyond standard answers.</p> <p>Demonstrates rigorous analysis of arguments being made and where appropriate properly incorporates and applies course readings and principles.</p> <p>Demonstrates authentic introspection in properly understanding how relevant principles can be applied to one's life.</p>	<p>Content generally answers question and addresses prompt in a standard way but is not exceptional in approach, arguments, and/nor examples offered.</p> <p>Analysis of arguments are adequate, and an effort is made to incorporate and apply course readings and principles into the work.</p> <p>Demonstrates some level of introspection and application to one's life though application is still somewhat general in nature.</p>	<p>Content only partially addresses the prompt and written work is generally inchoate. Content is generic in nature.</p> <p>Analysis is superficial and does not meaningfully acknowledge course material, readings, and/or principles.</p> <p>Lack of meaningful application or introspection at an individual level.</p>
Writing (40%)	<p>Writing demonstrates excellent style with superior word choice and sentence structure. Message is conveyed in a clear, yet sophisticated way.</p> <p>Written work contains well-organized sentences and paragraphs that are logically laid out making it easy for the reader to follow the flow of the work.</p> <p>Writing contains minimal, if any, errors in spelling, grammar, and/or syntax.</p>	<p>Writing demonstrates some aspects of good writing style with some advanced word choice and sentence structure that contribute to conveying the message effectively.</p> <p>Written work is generally well-organized with some minor issues. Overall linkage between paragraphs and sentences are generally coherent and reader can follow the flow of the work without much difficulty.</p> <p>Writing may contain some errors in spelling, grammar, and/or syntax.</p>	<p>Writing is at a basic level with nominal variation in word choice, rhetorical devices, and sentence structure. Minimal effort given to enhance content in order to engage the reader.</p> <p>Written work is poorly organized and difficult for the reader to follow due to lack of internal incoherence.</p> <p>Writing contains numerous spelling, grammar, and/or syntax issues, which makes reading and understanding the written work difficult.</p>

COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE

Week	Topic	Assessment
1	Course Introduction and the Foundations of Business Ethics <ul style="list-style-type: none"> Why business ethics? Ethics and its relationship to philosophy, law, and business 	<ul style="list-style-type: none"> Participation & Case Analysis Presentations
2		
3	Ethics and the Firm <ul style="list-style-type: none"> Considering a firm's stakeholders What is the purpose of business? Key issues: the environment, sustainability, and governance The role of organizational culture 	<ul style="list-style-type: none"> Participation & Case Analysis Presentations Guest Speaker Reflection Personal Reflection Piece
4		
5		
6		
Reading Week		
7		
8	Ethics and the Individual <ul style="list-style-type: none"> Ethical decision-making: what factors influence the choices we make? Ethical leadership Architect a life with purpose 	<ul style="list-style-type: none"> Participation & Case Analysis Presentations Guest Speaker Reflection Personal Reflection Piece Book Response
9		
10		
11		
12		
Exam Period		<ul style="list-style-type: none"> Final written assignment

REQUIRED/RECOMMENDED READINGS & ONLINE MATERIALS (e.g. journals, textbooks, website addresses etc.)

Business Ethics: Ethical Decision Making and Cases, An Asia Edition, David L. Bishop, David S. Lee, O.C. Ferrell, John Fraedrich, and Linda Ferrell (2019, Cengage Learning Asia). **(REQUIRED) (electronic version of the book is also available and will be discussed in class)**

Additional course readings will be uploaded to Moodle. I try to incorporate current events as much as possible, so there is a "living" aspect to the course. Those materials will also be uploaded to Moodle.

MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE

- After class queries, email, or scheduled appointments;
 - Time permitting, I am happy to discuss questions before/after class or during class breaks.
 - Generally, I am very responsive to email and will normally reply within 24 hours (usually much quicker, unless it's Sunday or I'm traveling). **When emailing, please be sure to write as clearly and professionally as possible.**
 - I am always happy to meet/chat with students. If you require an appointment, please email first.
- Informal mid-semester course evaluation conducted by instructor; and
- Standard university course evaluation (SFTL).

COURSE POLICY (e.g. plagiarism, academic honesty, attendance, etc.)

Live an honorable life. Ultimately, you are your reputation.

Academic Honesty and Integrity

You are expected to do your own work whenever you are supposed to. Incident(s) of academic dishonesty will NOT be tolerated. Cheating or plagiarism of any kind will result in an automatic F grade for the course plus strict enforcement of all Faculty and/or University regulations regarding such behavior.

The University Regulations on academic dishonesty will be strictly enforced! Please check the University Statement on plagiarism on the web: <http://www.hku.hk/plagiarism/>.

Academic dishonesty is a behavior in which a deliberately fraudulent misrepresentation is employed in an attempt to gain undeserved intellectual credit, either for oneself or for another. It includes, but is not necessarily limited to, the following types of cases:

a. *Plagiarism* - The representation of someone else's ideas as if they are your own. Where the arguments, data, designs, etc., of someone else are being used in a paper, report, oral presentation, or similar academic project, this fact must be made explicitly clear by citing the appropriate references. The references must fully indicate the extent to which any parts of the project are not one's own work. Paraphrasing of someone else's ideas is still using someone else's ideas, and must be acknowledged.

b. *Unauthorized Collaboration on Out-of-Class Projects* - The representation of work as solely one's own when in fact it is the result of a joint effort.

c. *Cheating on In-Class Exams* - The covert gathering of information from other students, the use of unauthorized notes, unauthorized aids, etc.

d. *Unauthorized Advance Access to Assessment Materials* - The representation of materials prepared at leisure, as a result of unauthorized advance access (however obtained), as if it were prepared under the rigors of the exam setting. This misrepresentation is dishonest in itself even if there are not compounding factors, such as unauthorized uses of books or notes.

ADDITIONAL COURSE INFORMATION (e.g. e-learning platforms & materials, penalty for late assignments, etc.)

This course will utilize MOODLE and all key course information is usually posted there. We hope to offer this course in-class during the semester depending on relevant guidelines and the health situation at the time. Any changes to the course will be discussed and shared during the course to ensure we can have a meaningful experience.

Unless you have discussed and received permission from me, please do not record (audio or video) during our course.

If you are late to class, please, please be respectful when entering and finding a seat (i.e., try not to distract your classmates or me when entering). Additionally, please keep unnecessary, non-course related discussion to a minimum, as it can be distracting for both your classmates and me.

Research has shown technology use during class, usually leads to less learning, so please be responsible users of technology.

The course will have a few guest speakers during the semester. Please remember to be engaged and respectful when guest speakers join us.

Every semester, I am asked questions that are covered in the syllabus. If you ask me such a question, I reserve the right to refer you back to the syllabus. If it's still unclear, then please follow-up with me.

If for whatever reason you are having problems, please communicate such issues to me as early as possible. The longer you wait to inform me of issues you are facing the less options are available.