

COURSE INFORMATION

Course title:	Ethics and Sustainability	Credits:	1.5
Course code:	BA 560	Class locations:	Zoom
Session, period:	2020W Term 2, Period 1	Class times:	Tue/Thur 8-10 am; Tue/Thur 6-8 pm
Sections:	001 002	Pre-requisites:	n/a
Course duration:	Jan 18 to Feb 18, 2020	Co-requisites:	n/a
Program:	FT MBA		

INSTRUCTOR INFORMATION

Instructor:	Prof James Tansey	Office location:	Online
Phone:		Office hours:	by appointment
Email:	James.tansey@sauder.ubc.ca		

COURSE DESCRIPTION

This course is positioned in the first period of the MBA program to provide students with a broad foundation for understanding the positive and negative impacts business can have economically, socially, and environmentally – and how long-term, strategic approaches can unlock business opportunities while addressing these issues.

Companies and society are confronted with a confluence of factors that point to a new way of doing business. These factors include environmental degradation and climate change, widespread poverty and social inequity, and the need for renewable sources of energy. Customer demands are evolving, technology is rapidly advancing, and resources are becoming increasingly scarce. This suggests that more than a “business as usual” approach is needed to be a successful and sustainable enterprise in the long-term.

The language and tools of ethics, sustainability, and responsibility are standard currency in business, and managers are increasingly required to build strong internal corporate governance and ethical systems, engage with stakeholders, and innovate to create new products and services. This course will lay an early and strong foundation for students’ ongoing exploration of these critical topics throughout the MBA program.

COURSE FORMAT

All classes will be delivered online for this period. Classes will be recorded in advance and students will be expected to view the recordings ahead of time. Live class time online will be used for discussions and case analyses. Students are expected to prepare for and attend each class according to the course schedule and detailed instructions provided in Canvas.

LEARNING OBJECTIVES

By the end of this course, students will be able to:

1. Explain and defend the role of responsible business in society.
2. Anticipate ethical and social responsibility challenges that they will face as managers in a variety of organizations, and weigh management responses to these challenges.
3. Analyze evolving global conditions, market demands, and stakeholder pressures to identify sustainable innovation and business development opportunities.
4. Evaluate organizational ethics and sustainability performance using a variety of frameworks.

ASSESSMENTS

Summary

<u>Component</u>	<u>Weight</u>
Prep Quizzes (8, each worth 4%; Individual)	32%
Case Memos (2, each worth 15%; Team)	30%
Final Project: Sustainability & Ethics Analysis (Team)	30%
Class participation (Individual)	8%
Total	<u>100%</u>

Details of Assessments

Prep Quizzes

Brief (3 to 10 questions), multiple-choice and/or short-answer, online quizzes based on the assigned readings will be due before class on non-case days. These are designed to guide students' prep work and stimulate a more active learning experience in the classroom.

Case Memos

Case studies are used to apply the concepts, frameworks, and tools from the course, to learn how to analyze information, and to make decisions as a manager. Each case is a real-world situation that actually happened, and students are given the same information that the real-world manager had at the time.

Working in small groups (3-4 people), students will use the course tools and concepts that they feel are relevant to analyze the information provided and make a decision, then write a brief memo to explain why their decision is the best course of action in light of the risks and benefits of the various alternatives they considered. More details will be provided in class and online.

Final Project: Sustainability & Ethics Analysis

One of the most effective ways to integrate and synthesize course concepts is to apply them in the context of real organizations. This final project will allow students to learn from researching a company that interests them and applying the full range of course concepts to analyze its sustainability- and ethics-related opportunities and challenges.

Working in small groups (3-5 people), students will choose a real company to research, analyze, and evaluate for long-term success. The goal is to understand the organization's corporate governance, business model, goals, history, and value chain – i.e. its internal context – and its competitive and regulatory environment and relevant macro social/cultural/technological/natural trends – i.e. its

external context – to identify the key opportunities and threats that it is likely to face in terms of ethics and sustainability. Each group will submit a professional, persuasive report with their analysis and insights. More details will be provided in class and online.

Class Participation

Students are expected to actively participate in class activities and discussions – which will require reading/viewing of all assigned materials before each class, preparing personal positions on the topics raised, and sometimes even seeking out additional relevant materials in special areas of interest to share with the group.

Note that quality of contributions is valued over quantity, and evaluation of in-class participation will emphasize critical thinking, creativity, and practical application.

Note also that participation marks must be earned through actively engaging with the class during lectures, discussions, and activities; **simply attending class does not equal “participation”**.

LEARNING MATERIALS

Required

Online Multimedia Case

Students will be required to purchase access to a series of online multimedia resources related to the case, “Fighting Corruption at Siemens” (cost: \$8.00). Use this link:

<https://hbsp.harvard.edu/import/652666>

Course Pack

Students will be required to purchase a small course package including required readings and the case, “Sustainable Tea at Unilever”. Follow these instructions to access the downloadable course pack (cost: either \$23.25 for digital download or \$29.38 for printed copy):

1. Go to the Ivey Publishing website at www.iveycases.com.
2. [Log in](#) to your existing account or click “[Register](#)” to create a new account and follow the prompts to complete the registration. If registering, choose the "Student User" role.
3. Click on this link or copy into your browser:
<https://www.iveycases.com/CoursepackView.aspx?id=24036>.
4. Click "Add to Cart".
5. You may choose to order in either **print** or **digital** format.
 - To order the material in digital format, check "digital download" and click "OK".
 - To order a printed copy for delivery, enter the print quantity required and click "OK".Please note that shipping charges will apply.
6. Go to the Shopping Cart (located at the top of the page), click "Checkout", and complete the checkout process.
7. When payment has been processed successfully, an Order Confirmation will be emailed to you immediately and you will see the Order Confirmation screen.
 - If you ordered digital copies: Click "Download your Digital Items" or go to "My Orders" to access the file.
 - If you ordered printed copies: Your order will be printed and shipped within 2 to 3 business days.

IMPORTANT: Access to downloadable files will expire 30 days from the order date, so be sure to save a copy on your computer. The downloadable file is a PDF document that can be opened using Adobe Reader. **This material is for your personal use only and is not to be shared or distributed in any form.**

If you have questions about the download, contact Ivey Publishing during business hours.

Ivey Publishing

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www.iveycases.com

Business Hours: Monday to Thursday: 8:00am-4:30pm (ET)

Friday: 8:00am-4:00pm (ET)

Other Learning Resources

Students will be required to access Canvas for class preparation instructions, additional readings and multimedia, online prep quizzes, and assignment resources.

COURSE-SPECIFIC POLICIES AND RESOURCES

Missed or Late Assignments, and Regrading of Assessments

Late submissions (prep quizzes, case memos, and the final project) will not be accepted and will receive a grade of zero. There are no make-up opportunities for missed submissions.

- Prep quizzes and case memos are due by 2 pm on the day specified in the course schedule.
- The final project is due by 11:59 pm on Saturday, February 27th.
- Only one team member needs to submit the assignment (case memo, final project) for the entire team; however, each and every individual is responsible for ensuring that their team's assignment has been successfully submitted on time.

Requests for regrading of prep quizzes or assignments must be submitted within one week of the assessment and grades being returned to the class. The request must identify the reason(s) why you believe your answer(s) and score(s) should be reviewed. The outcome may be either an increase, no change, or a decrease in the assigned grade.

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](#). 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 on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

Electronic Devices

During online lectures, students are not permitted to use any electronic devices other than the primary one used for attending the online lecture (e.g. laptop or desktop). Only Zoom should be open during the online lecture unless an instructor advises the use of another program/website for an in-class activity. Feedback from students indicates that personal devices are the number one distraction from effective learning and participation in the online learning environment.

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>.

Respect for Equity, Diversity, and Inclusion

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

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.

Academic Freedom and Students Studying from Outside Canada

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

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All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor. Students may not share class Zoom links or invite others who are not registered to view sessions.

ONLINE TEACHING TOOL & REQUIREMENTS

This course will be taught using Zoom for synchronous classes and office hours.

For this course, you are required to use a Zoom account during synchronous classes and office hours. If you do not have a Zoom account, you can create one here: <https://zoom.us/signup>. Note: creating a Zoom account requires that you provide a first name, last name, and email address to Zoom. For privacy

purposes, you may consent to using your existing email address and your real name. Alternatively, if you prefer, you may sign up using an alternative email address and an anonymized name that does not identify you (i.e. Jane Doe, jane.doe@email.com). If you have trouble creating an account, or accessing a Zoom session, please contact CLCHelp@sauder.ubc.ca. You will be required to provide the email address associated with your Zoom account in a Canvas quiz for identification purposes.

To help replicate the classroom experience, make sessions more dynamic and hold each person accountable, both students and instructors are required to have their cameras on during Zoom sessions. Students who require an accommodation with regard to the “camera on” requirement must contact their instructors in advance of the first class to discuss options. As professional graduate students, students are expected to conduct themselves professionally by joining sessions on time, muting mics when not speaking, refraining from using any other technology when in-session, attending in business casual dress (at a minimum), and participating from a quiet environment. Content from synchronous sessions will be selectively recorded per instructor discretion and made available to students on Canvas for a maximum duration of the course length. This is done to allow students the opportunity to return to lecture content to solidify learnings.

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 – UPDATED DEC 15 2020

(Subject to change with class consultation)

Class	Date	Topic	CORE Readings (Additional current readings will be assigned ~1 week before each class)	Assessments due
1	Tues, Jan 19	Role and Responsibilities of Business in Society	<ul style="list-style-type: none"> – Responsibilities to Society – Managing for Stakeholders and the Purpose of a Business 	Prep Quiz 1
2	Thur, Jan 21	Indigenous Relations, Economic Development, and the Pursuit of Social License: Guest Speaker	<ul style="list-style-type: none"> – Refer to Class Prep Instructions on Canvas 	Prep Quiz 2
3	Tues, Jan 26	Business Ethics: Concepts and Context	<ul style="list-style-type: none"> – Ethical Decision Making: A Global Perspective – Checklist Summary of the Levers of Control 	Prep Quiz 3
4	Thur, Jan 28	Business Ethics Applied Case Memo Debrief	<ul style="list-style-type: none"> – Case 1: Fighting Corruption at Siemens 	Case Memo 1
5	Tues, Feb 2	Sustainability: Concepts and Context	<ul style="list-style-type: none"> – The Big Idea: The Truth about CSR 	Prep Quiz 4
6	Thurs, Feb 4	ESG/ Investment: Guest Speaker	<ul style="list-style-type: none"> – Refer to Class Prep Instructions on Canvas 	Prep Quiz 5

7	Tues, Feb 9	Sustainability Strategy	– Sustainability Marketing - An Innovative Conception of Marketing	Prep Quiz 6
8	Thur, Feb 11	Responsible Business and the Law: Guest Speaker	– Refer to Class Prep Instructions on Canvas	Prep Quiz 7
9	Tues, Feb 16	Sustainability Applied Case Memo Debrief	– Case 2: Sustainable Tea at Unilever	Case Memo 2
10	Thur, Feb 18	Ethical Leadership; Debate Course Wrap-up	– Can An “Ethical” Bank Support Guns and Fracking?	Prep Quiz 8
Exam Week	Sat, Feb 27	Final Project: Ethics & Sustainability Analysis due by 11:59 pm		Final Project