

COURSE INFORMATION

Course title:	Business Ethics Leadership	Credits:	1.5
Course code:	BA 580B	Class location:	HA 132
Session, term, period:	2019WT1	Class times:	Monday, 6:00-9:30pm
Section(s):	001	Pre-requisites:	
Course duration:	Oct 28 – Nov 29, 2019	Co-requisites:	
Division:			
Program:	MBA		

INSTRUCTOR INFORMATION

Instructor:	David Silver	Office location:	DL 417
Phone:	604-827-4462	Office hours:	W 1-2, and by email appointment
Email:	David.silver@sauder.ubc.ca		

COURSE DESCRIPTION

This course will provide students with practical skills to exercise ethical leadership no matter where they stand in an organization.

One skillset is to identify and critically reflect upon the values of an organization. Students will develop this skill by reflecting on their personal career values and extending this thinking to organizations. Students will then develop an awareness of how organizations negatively impact vulnerable people, and use that awareness to identify business opportunities to do better. This skill will be developed through a variety of techniques including “ethics audits” of various products, stakeholder role-playing, and reading relevant parts of the business ethics literature.

A second skill is to develop an understanding of best practices in “managing for values”. This skill will be developed through recent and ongoing case studies, and interviewing business leaders. A key part of this skill is recognizing the obstacles that prevent organizations from fully living up to their aspirational values, and learning ways to overcome these obstacles.

The third skill is to develop a plan for business ethics leadership. To develop this skill the student will identify an opportunity for an organization she is affiliated with to better deliver on its values, and to develop a business plan where she can lead to make this happen.

COURSE FORMAT

Typical use of class time (face-to-face lecture, discussion, cases).

LEARNING OBJECTIVES

Purpose of the course:

To empower students to lead organizations in managing for their organizational values.

Learning Objectives:

Upon successful completion of this course, students will have the knowledge and skills to:

- Identify and critically reflect on an organization's values.
- Identify challenges that prevent an organization from fully living up to its values.

- Understand best practices in managing for values.
- Develop an executable plan in business ethics leadership.

ASSESSMENTS

Summary

<u>Component</u>	<u>Weight</u>
Product Audit	25%
Leadership Interview	25%
Case Studies	25%
Leadership Project	25%
Total	<u>100%</u>

Details of Assessments

Deliverables:

- 1) *Personal Ethics Career Plan. (Required, but not graded.)*
- 2) *Ethics Product Audit. Written report and in class presentations. Group Assignment*
- 3) *Interview of business leader on ethics leadership. In class presentations and written reflection piece.*
- 4) *Identify 4 stories in the news that involve business ethics leadership. Prepare 250-word discussion post that quickly summarizes the non-moral facts, and provides some value-added ethical analysis. Students should aim, roughly, to have one post per class week, and should aim to have some positive examples.*
- 5) *Prepare an executable business ethics leadership plan.*

The instructor will schedule 15 minutes “office hours” for each student, either in person or via video chat, to discuss the personal ethics plan, the leadership interview and the leadership project. This meeting is **required**. Students are required to schedule a one-on-one meeting with the instructor (in person or video chat) by **November 8th**.

LEARNING MATERIALS

Reading Materials: This course is primarily project-based, and much of the class material will be student generated. All reading materials will be distributed via the Canvas system.

Technology Requirements: students will be expected to access the internet in class for course relevant activities.

Activity Fees: *none*

RSE-SPECIFIC POLICIES AND RESOURCES

Missed or late assignments, and regrading of assessments

Late submissions will not be accepted and will receive a zero.

Academic Concessions

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](#)

<https://webforms.sauder.ubc.ca/academic-concession-rhlee>. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#).

POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

Attendance

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

Punctuality

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

Electronic Devices

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

Citation Style

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating

may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

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ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE SCHEDULE (SUBJECT TO CHANGE WITH CLASS CONSULTATION)

Class#	CLASS TOPICS	ACTIVITIES / READINGS	ASSIGNMENTS / DELIVERABLES
Class 1 Oct. 28	Managing for Personal Values: How to choose value creation over value extraction How to find meaning in your work life	Introduce Course and Projects Discuss “Wolves of Wall Street” Land Acknowledgement and Discussion Personal Ethics Plan Workshop / Interviews	Pre-read “ Wolves of Wall Street ”.
Class 2 Nov. 4	Managing Values in the for-profit Corporation. What are the goals of the firm? Who is vulnerable with respect to the firm? How do we empower businesspeople / students to manage for values?	Readings: Freeman, Friedman, Porter. Blackrock letter. Business Roundtable. Class Visitor: Sarah Caven, Sauder MBA Alum Activity: ethics interview prep Blog Cases	Personal Ethics Plan Due Ethics Audit Presentations
Class 3 Nov. 12 (Tuesday)	Recognizing Organizational Challenges and Opportunities	Tesla vs. VW: the power of purpose PetroCanada: leading the transition VanCity and Wells Fargo: Taking values seriously Tahltan and Mount Polley: The Possibility of Moral Improvement Amazon/Walmart/Motts/Ikea: taking employees seriously Blog Cases Interview presentations.	Ethics Audit Written Reports
Class 4 Nov. 18	Learning from Others about Managing for Values	Class Visitor: Prof. Julian Jonker, Wharton School of Business Breakout: split and discuss interviews Roundtable: concrete lessons on managing for values.	Ethics interview presentations
Class 5 Nov. 25	Leading with Values	Students Presentations and Peer Feedback on plans	Ethics interview reflection piece Leadership project presentations
Date TBA	Written Leadership Project		Leadership project written report in lieu of final exam