

ETHICS EDUCATION AND ETHICAL DECISION-MAKING IN THE CONTEXT OF
PLASTIC POLLUTION

by

Tasnima Islam

Submitted in partial fulfilment of the requirements
for the degree of Master of Science

at

Dalhousie University
Halifax, Nova Scotia
November 2023

Dalhousie University is located in Mi'kma'ki, the
ancestral and unceded territory of the Mi'kmaq.
We are all Treaty people.

TABLE OF CONTENTS

LIST OF TABLES.....	iv
LIST OF FIGURES.....	v
ABSTRACT.....	vi
ACKNOWLEDGEMENTS.....	vii
CHAPTER 1: INTRODUCTION.....	1
CHAPTER 2: LITERATURE REVIEW	5
2.1 PLASTIC USAGE: MORE THAN A CURSE THAN A BLESSING	6
2.2 WHO IS RESPONSIBLE FOR FIGHTING PLASTIC POLLUTION?.....	10
2.3 ETHICS EDUCATION: A HOLISTIC APPROACH.....	12
2.4 ETHICAL THEORIES AND FRAMEWORKS.....	12
2.4.1 THE UTILITARIAN APPROACH	14
2.4.2 THE RIGHTS APPROACH	14
2.4.3 THE FAIRNESS OR JUSTICE APPROACH.....	15
2.4.4 THE COMMON GOOD APPROACH.....	16
2.4.5 THE VIRTUE APPROACH	16
2.4.6 THE DUTY-BASED APPROACH.....	17
2.4.7 THE EGOISTIC APPROACH	17
2.5 ENVIRONMENTAL ETHICS EDUCATION	19
2.6 ETHICS EDUCATION IN FOCUS: THE BUSINESS SCHOOL PERSPECTIVE ..	21
CHAPTER 3: METHODOLOGY	23
3.1 PHASE 1 – PROLIFIC DATA FROM WORKING PROFESSIONALS.....	23
3.2 PHASE 2 – QUALTRICS DATA FROM STUDENTS	24
3.3 PHASE 3 – CONTENT DATA FROM COURSE SYLLABI	26
CHAPTER 4: DATA ANALYSIS.....	28
4.1 MULTIPLE REGRESSION USING AMOS STRUCTURAL EQUATION MODELING SOFTWARE.....	29
4.1.1 UTILITARIAN FRAMEWORK ANALYSIS	30
4.1.2 VIRTUE ETHICS FRAMEWORK ANALYSIS	32

4.1.3 RIGHTS ETHICS FRAMEWORK ANALYSIS	34
4.1.4 COMMON GOODS ETHICS FRAMEWORK ANALYSIS	37
4.1.5 FAIRNESS OR JUSTICE ETHICS FRAMEWORK ANALYSIS.....	40
4.1.6 DUTY BASED ETHICS FRAMEWORK ANALYSIS	42
4.1.7 EGOISTIC FRAMEWORK ANALYSIS	45
4.2 COMPARISON BETWEEN PARTICIPANTS WITH AND WITHOT ETHICS EDUCATION.....	47
4.3 QUALITATIVE ANALYSIS	49
4.3.1 CONTENT ANALYSIS OF OPEN-ENDED QUESTIONS	49
4.3.2 ANALYSIS OF ENVIRONMENTAL ETHICS EDUCATION IN BUSINESS SCHOOLS’ COURSE SYLLABI.....	56
CHAPTER 5: DISCUSSION.....	58
CHAPTER 6: LIMITATIONS AND FUTURE RESEARCH DIRECTIONS	60
CHAPTER 7: CONCLUSION	63
REFERENCES	64
APPENDIX I	70
APPENDIX II.....	74

LIST OF TABLES

Table 1: Utilitarian Framework – Significant Critical Ratios	30
Table 2: Virtue Framework – Significant Critical Ratios	33
Table 3: Rights Ethics Framework – Significant Critical Ratios	35
Table 4: Common Good Framework – Significant Critical Ratios.....	38
Table 5: Fairness or Justice Framework – Significant Critical Ratios.....	41
Table 6: Duty Based Framework – Significant Critical Ratios.....	43
Table 7: Egoistic Framework – Significant Critical Ratios	46
Table 8: Independent Samples T-Test on Ethics Education	48
Table 9: Code Sequences and their Z-scores	50
Table 10: Code Sequences and their Z-scores	53
Table 11: Code Sequences and their Z-scores.....	55

LIST OF FIGURES

Figure 1: Global Plastic Production (Ritchie, Samborska, & Roser, 2023).....	7
Figure 2: EPA Plastic Waste Statistics (U.S. Environmental Protection Agency, 2023) ...	8
Figure 3: The Great Pacific Garbage Patch (National Geographic News: Giant Ocean Trash Vortex Documented, 2023)	9
Figure 4: Plastic Use by Sector (Ritchie, Samborska, & Roser, 2023).....	11
Figure 5: Utilitarian Framework vs. Plastic Use Items.....	30
Figure 6: Virtue Framework vs. Plastic Use Items	32
Figure 7: Rights Ethics Framework vs. Plastic Use Items.....	34
Figure 8: Common Good Framework vs. Plastic Use Items	37
Figure 9: Fairness or Justice Framework vs. Plastic Use Items.....	40
Figure 10: Duty Based Framework vs. Plastic Use Items	42
Figure 11: Egoistic Framework vs. Plastic Use Items	45
Figure 12: Word Cloud for Q1 asking what participants would do.....	50
Figure 13: Word Cloud for Q2 asking for strategies to safeguard the company's reputation.	52
Figure 14: Word Cloud for Q3 asking to address the conflict between legal actions and ethical concerns.....	54

ABSTRACT

This thesis will investigate how ethics education and knowledge of ethical frameworks influence people's ethical decision-making about plastic pollution. Specifically, it will examine how this knowledge enables individuals to uphold an ethical approach when making decisions, particularly to prioritize the greater good, benefit the environment and society, and align with the interests of their respective organizations. This study will discuss a few of the more common ethical frameworks taught in business schools, namely utilitarianism, virtue ethics, rights ethics, common good ethics, fairness ethics, duty-based ethics, and egoistic ethics, the development of a survey based on these frameworks, and potential outcomes of the survey examination to comprehend individuals' responsibilities towards the environment based on their knowledge of ethical frameworks. Furthermore, this paper will undertake a comprehensive examination and critical review of syllabi across various Canadian business schools, focusing on their respective learning outcomes in the context of environmental ethics.

ACKNOWLEDGEMENTS

I would like to express my deep appreciation to my supervisor, Dr. Binod Sundararajan, for his support and guidance throughout my thesis. His expertise and dedication have been invaluable in helping me to shape my research, and the feedback and encouragement have been a constant source of motivation. His commitment to me has been remarkable, and I am grateful for all the time and effort he has given me.

I am also thankful to my thesis supervising committee, Dr. Valerie Trifts and Dr. Scott Comber, for their valuable advice and input. Their contributions have not only helped to improve my thesis but also helped me to grow and develop as a student. I feel incredibly fortunate to have had such an outstanding team of mentors, and I will always be grateful for the knowledge and skills they have imparted to me.

Lastly, I sincerely thank my husband and my sister for their unfailing support and encouragement throughout the whole process of writing my thesis. Their endurance, comprehension, and unwavering faith in my potential were pillars of my strength. Their support and affection motivated me to overcome obstacles and finish my thesis.

CHAPTER 1: INTRODUCTION

In recent years, plastic pollution has become a major environmental concern on a global scale. The accumulation of plastic garbage in the environment has detrimental effects on ecosystems, wildlife, and human health. As reported by the Ellen MacArthur Foundation, only 14% of plastic packaging is recycled globally, and much of the remaining plastic is in landfills or the environment (World Economic Forum; Ellen MacArthur Foundation; McKinsey & Company, 2016). To address this problem, several stakeholders, including governments, NGOs, and businesses, have taken initiatives to minimize plastic pollution. However, the effectiveness of these actions relies on the ethical behavior of individuals and organizations, and "ethical" is still one of those words with so many different colors and flavors that it can sometimes be challenging to pinpoint precisely what it means. This is especially true when performing responsibilities, where an individual's or firm's moral compass and values can become clouded by personal gain.

This study will utilize ethical theories and frameworks to assess how various ethical perspectives influence individuals' decision-making regarding plastic pollution. Ethical theories offer guidance on what actions are considered moral or right, outlining the conditions under which behavior is morally acceptable (Brady & Hart, 2007; Moore, 2007). Ethical theories can broadly be categorized into ethics of character, focusing on the kind of people individuals should be, and ethics of conduct, emphasizing the actions individuals should engage in (Miles, 2012). Therefore, ethical frameworks will help analyze and evaluate participants' decision-making tendencies concerning plastic pollution.

Education helps people grow a sense of responsibility and awareness about ethical issues. By incorporating ethics education into the curriculum of business schools, individuals can develop the essential skills to make ethical decisions. The concept of "ethics" falls within the realm of philosophy and is concerned with the analysis and understanding of moral conduct, distinguishing between right and wrong (Smith & Babich, 2020). When applied in education, ethics education involves analyzing and conceptualizing moral behavior within the framework of teaching methods and educational influences (Smith & Babich,

2020). Ethics education also enhances individuals' moral awareness, which is crucial for ethical decision-making (Maclagan, 2004). However, despite the extensive coverage of various ethical frameworks in business schools, individuals still cause plastic pollution.

Since previous studies have explored the impact of ethics education on ethical decision-making in the context of environmental issues, including sustainability, climate change, and corporate social responsibility (CSR), there is limited research on the impact of ethics education on ethical decision-making related to plastic pollution (Thompson, Moore, Saal, & Swan, 2009). The authors of the same study also argued that as plastic pollution is a distinct environmental challenge that calls for creative and moral solutions, there is a need for further research to examine the influence of ethics education in addressing this issue.

Therefore, this research paper aims to investigate how several ethical frameworks—utilitarianism, virtue ethics, rights ethics, common good ethics, fairness ethics, duty-based ethics, and egoistic ethics — influence individuals' concerns about plastic pollution. Moreover, as recognizing the symbiotic relationship between business and the planet underscores the importance of integrating environmental ethics into business education, this study will gather and undertake a comprehensive review of syllabi across various Canadian business schools to focus on their respective learning outcomes, specifically in the context of environmental ethics education. Environmental ethics is a branch of philosophy that examines the moral connection between humans and the natural environment (Palmer, McShane, & Sandler, 2014). The definition encompasses the moral relationship between humans and the natural environment, emphasizing our responsibilities to safeguard and conserve the environment (Wagner, Phu, Azomahou, & Wehrmeyer, 2022). Given the focus of my study on plastic pollution, it is essential to understand this definition. Environmental ethics, in the context of plastic pollution, involves evaluating the ethical implications of human actions on the environment, specifically addressing the challenges posed by plastic waste. Businesses play a pivotal role in preserving the environment (Wagner, Phu, Azomahou, & Wehrmeyer, 2022), and hence, this study aims to assess how Canadian business schools incorporate these principles into their curricula.

In sum, this study will try to answer the following research questions:

Research Question 1: How does ethics education with knowledge of diverse ethical frameworks influence individuals' concerns about plastic pollution?

Research Question 2: How do business schools incorporate environmental ethics education, as reflected in their syllabi, and what is the current state of environmental ethics education in these institutions?

To address research question 1, a survey employing a 7-point Likert Scale was conducted, which is a commonly used method for assessing public opinion. The data was analyzed using various statistical techniques, such as frequencies, correlations, F-tests, T-tests, and advanced regression analysis. Open-ended responses were analyzed through content analysis using QDA Miner software. The survey was administered via Qualtrics to 2nd-year or higher students at Dalhousie University who had completed ethics courses, ensuring a foundational understanding of ethical frameworks. Also, working professionals were recruited through Prolific to analyze perspectives on ethical frameworks related to plastic pollution comprehensively. The rationale behind recruiting both student and professional cohorts is described in detail in the methodology part of this paper. To address research question 2, this study employed a syllabus analysis methodology to thoroughly examine the course outlines, emphasizing environmental ethics for teaching and learning.

In the following sections, this study will present a literature review comprising previous research and ideas regarding human responsibilities, focusing on the case of plastic pollution. Next, various ethical frameworks commonly taught in business schools will be discussed, along with an analysis of the current state of environmental ethics education. After that, hypotheses will be developed and discussed in depth based on this background information.

This research can contribute to advancing and refining ethical theory by offering valuable insights into how various ethical perspectives influence individuals' concerns about plastic pollution. Analyzing open-ended responses from students and working professionals may enhance our understanding of moral reasoning in real-world contexts. By understanding

how different ethical frameworks shape attitudes towards environmental issues, specifically plastic pollution, this study may have the potential to challenge or corroborate existing ethical theories, leading to refinements or expansions in these frameworks. By finding the current state of environmental ethics education from different course syllabi across Canadian business schools, this study has the potential to identify gaps in the current education curriculum and provide recommendations for improvement. The results will also inform the design and development of course modules incorporating the latest knowledge and insights on environmental ethics and plastic pollution. Given the significance of ethics education for tomorrow's business leaders, this study is expected to generate valuable insights and contribute to the ongoing dialogue surrounding the integration of sustainability into ethics education.

CHAPTER 2: LITERATURE REVIEW

Previous research has examined how ethics education affects individuals' ethical conduct. As per one of these studies, students who extensively received ethics instruction were more likely to act morally in the workplace than those who did not (Vitell & Ho, 1997). The study also found that the positive impact of ethics education on ethical behavior was more influential when the education was integrated into the curriculum rather than being offered as a standalone stream. Another study stated that managers who had undergone ethics training were more inclined to act morally in their professional lives (Kish-Gephart, Harrison, & Treviño, 2010). As reported by the study, employees who had received comprehensive ethics training were less likely to commit unethical acts like lying or stealing. The authors also suggested that students who received ethics education were more likely to prioritize environmental sustainability and social responsibility in their decision-making than those who did not (Kish-Gephart, Harrison, & Treviño, 2010).

While there is an expanding amount of literature on corporate ethics education for sustainability, it was pointed out that much of this study has concentrated on problems like violating laws, climate change, energy consumption, and waste reduction rather than plastic pollution precisely (Thompson, Moore, Saal, & Swan, 2009). Therefore, the authors argued that there needs to be more research on the potential of ethics education incorporating ethical frameworks to resolve plastic pollution.

Some studies suggest that the impact of ethics education on students' ethical behavior in their future careers may be limited. For example, a study found that while students who had received ethics education had higher ethical awareness and moral reasoning levels, this did not necessarily translate into more ethical behavior in their future careers (Valentine & Barnett, 2002). Hence, this study explores how knowledge of diverse ethical frameworks influences individuals to navigate ethical dilemmas related to plastic pollution, striving for decisions that benefit their organizations, uphold the greater good, and contribute positively to the environment and society.

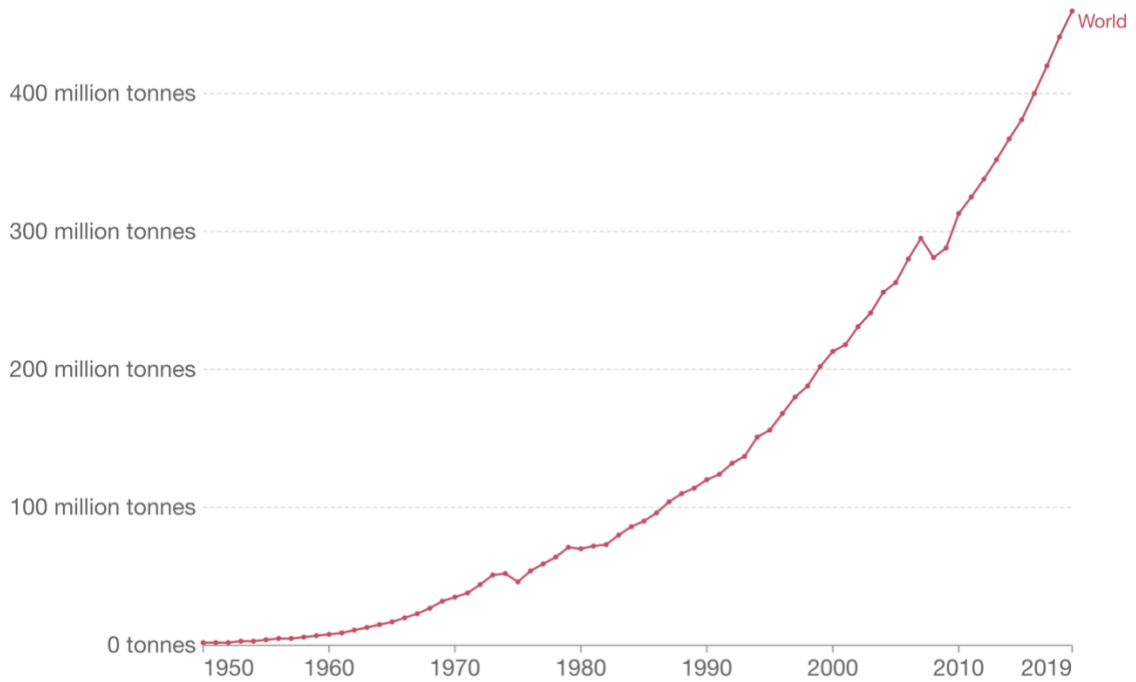
2.1 PLASTIC USAGE: MORE THAN A CURSE THAN A BLESSING

Plastic provides a variety of social advantages and the potential for future technical and medical advancements that make it indispensable for everything from food storage to airplanes. It is very effective in replacing metals in transportation to reduce weight and lower fuel costs, in keeping perishable goods and reducing product waste, and in ensuring durability to products as plastic packaging adds comparatively minimal mass (Silva A. L., et al., 2020). The longevity of plastic in the business sector is a result of these advantages. Moreover, the use of plastic in our daily life is endless and inseparable. Our day begins with brushing our teeth with plastic brushes, packing lunches in plastic containers, commuting to work in a car that has plastic interior and exterior, using electrical gadgets with plastic materials at the workplace, and then returning home and using appliances that all have plastic parts for cooking, washing clothes, and keeping food cold. This is why, plastic production is rising over the years, which is presented in Figure 1.

Although plastics offer many advantages, their manufacturing and disposal have countless negative impacts on the environment. According to research, by 2030, there will be twice as much plastic trash (including micro and nanosized plastics) in the environment, posing a severe transboundary hazard to human health and natural ecosystems (Silva, et al., 2021). The increased usage and consumption of single-use plastics (containing personal protective equipment like masks and gloves) brought on by the COVID-19 pandemic, however, is likely to make such forecasts much more likely to come true (Silva, et al., 2021).

Global plastics production

Plastic production refers to the annual production of polymer resin and fibers.



Source: Our World in Data based on Geyer et al. (2017) and the OECD Global Plastics Outlook OurWorldInData.org/plastic-pollution • CC BY

Figure 1: Global Plastic Production (Ritchie, Samborska, & Roser, 2023)

Plastics cause severe environmental harm in every shape, even at the raw material level. Ethane, one of the numerous hydrocarbons covered by the basic definition of natural gas, is used to make a majority of plastics (Arora, Bhaukhandi, & Mishra, 2020). Natural gas can easily be extracted from the soil through fracking and as natural gas is refined and extracted at a lower cost, plastic items made from it also become more affordable (Tseng, 2022). Moreover, fracking may damage groundwater and discharge methane into the sky, potentially impacting drinking water reserves and accelerating global warming, according to various studies (Cheval, et al., 2020).

The environmental damage of plastic continues even after its production. Several environmental problems start developing once the plastic is disposed of in landfills. Every year, the world generates over 400 million metric tons of plastic waste, which can be seen

in Figure 2, and only 18% of plastic is typically collected for recycling (Ritchie, Samborska, & Roser, 2023).

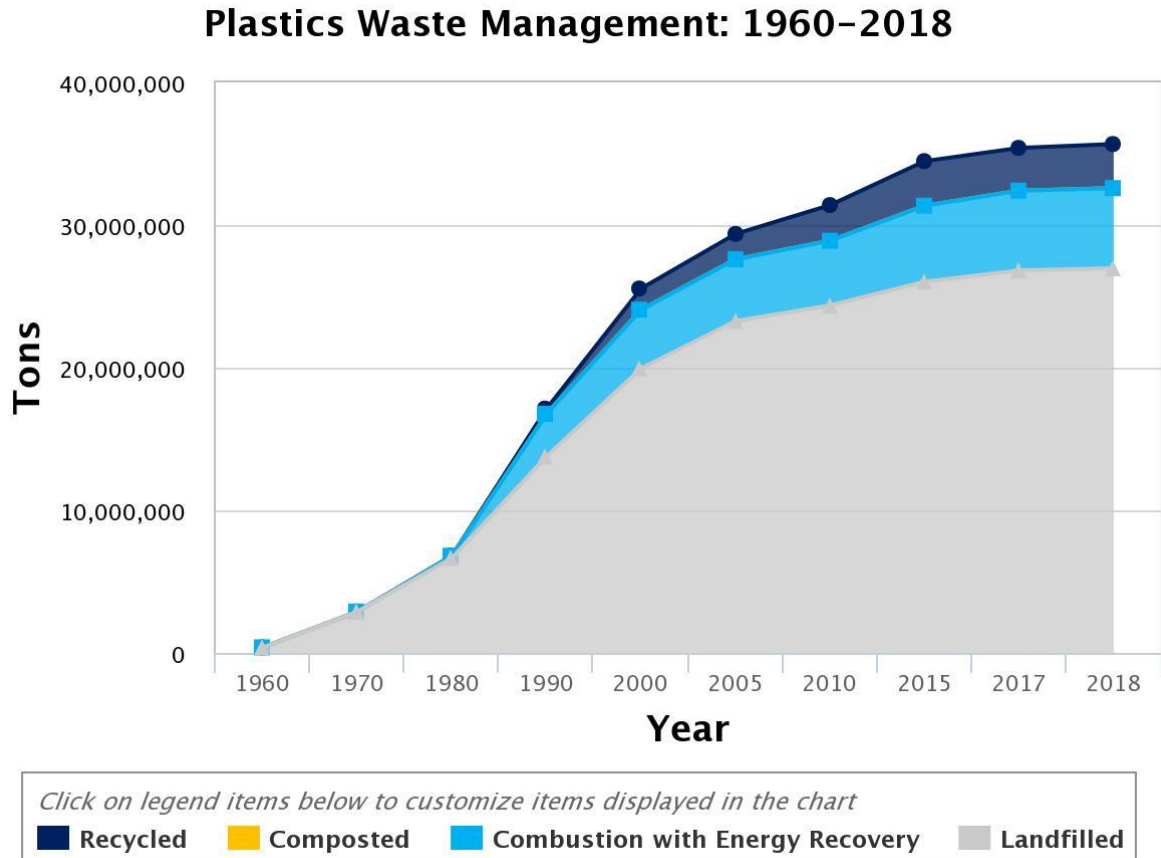


Figure 2: EPA Plastic Waste Statistics (U.S. Environmental Protection Agency, 2023)

The massive amount of plastic produced and discarded each year wraps vast swaths of the Earth in plastic waste. The Great Pacific Garbage Patch, an ever-shifting collection of garbage in the Northern Pacific Ocean, is arguably the most well-known example. This "patch" resembles an island more since it weighs 79 thousand metric tons and is made of 90% plastic (Lebreton, et al., 2018) as illustrated in Figure 3.

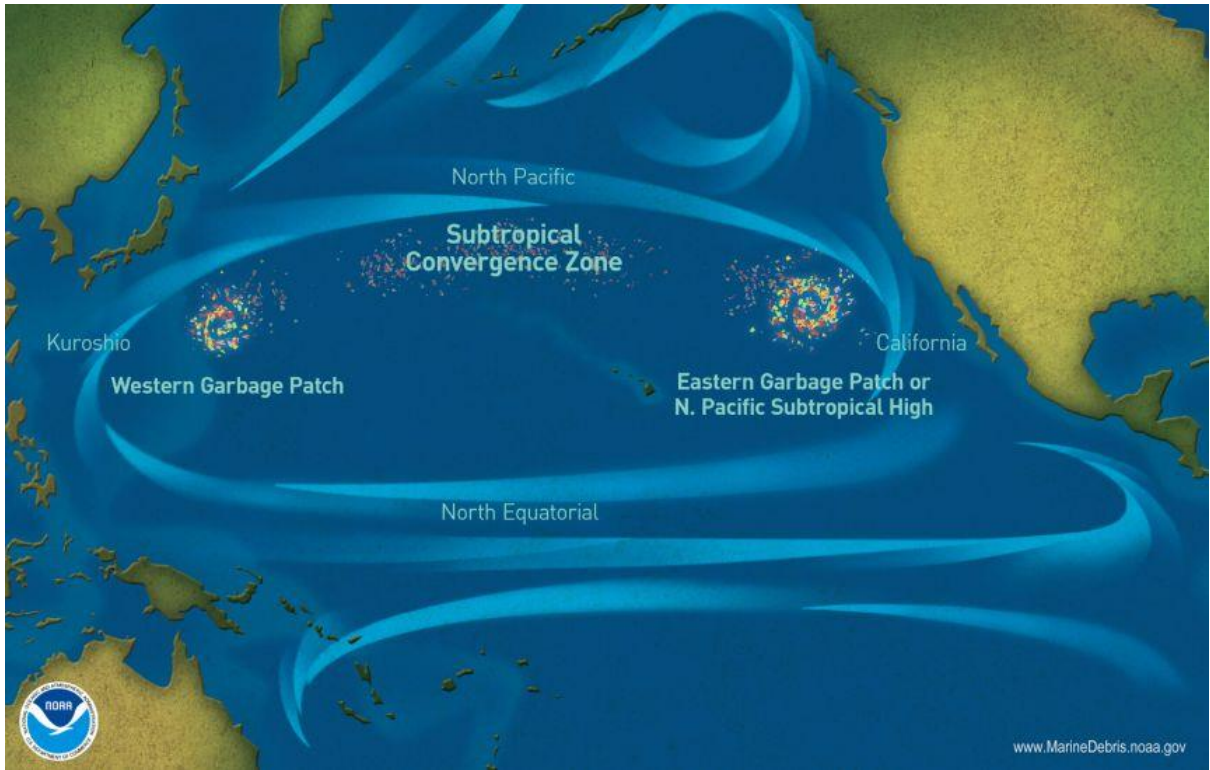


Figure 3: The Great Pacific Garbage Patch (National Geographic News: Giant Ocean Trash Vortex Documented, 2023)

Our marine ecology is disturbed on every level by plastic debris, which negatively affects life below water, one of the Sustainable Development Goals stated by the UN - GOAL 14: Life Below Water. An estimated 5 to 12 million metric tons of plastic are dumped into the ocean annually (Baker), which causes danger to living creatures. Larger animals eat macro-plastics like plastic bags, so marine life becomes entangled and suffocated by them (Tseng, 2022). Tseng (2022) further explains that plastics usually break down into tiny bits, producing micro and even nano-plastics since they never fully decompose. Animals that consume plastic flood their digestive tracts with indigestible material, giving them a false sense of satiety if the deadly chemical compounds do not kill them first. Therefore, animals at all levels of the food chain suffer a nutritional shortfall, resulting in death (Lebreton, et al., 2018).

However, as long as it is handled appropriately, plastic offers significant material advantages. One of the many ways of fulfilling business responsibilities is managing the

triple bottom line (Mark-Herbert, Rotter, & Pakseresht, 2010). This procedure includes not only healthy profits but also high corporate integrity and environmental sensitivity, producing both a successful business strategy and a moral way of doing business (Duncan, 2019). With this model, businesses manage their environmental, social, and governance risks (ESG) to accomplish their responsibilities towards nature and its living and non-living things (IESBA, 2012). Moreover, reusing and recycling plastics eliminate the need to produce new plastic, minimize the need to utilize natural gas as a resource, and prevent plastic from ending up in landfills where it would be unable to decompose (Mark-Herbert, Rotter, & Pakseresht, 2010). Though these ideas have been around for a while, and so many discussions have circled around preventing plastic pollution, they have yet to be applied successfully enough to protect the environment decently.

2.2 WHO IS RESPONSIBLE FOR FIGHTING PLASTIC POLLUTION?

Historically, the guiding principles for societal progress have encompassed the harmony between people, planet, and profit. The interconnection of these three aspects is evident and forms the basis of the modern world. However, in the age of globalization, the balance has often tilted in favor of profit and people, with the planet receiving the least attention. A pertinent example of this imbalance can be observed in Canada's recent Greenbelt scenario, where despite conservation plans and efforts to protect prime farmland and natural heritage sites, the government contemplated opening the Greenbelt to development without sufficient evidence of its necessity (Winfield, 2023).

Therefore, the future of humankind and the planet depend significantly on each individual's decisions over the coming few decades, and it has emerged as one of the most critical moral issues of our time. Regarding plastic pollution, almost everyone has a role to play, although those parts take different forms.

Each individual is responsible for between 0.1kg – 0.4kg of plastic production each day, whereas, in 2015, the packaging sector alone generated almost 141 million tons of plastic (Ritchie, Samborska, & Roser, 2023) as can be seen in Figure 4.

Primary plastic production by industrial sector, 2015

Primary global plastic production by industrial sector allocation, measured in tonnes per year.

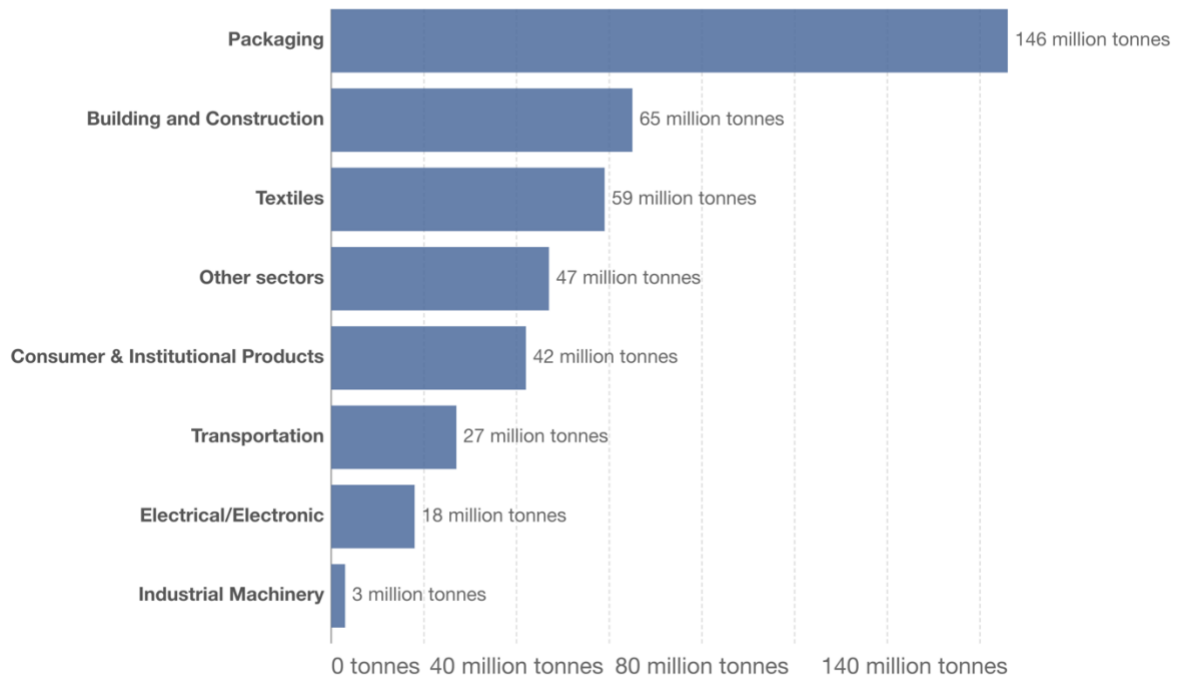


Figure 4: Plastic Use by Sector (Ritchie, Samborska, & Roser, 2023)

Therefore, the World Economic Forum states that though sustainability experts concur that all stakeholders need to accept responsibility for their part in social and climate change challenges, businesses have the most influence on the environment and, therefore, have the most significant responsibility. However, it is always people, not these companies, who choose to "act" immorally and pollute the environment. In fact, "tone at the top," as demonstrated by the actions of presidents and chief executive officers, is crucial in determining whether a corporation has an ethical corporate culture to protect the planet (Williams, 2011). This study also indicates business schools may need to take some responsibility for these ethical actions, because it is often seen that most CEOs have at least one business degree, indicating that business schools at least have a chance to impact company's ethical culture (Williams, 2011). In bridging the gap between environmental responsibility and ethical education, it becomes evident that fostering an ethical corporate culture is not solely the responsibility of businesses; rather, it extends to the educational sphere, emphasizing the need for a holistic approach to ethics education.

2.3 ETHICS EDUCATION: A HOLISTIC APPROACH

The concept of "ethics" falls within the realm of philosophy and is concerned with the analysis and understanding of moral conduct, distinguishing between right and wrong (Smith & Babich, 2020). When applied in education, ethics education involves analyzing and conceptualizing moral behavior within the framework of teaching methods and educational influences (Smith & Babich, 2020).

Unlike conventional skill-focused education, ethics education is a profound and long-term endeavor that aims to mold professionals into compassionate and accountable people. It transcends the mere transmission of knowledge; instead, it aims to influence individual's attitudes by making them more aware of what to do in ethical dilemmas. Rather than only improving decision-making skills, it emphasizes fostering a sense of moral obligation, encouraging tolerance for ambiguity, and promoting respect for diverse moral perspectives (Have, 2023).

One critical aspect of ethics education lies in its capacity to instill sensitivity toward ethical questions (Have, 2023). This sensitivity becomes particularly pertinent when examining ethical decision-making in complex contexts, such as addressing plastic pollution. Integrating ethical frameworks within education is a foundational tool for guiding individuals in navigating intricate moral dilemmas related to environmental issues.

2.4 ETHICAL THEORIES AND FRAMEWORKS

Ethical theories and frameworks comprise principles and values that guide individuals or organizations in decision-making. It serves as the cornerstone of every ethical decision-making process by offering a common set of standards for assessing potential options (Arar & Saiti, 2022).

Many available ethical frameworks can be employed, and the individual's values and beliefs will determine which one is used. Since each of these frameworks has strengths and

weaknesses of its own, it is crucial to consider which would be most appropriate for a given circumstance. Ultimately, the goal is to make sure that the decision made is one that an individual can live with ethically (Arar & Saiti, 2022).

There are several reasons why individuals might want to use an ethical theory. First, it aids in clarifying personal values and making decisions about how to live life and what sort of work they want to do. Second, an ethical framework can help comprehend and analyze the ethical aspects of complex issues. This can be valuable in making decisions about how to respond to real-world problems, in the context of this paper: plastic pollution. Third, communicating your values to others might be facilitated by using an ethical framework. This can help to convince others to modify their behavior or to believe that you are correct on a certain subject. Lastly, an ethical framework might promote self-reflection and character development, fostering virtuous qualities and personal growth (Arar & Saiti, 2022).

Building upon the understanding of ethical theories and frameworks and their significance in directing individuals' decisions, particularly in addressing crucial issues such as plastic pollution, this study makes the hypothesis that business ethics education, when combined with knowledge of various ethical frameworks, will significantly influence ethical decision-making concerning plastic pollution. By exploring the interplay between education, ethical beliefs and viewpoints, and real-world environmental challenges, this research aims to understand how individuals equipped with a comprehensive understanding of ethical theories navigate the complexities of plastic pollution.

Many philosophers, ethicists, and theologians have proposed various theories or frameworks that aid our perception of ethical aspects, and seven of the most common lenses are described next.

2.4.1 THE UTILITARIAN APPROACH

According to some ethicists, the moral course of action is based on the outcomes or consequences (Khan, 2016). In utilitarianism, the right course of action is the one that results in the greatest amount of good or the least amount of damage (Shafer-Landau, 2012). Social regulations and practices must consider each member's happiness or well-being while meeting the demands of the entire community (Shafer-Landau, 2012). It is also noted that according to extreme utilitarianism, an action's result decides whether it was right or wrong and that, according to restricted utilitarianism, a rule may be broken if its consequences are less harmful than those of not breaking it (Shafer-Landau, 2012). Moreover, utilitarianism holds that the appropriateness of a course of action should be determined by whether it results in the greatest good for the largest number of people (Ferrell, Fraedrich, & Ferrell, 2017). Therefore, the ethical business decision must benefit all parties involved including clients, staff members, shareholders, the local community, and the environment the most while causing the fewest negative effects.

When applied to the matter of plastic pollution, the believer of this framework might think about the overall effects of their activities on the environment and the welfare of all living things. This perspective can assist them in comprehending the significance of reducing plastic pollution while taking any decision in life because doing so improves not just the environment but also the well-being of people and living things who depend on it.

2.4.2 THE RIGHTS APPROACH

According to this perspective, the optimal ethical course of action upholds the moral rights of people impacted by it. It highlights the idea that everyone has a right to live with dignity (Bonde & Firenze, 2013). Moreover, this approach contends that nonhumans also have rights to be safe from unsafe actions (Velasquez, et al., 2021). Therefore, the best ethical decision includes the right to be protected from harm. If students follow this approach, they must uphold the moral rights of persons they conduct business with. Being told the truth,

having a reasonable expectation of privacy, not getting hurt, and not being taken advantage of or exposed to injustices are all examples of moral qualities.

Following this approach by focusing on environmental ethics, one can learn to see plastic pollution as a violation of the rights and get inspired to take action to eliminate it by focusing on the rights of the current and future generations to a clean and healthy environment. The effects of plastic pollution on human rights might also motivate the rights approach believers to support for policy reforms and community actions that promote sustainable initiatives and reduce plastic pollution.

2.4.3 THE FAIRNESS OR JUSTICE APPROACH

According to this approach, ethical actions require people to treat everyone equally based on some justifiable norms (Velasquez, et al., 2021). Focusing on the environmental justice approach, when people are treated equally in society, regardless of their race, religion, professional status, or even socioeconomic class in relation to the formulation, application, and enforcing of environmental laws, policies, and regulations, it is considered ethically right (Velasquez, et al., 2021). Therefore, if anyone wants to make ethical decisions, they should make it based on relevant criteria, without undue favoritism and improper prejudice.

People who believe in the fairness or justice ethics, hold a greater awareness of the effects of their actions on society and the environment by highlighting the significance of fairness and justice in environmental decision-making. This approach can persuade them into their working life to think about how their actions will affect other stakeholders, such as the environment, workers, consumers, and the larger community. Therefore, they choose to emphasize the welfare of all stakeholders and lessen plastic pollution in an ethical and sustainable way by implementing fairness and justice ideals into their activities.

2.4.4 THE COMMON GOOD APPROACH

According to the common good perspective, ethical reasoning is based on society's interconnected interactions, and respect and compassion for all people, especially for the weak (Velasquez, et al., 2021). This method also draws attention to the universal issues crucial to ensuring everyone's welfare. Civil liberties like the freedom of speech and association, clean air, clean water, and rights to have pollution free environment are some examples of a common good approach (Hussain, 2018).

The phrase itself refer to the facilities that serve shared interests that everyone shares. Hence, the common good approach helps individuals recognize themselves as a part of the same community while pondering on big issues like the type of society they want to have and how they can get there.

2.4.5 THE VIRTUE APPROACH

Virtue ethics places the subject rather than its actions at the heart of its theory, focusing on what type of person one may or should become (Qun, 2010). These virtues are practices that allow us to act per our character's best potential and in support of morals. Virtues include integrity, courage, compassion, generosity, patience, love, faithfulness, justice, self-control, and wisdom (Qun, 2010). Therefore, virtue ethics aids in our understanding of what it feels to be a virtuous person. Additionally, it provides us with a road map for living without outlining explicit guidelines for how to handle moral conundrums.

Individuals who follow this approach are inspired to incorporate these values into their decisions by highlighting the significance of virtues including honesty, integrity, and environmental stewardship. This will also eventually inspire them to strive for excellence in their professional conduct, which can lead to innovative solutions for reducing plastic pollution.

2.4.6 THE DUTY-BASED APPROACH

Duty-based approach highlights the significance of one's own will and intention in making moral decisions. An ethical action is one that is performed out of a sense of responsibility, meaning that it is carried out because it is required of us (Bonde & Firenze, A Framework for Making Ethical Decisions, 2013). All rational beings have ethical responsibilities, which are universal. We may learn what these obligations involve by identifying behavioral norms that are consistent with reason.

Hence, people who follow this approach, have a duty to perform the right thing, even if it has negative consequences. By understanding their duty to reduce plastic pollution, individuals are driven to embrace moral and ethical decisions that influence environmental sustainability. They are aware of the importance of complying with environmental laws and norms and may even proceed beyond these requirements to further achieve a greater good.

2.4.7 THE EGOISTIC APPROACH

The criteria of self-interest, personal advantage, and happiness serve as the foundation of the egoist philosophy of ethics. Egoists weigh the benefits to the individual, family, and social community in each moral choice. Moral egoists contend that each person is in charge of their own pleasure and wellbeing (Bonde & Firenze, A Framework for Making Ethical Decisions, 2013). Thus, whenever individuals make decision based on this approach, they should act in their own best interest, caring for others only to the extent that doing so advances their own goals.

Following the egoistic approach might not inherently lead to decisions aimed at preventing plastic pollution. This approach, which emphasizes self-interest and personal benefit, could potentially divert attention away from environmental concerns. Therefore, if people start believing or practicing this approach without adequately demonstrating how focusing on environmental preservation can ultimately benefit every person in the community, they

might hold the wrong message. They might prioritize personal gain or business interests over efforts to reduce plastic pollution. This underscores the significance of ethics education with a solid grounding in ethical frameworks, which can substantially influence ethical decision-making in the context of plastic pollution.

Hypothesis 1: Ethics education with knowledge of ethical frameworks will impact ethical decision-making regarding plastic pollution.

H1a. Those who adopted a utilitarian framework approach will be less concerned about plastic pollution.

H1b. Those who adopted a virtue framework approach will be more concerned about plastic pollution.

H1c. Those who adopted a rights approach will be more concerned about plastic pollution.

H1d. Those who adopted a common good framework approach will be more concerned about plastic pollution.

H1e. Those who adopted a fairness framework approach will be more concerned about plastic pollution.

H1f. Those who adopted a duty-based framework approach will be more concerned about plastic pollution.

H1g. Those who adopted an egoistic framework approach will be less concerned about plastic pollution.

The ethical principles can assist people with a foundation for making ethical decisions in their life. However, if they utilize these frameworks incorrectly or biasedly, they might risk upholding a false basis. To enable them to get the right message and make ethical decisions to reduce environmental issues like plastic pollution, it is crucial to introduce and emphasize on environment ethics in the classroom. In other words, teaching ethical frameworks in classroom without addressing environmental ethics is a missed opportunity to educate on the importance of sustainability and responsible environmental stewardship. Teachers may assist in developing a new generation of working professionals who are prepared to tackle the environmental concerns of the future by including environmental ethics into their curriculum.

2.5 ENVIRONMENTAL ETHICS EDUCATION

Environmental ethics is a branch of philosophy that examines the moral connection between humans and the natural environment (Palmer, McShane, & Sandler, 2014). The definition encompasses the moral relationship between humans and the natural environment, emphasizing our responsibilities to safeguard and conserve the environment (Wagner, Phu, Azomahou, & Wehrmeyer, 2022). In addition, environmental ethics, in the context of plastic pollution, involves evaluating the ethical implications of human actions on the environment, specifically addressing the challenges posed by plastic waste. Scholars have described environmental education in diverse ways. It is a cognitive process including the clarification of values and concepts (Liu, Cheng, & Chen, 2019; Monroe, Plate, Oxarart, Bowers, & Chaves, 2017). This process aims to influence the development, comprehension, and appreciation of skills and attitudes significant for fostering a harmonious relationship between humans, culture, creatures, and the physical environment (Babatunde & MAVUSO, 2023).

In light of the severe growing consequences of global warming and other environmental crises, ecological concerns are being widely discussed on a global scale. Researchers argue that addressing environmental problems requires the inclusion of environmental ethics education into the classroom to foster awareness about human moral values and attitudes towards the environment (Babatunde & MAVUSO, 2023). Though emphasizing the inclusion of environmental ethics into this educational framework has gained recent attention (Otto & Pensini, 2017), there is still an insufficient initiative in integrating environmental ethics education into the school curriculum.

While recent awareness campaigns have intensified attention on the connection between humans and their immediate environment, there is still a pressing need for further advancement in environmental ethics education (Bonnett, 2019). Studies indicate the consideration for increased focus on educating and enlightening students about the connection between humans and the environment (Sürmeli & Saka, 2013). To encourage environmentally responsible conduct, many scholars argue that environmental ethics should be an essential component of education (Junges, 2016). In a study based on a

criticism that the range of environmental and ethical theories is not reflected in existing education, scholars conclude that there is a lack of emphasis on the ethical concepts of care, sympathy, compassion, gratitude, and friendship that can assist teachers in effectively teaching environmental ethics education in schools (Kronlid & Öhman, 2012).

Scholars in the field of environmental education stated that the integration of environmental ethics into the school curriculum must ensure that both environmental and ethical concerns become integral components of the educational framework, shaping our interactions with the environment (Gough, 2013; Li, 2018). Some experts argued that teachers can improve students' understanding of environmental ethics and, consequently, contribute to addressing environmental issues by employing suitable educational materials in environmental education instruction (Paakkari & George, 2018). Moreover, there is a requirement for more scholarly literature that explores the strategies teachers use to incorporate environmental ethics education into their instructional practices (Babatunde & MAVUSO, 2023).

Teaching environmental ethics plays a vital role to raise awareness about sustainable development. It imparts the essential knowledge and skills to address diverse environmental issues. Besides, environmental ethics education can influence the development of cognitive, emotional, and practical skills, promoting positive human behaviors towards the environment (Palmer, McShane, & Sandler, 2014). This empowerment also equips individuals to effectively tackle environmental challenges – in the context of this paper – plastic pollution. However, building upon the existing research findings, it is evident that business schools currently lack a focused integration of this vital component within their curricula. This shortcoming highlights a significant gap in preparing students for practical ethical decision-making in environmental contexts, specifically concerning issues like plastic pollution.

To address this gap, this study undertakes a thorough review of syllabi across various Canadian business schools, focusing on their respective learning outcomes in the context of environmental ethics. This comprehensive analysis will shed light on the current state

of environmental ethics education, highlighting areas that require enhancement and innovative approaches. Therefore, the hypothesis two states -

Hypothesis 2: : Business schools lack a focused integration of environmental ethics education within the curricula, indicating a gap in preparing students for ethical decision-making in environmental contexts.

In the above stated hypothesis and throughout this thesis paper, the exclusive emphasis on business school-focused themes is intentionally chosen. The rationale behind this focused approach is discussed in detail in the next section.

2.6 ETHICS EDUCATION IN FOCUS: THE BUSINESS SCHOOL PERSPECTIVE

In developing hypothesis 1, the study focuses on the ethical frameworks taught within business schools, acknowledging that other educational domains may offer different perspectives and approaches to ethics education. Similarly, for hypothesis 2, the study scrutinizes the state of environmental ethics education, specifically within Canadian business schools. Although this focus enables detailed exploration of this particular context, it might need to reflect other curricula or the global diversity of ethical education practices.

Focusing on business schools in this study is not merely a convenient choice but a strategic and essential decision driven by profound reasons deeply rooted in ethics education. Business schools are pivotal in preparing the next generation of business leaders who will navigate the complex landscape of corporate decision-making (Arar & Saiti, 2022). In the context of plastic pollution, businesses bear significant responsibility as they produce and distribute substantial quantities of plastic products and packaging (AACSB International, 2004). While individuals within organizations are accountable for their actions, the ethical conduct of businesses is influenced by the organizational culture and the decisions made at the top level. Moreover, the World Economic Forum emphasizes that businesses have the most significant influence on the environment and carry the most substantial responsibility

for addressing social and climate change challenges (Caldwell & Anderson, 2020). While individuals within organizations make decisions, the overall ethical culture of a business is established and reinforced by the education and principles instilled in business schools (Thi, 2020).

It is important to recognize that business schools have a significant influence on influencing moral corporate conduct. CEOs and executives, who often hold business degrees, play a crucial role in setting the ethical tone within their organizations. Research suggests that the "tone at the top" is instrumental in determining whether a corporation has an ethical corporate culture that prioritizes environmental responsibility (Williams, 2011). As institutions are responsible for shaping the minds of future business leaders, business schools have the opportunity to impact company culture concerning business ethics. CEOs' ethical decisions are influenced by the education and values instilled during their education, making business schools essential entities in the discourse of corporate ethics (Williams, 2011).

In light of these factors, studying business schools becomes imperative as they are the breeding grounds for future corporate decision-makers. Examining the intersection of business education, corporate culture, and environmental responsibility provides a comprehensive perspective essential for addressing the pressing issue of plastic pollution and fostering a sustainable future.

While the exclusive focus on business schools in this study provides a unique and valuable perspective, it also inherently imposes limitations on the scope of the research. By concentrating solely on business schools, this study might not capture the complete spectrum of ethical education across diverse educational sectors. This limitation is explicitly addressed in the study's limitations section.

CHAPTER 3: METHODOLOGY

This section outlines the methodology employed for the three-phased data collection process in this thesis. Phases 1 and 2 involved data collection to test hypothesis 1. Phase 3 is concerned with hypothesis 2.

3.1 PHASE 1 – PROLIFIC DATA FROM WORKING PROFESSIONALS

In Phase 1 of data collection for this study, participants were recruited from the Prolific platform, ensuring a diverse representation of individuals actively employed, regardless of their occupation or industry. The diverse range of occupations includes accountants, lab managers, technicians, and engineers, representing a broad spectrum of professions. This diverse pool was intentional, aiming to capture a wide array of perspectives related to ethical decision-making in the context of plastic pollution. These professionals, with their varied backgrounds, have likely encountered real-world scenarios within their workplaces, providing valuable insights into how their knowledge of ethics education or lack of knowledge of ethics education and ethical frameworks influences their actions for the greater good.

Their practical experiences and the challenges they face in their respective roles make them ideal candidates to study. By analyzing their responses, the research gains access to a wealth of real-world insights, illustrating how education and awareness of ethical frameworks impact decision-making concerning plastic pollution. These professionals, having navigated ethical dilemmas in their workplaces, possess a wealth of practical knowledge about balancing ethical principles and organizational requirements.

To capture a comprehensive understanding of the participants, demographic information was also collected, including age, gender, geographic information, level of education, and previous knowledge of ethics courses.

A brief overview of the participants' demographic information is provided here. Detailed analysis and insights derived from this demographic data will be presented in the data analysis section.

In terms of age demographics, participants ranged from 15 to 55 years old, with the majority falling within the 25-34 age group. Gender representation was evenly distributed, with an equal split between male and female participants, resulting in a balanced 50/50 ratio. Geographically, the respondents were from the United Kingdom, the United States, and Canada, with the highest number, 110 participants, originating from the UK.

In terms of education, participants exhibited a diverse range of educational backgrounds, with majority indicating at least a graduate-level degree. This diversity in educational qualifications allowed for a varied perspective on ethical decision-making related to environmental issues, contributing to the richness of the dataset. Moreover, participants were asked about their previous knowledge of ethics courses, ensuring a baseline understanding of ethical principles among the respondents.

The inclusion of demographic details provides a comprehensive understanding of the participants, offering valuable insights into the intersection of ethical frameworks and decision-making related to plastic pollution.

3.2 PHASE 2 – QUALTRICS DATA FROM STUDENTS

Participants for Phase 2 were drawn from a pool of current students enrolled in the 2nd year and above of the Bachelor of Commerce, the Bachelor of Management, the Master of Public Administration, and the Master of Business Administration at Dalhousie university. The rationale behind choosing students in their 2nd year or above is that they have already completed ethics courses within their respective programs, ensuring a foundational understanding of ethical principles for the research study.

To highlight, only 32 responses were received from the student pool via Qualtrics. Hence, the analysis of the data was not conducted due to the insufficient response rate, as it was believed that this limited sample size would not yield statistically significant results [Further elaboration on the challenges posed by the limited student response rate and its implications for the study's outcomes is provided in the limitation section, offering a comprehensive understanding of the constraints faced during the research process].

In Phase 2, current students were purposefully recruited to examine the impact of ethics education and knowledge of ethical frameworks on ethical decision-making concerning plastic pollution. The rationale behind studying this group lies in their limited professional experience, allowing the research to focus on their recent exposure to ethics education. As these students are currently learning or have recently learned about ethical frameworks, their responses provide valuable insights into the immediate influence of ethics education on their decision-making processes related to plastic pollution. [In this study, the direct comparison between the responses of these students with those of professionals regarding how ethics education and knowledge of ethical frameworks impact ethical decision-making concerning plastic pollution has not been presented. However, the potential for further analysis in this area is discussed in the subsequent discussion section].

At first, when the student participants are sent an online survey, a consent form is presented before they begin the survey. The form shows the purpose of the survey and the type of data will be collected. For example, it mentions that the respondents will need to indicate how much they agree or disagree about a range of value-laden statements on a 7-point Likert Scale with the following anchors: 1 for strongly disagree, 2 for disagree, 3 for somewhat disagree, 4 for neither disagree nor agree, 5 for somewhat agree, 6 for agree, and 7 for strongly agree. The form also includes information on the voluntary nature of participation, the confidentiality and anonymity of data, probable required time to respond the questionnaires, the potential risks or benefits of participation, and the right to withdraw from the study at any time. The researcher's contact information is also be on the form, such as an email address, in case participants have any questions or concerns.

After reviewing the consent form, participants can select "Agree" or "Disagree" to indicate their agreement or disagreement with the informed consent statement by clicking on a button or checkbox. If they select "Agree," they can proceed with the survey. If they select "Disagree," they will be redirected from the survey, and their participation will not be recorded

In both Phase 1 and Phase 2 of the study, the survey was meticulously crafted, comprising 45 questions structured around 7 ethical frameworks, which serve as the endogenous variables in the research model. Each question was carefully designed and rated on a 7-point Likert scale. The study's outcome variables were strategically aligned to focus on decision-making related to plastic use, allowing for a detailed exploration of participants' ethical perspectives within the realm of environmental concerns – plastic pollution.

In addition to the survey items, a small business scenario is also developed for which respondents would need to answer open-ended questions. Thus it is possible to triangulate the quantitative data generated from survey responses and perform rhetorical or content analysis on the responses to the open ended questions, allowing to ensure that the baseline data from this exploratory study is reliable, valid, and can serve as a foundation for a larger study, involving more respondents, for greater statistical power and insights.

3.3 PHASE 3 – CONTENT DATA FROM COURSE SYLLABI

Syllabi are written by instructors largely to describe the structure and specific content of a course. The topic the teacher plans to cover, the assignments students are expected to complete, and the evaluation methods that will measure learning outcomes are important details that are frequently included in the course syllabus (Helmer, 2000). Syllabi are unobtrusive but effective indications of what happens in a course outside of direct observation in a classroom (Eberly, Newton, & Wiggins, 2001).

Previous studies have demonstrated various applications of syllabus analysis. The learning outcome for a particular course topic can be determined via syllabus analysis (Romero-

Hall & Li, 2020). Therefore, syllabus analysis research approach is used in this study to delve into the course materials and objectives from different business schools across Canada and shed light on the extent and depth of environmental ethics education integrated into their curricula.

Therefore, in Phase 3 of this research, the focus shifted towards the collection and examination of syllabi from business schools in Canada to assess the learning outcomes and identify potential gaps in environmental ethics education within these courses [The syllabi were collected based on the availability of the course content online, considering the limitation of keyword search for gathering information from business schools, which is discussed in detail in the limitation section of this study]. Each syllabus was meticulously examined to identify and assess the stated learning outcomes related to environmental ethics education. The content of the syllabi, including course descriptions, topics covered, readings, and assignments, was reviewed to ascertain the extent to which environmental ethics was integrated into the curriculum. Any gaps or deficiencies in the representation of environmental ethics education within the syllabi were noted. This involved identifying areas where environmental ethics appeared to be underemphasized or omitted.

CHAPTER 4: DATA ANALYSIS

To test the hypotheses, the survey was developed in Qualtrics and used the Prolific platform to elicit responses from participants. There were 212 responses in total, with participants from Canada, US, and UK. However, only 209 of the responses were deemed to be complete. The intended participants were specified to be currently working, in a job, or looking for a job, with an education level at or above a two-year community college diploma or a two-year associate degree. The age range of the respondents started at 25 years (with 112 respondents between the ages of 25 and 34), 53 between the ages of 35-44, 31 between the ages of 45-54, and 13 above the age of 55 or above. There was also an equal split of gender, so there were 104 male and 104 female, with one respondent indicating “Other”, in response to the gender question. With respect to countries of origin, 58 respondents indicated that they were from Canada, 41 from the USA, and the remaining, 110 were from the UK. The occupations of the respondents ranged from accountants to lab managers and techs, engineers, technicians, and a ran the gamut of most occupations. The education levels also varied among the respondents with 101 respondents having an undergraduate degree, 41 with a graduate degree, 37 with post graduate degrees, 25 with a vocational degree or diploma, and 5 with a high school degree. The ethnicities of the respondents varied with people indicating a variety of ethnicities. Finally, when asked if any of them had ever taken or completed a course on Ethics or Ethical Decision Making, 72 respondents answered 'Yes', while 137 respondents answered 'No'.

Next, a reliability analysis on all the seven ethical framework items was conducted. The Utilitarian Framework items numbered 11, had a Cronbach Alpha of 0.724 ($F=128.155$, $p < 0.001$). Then a factor analysis using the Principle Components Method with Varimax Rotation was performed and four factor variables that explained 64.57 % of the variance were generated. These four variables were named Util_Deception, Util_Max_Happiness, Util_Outcomes, and Util_Org_Benefit.

In a similar fashion, the Cronbach Alpha for the Virtue Ethics items (6) was 0.428 ($F=565.34$, $p < 0.001$). Noting that the reliability score is below the accepted 0.7, a factor

analysis did not yield any reduction of items, but all six items were saved as one variable, which was named *Virtue_Ethics*. The next ethical framework was “Rights Ethics” (6 items), which had a Cronbach Alpha score of 0.719 ($F=85.55$, $p < 0.001$) and a factor analysis again yielded no reduction of items, and the new variable was named “*Rights_Ethics*”. For the Common Good Ethics framework, the Cronbach Alpha Score was 0.784 ($F=47.79$, $p < 0.001$) for the six items. These too were retained as a set of six and the variable was named *Common_Good_Ethics*, as they did not reduce any further during the factor analysis procedure.

The Fairness Ethical Framework (six items) had a Cronbach Alpha score of 0.780 ($F=53.89$, $p < 0.001$) and reduced to two variables which were named *Fairness_Equity_Ethics* and *Fairness_Value_Ethics*. The Duty Based Ethical framework (six items) had a Cronbach Alpha score of 0.677 ($F=58.273$, $p < 0.001$), reduced to two variables, which were named *Duty_Based_Rules* and *Duty_Based_Honesty*. Finally, the Egoistic Framework (five items), had a Cronbach Alpha score of 0.366 ($F=386.07$, $p < 0.001$), and also reduced to two variables which were named *Egoistic_Profit* and *Egoistic_Biz_Focus*.

To highlight again, the final two ethical framework items have Cronbach Alpha scores less than the acceptable 0.7. This will be discussed in the context of the results and the potential limitations of the study. Further research can identify whether there are other items that can be used to represent these ethical frameworks or whether the 137 respondents, who did not take any course on ethics, skewed the reliability of these items.

4.1 MULTIPLE REGRESSION USING AMOS STRUCTURAL EQUATION MODELING SOFTWARE

Since the hypotheses are tested with multiple input (factor reduced composite) variables against the eight dependent variables on the participants responses to the ethicality around the use of plastics, using AMOS was a simpler option than performing the procedure using SPSS. However, the source data for the AMOS path diagrams were from the SPSS files.

Figure 5 shows the AMOS path diagram for the Utilitarian Framework reduced factors vs. the eight dependent variables on plastic use.

4.1.1 UTILITARIANN FRAMEWORK ANALYSIS

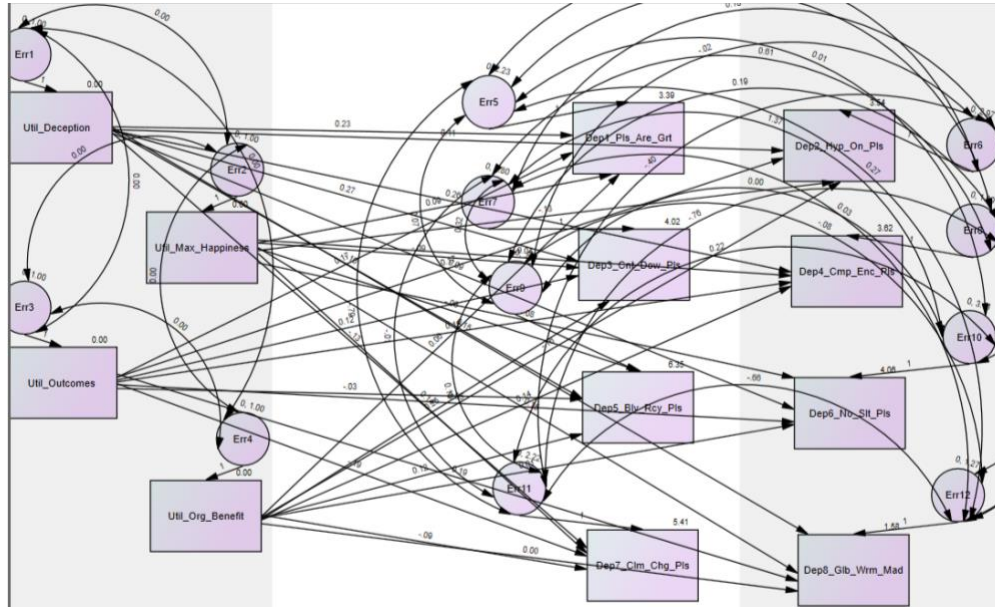


Figure 5: Utilitarian Framework vs. Plastic Use Items

Upon running the analysis, the resultant model minimum was achieved with a Chi Square vale of 53.798 (P=0.000, df=1). This was the lowest possible value of Chi Square. The model fit indices NFI=0.867, IFI=0.869, and CFI=0.839, all indicated a reasonable fit, with a Root Mean Square Error Approximation (RMSEA) of 0.5 (PCLOSE = 0.000), confirming the model fit. Table 1 indicates the significant Critical Ratios.

Table 1: Utilitarian Framework – Significant Critical Ratios

			Estimate	S.E.	C.R.	P
Dep1_Pls_Are_Grt	<---	Util_Deception	.234	.103	2.258	.024
Dep3_Cnt_Dow_Pls	<---	Util_Deception	.267	.116	2.301	.021
Dep4_Cmp_Enc_Pls	<---	Util_Deception	.265	.098	2.707	.007
Dep5_Blv_Rcy_Pls	<---	Util_Deception	-.157	.064	-2.436	.015
Dep8_Glb_Wrm_Mad	<---	Util_Deception	.147	.078	1.886	.059

			Estimate	S.E.	C.R.	P
Dep8_Glb_Wrm_Mad	<---	Util_Max_Happiness	.148	.078	1.896	.058
Dep1_Pls_Are_Grt	<---	Util_Outcomes	.174	.103	1.685	.092
Dep7_Clm_Chg_Pls	<---	Util_Outcomes	-.193	.103	-1.869	.062
Dep8_Glb_Wrm_Mad	<---	Util_Outcomes	.186	.078	2.389	.017
Dep3_Cnt_Dow_Pls	<---	Util_Org_Benefit	.248	.116	2.136	.033

From Table 1 it is noted that the Utilitarian Deception factor variable is statistically significant with Plastics Are Great (CR=2.258, p = 0.024), Cannot Do Away with Plastics (CR=2.301, p=0.021), Encourage Use of Plastics if cost effective (CR=2.707, p=0.007), and Believe in Recycling Plastics (CR=-2.436, p=0.015). This is interesting, because using deception the respondents do not believe that recycling plastics are good, hence the negative sign on the critical ratio. The Util_Deception is also statistically significant at the 90% Confidence Level with Global Warming is Made Up (CR=1.886, p=0.059).

Utilitarian Maximum Happiness is statistically significant at the 90% Confidence Level with Global Warming is Made Up (CR=1.896, p=0.058). Util_Outcomes is statistically significant with Plastics are Great (CR=1.685, p=0.092) and Climate Change is happening, but plastics are only part of the problem (CR=-1.869, p=0.062), both at the 90% CI, but with a negative sign for the latter. Util_Outcomes is statistically significant with Global Warming is Madeup (CR=2.389, p=0.017) and finally Util_Org_Benefit is statistically significant with Cannot Do Away with Plastics (CR=2.136, p=0.033).

Hypothesis 1a states that **those who adopted a utilitarian framework approach will be less concerned about plastic pollution.**

Based on the results seen from table 1, we find reasonable support for hypothesis H1a and therefore reject the null.

4.1.2 VIRTUE ETHICS FRAMEWORK ANALYSIS

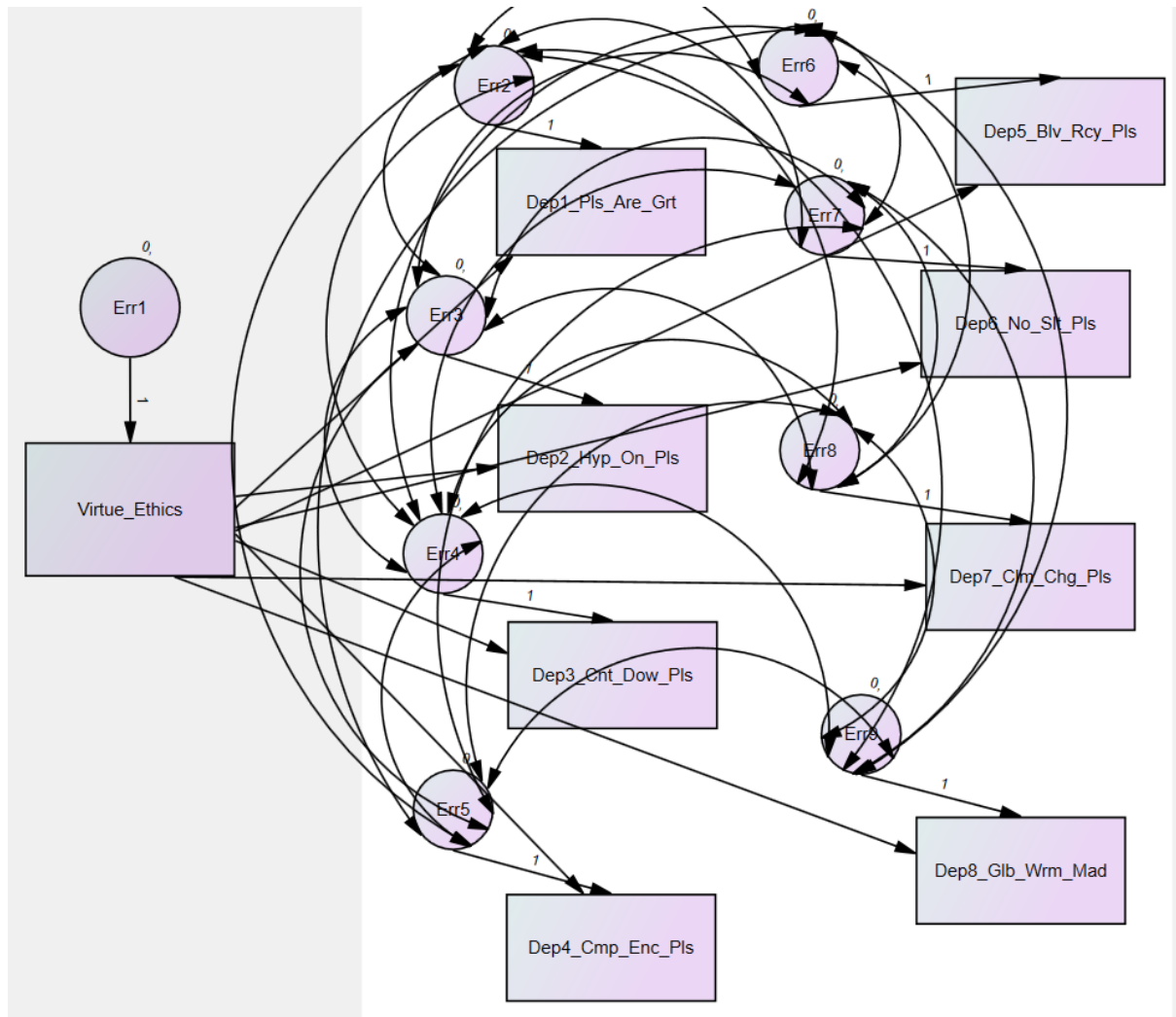


Figure 6: Virtue Framework vs. Plastic Use Items

Upon analysis, the Chi Square value was 2.131 ($P=0.144$, $df=1$), indicating a good fit as the p-value is non-significant. Model fit indices $NFI=0.995$, $IFI=0.997$, and $CFI=0.997$, along with $RMSEA=0.073$ ($PCLOSE=0.246$), further confirm the model's adequacy. These results demonstrate a strong fit between the observed data and the proposed model, suggesting a reliable representation of the relationships between variables.

Table 2 indicates the significant Critical Ratios.

Table 2: Virtue Framework – Significant Critical Ratios

			Estimate	S.E.	C.R.	P
Dep1_Pls_Are_Grt	<---	Virtue_Ethics	-.363	.103	-3.543	***
Dep2_Hyp_On_Pls	<---	Virtue_Ethics	-.150	.121	-1.233	.218
Dep5_Blv_Rcy_Pls	<---	Virtue_Ethics	.357	.062	5.768	***
Dep6_No_Slt_Pls	<---	Virtue_Ethics	-.121	.128	-.942	.346
Dep3_Cnt_Dow_Pls	<---	Virtue_Ethics	-.185	.118	-1.567	.117
Dep7_Clm_Chg_Pls	<---	Virtue_Ethics	.261	.103	2.533	.011
Dep4_Cmp_Enc_Pls	<---	Virtue_Ethics	-.273	.104	-2.613	.009
Dep8_Glb_Wrm_Mad	<---	Virtue_Ethics	-.141	.080	-1.768	.077

From Table 2 it is noted that the Virtue Ethics factor variable exhibits a strong negative connection with Plastics Are Great (CR=-3.543, $p < 0.001$). Similarly, Virtue_Ethics shows a significant negative correlation with Encourage Use of Plastics if cost effective (CR=-2.613, $p=0.009$). Conversely, Virtue_Ethics supports the strong positive association with Believe in Recycling Plastics (CR=5.768, $p < 0.001$) and Climate Change is happening, but plastics are only part of the problem (CR=2.533, $p=0.011$).

However, because their CR are not significant ($p > 0.05$), Hype on Plastic (CR=-1.233, $p=0.218$), No Solution to Deal with Plastic (CR=-0.942, $p=0.346$), and Cannot Do Away with Plastics (CR=-1.567, $p=0.117$) do not show statistically significant correlations with Virtue_Ethics. Interestingly, Global Warming is Made Up (CR=-1.768, $p=0.077$) does not exhibit a significant association either, despite the fact that its p-value of 0.077 approaches significance and is statistically significant at the $p \leq 0.10$ levels (90% confidence interval). In conclusion, the analysis shows that Virtue_Ethics significantly influences people's perceptions of Plastics Are Great, Belief in Recycling Plastics, Concerns about Climate Change, and Attitudes towards Corporate Encouragement of Plastics Usage, whereas Hypothetical Scenarios regarding Plastics, Non-Salient Attitudes, and Countering Negative Perceptions are not significantly influenced by this factor.

Hypothesis 1b states that **those who adopted a virtue framework approach will be more concerned about plastic pollution.**

Based on the results seen from table 2, we find support for hypothesis H1b and therefore reject the null.

4.1.3 RIGHTS ETHICS FRAMEWORK ANALYSIS

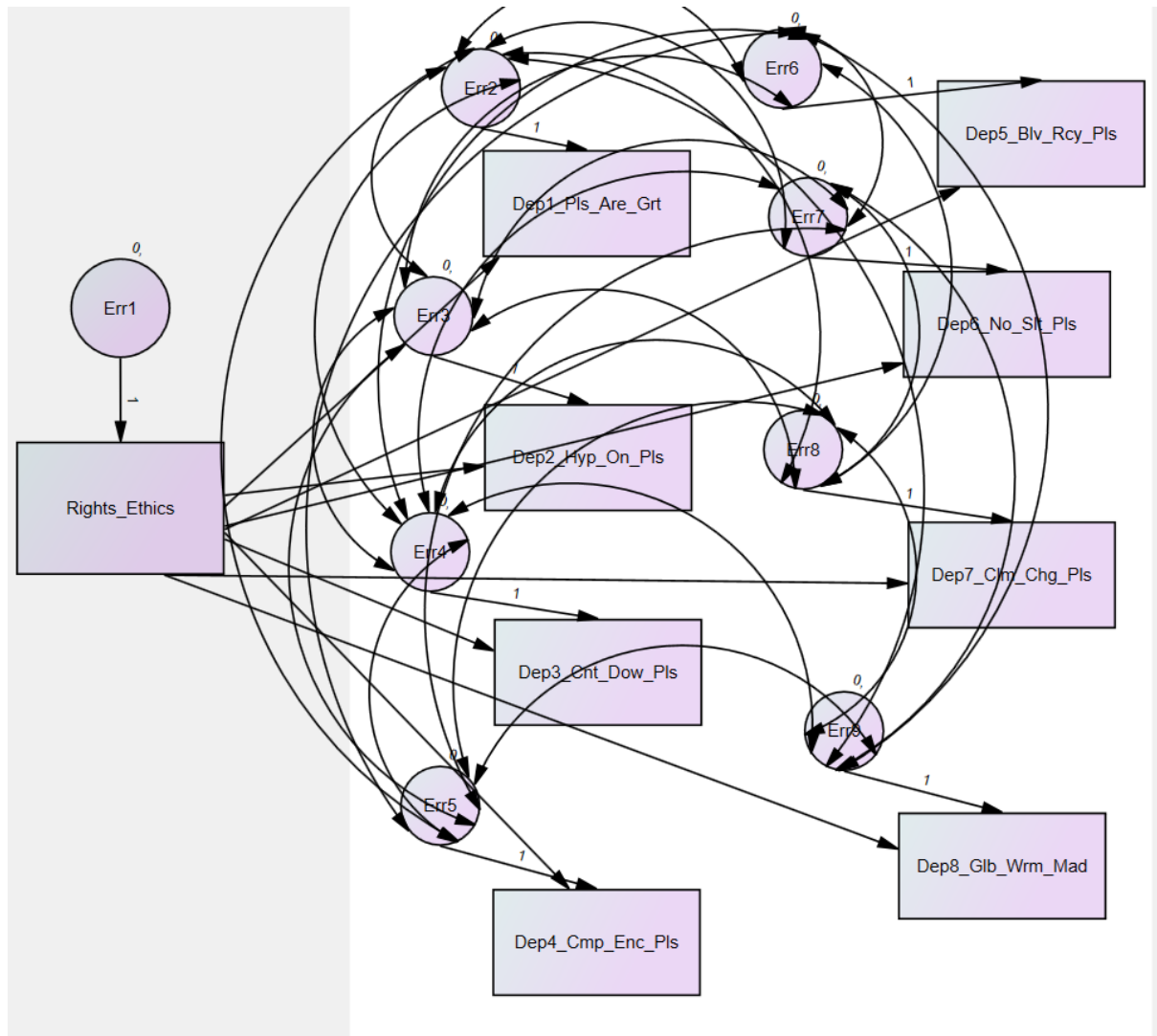


Figure 7: Rights Ethics Framework vs. Plastic Use Items

Upon running the analysis, the non-significant Chi Square value (2.380, P=0.123) suggests that the differences between observed and expected values are not statistically significant, indicating a good fit. The model fit indices NFI=0.994, IFI=0.997, and CFI=0.996, all close

to 1, signify a robust fit, indicating that the model accurately represents the relationships between variables. The RMSEA value of 0.081 (with PCLOSE=0.219) falls within an acceptable range, further supporting the model's adequacy. Table 3 indicates the significant Critical Ratios.

Table 3: Rights Ethics Framework – Significant Critical Ratios

			Estimate	S.E.	C.R.	P
Dep1_Pls_Are_Grt	<---	Rights_Ethics	-.302	.103	-2.922	.003
Dep2_Hyp_On_Pls	<---	Rights_Ethics	-.055	.122	-.449	.654
Dep5_Blv_Rcy_Pls	<---	Rights_Ethics	.384	.061	6.294	***
Dep6_No_Slt_Pls	<---	Rights_Ethics	.226	.127	1.778	.075
Dep3_Cnt_Dow_Pls	<---	Rights_Ethics	.055	.119	.466	.641
Dep7_Clm_Chg_Pls	<---	Rights_Ethics	.323	.102	3.155	.002
Dep4_Cmp_Enc_Pls	<---	Rights_Ethics	-.196	.105	-1.864	.062
Dep8_Glb_Wrm_Mad	<---	Rights_Ethics	-.139	.080	-1.738	.082

From Table 3 it is seen that there is a high negative correlation between Rights_Ethics and Plastics Are Great (CR = -2.922, p = 0.003). People who embrace a rights-based ethical approach tend to have a negative opinion towards plastics. The considerable critical ratio of 6.294 (p 0.001) further supports the significant positive relationship between Rights_Ethics and the belief in recycling plastics. This encouraging correlation shows that people who take an ethical position that priorities rights are more likely to support plastic recycling programs.

Though it is not statistically significant (CR = -0.449, p = 0.654), Rights_Ethics interestingly has a positive association with Hype on Plastic. This suggests that although a trend exists, it is not yet significant.

Rights_Ethics demonstrates a significant positive correlation with Concerns about Climate Change is happening, but plastics are only part of the problem (CR = 3.155, p = 0.002),

suggesting that people who value ethical rights are more likely to express concerns about the environmental impact of plastics in the context of climate change.

Conversely, Rights_Ethics does not significantly influence attitudes toward Cannot Do Away with Plastics (CR = 0.466, p = 0.641), Encourage Use of Plastics if cost effective (CR = -1.864, p = 0.062), and the belief that Global Warming is Made Up (CR = -1.738, p = 0.082).

The analysis is consistent with the idea that people who embrace a Rights_Ethics framework are more likely to be concerned about the environmental effects of plastics in light of climate change and less likely to think favorably of plastics (Plastics Are Great).

Hypothesis 1c states that **those who adopted a rights approach will be more concerned about plastic pollution.**

Based on the results seen from table 3, we find support for hypothesis H1c and therefore reject the null.

4.1.4 COMMON GOODS ETHICS FRAMEWORK ANALYSIS

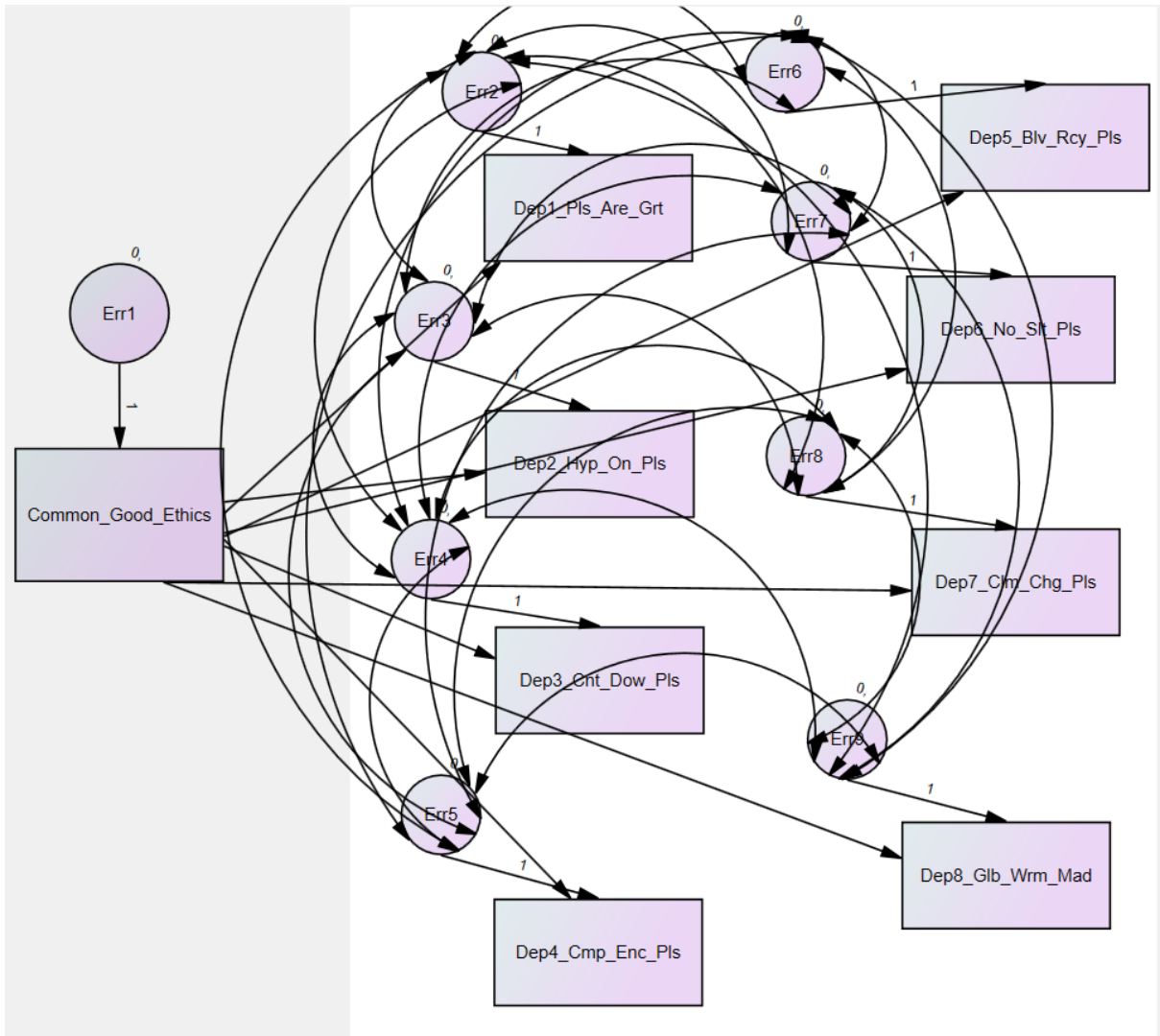


Figure 8: Common Good Framework vs. Plastic Use Items

The analysis produced a Chi Square value of 2.506 ($P=0.113$, $df=1$), which, despite not being significant, reflects a relatively close fit. The model fit indices $NFI=0.994$, $IFI=0.996$, and $CFI=0.996$ indicate a reasonable fit, suggesting that the proposed model captures the underlying relationships among variables quite well. The Root Mean Square Error Approximation (RMSEA) value of 0.084 (with $PCLOSE=0.206$) falls within an acceptable range, indicating a modest level of error in the model's predictions.

These results suggest that while the model fits the data reasonably well, there might still be some unaccounted variability, as reflected in the non-significant Chi Square value.

Table 4 indicates the significant Critical Ratios.

Table 4: Common Good Framework – Significant Critical Ratios

			Estimate	S.E.	C.R.	P
Dep1_Pls_Are_Grt	<---	Common_Good_Ethics	-.330	.103	-3.209	.001
Dep2_Hyp_On_Pls	<---	Common_Good_Ethics	-.032	.122	-.262	.793
Dep5_Blv_Rcy_Pls	<---	Common_Good_Ethics	.290	.063	4.588	***
Dep6_No_Slt_Pls	<---	Common_Good_Ethics	-.055	.128	-.428	.668
Dep3_Cnt_Dow_Pls	<---	Common_Good_Ethics	-.190	.118	-1.605	.108
Dep7_Clm_Chg_Pls	<---	Common_Good_Ethics	.394	.101	3.906	***
Dep4_Cmp_Enc_Pls	<---	Common_Good_Ethics	-.259	.104	-2.478	.013
Dep8_Glb_Wrm_Mad	<---	Common_Good_Ethics	-.002	.081	-.025	.980

From Table 4 it is noted that Common_Good_Ethics is associated with a significantly negative perception of plastics, Plastics Are Great (CR = -3.209, p = 0.001). Therefore, Common_Good_Ethics is significantly positive with the belief in Recycling Plastics (CR= 4.588, p < 0.001). This correlation suggests that those who value the common good and uphold ethical principles are more likely to support plastic recycling programs. This factor also has a significant and positive relationship with Climate Change is happening, but plastics are only part of the problem (CR = 3.906, p < 0.001), indicating that in the context of plastics, those who hold a Common_Good_Ethics perspective express notable worries about climate change.

Interestingly, Common_Good_Ethics is not statistically significant with Hype on Plastic (CR = -0.262, p = 0.793), No Solution to Plastic (CR = -0.428, p = 0.668), and the belief that Global Warming is Made Up (CR = -0.025, p = 0.980).

Common_Good_Ethics is statistically significant with Encouragement of Plastics Usage if cost effective ($CR = -2.478$, $p = 0.013$), but the negative sign signifies a strong opposition among individuals who adhere to a common good ethical framework regarding corporate encouragement of plastics usage. However, there is a negative relationship with Cannot Do Away with Plastics ($CR = -1.605$, $p = 0.108$), although it does not reach statistical significance at the conventional threshold ($p > 0.05$).

Hypothesis 1d states that **those who adopted a common good framework approach will be more concerned about plastic pollution.**

Based on the results seen from table 4, we find support for hypothesis H1d and therefore reject the null.

4.1.5 FAIRNESS OR JUSTICE ETHICS FRAMEWORK ANALYSIS

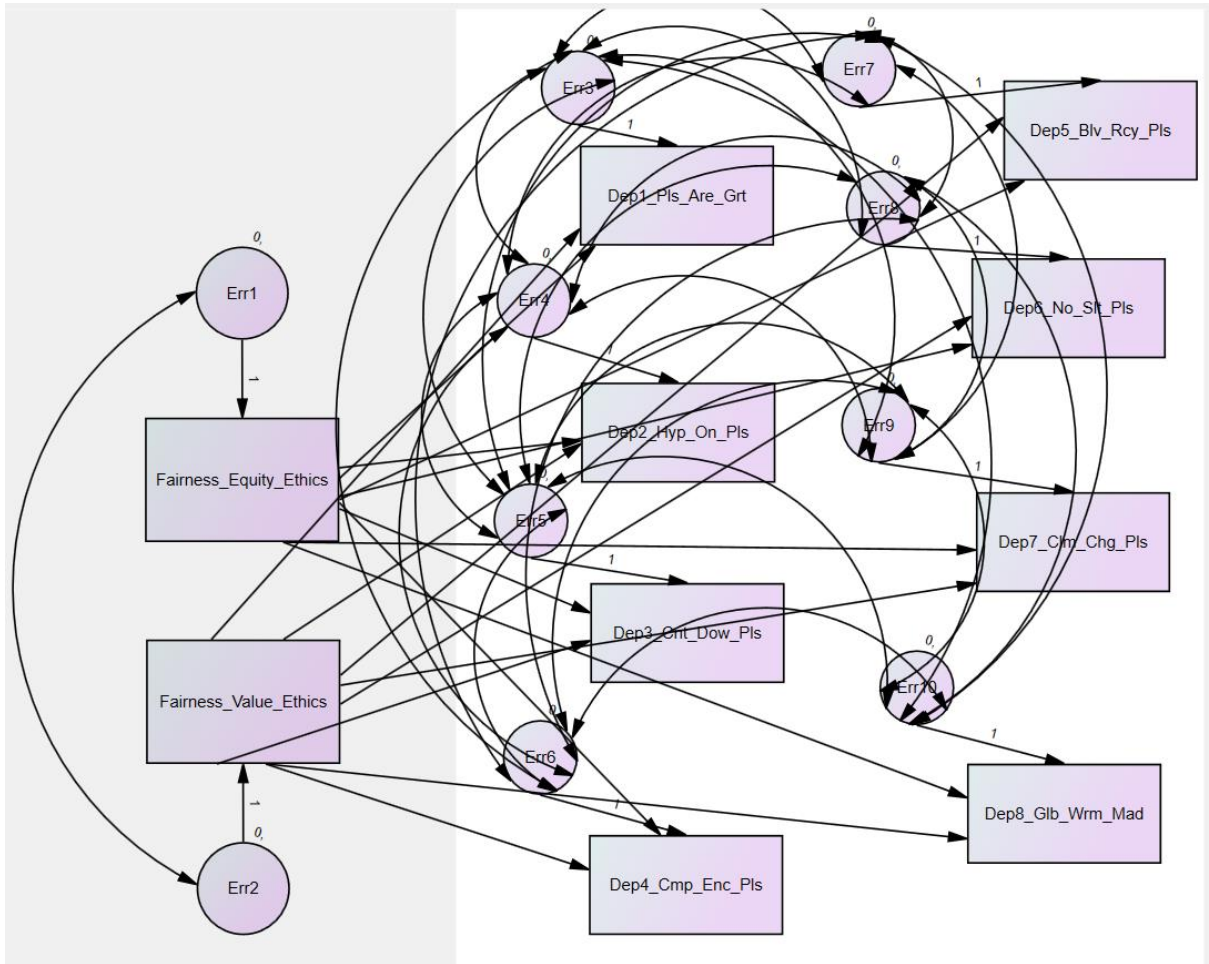


Figure 9: Fairness or Justice Framework vs. Plastic Use Items

The analysis yielded a Chi Square value of 2.363 ($P=0.124$, $df=1$), indicating a good fit as the p-value is non-significant. The model fit indices, including $NFI=0.994$, $IFI=0.997$, and $CFI=0.996$, suggest a reasonable fit, demonstrating that the proposed model aligns well with the observed data. The Root Mean Square Error Approximation (RMSEA) value of 0.080 (with $PCLOSE=0.221$) falls within an acceptable range, indicating a moderate level of error in the model's predictions. Table 5 indicates the significant Critical Ratios.

Table 5: Fairness or Justice Framework – Significant Critical Ratios

			Estimate	S.E.	C.R.	P
Dep1_Pls_Are_Grt	<---	Fairness_Equity_Ethics	-.330	.103	-3.208	.001
Dep2_Hyp_On_Pls	<---	Fairness_Equity_Ethics	-.128	.121	-1.057	.291
Dep5_Blv_Rcy_Pls	<---	Fairness_Equity_Ethics	.262	.062	4.218	***
Dep6_No_Slt_Pls	<---	Fairness_Equity_Ethics	-.096	.128	-.755	.450
Dep3_Cnt_Dow_Pls	<---	Fairness_Equity_Ethics	-.288	.116	-2.481	.013
Dep7_Clm_Chg_Pls	<---	Fairness_Equity_Ethics	.216	.101	2.130	.033
Dep4_Cmp_Enc_Pls	<---	Fairness_Equity_Ethics	-.298	.104	-2.864	.004
Dep8_Glb_Wrm_Mad	<---	Fairness_Equity_Ethics	-.062	.080	-.767	.443
Dep1_Pls_Are_Grt	<---	Fairness_Value_Ethics	-.086	.103	-.832	.405
Dep2_Hyp_On_Pls	<---	Fairness_Value_Ethics	-.028	.121	-.231	.817
Dep3_Cnt_Dow_Pls	<---	Fairness_Value_Ethics	.236	.116	2.033	.042
Dep4_Cmp_Enc_Pls	<---	Fairness_Value_Ethics	-.015	.104	-.144	.885
Dep5_Blv_Rcy_Pls	<---	Fairness_Value_Ethics	.226	.062	3.634	***
Dep6_No_Slt_Pls	<---	Fairness_Value_Ethics	.179	.128	1.401	.161
Dep7_Clm_Chg_Pls	<---	Fairness_Value_Ethics	.316	.101	3.113	.002
Dep8_Glb_Wrm_Mad	<---	Fairness_Value_Ethics	.002	.080	.029	.977

From Table 5 it is highlighted that the Fairness_Equity_Ethics factor is negatively associated with Plastics Are Great (CR=-3.208, p=0.001), Cannot Do Away with Plastics (CR=-2.481, p=0.013), and Encourage Use of Plastics if cost effective (CR=-2.864, p=0.004) indicating that respondents who tend towards Fairness, Equity, and Ethics are less likely to support these ideas. On the other hand, Fairness_Equity_Ethics factor is positively associated with Belief in Recycling Plastics (CR=4.218, p<0.001) and Climate Change is happening, but plastics are only part of the problem (CR=2.130, p=0.033), shows that respondents who tend towards Fairness, Equity, and Ethics are likely to embrace these beliefs.

Similarly, Fairness_Value_Ethics factor is statistically positive and significant with Believe in Recycling Plastics (CR=3.634, $p < 0.001$), Climate Change is happening, but plastics are only part of the problem (CR=3.113, $p = 0.002$), and Climate Change is happening, but plastics are only part of the problem (CR=3.113, $p = 0.002$). Interestingly, Fairness_Value_Ethics also states a significant positive relationship with Cannot Do Away with Plastics (CR=2.033, $p = 0.042$).

Hypothesis 1e states that **those who adopted a fairness framework approach will be more concerned about plastic pollution.**

Based on the results seen from table 5, we find support for hypothesis H1e and therefore reject the null.

4.1.6 DUTY BASED ETHICS FRAMEWORK ANALYSIS

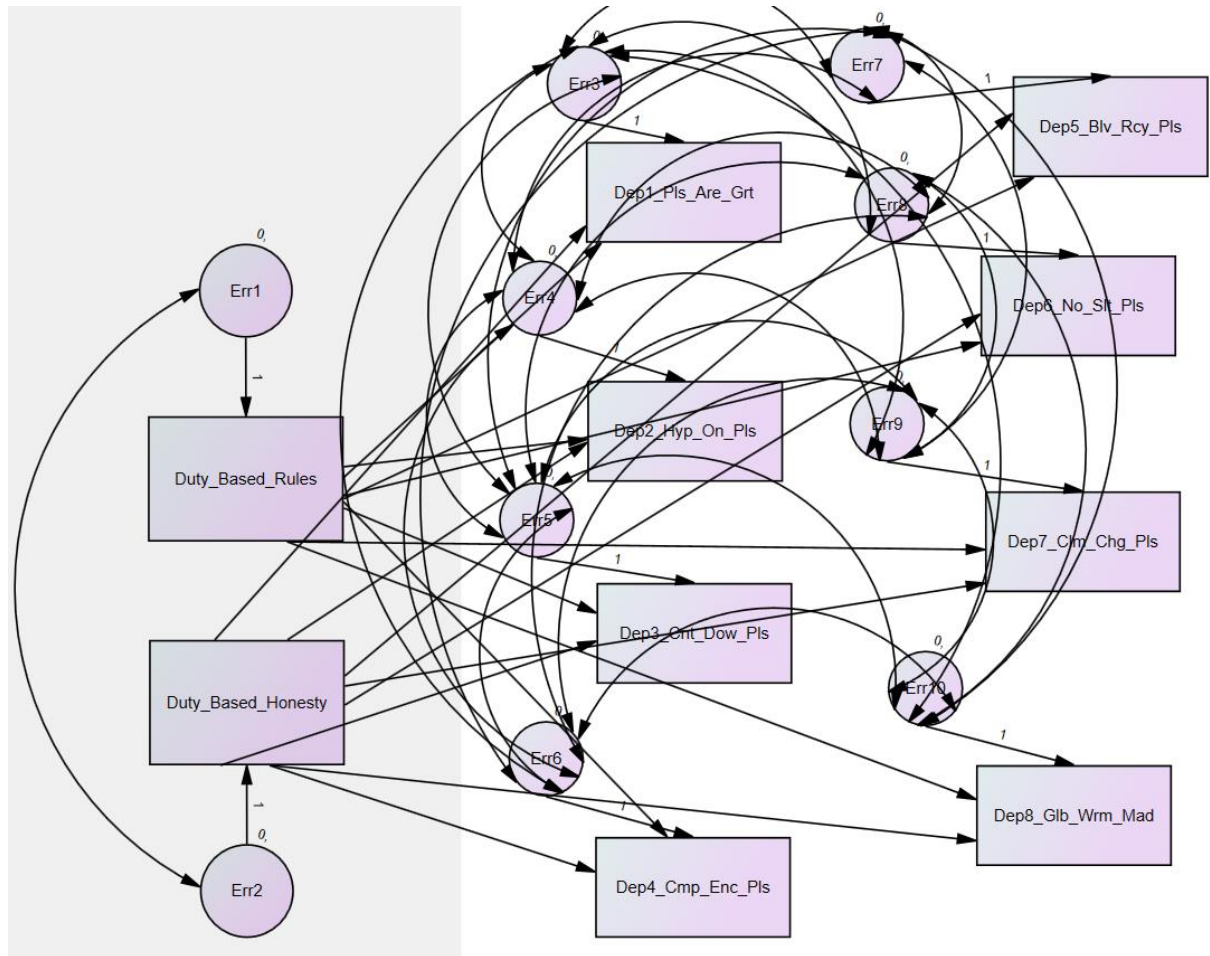


Figure 10: Duty Based Framework vs. Plastic Use Items

The analysis results indicate a non-significant Chi Square value of 2.496 (P=0.114, df=1), suggesting a good fit for the model as it's the lowest possible value for Chi Square. Additionally, model fit indices such as NFI=0.993, IFI=0.996, and CFI=0.995 indicate a high level of fit, further supporting the validity of the model. The Root Mean Square Error Approximation (RMSEA) of 0.084, although slightly above the commonly accepted threshold of 0.05, is within an acceptable range. The PCLOSE value of 0.207 also suggests that the model fits the data reasonably well. Overall, these findings imply that the model provides a satisfactory representation of the observed data, despite the non-significant Chi Square result. Table 6 indicates the significant Critical Ratios.

Table 6: Duty Based Framework – Significant Critical Ratios

			Estimate	S.E.	C.R.	P
Dep1_Pls_Are_Grt	<---	Duty_Based_Rules	-.035	.105	-.330	.742
Dep2_Hyp_On_Pls	<---	Duty_Based_Rules	.032	.122	.266	.791
Dep5_Blv_Rcy_Pls	<---	Duty_Based_Rules	.055	.064	.865	.387
Dep6_No_Slt_Pls	<---	Duty_Based_Rules	.060	.128	.467	.640
Dep3_Cnt_Dow_Pls	<---	Duty_Based_Rules	.178	.117	1.524	.128
Dep7_Clm_Chg_Pls	<---	Duty_Based_Rules	.060	.104	.582	.560
Dep4_Cmp_Enc_Pls	<---	Duty_Based_Rules	.053	.106	.499	.618
Dep8_Glb_Wrm_Mad	<---	Duty_Based_Rules	.066	.080	.826	.409
Dep1_Pls_Are_Grt	<---	Duty_Based_Honesty	-.042	.105	-.398	.690
Dep2_Hyp_On_Pls	<---	Duty_Based_Honesty	-.097	.122	-.794	.427
Dep3_Cnt_Dow_Pls	<---	Duty_Based_Honesty	.290	.117	2.490	.013
Dep4_Cmp_Enc_Pls	<---	Duty_Based_Honesty	.075	.106	.705	.481
Dep5_Blv_Rcy_Pls	<---	Duty_Based_Honesty	.247	.064	3.854	***
Dep6_No_Slt_Pls	<---	Duty_Based_Honesty	.197	.128	1.543	.123
Dep7_Clm_Chg_Pls	<---	Duty_Based_Honesty	.160	.104	1.543	.123
Dep8_Glb_Wrm_Mad	<---	Duty_Based_Honesty	.009	.080	.114	.909

From Table 6 it is noted that the Duty-Based Rules factor variable is not statistically significant to any of the dependent variables. Despite some coefficients referring positive or negative relationships, their critical ratios fall below the threshold for significance, indicating no conclusive evidence for a connection between these variables and Duty-Based Rules.

Duty-Based Honesty is statistically significant with a strong positive relationship with Belief in Recycling Plastics (CR=3.854, $p < 0.001$) and Cannot Do Away with Plastics (CR=2.490, $p = 0.013$).

Hypothesis 1f states that **those who adopted a duty-based framework approach will be more concerned about plastic pollution.**

Based on the results seen from table 6, we find support for hypothesis H1f and therefore reject the null.

4.1.7 EGOISTIC FRAMEWORK ANALYSIS

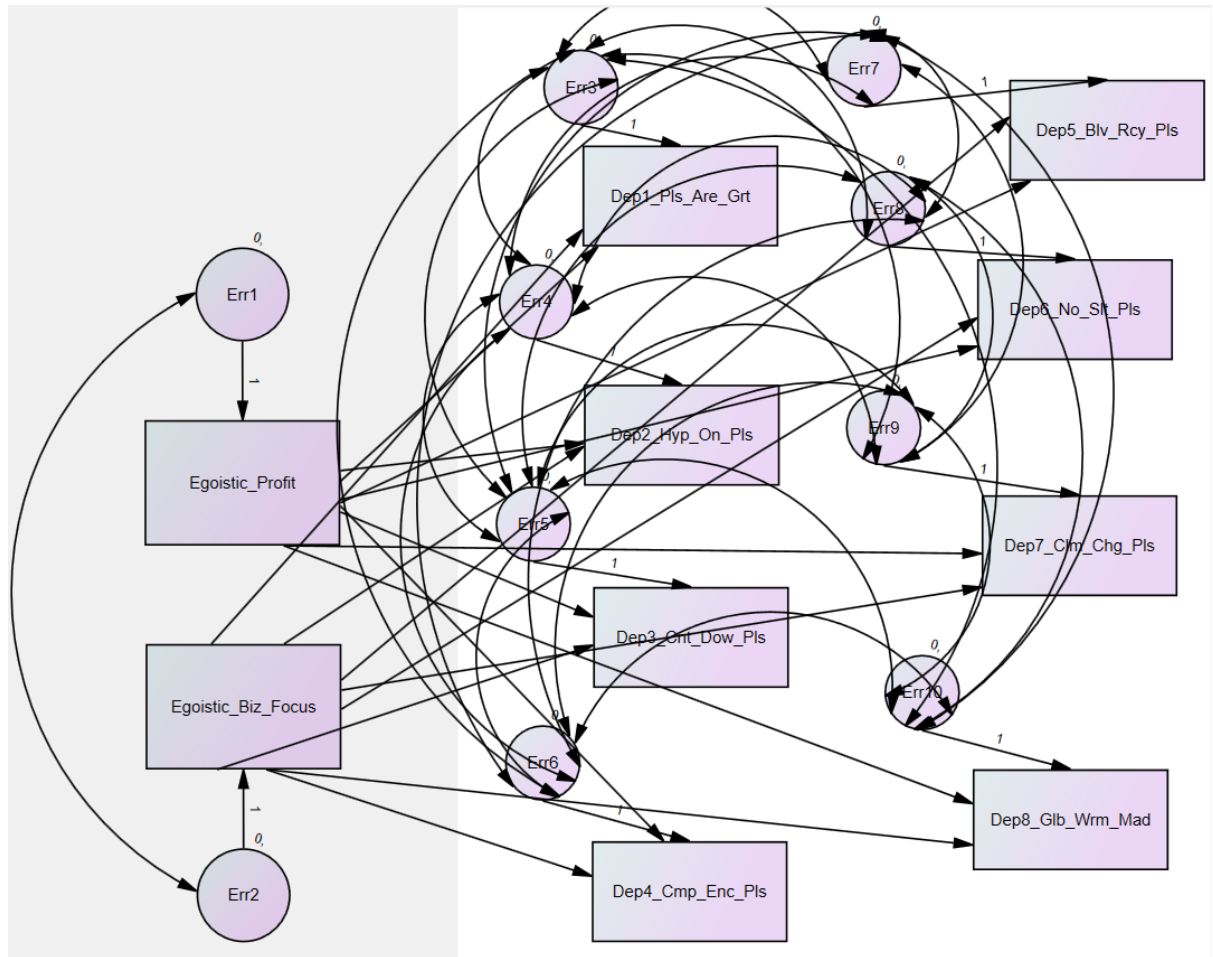


Figure 11: Egoistic Framework vs. Plastic Use Items

The analysis yielded a Chi-Square value of 2.788 ($P=0.095$, $df=1$), the lowest possible value of Chi-Square, indicating a good fit between the model and the observed data, although the result is not statistically significant at the 0.05 level. The model fit indices, including $NFI=0.993$, $IFI=0.996$, and $CFI=0.995$, demonstrate a high level of fit, suggesting that the model accurately represents the relationships in the data. The Root Mean Square Error Approximation (RMSEA) of 0.092, while slightly above the commonly accepted threshold of 0.05, is within an acceptable range, indicating reasonable model fit. The PCLOSE value of 0.181 further supports the adequacy of the model fit. Table 7 indicates the significant Critical Ratios.

Table 7: Egoistic Framework – Significant Critical Ratios

			Estimate	S.E.	C.R.	P
Dep1_Pls_Are_Grt	<---	Egoistic_Profit	.265	.102	2.589	.010
Dep2_Hyp_On_Pls	<---	Egoistic_Profit	-.005	.122	-.042	.966
Dep5_Blv_Rcy_Pls	<---	Egoistic_Profit	.011	.062	.184	.854
Dep6_No_Slt_Pls	<---	Egoistic_Profit	.173	.128	1.356	.175
Dep3_Cnt_Dow_Pls	<---	Egoistic_Profit	.236	.117	2.005	.045
Dep7_Clm_Chg_Pls	<---	Egoistic_Profit	-.236	.103	-2.299	.021
Dep4_Cmp_Enc_Pls	<---	Egoistic_Profit	.374	.103	3.639	***
Dep8_Glb_Wrm_Mad	<---	Egoistic_Profit	.334	.077	4.333	***
Dep1_Pls_Are_Grt	<---	Egoistic_Biz_Focus	-.245	.102	-2.393	.017
Dep2_Hyp_On_Pls	<---	Egoistic_Biz_Focus	.065	.122	.532	.595
Dep3_Cnt_Dow_Pls	<---	Egoistic_Biz_Focus	.138	.117	1.177	.239
Dep4_Cmp_Enc_Pls	<---	Egoistic_Biz_Focus	-.080	.103	-.778	.437
Dep5_Blv_Rcy_Pls	<---	Egoistic_Biz_Focus	.334	.062	5.366	***
Dep6_No_Slt_Pls	<---	Egoistic_Biz_Focus	.000	.128	.003	.997
Dep7_Clm_Chg_Pls	<---	Egoistic_Biz_Focus	.168	.103	1.635	.102
Dep8_Glb_Wrm_Mad	<---	Egoistic_Biz_Focus	-.019	.077	-.243	.808

From Table 7 it can be seen that the Egoistic Profit is statistically significant with a strong positive relationship with Plastics Are Great (CR=2.589, p=0.010) and Encouraging the Use of Plastics if cost-effective (CR=3.639, p<0.001), signifying that people focused on profit are more likely to support this idea. It also shows positive and significant relationship with Global Warming is Made Up (CR=4.333, p<0.001), indicating that profit-oriented people are less concerned about global warming. Moreover, Egoistic Profit is not statistically significant with Hype on Plastics, and Belief in Recycling Plastics.

Egoistic Business Focus, on the other hand, exhibits a strong positive association with Belief in Recycling Plastics (CR=5.366, p<0.001). Interestingly, Egoistic Business Focus shows a negative relationship with Plastics Are Great (CR=-2.393, p=0.017). Interestingly,

Egoistic Business Focus shows a marginally significant positive relationship with Climate Change is happening, but plastics are only part of the problem (CR=1.635, p=0.102). The remaining variables do not exhibit significant relationships with Egoistic Business Focus.

Hypothesis 1g states that **those who adopted an egoistic framework approach will be less concerned about plastic pollution.**

Based on the results seen from table 7, we find support for hypothesis H1g and therefore reject the null.

4.2 COMPARISON BETWEEN PARTICIPANTS WITH AND WITHOUT ETHICS EDUCATION

In the demographics section the participants were asked whether they had taken any course on ethics education or ethical decision making. Of the 209 respondents, 72 answered 'Yes' to having taken some course on ethics education, while 137 answered 'No'. An independent samples T-Test of the reduced regression variables (post factor reduction) of the seven ethical framework questions with Ethics Education as a grouping variable was run and Table 8, describes the results of this procedure.

Table 8: Independent Samples T-Test on Ethics Education

Independent Samples T-Test					
Between Group 1 - Yes to Biz Ethics Ed (N=72) and Group 2 - No to Biz Ethics Ed (N=137)	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	Significance	
				One-Sided p	Two-Sided p
Util_Deception	0.084	0.772	1.835	0.034	0.068
Util_Max_Happiness	6.824	0.010	1.615	0.054	0.108
Util_Outcomes	1.271	0.261	1.735	0.042	0.084
Util_Org_Benefit	1.145	0.286	-0.185	0.427	0.854
Virtue_Ethics	0.751	0.387	-1.208	0.114	0.229
Rights_Ethics	1.834	0.177	-1.603	0.055	0.110
Common_Good_Ethics	2.054	0.153	-0.349	0.364	0.728
Fairness_Equity_Ethics	0.132	0.717	-0.191	0.424	0.849
Fairness_Value_Ethics	0.328	0.567	-0.678	0.249	0.499
Duty_Based_Rules	0.944	0.332	0.054	0.479	0.957
Duty_Based_Honesty	0.081	0.776	-0.631	0.264	0.529
Egoistic_Profit	2.472	0.117	-0.006	0.498	0.995
Egoistic_Biz_Focus	8.613	0.004	-2.114	0.018	0.036

It is noted that out of the various ethical frameworks, the Utilitarian constructs of Deception (t=1.835; p=0.034), Maximum Happiness (t=1.615; p=0.054), and Outcomes (t=1.735; p=0.042)) were statistically significant between the two groups (1-Yes for ethics education and 2-No for ethics education). It was also found that Rights Ethics (t=-1.603; p=0.055) and Egoistic Ethics with a Business Focus (t=-2.114; p=0.018) also show statistical significance between the two groups. Based on these results, it can be speculated that while virtue ethics, common good ethics, fairness, and duty-based ethics appear to be commonly felt among all participants, purely based on the sense of right and wrong, participants without ethics education of any kind will tend to (probably unbeknownst to them) lean

towards a utilitarian approach to decision making, and will likely pick the greater good approach, often seen as the central theme of the utilitarian approach.

4.3 QUALITATIVE ANALYSIS

4.3.1 CONTENT ANALYSIS OF OPEN-ENDED QUESTIONS

In this study, the qualitative analysis of open-ended survey questions was conducted using QDA Miner software to explore participants' ethical judgments in a complex real-world scenario. In this research scenario, a well-established manufacturing company in a small town faced conflicting environmental concerns about a by-product that was running into the local river and causing reported illnesses among the locals, despite the company's positive reputation as a caring employer. Three open-ended questions were designed to investigate participants' perspectives on this ethical dilemma.

The first question asked participants to consider themselves as the company's manager and explore different options available to address the situation, encouraging them to provide detailed reasoning for their chosen course of action. The second question was on the possible damage to the company's reputation in spite of the safety of the by-product. Participants were prompted to suggest strategies to protect the firm from negative publicity. The final question focused on the ethical dimensions of the scenario, asking participants to reflect on the conflict between legal compliance and ethical considerations and suggest ways to resolve this conflict.

Qualitative Analysis of question 1

Question 1 asked participants the following – If you are the manager, what options does your company have, and what should you do and why?

The responses to each of these questions was run through QDA Miner. The resultant word cloud for Q1 is shown in figure 13.



Figure 12: Word Cloud for Q1 asking what participants would do.

From the word cloud it can be seen that the word ‘Investigate’ appears to have the highest frequency of occurrence along with other words like ‘alternative’, ‘by-product’, ‘solution’, ‘action’, ‘do nothing’, and ‘stop’. The analysis was continued to see the coded sequences and the frequencies in which these words co-occurred. This is shown in Table 9 and only those coded sequences that have statistically significant z-scores are reported. A quick analysis of the results in this table points us to the fact that participants generally appear to have a good sense of right and wrong, responded to find solutions to the polluting problem, and sought to look for alternative solutions to address or alleviate the problem. This appears to support the results of the independent samples t-test, in that most participants appear to instinctively follow virtue, rights, common good, and fairness ethics, whether they had ethics education or not. Further analysis of their open-ended responses along the grouping variables will help determine whether this is indeed the case.

Table 9: Code Sequences and their Z-scores

Code A	Code B	Freq A	Freq B	Freq (B A)	Freq (A B)	z	Prob.
action	alternative	24	73	2	2	-2.02	.024
action	stop	24	31	8	8	3.13	.007
alternative	do nothing	73	24	13	13	2.13	.034
by-product	stop	70	31	7	6	-1.50	.082
compensation	figure out	6	9	2	2	3.89	.019
do nothing	action	24	24	5	5	1.91	.070
figure out	waste management	9	9	2	2	2.52	.062
protect	figure out	3	9	2	2	4.82	.009
protect	protect	3	3	1	1	4.26	.049
report	sickness	11	28	4	4	2.16	.055
sickness	by-product	28	70	16	16	2.14	.030
solution	action	21	24	4	5	1.84	.077
solution	investigate	21	88	3	3	-2.10	.020
stop	alternative	31	73	13	13	2.12	.033
waste management	compensation	9	6	2	2	3.59	.024
waste management	solution	9	21	3	3	2.39	.051

Qualitative Analysis of question 2

Question 2 asked participants the following – Despite the by-product being safe, the reported sickness has the potential of undermining the good reputation of the firm. What would you do to protect the company from bad publicity?

The responses to each of these questions was run through QDA Miner. The resultant word cloud for Q2 is shown in figure 14.



Figure 13: Word Cloud for Q2 asking for strategies to safeguard the company's reputation.

From the word cloud it can be seen that the word 'Clarity/Explain' appears to have the highest frequency of occurrence along with other words like 'investigate', 'action', 'offer support', 'stop', 'consult with community', and 'report to third party'. The analysis was continued to see the coded sequences and the frequencies in which these words co-occurred. This is shown in Table 10 and only those coded sequences that have statistically significant z-scores are reported. A quick analysis of the results in this table points us to the fact that participants are generally willing to take actions for positive outcomes, such as offering support and transparent reporting. They believe these might be the ethical and effective strategies to protect the company's reputation in the face of reported sickness despite the by-product's safety. This suggests that participants, regardless of ethics education, tend to prioritize virtue, rights, common good, and fairness ethics. Further analysis of their open-ended responses based on grouping variables will confirm this pattern identified in the independent samples t-test results.

Table 10: Code Sequences and their Z-scores

Code A	Code B	Freq A	Freq B	Freq (B A)	Freq (A B)	z	Prob.
Action	Offer support	32	37	2	2	-1.64	0.067
Consult community	Action	31	32	1	1	-1.77	0.048
Ethical	Investigate	3	65	3	3	2.24	0.057
Offer support	Report to 3rd Party	37	25	9	9	1.82	0.064
Recycle	Report to 3rd Party	1	25	1	1	3.47	0.077
Report to 3rd Party	Transparent	25	27	8	8	2.46	0.023

Qualitative Analysis of question 3

Question 3 asked participants the following – Actions that are legal do not necessarily mean they are ethical. In this situation, how would you resolve this conflict?

The responses to each of these questions was run through QDA Miner. The resultant word cloud for Q3 is shown in figure 15.



Figure 14: Word Cloud for Q3 asking to address the conflict between legal actions and ethical concerns.

From the word cloud it can be seen that the word ‘alternative’ appears to have the highest frequency of occurrence along with other words like ‘ethical choice’, ‘investigation’, ‘consult with community’, and ‘environment friendly action’. The analysis was continued to see the coded sequences and the frequencies in which these words co-occurred. This is shown in Table 11 and only those coded sequences that have statistically significant z-scores are reported. A quick analysis of the results in this table points us that in situations where actions are legal but potentially unethical, participants tend to consider alternative approaches or consult with the community more frequently. Also, when participants find themselves in any ethical dilemmas, they tend to choose actions aligned with ethical choices and focus on environmentally friendly actions to resolve conflicts. This suggests that as participants tend to prioritize virtue, rights, common good, and fairness ethics regardless of ethics education, they care for more environmentally friendly ethical actions. Further analysis of their open-ended responses based on grouping variables will confirm this pattern identified in the independent samples t-test results.

Table 11: Code Sequences and their Z-scores

Code A	Code B	Freq A	Freq B	Freq (B A)	Freq (A B)	z	Prob.
Alternative	Investigation	54	41	5	5	-1.89	.034
Confused	Ethical choice	3	38	2	2	2.15	.090
Consult w community	Stop	46	17	7	7	1.66	.089
Do Correct/Right thing	Transparent	6	14	2	2	2.39	.070
Environment friendly action	Alternative	24	54	2	2	-1.79	.048
Environment friendly action	Investigation	24	41	10	10	2.81	.010
Ethical choice	Alternative	38	54	5	5	-1.98	.027
Ethical choice	Confused	38	3	3	3	3.10	.023
Ethical choice	Focus legal issues	38	6	4	4	2.57	.033
Ethical choice	Transparent	38	14	6	6	1.94	.062
Focus legal issues	Ethical choice	6	38	3	3	2.00	.080
Stop	Report to 3rd party	17	1	1	1	3.23	.078
Transparent	Alternative	14	54	7	7	2.72	.014

In summary, participants across three scenarios consistently prioritize ethical considerations such as virtue, rights, common good, and fairness, irrespective of their ethics education. The analyses of word clouds and coded sequences reveal a recurring emphasis on terms like "Investigate," "Clarity/Explain," and "Alternative," indicating a collective inclination towards finding solutions, taking positive actions, and considering ethical alternatives. The patterns identified in the results align with the outcomes of independent samples t-tests, reinforcing the participants' ethical decision-making

tendencies. Further exploration of open-ended responses is recommended for a comprehensive understanding of these observed patterns.

4.3.2 ANALYSIS OF ENVIRONMENTAL ETHICS EDUCATION IN BUSINESS SCHOOLS' COURSE SYLLABI

In this study, nine syllabi from eight institutions were examined, including the University of Toronto, York University, DAN Management at Western University, Thompson Rivers University, Trinity Western University, University of Victoria, Camosun College, and Douglas College. This diverse selection included both prestigious universities and some other colleges, providing a comprehensive overview of environmental ethics education across different types of institutions [However, the syllabi gathered and reviewed were limited to those available online, constituting a potential bias in the sample. These limitations are comprehensively discussed in the study's limitations section]. All these nine syllabi were thoroughly analyzed, and they are attached in the appendices of the thesis.

The analysis exhibits a remarkable finding about the syllabi examined in this study. Out of the nine syllabi included, only half of them (4 out of 9) mention environmental concerns in their course outlines. This limited representation of environmental ethics is a cause for concern, especially considering the pressing global issue of plastic pollution. It is also crucial to note that even within the subset of syllabi that mention environmental concerns, the coverage remains inadequate. Upon closer examination, it becomes evident that the mention of environmental issues lacks detail and specificity.

However, when this is the case of business schools in Canada, it is noteworthy that a majority of universities in Canada incorporate courses on environmental ethics or philosophy into their curriculum (ISEE – International Society for Environmental Ethics, n.d.). As per the same article, Canadian graduate and doctoral programs in philosophy also provide opportunities for specialization in environmental ethics or environmental philosophy at the MA or PhD level. Also, many Canadian universities offer interdisciplinary undergraduate and graduate degrees in Environmental Studies, integrating

philosophical and ethical components within the curriculum (ISEE – International Society for Environmental Ethics, n.d.).

Therefore, in the analysis of environmental ethics education in business schools' course syllabi, it is essential to consider this context outlined by the International Society for Environmental Ethics (ISEE), dedicatedly working to advancing the field of environmental ethics and philosophy since 1990. According to this organization, the current scenario of Canadian institutions that offer separate environmental ethics focused programs, highlights the significance of integrating environmental ethics education into the fabric of business schools, emphasizing the crucial role businesses play in the preservation of our planet's resources (ISEE – International Society for Environmental Ethics, n.d.).

The link between business and planet is symbiotic: business depends on the planet to produce wealth, and planet depends on business to establish an environment in which it can carry out its obligation to do so (AACSB International, 2004). Companies that provide goods and services bear the responsibility of safeguarding the natural resources. Therefore, there is an urgent need to focus our attention on the planet and recognize that businesses play a pivotal role in its preservation (Caldwell & Anderson, 2020). Environmental ethics, therefore, constitutes an essential component of business education.

Incorporating environmental ethics into the core teachings of business schools is a strategic move for schools focused on creating a real impact. Despite the growing concern among businesses and individuals about environmental issues, companies' hiring practices still prioritize candidates with essential business skills. Therefore, recruiting professionals who possess both fundamental business expertise and a profound understanding of sustainability is highly beneficial for both businesses and the planet.

CHAPTER 5: DISCUSSION

The results of this study provide valuable insights into the relationship between ethics education, knowledge of ethical frameworks, and ethical decision-making concerning plastic pollution. Hypothesis 1 proposed that ethics education, when combined with an understanding of specific ethical frameworks, would shape individuals' concerns about plastic pollution. The findings validate this hypothesis, revealing diverse approaches to ethical decision-making within the realm of environmental concerns, particularly plastic pollution. Those following a utilitarian framework demonstrated less concern about plastic pollution, highlighting overall utility over environmental impacts. In contrast, individuals guided by virtue, rights, common good, fairness, and duty-based frameworks exhibited greater concerns about plastic pollution, emphasizing the significance of personal virtues, societal welfare, and moral obligations in ethical decision-making. Surprisingly, those leaning towards an egoistic perspective displayed less apprehension regarding plastic pollution, underscoring the role of self-interest in determining environmental concerns. However, additional analysis can be done with other demographic information, including age and gender to see if there is a difference in participant's responses.

Further analysis of the survey surprisingly revealed that a significant portion of respondents of the working professionals (137 out of 207) lacked ethics education. As a result, profound disparity was revealed, particularly concerning utilitarian ethics, indicating that individuals without exposure to ethical frameworks tend to prioritize utilitarian approach for the greater good, often neglecting the needs of the few—an approach deemed insufficient for addressing complex issues such as plastic pollution. As awareness of ethical frameworks was not present among most of the working professionals, further investigation was undertaken to explore the syllabi of business schools as outlined in Hypothesis 2.

Hypothesis 2 emphasized the lack of a focused integration of environmental ethics education within business schools across Canada, indicating a gap in preparing students

for ethical decision-making in environmental contexts. This study supports the hypothesis, revealing an urgency for more comprehensive environmental ethics education within business schools. By identifying gaps in the current curriculum, this study underscores the need for educational reforms, ensuring that students are equipped with the necessary ethical tools to address environmental crisis effectively.

As plastic pollution has become a crucial global environmental issue requiring immediate actions from individuals and businesses, the research can raise awareness and encourage to adopt more sustainable practices. Also, it can shed light on the severe consequences of plastic pollution, prompting responsible disposal practices and fostering moral decision-making in this context. By suggesting to equip future generations with a profound understanding of environmental ethics, this study paves the way for a reduction in the adverse impact of plastic pollution on the environment, society, and the economy. This will eventually advocate for a conscientious approach to ethical decision-making, ensuring a harmonious coexistence between humanity and the environment.

CHAPTER 6: LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

Like all scholarly studies, this study has some limitations that necessitate future consideration. First, during the study's second phase, participants were selected from a specific pool encompassing current students enrolled in the 2nd year and above across diverse academic programs at Dalhousie University. Despite diligent efforts, including the formulation of a rigorous Research Ethics Board (REB) proposal, subsequent approval acquisition, meticulous creation of student invitation and recruitment materials, formulation of the survey using Qualtrics, and the dissemination of the survey link twice to the designated students with the assistance of program managers, only a total of 32 participants completed the survey. Due to this limited response rate, it was determined that the sample size was insufficient for conducting a robust statistical analysis. As a result, the decision was made not to proceed with the analysis, as the data collected from this subset of participants was not considered adequate to generate meaningful and statistically significant results. This cautious approach was taken to ensure the integrity and reliability of the study's findings, aligning with best practices in research methodology. To mitigate this limitation, future research could employ a more comprehensive participant recruitment strategy. This may involve collaboration with multiple universities or academic institutions to diversify the participant pool.

A second limitation of the study lies in the analysis of the first phase, where business professionals were recruited via Prolific. The reliability of certain ethical frameworks fell below the desirable threshold of 0.7, indicating potential inconsistencies in the data. This suggests the need for a more extensive dataset to enhance the reliability of these frameworks.

Third, the study relies on self-reported data from students and working professionals, which may be subject to bias or inaccuracies. Though the nature of the survey constructs ensures the use of self-report appropriate for this study, there is a high chance of social desirability bias in the survey data as respondents may choose answers based on what they

believe to be socially acceptable. To address this limitation, future research may use other sources of data and observations to triangulate findings.

Fourth limitation highlights that the overall study is exclusively centered around business schools. In the context of hypothesis 1, the study carefully examines the ethical frameworks taught within business schools, acknowledging that other programs may offer different perspectives and approaches to ethics education. The student participants were drawn exclusively from business school, which further accentuate the limitation. It is important to recognize that ethical decision-making and environmental responsibility are multifaceted concepts influenced by various factors beyond the scope of business education alone. Similarly, for hypothesis 2, the study scrutinizes the state of environmental ethics education specifically within Canadian business schools, which might not reflect the global diversity of ethical education practices. Moreover, the findings presented in this study are derived from publicly available course outlines online, potentially overlooking pertinent information from influential Canadian business schools not captured in the search results. To mitigate this limitation, future research initiatives could engage proactively with business schools, seeking their consent and direct access to comprehensive course outlines for ethics and Corporate Social Responsibility (CSR) courses. This approach would provide a more comprehensive and in-depth understanding of the ethical education practices within Canada, addressing the limitations of the current study's methodology.

Next, the study focuses primarily on the classroom education of the working professional participants and does not consider the role of ongoing professional development/training or continuing learning in promoting ethical decision-making related to plastic pollution in the workplace. To mitigate this limitation, future research could explore the influence of continuing professional growth on ethical decision-making in the workplace. This broader approach would offer a more comprehensive understanding of the factors shaping ethical behavior among working professionals.

Lastly, an additional concern arises from the study's exclusive focus on plastic pollution, raising questions about the generalizability of the findings to broader environmental issues.

Future research can examine the role of ethics education in moral decision-making practices in other contexts.

CHAPTER 7: CONCLUSION

This thesis delves into the essential intersection of ethics education and plastic pollution. By employing ethical theories such as utilitarianism, virtue ethics, rights ethics, common good ethics, fairness ethics, duty-based ethics, and egoistic ethics, this study provides valuable insights into how these perspectives influence individuals' responses to plastic pollution. The research highlights the pivotal role of business schools in shaping ethical decision-making, emphasizing the need for a comprehensive understanding of environmental ethics within educational curricula. So, our recommendation based on the analysis is all courses in business schools must have focus on ethical frameworks as well as environmental ethics. More importantly, it is essential to not just talk about ethics in theory but also show how it works in real life. This can be done by using examples, simulations, or putting students in situations where they have to make ethical decisions through role-play. These hands-on approaches help to apply ethical concepts to actual scenarios, making it easier for individuals to understand and integrate them into their real-world experiences.

The findings of this study not only support existing ethical theories but also offer recommendations for refining educational approaches. By equipping future leaders with a profound understanding of ethical frameworks and environmental ethics, society can foster a generation of responsible decision-makers poised to tackle the pressing issue of plastic pollution. Through this research, we pave the way for a more ethically conscious future, where informed choices and sustainable practices become the norm, safeguarding our environment for generations to come.

REFERENCES

- AACSB International. (2004). AACSB Ethics Education Task Force . In *Ethics Education in Business Schools* (p. 7).
- Arar, K., & Saiti, A. (2022). Ethical leadership, ethical dilemmas and decision making among school administrators. *Equity in Education & Society*.
- Armstrong, A. (2020). Ethics and ESG. *Business and Finance Journal*.
- Arora, S., Bhaukhandi, K. D., & Mishra, P. K. (2020). Coronavirus lockdown helped the environment to bounce back. *Science of The Total Environment*.
- Babatunde, K., & MAVUSO, M. P. (2023). Integration of Environmental Ethics Education in the Classroom: A of Related Literature. *International Journal of Environmental Sustainability and Social Science*, 1249-1252.
- Baker, J. (n.d.). Introduction to the Sustainable Development Goals (SDGs). Creative Commons Attribution 4.0 International License. Retrieved from Sustainable Development Goals: <https://www.un.org/sustainabledevelopment/goal-14-life-below-water/>
- Bandura, A. (1986). Social Cognitive Theory. In J. A. Miles, *Management and Organization Theory*. Jossey-Bass.
- Bonde, S., & Firenze, P. (2013). A Framework for Making Ethical Decisions. Retrieved from Brown University : <https://www.brown.edu/academics/science-and-technology-studies/framework-making-ethical-decisions#:~:text=The%20Rights%20Approach&text=This%20approach%20stipulates%20that%20the,have%20a%20right%20to%20dignity>
- Bonnett, M. (2019). Environmental education and the issue of nature. In A. Reid, *Curriculum and Environmental Education* (pp. 71–85). London: Routledge.
- Brady, N., & Hart, D. (2007). An Exploration into the Developmental Psychology of Ethical Theory with Implications for Business Practice and Pedagogy. *Journal of Business Ethics*.
- Byars, S. M., & Stanberry, K. (2018). *Business Ethics*. Houston, Texas: OpenStax.
- Caldwell, C., & Anderson, V. (2020). "No, Dean, That's Not Ethical!" -- An Ethical Rationale for Teaching Business Ethics. *Journal of Business Ethics*.

- Cavaliere, F. J., Mulvaney, T. P., & Swerdlow, M. R. (2010). Teaching business ethics after the financial meltdown: is it time for ethics with a sermon? Project Innovation Austin LLC.
- Cheval, S., Adamescu, C. M., Georgiadis, T., Herrnegger, M., Piticar, A., & Legates, D. R. (2020). Observed and Potential Impacts of the COVID-19 Pandemic on the Environment. *International Journal of Environmental Research and Public Health*.
- Conway, E., & Kotera, Y. (2020). Ethical judgement and intent in business school students: the role of the psyche? *International Journal of Ethics Education*.
- Duncan, S. (2019). *The Ethical Business Book*. LID Publishing.
- Eberly, M. B., Newton, S. E., & Wiggins, R. A. (2001). The Syllabus as a Tool for Student-Centered Learning. *The Journal of General Education*, 56-74.
- Etzioni, A. (2022). *The Good Society*. Seattle Journal for Social Justice.
- Ferrell, O. C., Fraedrich, J., & Ferrell, L. (2017). *Business ethics: ethical decision making and cases*. Boston: Cengage Learning.
- Gough, A. (2013). The emergence of environmental education research. In R. B. Stevenson, A. E. Wals, J. Dillon, & M. Brody, *International Handbook of Research on environmental education* (pp. 452–468). Routledge for the American Educational Research Association.
- Have, H. t. (2023). Ethics education and leadership. *International Journal of Ethics Education*, 1–3.
- Hedenqvist, M. S. (2018). Barrier Packaging Materials. In M. Kutz, *Handbook of Environmental Degradation of Materials (Third Edition)*. William Andrew.
- Helmer, K. (2000). Six Principles of an Inclusive Syllabus Design. In R. Kumar, & B. Refaei, *Equity and Inclusion in Higher Education* (p. 899). University of Cincinnati Press. Retrieved from The University of Massachusetts Amherst Web Site.
- Hussain, W. (2018, February 26). The Common Good. Retrieved from Stanford Encyclopedia of Philosophy: <https://plato.stanford.edu/entries/common-good/>
- IESBA. (2012). *Handbook of the Code of Ethics for Professional Accountants*. New York: International Federation of Accountants (IFAC).
- ISEE – International Society for Environmental Ethics. (n.d.). Environmental Ethics in Canada. Retrieved from ISEthics Web Site: <https://iseethics.wordpress.com/canada/#>

- Junges, J. R. (2016). What is the future of ethics teaching in the environmental sciences. *International Journal of Ethics Education*, 127–135 .
- Khan, Z. H. (2016). A quest for utilitarian approach in research. *Indian Journal of Anaesthesia*.
- Kish-Gephart, J. J., Harrison, D. A., & Treviño, L. K. (2010). Bad Apples, Bad Cases, and Bad Barrels: Meta-Analytic Evidence About Sources of Unethical Decisions at Work. *Journal of Applied Psychology*.
- Krider, J. L. (1964). Preparing Today's Students for Tomorrow's Opportunities. *Journal of Animal Science*, 23, 289–292.
- Kronlid, D. O., & Öhman, J. (2012). An environmental ethical conceptual framework for research on sustainability and environmental education. *Environmental Education Research*, 1-24.
- Lateef, F. (2010). Simulation-based learning: Just like the real thing. *Journal of Emergencies, Trauma, and Shock*, 348-352.
- Lebreton, L., Slat, B., Ferrari, F., Sainte-Rose, B., Aitken, J., Marthouse, R., . . . Reisser, J. (2018). Evidence that the Great Pacific Garbage Patch is rapidly accumulating plastic. *Scientific Reports*.
- Li, Y. (2018). Study of the Effect of Environmental Education on Environmental Awareness and Environmental Attitude Based on Environmental Protection Law of the People's Republic of China. *Eurasia Journal of Mathematics, Science and Technology Education*, 2277–2285.
- Liu, Q., Cheng, Z., & Chen, M. (2019). Effects of environmental education on environmental ethics and literacy based on virtual reality technology. *Eurasia Journal of Mathematics, Science and Technology* , 2277–2285.
- Loe, T. W., Ferrell, L., & Mansfield, P. (2000). A Review of Empirical Studies Assessing Ethical Decision Making in Business. *Journal of Business Ethics*, 185-204.
- Mark-Herbert, C., Rotter, J., & Pakseresht, A. (2010). A Triple Bottom Line to Ensure Corporate Responsibility. In P. G. Berg, *Timeless Cityland – an Interdisciplinary Approach to finding the Sustainable Human Habitat*. Rural development.
- Miles, J. A. (2012). *Management and Organization Theory*. Jossey-Bass.
- Monroe, M. C., Plate, R. R., Oxarart, A., Bowers, A., & Chaves, W. A. (2017). Identifying effective climate change education strategies: a systematic review of the research. *Environmental Education Research*, 791-812.

- Moore, G. E. (2007). Ethical Theory. In J. A. Miles, *Management and Organization Theory*. Jossey-Bass.
- National Geographic News: Giant Ocean Trash Vortex Documented. (2022, June 02). Great Pacific Garbage Patch. Retrieved from National Geography: <https://education.nationalgeographic.org/resource/great-pacific-garbage-patch>
- Ohreen, D., Sundararajan, B., Trifts, V., & Comber, S. (2021). Vygotskian Business Ethics: The Influence of Peers on Moral Reasoning in Business Ethics Education. *Journal of Management Education*.
- Paakkari, L., & George, S. (2018). Ethical underpinnings for the development of health literacy in schools: ethical premises ('why'), orientations ('what') and tone ('how'). *BMC Public Health*, 326.
- Palmer, C., McShane, K., & Sandler, R. (2014). Environmental Ethics. *Annual Review of Environment and Resources* , 419-442.
- Qun, G. (2010). Virtue Ethics and Modern Society—A Response to the Thesis of the Modern Predicament of Virtue Ethics . *Journal of Higher Education*.
- Riggio, R. E., Zhu, W., Reina, C., & Maroosis, J. A. (2010). VIRTUE-BASED MEASUREMENT OF ETHICAL LEADERSHIP: THE LEADERSHIP VIRTUES QUESTIONNAIRE. *Consulting Psychology Journal*.
- Ritchie, H., & Roser, M. (2022, April). Plastic Pollution. Retrieved from Our World in Data: <https://ourworldindata.org/plastic-pollution#citation>
- Robinson, J. S. (2012). *The Consequentialist Scale: Elucidating the Role of Deontological and Utilitarian Beliefs in Moral Judgments*. Toronto: University of Toronto.
- Romero-Hall, E., & Li, L. (2020). A Syllabi Analysis of Social Media for Teaching and Learning Courses. *Journal of Teaching and Learning*.
- Shafer-Landau, R. (2012). Evolutionary Debunking, Moral Realism and Moral Knowledge. *Journal of Ethics and Social Philosophy*.
- Shaw, W. H. (2010). *Business Ethics: A Textbook With Cases*. Cengage Learning.
- Silva, A. L., Prata, J. C., Walker, T. R., Campos, D., Duarte, A. C., Soares, A. M., . . . Rocha-Santos, T. (2020). Rethinking and optimising plastic waste management under COVID-19 pandemic: Policy solutions based on redesign and reduction of single-use plastics and personal protective equipment. *Science of The Total Environment*.

- Silva, A. L., Prata, J. C., Walker, T. R., Duarte, A. C., Ouyang, W., Barcelò, D., & Rocha-Santos, T. (2021). Increased plastic pollution due to COVID-19 pandemic: Challenges and recommendations. *Chemical Engineering Journal*.
- Smith, C., & Babich, C. (2020). Educational Ethics. In C. Smith, & C. Babich, *Theories of Individual and Collective Learning*. eCampus Ontario.
- Sürmeli, H., & Saka, M. (2013). Preservice Teachers' Anthropocentric, Biocentric, and Ecocentric Environmental Ethics Approaches. *International Journal of Academic Research*, 159–163.
- Thi, H. (2020). The Importance of business ethics in business development.
- Thompson, R. C., Moore, C. J., Saal, F. S., & Swan, S. H. (2009). *Plastics, the environment and human health: current consensus and future trends*. The Royal Society.
- Tseng, K. (2022, May 04). A Credit Card a Week: The Environmental Ethics of Plastics. *Viterbi Conversations in Ethics*. Retrieved from *Viterbi Conversations in Ethics*: <https://vce.usc.edu/semester/spring-2022/a-credit-card-a-week-the-environmental-ethics-of-plastics/>
- U.S. Environmental Protection Agency. (2022, December 03). *Plastics: Material-Specific Data*. Retrieved from U.S. Environmental Protection Agency: <https://www.epa.gov/facts-and-figures-about-materials-waste-and-recycling/plastics-material-specific-data>
- Valentine, S., & Barnett, T. (2002). Ethics codes and sales professionals' perceptions of their organizations' ethical values. *Journal of Business Ethics*, 191 - 200.
- Velasquez, M., Moberg, D., Meyer, M. J., Shanks, T., McLean, M. R., DeCosse, D., . . . Kwan, J. (2021, November 08). *A Framework for Ethical Decision Making*. Retrieved from Santa Clara University: <https://www.scu.edu/ethics/ethics-resources/a-framework-for-ethical-decision-making/>
- Vitell, S. J., & Ho, F. N. (1997). Ethical Decision Making in Marketing: A Synthesis and Evaluation of Scales Measuring the Various Components of Decision Making in Ethical Situations. *Journal of Business Ethics*.
- Wagner, M., Phu, N. V., Azomahou, T., & Wehrmeyer, W. (2022). The relationship between the environmental and economic performance of firms: an empirical analysis of the European paper industry. *Corporate Social Responsibility and Environmental Management*, 133-146.
- Williams, H. J. (2011). *Business School and Business Ethics: Responsibility and Response*. Seidman Business Review.

Winfield, M. (2023, September 26). COMMENTARY: Ontario's Greenbelt is safe for now, but will the scandal alter Doug Ford's course? Retrieved from Global News Web Site: <https://globalnews.ca/news/9986305/ontario-greenbelt-safe-doug-ford-scandal-commentary/>

World Economic Forum; Ellen MacArthur Foundation; McKinsey & Company. (2016). The New Plastics Economy — Rethinking the future of plastics.

APPENDIX I

The Utilitarian Approach (items 1-6 were prepared for this study, items 7-11: (Robinson, 2012))

1. I make ethical decisions based on the benefits for the company.
2. I believe organizational policies and systems must be made considering the benefits and costs to all stakeholders.
3. I can lie to people to have benefit for the majority of my company.
4. I believe that employee's rights can be deprived for the sake of the majority.
5. I can deceive anyone for the benefit of the group of which I am a member.
6. I would do my best to improve the status of the group of which I am a member even if it would cause me to lose my reputation.
7. I believe causing someone harm is the morally correct thing to do if it leads to the good for the majority of the company.
8. I believe when deciding what business action to take, the only relevant factor to consider is the outcome of the action.
9. If an action leads to the good of the majority, then organizations should do it.
10. I obey rules and laws only when they maximize happiness.
11. If rules and laws do not maximize happiness for people they should be ignored.

Virtue Ethics: (items were from - (Riggio, Zhu, Reina, & Maroosis, 2010))

1. I give credit to others when credit is due.
2. I demonstrate respect for all employees.
3. I may take credit for the accomplishments of others.
4. I respect the rights and integrity of others.
5. I make promotion decisions based on a candidate's merit.
6. I treat others as they would like to be treated.

The Rights Approach (items were prepared for this study)

1. I believe employees are to be treated only as they knowingly and freely consent to be treated.
2. I believe employees can choose to do as they please away from work.

3. I believe employees should have control of information about their private life.
4. I may refrain from carrying out any order that violates employees' moral norms and religious norms.
5. I believe employees must have an impartial hearing and fair treatment.
6. I believe employees have a right to live without endangerment or violation of their health and safety.

Common Good Approach: (items were prepared for this study)

1. I make ethical decisions that allow for improving the quality of employees' lives.
2. I make business policies and systems which are beneficial to all employees.
3. I promote the protection of the natural environment through business activities.
4. I believe empowering employee feedback and opportunities for input is good for the company.
5. I ensure my employees get the support and assistance they need from their managers, supervisors, and employers to make a positive impact in the community.
6. I believe all my employees should have access to an affordable health care plan and safety equipment.

The Fairness or Justice Approach (items were prepared for this study)

1. I make ethical decisions based on what is the right thing to do.
2. I promote equal opportunities for my employees.
3. I believe employees holding the same level at various compensation levels should be compensated based on how much their work contributes to the success of the company.
4. I hire people for my company from all equity deserving groups.
5. I promote mutual respect, strong interpersonal relationships, and honest communication within my organization.
6. I believe employees should be encouraged to abide by the organizational policies and procedures.

The Duty-Based Approach (items were prepared for this study)

1. I make ethical decisions based on rules and regulations.
2. I believe rules are rules and must be followed.

3. I believe lying is unethical even though it helps to save my coworker from different problems.
4. I believe employees must keep their promises and pay their bills on time.
5. I encourage my employees not to steal under any circumstances.
6. I promote a business culture where the expectation is to respect people who hold senior positions.

The Egoistic Approach (items were prepared for this study)

1. I run my business in its own self-interests.
2. I concentrate attention to maximizing profit.
3. Being a manager, I want my team to be the best in the whole organization.
4. I dump business waste into a close by river because it saves business assets, time, and cost.
5. I contend that mutual reciprocity among coworkers may be beneficial, as it often provides a means of attaining self-interest.

The following will be the dependent items on ethical decision making regarding the use of plastics.

1. Plastics are great!
2. I think there is too much hype about the use of plastics.
3. We cannot do away with plastics.
4. If my company were to use plastics, as a cost-effective measure, I will encourage that.
5. I believe in recycling plastics.
6. There is no clear solution to deal with plastic use and disposal.
7. I believe the earth is going through a climate change phenomenon and plastics are one of the reasons for this.
8. I believe global warming and climate change are just made up and are not impacting the earth.

I will also use this scenario to test the participants' decisions based on their ethical dilemma.

Scenario

In a small town where finding a job is hard, a well-renowned manufacturing company offers positions to many people in that area by establishing their branch there. As a result,

individuals are loyal to the firm because it offers jobs, which also makes the company stay in the area despite its ability to find cheaper workers elsewhere. The business has built a solid reputation in the community as a caring employer and good corporate citizen over the years. However, the production process of the company generates a by-product that has been flowing into the local river for years. Although the by-product has been deemed safe, several riverside residents have reported becoming sick. In addition, no existing anti-pollution regulations are broken by the by-product.

1. If you are the manager, what options does your company have, and what should you do and why?
2. Despite the by-product being safe, the reported sickness has the potential of undermining the good reputation of the firm. What would you do to protect the company from bad publicity?
3. Actions that are legal do not necessarily mean they are ethical. In this situation, how would you resolve this conflict?

APPENDIX II

1



Faculty of Social Science

Fall 2022 Course Syllabus

MOS 4479A Section – 001 Business Ethics & Sustainability

Course Mode: In-Person

Instructor: Office: SSC 4434

Office Hours: Tuesdays, 12:30pm to 1:30 pm by appointment Phone:

Email:

Course Information:

Class Location and Time:

Tuesdays, 9:30 am – 12:30 pm, SSC-2020

Course Description:

The course will familiarize students with ethical issues in businesses and help them make socially responsible decisions. The course will provide students with the knowledge and tools necessary to identify, critically analyze and resolve ethical issues that they are likely to encounter as organizational members.

Prerequisite(s): Enrollment in 3rd or 4th year of the BMOS program.

Accessibility:

DAN Department of Management & Organizational Studies strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities. Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519-661-2147 for any specific question regarding an accommodation.

More information about "Accessibility at Western" is available at: <http://accessibility.uwo.ca>

Land Acknowledgement:

We acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum.

With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (e.g. First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.

<https://indigenous.uwo.ca/initiatives/docs/indigenous-land-acknowledgment.pdf>

Senate Regulations

Senate Regulations state, “unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.”

This regulation is in regard to the COURSES required.

Students not in BMOS are permitted to enroll in up to 1.0 MOS courses, per the Academic Timetable.

Course Materials

Robert Sexty, Canadian Business & Society: Ethics, Responsibilities and Sustainability, 5th edition (ISBN: 9781260065916)

Either hard or soft copies of the textbooks may be purchased from the campus bookstore. Additional materials (if any) will be made available via OWL.

Course Objectives and Format

The DAN Department of Management and Organizational Studies as a whole draws upon an evidence-based management approach. Evidence-based management is the systematic process of gathering evidence from multiple sources, critically appraising the evidence, and using that evidence in making and evaluating management decisions to improve organizational performance.

Course objectives

To assist students in developing their ability to recognize, analyze and resolve ethical issues and acquire skills which will help them navigate social and environmental issues as managers, owners and entrepreneurs.

Course format

The course will comprise of in-person lectures, case studies, class presentations and discussions. Class discussions/presentations form an important component of this course. Class format will be very interactive. Discussions will be based not only on the book, but also from other sources. You will also be presented with several case scenarios and we will discuss their implications on business ethics.

Learning Outcomes

Upon successful completion of the course, students will be able to:

Demonstrate understanding of different ethical perspectives and the nature of the business- society-nature interface.

Identify ethical issues that occur in the workplace, as well as assess organizational and other contingent factors which affect ethical behavior.

Evaluate an ethical situation by applying ethical decision-making processes.

Identify, analyze and manage stakeholders.

Apply strategies and acquired skills to navigate social and environmental issues as managers, owners and entrepreneurs.

Evaluation

Learning will be assessed using the following weighted components:

Mid-term exam, = 25% Class participation = 20% Individual paper = 20%

Final exam = 35%

Total = 100%

Mid-term exam (25%)

The mid-term exam will include all topics and materials covered till the date of the exam (i.e. it will be cumulative) and will take place in-class on **Tuesday October 18, 2022**. The exam will be closed-book and include multiple-choice questions and/or short questions and/or essay-type questions and/or case-based questions. The duration of the exam will be approximately 2 hours.

Class participation (20%)

The content and structure of this course involves discussion and debate. As a result, it is critically important that everyone participates. There are two components of participation that students will be graded on: quantity and quality. Both are important (with quality weighed higher). Students should be constructive in their comments and professional in their interactions. Students who consistently engage in the discussions (with insightful and relevant thoughts, comments, examples, etc) and thereby are able to contribute to the richness and depth of the discussion, can expect to do well in this assessment component. Class participation will usually take place in one or more of the following ways: interactions during lecture, in-class group discussions, asynchronous discussions (via OWL) and in-class group presentations.

Individual paper (20%)

The paper will be due by **December 6 at 11:59pm**. Detailed guidelines will be uploaded on OWL.

Final exam (35%)

The final exam will be cumulative and will take place as scheduled by the Registrar. The exam will be closed-book and include multiple choice questions and/or short questions and/or essay-type questions and/or case-based questions. The duration of the exam will be approximately 2 hours.

Students are responsible for studying all materials assigned in the course. Exams will not be returned to students but may be reviewed by contacting your instructor.

Lecture and Examination Schedule

Week	Date	Topics	Textbook Readings
1	13-Sep	Course Introduction	
2	20-Sep	Business, Ethics, Society and Capitalism	Chapters 1 and 2
3	27-Sep	Theories of Ethics	Chapter 5
4	04-Oct	Managing Stakeholders	Chapters 3 and 4
5	11-Oct	Cognitive Processes and Ethical Decision Making (1) + Review	Chapter 5 and additional materials
6	18-Oct	Midterm Exam	
7	25-Oct	Cognitive Processes and Ethical Decision Making (2)	Chapter 5 and additional materials
8	08-Nov	Leading Responsibly	Chapter 6
9	15-Nov	Responsible Ownership and Governance	Chapter 11
10	22-Nov	Regulating Business Ethics and Responsibilities	Chapter 10
11	29-Nov	Managing Stakeholders (2), Navigating Social and Environmental Issues	Chapters 12 and 4
12	06-Dec	Course Review	

Student Responsibilities

Students should familiarize themselves with Western University Senate Regulations, please see:

http://www.uwo.ca/univsec/academic_policies/index.html.

Material covered in lectures will not always be the same as material covered in the textbook. These two sources should be viewed as complimentary and not redundant. As such, students who want to do well in this course are **strongly encouraged** to attend lectures on a regular basis. Please note that the instructor will not be providing copies of lectures notes or overheads. Therefore, if you miss a lecture, you should try to obtain this material from another student.

Respect

Please act respectfully towards the classroom, the Professor and your fellow students. Acting respectfully means arriving on time, turning off phones, avoiding private discussions during lectures, refraining from viewing non-course material on your laptops, and cleaning up after yourself. Acting respectfully provides a better learning experience for everyone.

Private in-class discussions are distracting to students and the Professor. If other students are distracting your attention from the material, you should ask them to be quiet. If you feel uncomfortable doing this (or the problem persists), please see the instructor.

Late arrivals are also distracting. Please try to arrive on time for classes.

No Recording of Classes

Students are not permitted to record any portion of a class, audio or video, without the prior written permission of the professor.

Copyright Notice

Lectures and course materials, including power point presentations, outlines, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own

educational use. You may **not** record lectures, reproduce (or allow others to reproduce), post or distribute lecture notes, wiki material, and other course materials publicly and/or for commercial purposes without my written consent.

Exam Policies

Have student identification ready.

Only absolutely necessary materials should be on your desk during exams.

All exams and assignments in this course are individual work. Western's usual academic integrity and plagiarism rules apply.

The weight of any missed exam/quiz (other than the final exam) will be excluded from the calculation of your final grade in legitimate cases; for example, if a student misses two quizzes (worth 4%) due to valid reasons, then he/she will be graded out of a total of 96 instead of 100. Alternatively, upon the discretion of the instructor, students may be given the opportunity to write make-up exams/quizzes.

If the final exam is missed due to legitimate reasons, an opportunity to write a make-up final exam this term will be provided. If the make-up final exam is missed, the student may be required to write the final exam the next time the course is offered.

Additional policies regarding exams may be provided on OWL.

E-mail Policies

The following policies apply to all emails between students and the Professor. Please respect the fact that the Professor receives hundreds of emails from students and must deal with those emails in a fair and organized manner. Unacceptable emails will receive a reply saying only "Please see Email Policies on the course outline".

UWO.CA Email Addresses Only

For privacy reasons, students must use their Western email accounts to contact the Professor. The Professor will not respond to emails from non-uwo.ca addresses (e.g. hotmail.com, gmail.com, etc.).

Subject Line Must Include Course and Section Number

The subject line of emails must contain the name or number of the course, and the section number in which the student is enrolled. The Professor teaches different courses and sections and cannot properly respond to questions if he does not know which course or section you are enrolled in.

Acceptable Emails

questions about the course content or materials

asking to set up an appointment to ask questions or review an exam

notification of illness or other special circumstances

providing constructive comments or feedback about the course

Unacceptable Emails

questions that may be answered on OWL or on this course outline

asking when grades will be posted

asking what grade a student received

asking where or when an exam is scheduled or the material covered on an exam

requests for grade increases, extra assignments, or reweighting of course components

Attendance

It is expected that students will attend all classes. The Professor does not provide access to lecture notes. Students are encouraged to obtain missed lecture notes from a fellow student.

Short Absences.

If you miss a class due to minor illness or other problems, check your course outlines for information regarding attendance requirements and make sure you are not missing a test or exam. Cover any readings and arrange to borrow the missed lectures notes from a classmate.

Extended Absences.

If you are absent more than approximately two weeks or if you get too far behind to catch up, you should consider reducing your workload by dropping one or more courses. The Academic Counsellors can help you to consider the alternatives. At your request, they can also keep your instructors informed about your difficulties.

Grade Fairness

Fairness requires that all students be treated equally and be evaluated using the criteria set out in this course outline. The evaluation criteria are based on actual achievement and not on how hard a student has tried.

Claims by students of an excellent academic history, good attendance record, need to obtain or maintain a scholarship, desire to be admitted to graduate school, or other personal issues, cannot be used to justify a higher grade in the course or a reweighting of course components. There is no extra work or assignments available for extra credit or to “make up” for a course component that was missed or performed poorly.

Posting of Grades

Midterm exam grades will be posted on OWL once the grades are available. Final exam grades and final course grades are not posted on OWL and are available once they have been posted by the Registrar under “Academic Summary” at the Student Centre website.

University Policy Regarding Illness

Illness

For details on the Academic Consideration for Student Absences (including accommodation, illness and self-reported absences (SRAs)), go to:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

The current Illness Policy is available here (subject to change):

https://dan.uwo.ca/undergraduate/course_information/IllnessPolicy.pdf

Make Up Examinations

The student must write a make-up exam if the regularly scheduled exam is missed for reasons for which adequate documentation is received by the instructor (this documentation must be supplied by the Academic Counseling office).

The date and time of the make-up examination will be set by the instructor, who will communicate the date to the student.

If a student is unable to meet the scheduled make-up as agreed, then the student is responsible for obtaining new accommodations from Academic Counselling, and seeking a new make-up date with the instructor within a reasonable time frame.

The weight of any missed exams/quizzes (other than the final exam) will be excluded from the calculation of your final grade in legitimate cases; alternatively, upon the discretion of the instructor, you may be given the opportunity to write make-up exams/quizzes.

University Policy on Cheating and Academic Misconduct

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offenses. Students are urged to read the section on Scholastic Offenses in the Academic Calendar. Note that such offenses include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. If you are in doubt about whether what you are doing is inappropriate, consult your instructor. A claim that "you didn't know it was wrong" will not be accepted as an excuse.

A copy of guidelines about how to avoid cheating can be obtained from the Office of the Ombudsperson, Room 3135 WSSB, ()

Cheating on exams will not be tolerated; students are referred to the university policy on scholastic offenses. Looking at the test of another student, allowing another student to view your exam, or obtaining information about a test in advance are all examples of cheating.

Students found cheating will receive a zero (0%) on that exam. A number of safeguards will be employed to discourage cheating. For example, examination supervisors (proctors) of the tests may ask students to move to another seat during the exam, cover their paper, avert their eyes from other students' papers, remove baseball caps, etc. This is not meant as a personal affront nor as an accusation of cheating, rather as vigilant attempts at proctoring.

The penalties for a student guilty of a scholastic offense include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Procedures For Appealing Academic Evaluations

In the first instance, all appeals of a grade must be made to the course instructor (informal consultation). If the student is not satisfied with the decision of the course instructor, a written appeal must be sent to the Undergraduate Chair: Student Affairs of the Department of Management and Organizational Studies. If the response of the Undergraduate Chair is considered unsatisfactory to the student, he/she may then appeal to the Dean of the Faculty in which the course of program was taken. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Office of the Ombudsperson.

Support Services

Support Services

The Registrar's office provides you with information on services, courses, student finances, resources, latest news, as well as Student Central's hours of operation at <http://www.registrar.uwo.ca>

Student Support Services (***including the services provided by the USC listed here***) can be reached at: <http://westernusc.ca/your-services/>

Academic Support & Engagement can be reached at: <http://academicsupport.uwo.ca>

Students who are in emotional/mental distress should refer to Health and Wellness: <https://www.uwo.ca/health/> for a complete list of options about how to obtain help.

Academic Concerns.

If you are in academic difficulty, it is strongly recommended that you see your academic counsellor.

THOMPSON RIVERS UNIVERSITY



Course Outline

**Department of Management
School of Business and Economics**

**BUSN 6010/1-3
Ethics and Corporate Social Responsibility (3,0,0)**

Calendar Description

Students become more effective decision makers by examining the meaning and role of ethics in the business environment, and the social responsibility of business organizations. Topics include the relationship between business and society; identifying stakeholders and issues; the theoretical basis of business ethics; business ethics in management and leadership; the concept of corporate social responsibility; corporate social responsibility in practice; regulating business; ownership and governance of the corporation; environmental and business responsibilities; globalization and business responsibilities; and ethics, responsibilities, and strategy.

Educational Objectives/Outcomes

After completing this course, students should be able to:

1. Define equality of opportunity and elaborate upon the ethical implications for business.
2. Identify the corporation's stakeholders generally and the stakeholders relating to particular issues confronting the corporation.
3. Describe the different approaches managers and businesspersons take in assessing the ethical implications of their decisions.
4. Evaluate ethics programs and list their benefits.
5. Demonstrate an appreciation for the various foundations of social responsibility theories.
6. Identify the different responses to corporate social responsibility, define corporate reputation and analyze its relationship to corporate social responsibility.
7. Discuss the ethical implications of the business–government relationship.
8. Demonstrate an appreciation for the role of the owner stakeholder and the economic and ethical responsibilities involved.
9. Define non-governmental organization (NGO) and describe its issues and tactics.
10. Identify and define the main environmental concerns confronting business and society.
11. Become familiar with the international standards that are guiding and influencing the behaviour of multinational corporations.
12. Identify the link between corporate strategic management and CSR strategy.

Prerequisites

Meets the Admission Requirements to the MBA

Co-requisites

--

Texts/Materials

Textbook

Sexty, R. (2014). *Canadian Business and Society: Ethics, Responsibilities and Sustainability*. 3rd Canadian Edition. McGraw-Hill Ryerson.

Other Materials

Trevino, L.K., Brown, M. and Hartman, L.P. (January 2003). A Qualitative Investigation of Perceived Executive Ethical Leadership: Perceptions from Inside and Outside the Executive suite, *Human Relations* 56. 1, 5–37.

Friedman, M. (September 13, 2007). The Social Responsibility of Business is to Increase its Profits. *The New York Times Magazine*.

Sisodia, R., Sheth, J., Wolfe, D. Chapter 5: Customers—the Power of Love, *Firms of Endearment: How World-Class Companies Profit from Passion and Purpose*, 97–124.

Brammer, S., Hojmosse, S., Millington, A., and NBS. *Managing Sustainable Global Supply Chains: Network for Business Sustainability*.

Student Evaluation

Campus

Assignments (2)	20%
Midterm Exam	30%
Final Exam	40%

Online

Discussions (5)	15%
Assignments (3)	45%
Final exam	40%

Students must pass the final exam with 50% or higher to pass the course.

Course Topics

1. Relationship between Business and Society

- Complexity of business and society
- Integrity in business
- Main approaches to ethical thinking
- Canadian business system
- Society's attitudes toward business

- *Integration of business and society*
 - Right of private property
 - Role of government
- 2. Identifying Stakeholders and Issues
 - Defining and identifying stakeholders
 - stakeholder influence
 - Issues management
 - Stakeholder analysis
 - Freeman's stakeholder management capability
 - Matrix mapping
 - Stakeholder identification and influence
- 3. Ethics of Business: The Theoretical Basis
 - Assessment of ethics
 - Influences on ethical behaviour
 - Theoretical basis for ethical conduct
 - Moral reasoning
 - Ethics in business: some challenges
- 4. Ethics of Business: Management and Leadership
 - Statement of values
 - Codes of conduct and ethics
 - Ethics training, audits and consultants
 - Ethics programs: approaches
 - Ethics programs: evaluation and benefits
- 5. Corporate Social Responsibility: The Concept
 - Rationale for corporate social responsibility
 - Describing social responsibility
 - Social responsibility debate
 - Social responsibility theories
 - Pyramid of CSR
 - Contemporary CSR concepts
 - Views on corporate and business citizenship
- 6. Corporate Social Responsibility: In Practice
 - Responses to corporate social responsibility
 - Planning for CSR
 - Corporate philanthropy, voluntarism, and sponsorship
 - Social venture philanthropy (SVP)
 - Social auditing and reporting
 - Corporate reputation and CSR

- Social auditing and reporting criteria
- Evaluating CSR reporting

7. Regulating Business

- Spectrum of regulation
- Forms of market regulation
- Scope of government regulation of business
- Legislating CSR
- Business involvement in politics
- Changing government involvement
- Ethics in government

8. Ownership and Governance of the Corporation

- Owner stakeholder
- Ownership of canadian business
- Protecting owners and investors
- Responsible investing
- Corporate governance
- Corporate governance and stakeholders, ethical conduct, and csr
- Ethics and responsibilities in the workplace and marketplace
- Employees and the workplace
- Consumers and consumption
- Competitors and competition
- Suppliers and the supply chain

9. Civil Society Stakeholders

- Describing non-governmental organizations (NGOS)
- Case for and against NGOS
- Strategies for relationships with NGOS
- Partner relationships with NGOS
- Media stakeholder
- Interaction between business and the media
- Ownership of the media
- Media and CSR
- Policy development institutions (think tanks)
- Religious institutions
- Educational institutions

10. The Environmental and Business Responsibilities

- Business, its stakeholders, and the natural environment
- Defining environmental ethic and sustainable development
- Environmental concerns in business and society
- Government's influence

- Environmental NGO influence
- Market-driven environmentalism
- Managing responses to environmental concerns
- “Greening” of business functions
- Measuring and reporting on environmental sustainability
- Dissenting views on the environment
- Environment: corporate opportunities and threats

11. Globalization and Business Responsibilities

- Global business responsibilities
- Defining globalization and the implications for business
- Debate over globalization
- Globalization and international non-governmental organizations (ingos)
- Institutions of globalization
- Globalization and Canadian society
- Standards of conduct for international business
- Special challenges of global business
- Acceptance of global capitalism

12. Ethics, Responsibilities, and Strategy

- Introduction to corporate social responsibility (csr) strategy
- Approaches to viewing social/ethical and environmental responsibilities
- stakeholders and strategic issues
- CSR strategy and purpose
- CSR strategy formulation
- CSR strategy and implementation
- Business programs and their influence on ethics
- Future ethics

Methods for Prior Learning Assessment and Recognition

Students can apply for PLAR in any course but it cannot be used to meet the program residency requirement.

Attendance Requirements – Include if different from TRU Policy

As per TRU policy.

Special Course Activities – Optional

Use of Technology – Optional



CANADIAN BAPTIST SEMINARY
 MB SEMINARY
 NORTHWEST BAPTIST SEMINARY
 TRINITY WESTERN SEMINARY



ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS OF TRINITY WESTERN UNIVERSITY

Graduate Course Syllabus

Course Number: MFT 664

Course Name: Ethics and Professional Issues

Semester and Year: Fall Semester 2022

Course Times: Tuesday, 9:00 - 11:50 am

Instructor: [REDACTED], PHD, RP, RMFT, CAMFT APPROVED SUPERVISOR

Contact Information: [REDACTED]@u.ca

Office Hours: Tues pm, Wed am/pm, some

Fridays **Co-requisites or Pre-requisites:** None

Semester Hours: 3 Credit Hours

Course Dates: TUESDAYS 9 – 11:50 am, September 13 to December 13, 2022

Course Description

This course examines the major legal and ethical issues involved in the practice of therapy. Special attention is given to the American Association of Marriage and Family ethical standards, the laws of British Columbia regarding the practice of therapy, uniquely to Christian perspectives and responsibilities. Issues that are related to diversity and power and privilege as they relate to the areas of indigenous culture and history, age, gender, sexual orientation, health/ability, culture, SES, spirituality, and ethnicity will also be addressed.

Course Objectives

By the end of this course:

1. The student will be able to respond to ethical dilemmas by a decision making process.
2. The student will be able to communicate his or her value system, with emphasis on how these values are likely to impact counselling practice.
3. The student will be exposed to indigenous ways of knowing, as well as how indigenous culture and history impacts views of ethics and law.
4. The student will be able to identify the different major components of ethical codes for professional counselors.

5. The student will be able to communicate an understanding of the laws for counselors and therapists in British Columbia.
6. The student will be able to identify the professional organizations for counselors.

Course Learning Outcomes

TWU Graduate Student Learning Outcomes	Course Learning Outcomes	Assessments Strategies
<p>Knowledge and its Application</p> <ul style="list-style-type: none"> • Demonstrate in-depth knowledge of a particular field of study and/or profession • Demonstrate ability to apply knowledge and discipline specific methodology to solve unique problems • Demonstrate superior ability to identify and interpret new ideas and research in a specific discipline • Demonstrate superior skills in academic research, writing, and communication act as skilled practitioners to move beyond knowledge into practice 	<ol style="list-style-type: none"> 1. To understand the rationale behind and application of the ethical principles of the ethics codes 2. To become aware of the laws which govern the practice of psychology in the province of British Columbia. 3. To recognize the challenges and opportunities involved in the counselling profession. 4. Students will be able to respond to ethical dilemmas by a decision making process. 5. Students will be able to identify the different major components of ethical codes for professional counselors. 	<ol style="list-style-type: none"> 1. To be measured by the final exam, class interaction, and the Ethical Issues paper. 2. To be measured by the final exam and class interaction 3. To be measured by the Professional Issues paper and class interaction 4. To be measured by the final exam and class interaction
<p>Cognitive Complexity</p> <ul style="list-style-type: none"> • Show ability to carry out discourse and research as an active member of the counselling and psychotherapy community • Demonstrate the ability to “undertake inquiry and analysis, to solve problems with a high degree of innovation, divergent thinking and 	<ol style="list-style-type: none"> 1. To understand those unique ethical challenges when facilitating couple and family therapy. 2. To provide a framework to evaluate ethical dilemmas. 3. To be aware of one’s own values and biases 	<ol style="list-style-type: none"> 1. To be measured by the final exam, class interaction and the Ethical Issues paper. 2. To be measured by the reflection exercises and Ethical Issue Paper 3. (&4) To be measured by the Professional

<p>risk taking”</p> <ul style="list-style-type: none"> • Give evidence of integrating knowledge and applying the knowledge across disciplinary boundaries 	<p>as they pertain to counselling and ethics.</p> <ol style="list-style-type: none"> 4. Students will be able to communicate his or her value system with emphasis on how these values are likely to impact the counselling process. 	<p>Issues paper</p>
<p>Inter-and intra-personal Wellness</p> <ul style="list-style-type: none"> • Demonstrate a holistic awareness of their personhood, purpose, and calling within the context of the communities in which they live and study • Demonstrate an appreciation of the role of community in wellness. • Demonstrate increased professional capacity and autonomy • Demonstrate superior organizational and time management skills • Demonstrate academic and personal integrity 	<ol style="list-style-type: none"> 1. Students will be able to identify the different major components of ethical codes for professional counselors. 2. Students will be able to communicate an understanding of the laws for counselors and therapists in British Columbia. 	<ol style="list-style-type: none"> 1. To be assessed by Personal Reflection Paper 2. To be assessed by Personal Reflections on Cases 3. To be assessed by use of class time, participation and timeliness and integrity of completed assignments.
<p>Social Responsibility and Spiritual Formation</p> <ul style="list-style-type: none"> • Demonstrate the ability to analyze, appraise and evaluate their discipline in a social context • Develop the ability to become socially responsive agents with a commitment to understanding global issues • Demonstrate greater understanding of and connection to God’s work in the 	<ol style="list-style-type: none"> 1. To understand those unique ethical challenges when facilitating couple and family therapy 2. Students will be aware of indigenous ways of knowing, as well as how indigenous culture and history has impacts views of ethics and law. 3. Students will be able to communicate their value system, with emphasis on knowing 	<p>1., 2. & 3. To be measured in Ethical Issues Paper, Professional Issues Paper and reflections.</p>

<p>world</p> <ul style="list-style-type: none"> • Utilize spiritual practices for self-reflection and the helping of others • Exemplify a Christian ethic in pursuit of truth, reconciliation, compassion and hope 	<p>how these values will impact their counselling practice.</p>	
--	---	--

Required Texts and Materials

REQUIRED:

Corey, G. & Corey, M.S. & Corey, C. (2018). Issues & Ethics in the Helping Professions 10th ed. Brooks/Cole.

Kottler, J.A. (2017). On Being a Therapist (5th edition). Jossey-Bass.

Truscott, D. & Cook, K. H. (2021). Ethics for the Practice of Psychology in Canada. Pica Pica Press. (pending**)

Indigenous Ways of Knowing and Being:

<https://opentextbc.ca/indigenizationfrontlineworkers/chapter/indigenous-ways-of-knowing-and-being/>

BCACC Code of Conduct: <https://bcacc.ca/code-of-ethical-conduct-and-standards-of-clinical-practice/>

RECOMMENDED: (including those necessary for your paper)

American Psychological Association. (2001). *Publication manual of the American Psychological Association*, (5thed). Washington, D.C.: Author.

www.gp.gov.bc.ca/stat_reg/statutes: Information on all the government Acts.

www.oipbc.org: Information and privacy laws.

www.courts.gov.bc.ca: Information about courts and Acts.

Gladding, S.T., Remley, T.P., & Huber, C.H. (2001). Ethical, Legal, and Professional Issues in the Practice of Marriage and Family Therapy (3rd ed.). Merrill/Prentice Hall.

Bernstein, B.E., Hartsell, T.L. (1998). The Portable Lawyer for Mental Health Professionals: An A-Z Guide to Protecting Your Clients, Your Practice and Yourself. Wiley

Koocher, G.P. & Keith-Spiegel, P. (2016). Ethics in Psychology and Mental Health Professions: Professional Standards and Cases. Oxford University Press

Kottler, J.A. (2011). The Therapist's Workbook: Self-assessment, Self-Care, and Self Improvement Exercises for Mental Health Professionals. (2nd Ed.) Jossey-Bass

Norcross, J.C. & Guy, J.D. (2007). Leaving it at the Office: A Guide to Psychotherapist Self Care. Guilford

Pipher, M. (2016). Letters to a young therapist. Basic Books.

Pope, K.S. & Vasquez M.J.T. (2018). Ethics in Psychotherapy and Counseling: A practical guide. 5TH ed. Wiley

Thompson, A. (1990). Guide to ethical practice in psychotherapy. Toronto: Wiley.

Turner, D., & Uhlemann, M.R. (2007). A legal handbook for the helping professional (3rd ed). Victoria, B.C.: Sedgwick Society. (sections to read)

Zuckerman, E. L. (2016). The Paper Office for the Digital Age, Fifth Edition: Forms, Guidelines, and Resources to Make Your Practice Work Ethically, Legally, and Profitably. Guilford Press.

Course Activities/Requirements

1. Ethical Issues Paper (Learning Objective 1) (30%)

In the ethical issues paper, students are to apply the ethical codes and moral principles as discussed in Issues and Ethics in the Helping Profession (see p. 17-19) to a specific ethical problem in therapy. The length of the paper should be **8 – 11 pages**. Any papers over 11 pages will be deducted 10% for each page as learning to write concisely and succinctly is an important skill.

This paper is intended to evaluate a specific ethical dilemma; it is NOT intended to provide a theoretical discourse or philosophical treatise. The following outline is intended to guide students' thoughts and ensure a minimum degree of organization and theoretical integrity to their paper. Students should copy these exact headings into their paper.

****Note that these headings are steps to process any ethical decision****

A. Statement of the Issues

- 1) Include the importance of this topic from your perspective. (1)
- 2) Identify and briefly discuss the ethical dimensions of the problem according to Thompson and whether legal consultation is appropriate. (3)
- 3) Identify how indigenous ways of knowing effect your particular ethical dilemma. (1)

B. Literature Review

- 1) Identify the typical kinds of issues and problems encountered in your area of concern. (5)
- 2) Identify the **moral** and **spiritual** principles generally applied. (1)
- 3) Compare and Contrast Opinions (4)
- 4) A minimum of 3 recent and relevant journal articles should be cited. (2)

C. Conclusion and Summary

- 1) Evaluate and draw conclusions about the literature and the resolutions adopted by the therapist interviewed; be evaluative, not descriptive. (4)
- 2) Identify all possible courses of action with attention to their implications. How would IWK affect, change, or maintain your conclusions? (4)
- 3) Identify your preferred course of action. Argue your conclusions. (6)

D. Comprehensive and Grammatical style, APA style, etc. (Use the Writing Centre!) (-5)

Examples for paper topics are:

- The role of therapist's values: Is the inherent role of therapy and mentorship to share one's values or do values not belong in the therapy process? What ethical issues are present in each of these positions?
- Dual Relationships in rural / small communities
- Dual relationships in Pastoral Counselling: Are dual relationships inherent in the healing process or should the healer have no other role in a client's life to protect the autonomy of the client? Dual role relationships and confidentiality
- Faculty student dual relationships: Because faculty are in an evaluative role, they have no place knowing the personal lives of their students, vs. it is only in really knowing the student that

- professors can mentor effective and professional students.
- Reporting child abuse. Non-maleficence vs non-maleficence.

- HIV and Tarasoff
- Internet Therapy:
- Boundaries and Dual relationships: <http://www.zurinstitute.com/dualrelationships.html>
- In what ways do IWK enhance or detract from Western ways of knowing?

More examples may be gleaned from your readings. Please let me know what your intended topic is before you begin.

Please Note: the due dates for to have your paper topic chosen and literature review completed are listed below in the Course Outline.

2. Professional Issues Paper (Learning Objective 2 & 5) (20%)

Write a critique and personal application of the issues as discussed in *On Being a Therapist*. Students may also use readings in *The Personal Life of the Psychotherapist* or *Leaving it at the Office* to stimulate further thought. The student is required to interact with the material including a personal application and thoughtful grappling of the relevant material. The paper should deal with, but is not limited to, such questions as:

- A.** Why do you want to be a psychotherapist? Does it fit with your gifts? Is it confirmed in your community? What are some of the hazards and benefits for the profession you are choosing (according to Kottler)? Consider and critically evaluate all the pros and cons. Include spiritual significance where applicable. What will you do with high-risk clients including sexual attraction? **(10 Points)**
 - B.** How willing are you to engage in self-exploration and identify the issues/fear/hindrances/baggage/ values that may affect your effectiveness as a counselor? How does some of your baggage prevent you from working out your issues with your life partner and hence limit your effectiveness as a therapist? (See countertransference issues pp54ff; CC&C.) Which of these countertransference issues apply to you? What strategies will you develop to deal with these issues? **(5 Points)**
 - C.** What has been your past experience with burnout? Critically analyze your current stress level and coping mechanisms you tend to use. What plan do you have in place that will reasonably prevent burnout in graduate school and as a counseling professional? What are the pitfalls of this plan? **(8 Points)**
 - D.** What are your career goals for one, five and ten years from now? What education or training do you need and what steps will you take to reach your goals? For example, registering for RCC (BCACC: <http://bcacc.ca/>), AAMFT (www.aamft.org), College of Psychologists (<http://www.collegeofpsychologists.bc.ca>), BCPTA (<http://www.bcplaytherapyassociation.ca/>) or further studies (post-graduate or special training/certification)? Is this a realistic plan? How and when will you re-evaluate this plan? Be sure to include what: state/provincial standards you need to meet, required education and supervised experience, certification process, professional associations you plan to affiliate with, and plans for continuing professional growth. **(7 Points)**
- Comprehensive and Grammatical style, APA style, etc. (-5 points)

A serious review of the book should be a stepping stone to critically evaluating one's own choice of a career and to implement steps to make it a fulfilling and successful one. Grading will be based on personal reflection, integration of the readings, and integration of the material covered in class.

Please use the aforementioned headings as the grading rubric will be based on how well you deal with each section.

Students must reference the book throughout their paper, and use and address each of the headings

provided. The paper should be approximately 8 – 10 pages.

3. Class Participation (Learning Objective 1, 2, 3, 4, 5) (10%)

Students are expected to attend classes (online or in person) and be on time. Students are expected to treat online learning with the same manner as in-person learning. They are asked to keep their cameras on and to participate in each session. Students arriving late run the risk of missing updates and clarifications on class assignments as well as other important material. Because the class will involve discussion of case studies, students are also expected to participate in the class discussion. Please discuss any absences or tardiness with the professor.

5. Pretest (Learning Objective 1, 3, 4, 5)

A pretest will be offered online and is to be completed in the first week of class. The purpose of the online test is threefold: First, it will provide a baseline of acquired knowledge to this point so students can track (and be encouraged) what they have learned in the course. Second, it will expose students to actual ethical situations (and hopefully peak their interest). Third, it will expose students to the type of questions they can expect on the final exam.

6. Summative Learning Assessment (Learning Objective 1, 3, 4,5) (30%)

This assessment will be administered during exam week. It will be on all reading materials and topics covered in class. It will be similar in style and content to a state/provincial/national licensing exam and consist of approximately 130 (22 questions on the TRC) multiple-choice questions. Students who keep up with their readings and class notes should do well on this assessment.

Course Evaluation

Ethical Issues	30%
Professional Issues Paper	20%
Round Table Discussion	10%
Class Participation	10%
Final Exam	30%
TOTAL	100 %

Grading System

Grading Scale

Letter Grade	Percentage	Grade Point
A+	97-100	4.30
A	93-96	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
F	Below 70	0.00

(OR)

Letter Grade	Percentage	Grade Point
A+	Superior	4.30
A	Excellent	4.00
A-	Very Good	3.70
B+	Proficient	3.30
B	Good	3.00
B-	Average	2.70
C+	Adequate	2.30
C	Acceptable	2.00
C-	Needs Work	1.70
F	Below Standard	0.00

Course Outline (*May be Subject to Change)

DATE	TOPIC	READINGS (subject to new text)	ASSIGNMENTS
WEEK 1: September 13	Course Introduction: Need for Ethics		Pretest: CC&C: p.25: circle strong feelings
WEEK 2: September 20	Ethics Enforcement, Ethics Codes, Decision making process; Thompsons Ethical Dimensions	CC&C: ch. 1, 2, Thompson	1-2 page personal reflection on questions from Pretest
WEEK 3: September 27	Respect for the Dignity of Persons.	CC&C: ch. 4, 5;	Ethical Issues Topic Due
WEEK 4: October 4	Confidentiality, Privacy, and Record Keeping	CC&C: ch. 6, 9,	
WEEK 5 October 11	Confidentiality cont'd		Ethical Issues Part A Due
WEEK 6: October 18	Responsible Caring: Competence and Credentials, Self- Care	CC&C: ch. 2, 8, 10	
WEEK 7: October 25	READING BREAK	Kottler: Whole Book	Ethical Issues Part B Due: Literature Review
WEEK 8: November 1	Responsible Caring cont'd	Kottler Whole Book	
WEEK 9: November 8	Integrity in Relationships: Boundaries, Multiple Roles, Conflict of Interest; Values	CC&C: ch. 3; 7; 9, 11,12	Professional Issues Paper Due
WEEK 10: November 15	Boundaries cont.: relationships	Readings to tbd	
WEEK 11: November 22	Therapists in the Legal system – Guest Speaker	Readings tbd	
WEEK 12: November 29	Relationships in Specific Settings: E- Therapy, Technology, Other Considerations		Ethical Issues Paper Due (Parts A, B & C)
WEEK 13: December 6	Round Table Discussions on various ethical dilemmas / Wrap Up		
Summative Assessment: December 13			Final Exam

Course Policies

ACADEMIC INTEGRITY AND AVOIDING PLAGIARISM AT TWU

One of the core values of Trinity Western University is the integration of academic excellence with high standards of personal, moral, and spiritual integrity. The University considers it a serious offence when an individual attempts to gain unearned academic credit. It is the student's responsibility to be informed about what constitutes academic misconduct. For details on this, and on identifying and avoiding plagiarism go to the [University Homepage > Academics > Academic Calendar](#) (p. 47).

<https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)

<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

STUDENTS WITH DISABILITY

Students with disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office on their website at: <http://www.twu.ca/student-life/student-success/disabilities-and-equity-access>

HOSPITALITY IN THE CLASSROOM

TWU is committed to an ethic of inclusion centered on the principles of Christian hospitality, reciprocity and reconciliation. We seek to cultivate generous learning spaces that are based on respect for differences and are open to diverse views, opinions, and identities that are thoughtfully expressed in a collegial manner. We welcome and value all voices, including those from under-represented groups or those who have been marginalized.

CAMPUS CLOSURE AND CLASS CANCELLATION POLICY

In the event of extreme weather conditions or other emergency situations go to the <https://www.twu.ca/campus-notification>.

FINAL EXAMINATIONS

A student who is absent from a final examination without an acceptable excuse will be assigned a zero for that examination. Absences, due to illness, must be supported by a medical note that indicates the nature of the illness. If an examination is missed for any reason, including illness, the student must notify the faculty member prior to the examination and the Office of the Registrar within 48 hours of the missed examination, giving written documentation explaining the absence." *2020-2021 Academic Calendar*

PLEASE NOTE

The MCS -MFT is a program that trains students for professional life. Therefore, students are expected to budget their time and anticipate due dates for assignments. Extenuating circumstances will/do happen. Please learn time management skills, create margins in your life,

and plan for them. In addition, late assignments create a backlog that affects the timely return of other student papers.

- a) All work is due before class on the day it is due.

- b) Late assignments will be deducted 2% per day. Assignments received after a week after exams (12:00 p.m.) will receive an F. You **MUST** have been granted an extension in order not to be penalized for late assignments.
- c) Only medical emergency or other extreme circumstances will be acceptable excuses for late assignments. Those who have extenuating circumstances delaying their work are required to fill out the necessary paperwork and pay the required fee at the registrar. An incomplete (INC) will be entered on your transcript until all work is completed (15 weeks maximum).

There are some times when I am on other traveling assignments and your papers may take longer to be returned. Well-written papers require much less time to grade so please do your part in handing in quality papers.

For philosophical, ethical, and professional reasons, only hand in your best work. Students at a Graduate level are expected to:

- a) Carefully **proof read** all written assignments and to turn in papers free of spelling and grammatical errors.
- b) **Edit** your papers several times so that your thoughts are logical and well organized.
- c) Understand and utilize APA style for all submitted work
- d) Submit papers electronically to Moodle with your name and assignment clearly indicated in the file name (e.g. JHaleyProfIssues). Students should use the “.doc” file extension when submitting papers so that you have no trouble receiving the written feedback in your paper.
- e) All assignments are to be dropped into Moodle. If technology is a challenge, please find someone to help you out: e.g. reduce file size

These factors will be incorporated into the grade. Students with known writing challenges must make full use of the Writing Centre.

1. **A word about feedback:** Some assignments will require more feedback than others will. Some feedback will take the form of in class discussion. If you have a concern about the amount of feedback, please contact me.
2. **A word about what you should know:** Everything you need to know for successful completion of your studies and Graduation is contained in the 2 student handbooks (Program Guide and Practice Handbook are available from MCS-MFT website). Please make sure you **thoroughly read** and absorb the information. “I didn’t know about that” will not be an acceptable excuse for not fulfilling requirements.

Ethical Dilemma Resolution Worksheet

1. Is this an ethical dilemma?

2. If so, what ethical standards or principles are involved?
3. What guidelines are already available that might apply towards a resolution?
4. Consider, as best as possible, all sources that might influence the kind of decision you will make.
5. Consult a trusted colleague / supervisor.
6. Evaluate the rights, responsibilities, and vulnerability of all affected parties.
7. Enumerate the consequences of making each decision.
8. Decide best course of action.
9. Document well.

Rectify any unforeseen consequences of the decision made.

Professional and Business Ethics

Ph 330 A01 Fall 2020

Instructor: Ph.D. Lectures live and posted as
 Videos: posted weekly by TWF 9:30 – 10:20am on the Brightsp
 Office hrs: TF 11-11:30am (by Zoom) e-mail:

Provisional outline: Given changing circumstances in relation to
 course starts.

Lectures

Normally lectures will be conducted over Zoom at the scheduled class time, **9:30 – 10:20 am** Pacific Time. You will find the link to join the meetings on the Brightspaces website page. The same link will work for the duration of the course. **All lectures will be recorded and video recordings posted weekly** on the web page, in case that you cannot be present synchronously (no attendance taken). Lecture periods will give you an opportunity to ask questions and engage in discussion. Additional materials, including videos with essential course content, will also be posted on the Brightspaces website.



Questions considered

- What distinguishes the professions from other occupations?
- What makes the professional-client relationship special?
- Ethically, should corporations be considered persons?
- What is the basis of corporate social responsibility?
- What responsibilities does business have toward stakeholders who are not shareholders?
- When is it ethically right to blow the whistle on one's own company?
- Do businesses have special responsibilities when operating globally?
- What ethical responsibilities does business have concerning the environment?
- What is bluffing and why is it problematic?
- What is bribery and how can it be avoided?
- Why is sexual harassment of special concern in business and the professions?
- What is the social economy, and what characterises cooperative businesses?
- What is the foundation of property rights and how are work and private property related?

Course description

In this course we explore ethical issues that arise in professional and business life. We start from the assumption that those involved in the professions and business co-create, and are dependent on, the well-functioning of contemporary societies. We aim to develop a critical vocabulary to enable fruitful discussion of ethically problematic situations, while also pursuing a vision of the contribution that responsible professionals and business persons can make to society in balance with personal and corporate benefits. Students from all faculties are welcome.

Course objectives

- To learn about ethical theories and their application to the complexities of issues in the professional and business world.
- As far as time permits, to explore alternative ways of creating work, products and services, through social enterprises, cooperatives, fair trade organisations and ethical sourcing.
- To sharpen our ability for critical analysis of assumptions and arguments, and how to assess their strength and weaknesses, supported by consideration of realistic cases. The aim is to carefully examine the philosophical arguments that arise surrounding the issues discussed in the course.

Technical Help

You'll find a link to the Zoom Help Centre on the Brightspaces website along with a link to UVic's Learn Anywhere site. That site is designed to help students navigate all aspects of UVic's online learning environment. Don't hesitate to ask me for help with any technical issues that you run into. If I can't help I'll find someone who can.

Texts

All texts will be found on *the Brightspaces website*. To access the page log in with your regular network ID. Please let me know immediately if you have any difficulty accessing the readings. This page will also be used to post announcements, to give you online access to lecture notes, handouts and assignment sheets and to collect short answer assignments.

Course organisation and student engagement

To facilitate comprehension and class discussion, assigned weekly readings are to be read *ahead of lectures*. Constructive participation and tolerance of the views of others are expected. Everyone is encouraged to be self-reflective about his or her own beliefs, and to constructively contribute to class discussion. Throughout the course, work will be assessed on the basis of A) care in the explanation of key points, B) quality of development of points presented, C) effective and correct use of the English language and clarity, neatness, and organisation of points.

Tips for best performances

Do readings *ahead of class periods*, read material attentively (by asking questions about the material), and do weekly assignments.

Participate in class discussion with constructive contributions.

Contact the instructor if failing to understand the material.

Graded student activities

1. Final take-home exam	40%
2. Mid-term test	30%
3. Experiential project	20%
4. Participation, including weekly assignments	10%

The final exam will be a comprehensive take-home exam with short answer and long answer questions. Questions will be handed out on the last day of classes, and the completed exam must be submitted to the Brightspaces website **by NOON, five (5) days after the last day of classes**. Late exams will **NOT** be accepted (they will receive 0%). Understanding of material covered and reflective analysis will be expected. Answers to questions will be assessed on the basis of the following three criteria: (1) accurate presentation of the views discussed and explanation of key points, (2) well-developed discussion of points presented, (3) effective and correct use of the English language and clarity, neatness, and organisation of points.

The mid-term take-home test will cover both readings and further points raised in lectures. Both understanding and reflective analysis will be expected. Test questions will likely consist of a combination of shorter and longer answer questions.

Experiential project. This project is to provide an *experiential* context for students to develop skills in reflecting on how enterprises may creatively contribute to society in ethically upstanding and enriching ways. We will establish groups of 4-6 students (depending on class size) that will choose a particular type of enterprise from a list of options. Groups will consider these enterprises on the basis of course content and a set of the questions provided. In view of precautions because of Covid-19, consideration of sites **should not require face to face interactions**. Options to consider locally owned coffee shops, bicycle repair shops, bakeries, farming cooperatives, farmer markets and so on. In all cases, choices need to be approved by the instructor. Groups are expected to produce a brief group report (worth 50% of the grade) on their reflections and analysis, later followed by a presentation in the final weeks of classes (worth another 50% of the grade).

Schedule: *By the end of the fourth week* a selection enterprise is to be approved by me. *By the end of the ninth week* written reports are due. Presentations will be scheduled for a date *within the last two weeks* of the course. Further information will be forthcoming after the start of the semester.

Participation. Assessed on the basis of a) *weekly assignments* based on the course readings, b) *constructive participation in class discussion* – as far as possible while online. A grade in the A range will be given if all required assignments were handed in, done up to a sufficient level for receiving a pass, combined with constructive class participation; a grade in the B range will be given if most of the assignments are handed in and class participation was constructive; a grade in the C range will be given if less than 2/3 of assignments have been handed in, while class participation was constructive; a grade in the D range will be given if half the required assignments, while class participation was constructive; any fewer assignments handed in or non-constructive participation, will receive a grade in the F range.

Weekly response assignments. You are expected to write up a brief response to a question regarding each week's readings to help you engage with the material and concepts before the lecture. Answers to questions posed should be in your own words (not copied from the textbook or other sources), be about a paragraph long, and submitted by Tuesday. At the head of the page please state, in this order, a) your last and first name (e.g. JONES, Peter), b) the date assignment is due (e.g. 9 January 2018), c) the particular readings discussed (e.g. Singer and Taylor). Feedback will be given on the first sets of assignments, and occasionally thereafter. At the end of the semester the total of the assignments minus the two with the lowest grades will be graded on a *pass or fail* basis. *Both* quantity and quality of assignments will be taken into account in grading. (All assignments that *pass* will be assigned 85%.) *No late assignments will be accepted.*

Grading scale and interpretation

Percentages will convert to a letter grade according to the standard University scheme:

A+ = 90-100	B+ = 77-79	C+ = 65-69	D = 50-59
A = 85-89	B = 73-76	C = 60-64	F = 0-49
A- = 80-84	B- = 70-72		

What the Grading Scale Means:

A+, A, or A- Earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.

B+, B, or B- Earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.

C+ or C Earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.

D Earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.

F Work that is not worthy of course credit toward the degree.

Interpretation of these grade definitions is up to the discretion of the instructor. If you receive a grade during the course that you believe is unfair, please begin by discussing the matter with the instructor (or TA) in a respectful, open-minded manner. Rest assured that if you still believe the grade that you received is unfair you can appeal the matter to the chair of the department. For additional information regarding grades, please see the most recent edition of the *UVic Undergraduate Calendar*. All evaluations of tests and assignments will be calculated according to *percentage scores*. Letter grades and grade point scores are listed purely for reference.

Territory acknowledgment

We acknowledge with respect the Lekwungen peoples, on whose traditional territory the university stands, and the Songhees, Esquimalt and WSÁNEĆ peoples, whose historical relationships with the land continue to this day. This acknowledgment entails a commitment to ongoing dialogue and reconciliation with the peoples of these lands. For information about support for indigenous students and efforts to foster reconciliation, please visit the UVic Office of Indigenous Academic & Community Engagement.

Other matters

Late assignment and extensions

Late weekly assignments will *not* be accepted and tests will *not* normally be rescheduled (no make-up exams). If a test is missed for serious, *documented*, reasons, the final exam will be weighted so as to incorporate the weighting of the missed exam. Documented evidence for having legitimately missed a test and an explanatory statement in writing have to be received *no more than ten days after the deadline or test missed*. Late assignments will have 5% subtracted per working day from grade unless documentation of illness or family emergency is provided.

Academic integrity

The University Calendar states that “Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility and... Any action that contravenes this standard, including misrepresentation, falsification or deception, undermines the intention and worth of scholarly work and violates the fundamental academic rights of members of our community.” Violations of academic integrity include plagiarism, multiple submissions, falsifying materials subject to academic evaluation, cheating on work, tests and examinations, and aiding others to cheat. Penalties for these violations vary, with first violations generally resulting in a failing grade on the work. Please familiarise yourselves with the policies at <http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html#>.

Intellectual property of materials on the Brightspaces website

Please note that all assignments for this course and all materials posted to the Brightspaces website are the intellectual property of myself and the University of Victoria. Do not circulate this material or post it to note-sharing sites without my permission. Posting course materials to note-sharing sites or otherwise circulating course materials without the permission of your instructor violates the Policy on Academic Integrity (<http://web.uvic.ca/calendar/FACS/UnIn/UARe/PoAcl.html>). Any evidence you are circulating materials without permission will be referred to the Chair of the Philosophy Department for investigation.

Transition and inclusivity/diversity

Students who are new to the University and would like assistance may contact the Transition Office, www.uvic.ca/transition. UVic is committed to providing a safe, supportive learning environment for all members. Information about UVic policies on human rights, equity, discrimination and harassment are available at www.uvic.ca/calendar/undergrad/index.php#/policy/HkQ0pzdAN. If you have any particular concerns about these matters in our course please don't hesitate to contact me.

Religious Accommodation

Information regarding accommodation of religious observance can be located in the UVic Calendar at <https://www.uvic.ca/equity/education/religious/index.php>.

Counselling Services

Many, if not most, students experience some difficulties with their mental health during their years as undergraduate students. This may especially be the case during the present Covid-19 crisis. It is hard to shake the stigma associated with problems like depression and anxiety, but if at any point you believe that you could benefit from help with mental health issues, please contact UVic Counselling Services, which is an excellent resource at your disposal on campus. They genuinely want to help, so do consider taking advantage of this free resource.

Health Services and Centre for Accessible Learning (CAL)

A note to remind you to take care of yourself, especially in these times. Do your best to maintain a healthy lifestyle by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. Resources include Counselling Services, already mentioned above. See <https://www.uvic.ca/services/counselling/>. University Health Services (UHS) provides a full-service primary health clinic for students and coordinates healthy student and campus initiatives. <http://www.uvic.ca/services/health/> Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Center for Accessible Learning (CAL) as soon as possible. CAL staff members are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations: <https://www.uvic.ca/services/cal/>. The sooner you let any of these on-campus services know your needs the quicker they can assist you in achieving your learning goals in your courses. Please note that instructors cannot provide CAL-type accommodations without CAL documentation.

Food bank and Community Cabbage

Sometimes students run out of money for food. Health restrictions, permitting these two options are available at the Students' Union: 1) "The UVSS Food Bank & Free Store is run by a team of dedicated staff and volunteers and offers all UVic students access to food essentials and free household items", see <https://uvss.ca/foodbank/>. 2) "The Community Cabbage is a student organization at the University of Victoria. We serve a free weekly hot meal to the campus community prepared from reclaimed food – edible but unsellable food donated by grocery stores. A crew of volunteers turn these ingredients into a healthy and delightful vegetarian meal at a community kitchen. Anyone is welcome to come cook with us and/or eat with us!" See <https://uviccommunitycabbage.wordpress.com/about/>.

Important dates and academic advising

Please consult the UVic Calendar's Academic Year Important Dates for information about last possible dates to withdraw from courses without penalty, examinations period start/end dates, etc. For information about declaring a program, academic concessions or interpreting your UVic CAPP report, please visit Undergraduate Advising or make an appointment with an advisor.

Tentative schedule of lectures and tests

Please note that this schedule is tentative and will adjusted as we proceed through the semester. Any changes to the schedule will be announced on the Brightspaces website. *Informed* participation in class discussion will be expected, so *please read the assigned texts in advance*. Readings are from *our textbook*. Additional texts will be made available on the Brightspaces website.

- Week 1
7-13 Sept **Course introduction: Professional and business ethics in the Anthropocene**
 Reading: Rachels, "The Utilitarian Approach", Siegle, "Ethical Guide to the Anthropocene"
Wednesday 9 Sept: first day of classes
- Week 2
14-20 Sept **Approaches to ethics**
 Readings: O'Neill, "A Simplified Account of Kant's Ethics", Glatz, "Aristotelian Virtue Ethics", Solomon, "Basic Business Virtues"
****Assignments are due from this Tuesday 15 of September onwards****
- Week 3
21-27 Sept **Approaches to ethics (continued)**
 Readings: Rawls, "Justice as Fairness", Manning, "Care Ethics", Brown, "Buddhist Ethics"
25 Sept: last day for adding courses
- Week 4
28 Sept – 4 Oct **The professions and the professional-client relationship**
 Readings: Bayles, "The Professions", Hughes, "The Professions", Bayles, "The Professional-Client Relationship"
CASE: Professionalism and police

Week 5 5-11 Oct	<p>Corporations as persons and corporate social responsibility Readings: French “The Corporation as a Moral Person”, Friedman, “Social responsibility”, Freeman, “Stakeholder theory of corporation” *Film: The Corporation*</p>
Week 6 12-18 Oct	<p>Corporate social responsibility (continued), review and midterm **Friday 16 October: Mid-term will be made available** **12 October, Thanksgiving Day and Day of Columbus’ Arrival in the Americas**</p>
Week 7 19-25 Oct	<p>Whistleblowing Larmer, “Whistleblowing and Employee Loyalty”, Duska DeGeorge, “Whistleblowing and Employee Loyalty”, Edward Snowden, interview in ‘Nation’ journal (optional recommended) CASE: Olivieri vs. Apotex</p>
Week 8 26 Oct-1 Nov	<p>Bribery, leadership Readings: Fadiman, “Gifts and Bribes”, optional recommended: “Canadian Bribery Law”, Ciulla, “What is Good Leadership?”, McCoy, “The Parable of the Sadhu” **Possibly Wednesday 28 October: Online Guest Speaker Prof. Michael Parry, School of Business, Royal Roads University and Adventure Education Post Degree Certificate Program, Camosun College** *31 October: Last day for withdrawing from courses without penalty of failure*</p>
Week 9 2-8 Nov	<p>Environmental responsibility, the value of work Readings: Heyd, “Environmental Ethics”, Dyllick, “Ecological Marketing: Toni Yogurts”, Schumacher, “Buddhist Ethics”. Optional: Simms, “Small is Beautiful but Schumacher’s Economics of Scale Runs Deeper”</p>
Week 10 9-15 Nov	<p>Sexual harassment + Reading Days Readings: Superson, “A Feminist Definition of Sexual Harassment” *9-11 November, READING DAYS* **11 November, Remembrance Day**</p>
Week 11 16-22 Nov	<p>Bluffing, the social economy/cooperatives Carr, “Is Business Bluffing Ethical?”, Allhoff, “Business Bluffing Reconsidered, selections from Locke, from <i>The Second Treatise of Government</i>”. Optional: Peredo and McLean, “Social entrepreneurship” CASE: Tembec</p>
Week 12 23-29 Nov	<p>The origin of property, the creation of national wealth, work, and student presentations Readings: selections from Adam Smith, <i>An Inquiry into the Nature and Causes of the Wealth of Nations</i>, and from Karl Marx, “Estranged Labour”</p>
Week 13 30 Nov – 6 Dec	<p>Summary-conclusion, student presentations, Course Experience Survey, and Final Exam **4 December, Last Day of Classes. Final take-home exam questions handed out ** **4 December, National Day of Remembrance and Action on Violence Against Women** ***9 December, before noon, final exam submission on the Brightspaces website***</p>

COURSE SYLLABUS



COURSE TITLE: PHIL-330: Ethics in Business CLASS SECTION: 001AB

TERM: Fall 2021

COURSE CREDITS: 3

DELIVERY METHOD(S): Face-to-Face (Online Asynchronous if Lockdown Required)

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.
 Learn more about Camosun's [Territorial Acknowledgement](#).

For COVID-19 information please visit <https://camosun.ca/about/covid-19-updates>

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Dr.

EMAIL: @bc.ca

OFFICE: Lansdowne: Young 312 & Interurban: CC 118A HOURS: Tuesday: 11:30am – 12:20pm

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

Examining ethical issues arising in business settings, the course focuses on understanding ethical systems and concepts and the social/political context in which contemporary business operates. Topics include corporate responsibility, employee rights, discrimination and affirmative action, conflicts of interest, whistle-blowing, and general issues of honesty in business practice.

PREREQUISITE(S):

One of:

C in ENGL 151

C in ENGL 161

C in ENGL 163

C in ENGL 164 CO-REQUISITE(S): Not Applicable EXCLUSION(S): Not Applicable

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon completion of this course a student will be able to:

Summarize and evaluate central problems in business ethics.

Critically examine classical and contemporary solutions to these problems.

Make comparisons between various philosophical/ethical positions and have an overall sense of the history of ethics in general.

Take a philosophical/ethical position and support that position with good reasons (evidence).

Explain the relevance of ethics to everyday problems in business concerning beliefs and values, knowledge and justification.

Describe and critically assess specific cases and alternative solutions to contemporary ethical problems in business.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Required Text: Andres, Gregory G. (ed.); Jordan, W. Jim; Stumpf, Andrew; et al. (2021). *With a Clear Conscience: Business Ethics, Decision-Making, and Strategic Thinking*. Oxford University Press Canada.

Other readings are posted or linked on the class D2L webpage.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

Lecture: Tuesdays, 12:30pm – 2:20pm. (CBA 209)

Seminars: Section 001A – Thursdays, 12:30pm – 1:20pm. (CBA 209) Section 001B – Thursdays, 1:30pm – 2:20pm. (CBA 209)

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week #1 Sept. 7 (Lecture) Sept. 9 (Seminar)	Introduction & The Impossibility of the Separation Thesis L: Introduction: What This Text Is About (p. 1-7) L: Chapter 1: Business Ethics and Ethical Business (p. 17-28) S: Icebreaker activity	
Week #2 Sept. 14 (Lecture) Sept. 16 (Seminar)	Ethical Relativism & Ethical Objectivism L: Chapter 1: Business Ethics and Ethical Business (p. 8-17) S: Case Study – The Quandary at Pure Drug (D2L)	
Week #3 Sept. 21 (Lecture) Sept. 23 (Seminar)	Consequentialist Ethics: Act & Rule Utilitarianism L: Chapter 2: Thinking in Ethical Terms (p. 29-48; p. 35-36) S: Case Study – Beech-Nut's Imitation Apple Juice (D2L)	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week #4 Sept. 28 (Lecture) Sept. 30 (Seminar)	Deontological Ethics: Kantianism & Ross' Prima Facie Duties L: Chapter 2: Thinking in Ethical Terms (p. 29-48; p. 31-35) S: No Seminar (Holiday)	
Week #5 Oct. 5 (Lecture) Oct. 7 (Seminar)	Virtue Ethics L: Chapter 2: Thinking in Ethical Terms (p. 29-48; p. 36-37) S: Case Study – The Parable of the Sadhu (D2L)	
Week #6 Oct. 12 (Lecture) Oct. 14 (Seminar)	Ethics of Care & Feminist Ethics L: Chapter 2: Thinking in Ethical Terms (p. 29-48; p. 37-40) S: Case Study – Living and Dying with Asbestos (D2L)	CSA #1 DUE (Oct. 14 th)
Week #7 Oct. 19 (Lecture) Oct. 21 (Seminar)	Ethical Decision-Making Framework L: Chapter 3: Ethical Decision Making (p. 49-73) S: Case Study - Applying the EDMF to the Video-Game Development Crunch (p. 70-72)	
Week #8 Oct. 26 (Lecture) Oct. 28 (Seminar)	L: Midterm S: No Seminar	MIDTERM (Oct. 26)
Week #9 Nov. 2 (Lecture) Nov. 4 (Seminar)	Corporate Social Responsibility L: Chapter 4: Corporate Social Responsibility (p. 74-93) S: Case Study – Assessing Walmart's Commitment to Corporate Social Responsibility (p. 82-84)	
Week #10 Nov. 9 (Lecture) Nov. 11 (Seminar)	Worker's Rights L: Chapter 5: Fairness and Non-Discrimination (p. 94-118) S: No Seminar (Holiday)	
Week #11 Nov. 16 (Lecture) Nov. 18 (Seminar)	Social Action Problems L: Chapter 6: Social Action Problems (p. 119-141) S: Case Study – An Auditor's Dilemma	CSA #2 DUE (Nov. 18 th)
Week #12 Nov. 23 (Lecture) Nov. 25 (Seminar)	Business and the Environment L: People or Penguins (D2L) & The Place of Nonhumans in Environmental Issues (D2L) S: Case Study – Pipelines, Dams, and Indigenous Territory (p. 160-162)	
Week #13 Nov. 30 (Lecture) Dec. 2 (Seminar)	Marketing and Advertising L: Chapter 8: The Power of Advertising (p. 166-182) S: Case Study – Toy Wars (D2L)	CSA #3 DUE (Dec. 2 nd)
Week #14 Dec. 7 (Lecture) Dec. 9 (Seminar)	L: Catch-Up and Review S: No Seminar	

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
(a) Seminar Worksheets During each seminar, students will be asked to complete a short assignment based on the week's seminar reading. Students will be expected to analyze the case study using an Ethical Decision-Making Framework and apply the various ethical theories studied. These will be turned in at the end of each seminar and graded on a pass/fail basis. No rewrites or deferrals. Further details will be distributed each seminar meeting. Reading the seminar reading assignment is essential preparation!	10% Total 10 at 1% each
(b) Case Study Analyses Students will be expected to analyze a case study and apply the various ethical theories studied, identify the main ethical issue, and explain which ethical theory they believe is most convincing. No rewrites or deferrals. Further details will be provided in class and on D2L. CSA #1: Oct. 14 th CSA #2: Nov. 18 th CSA #3: Dec. 2 nd	30% Total 3 at 10% each
(c) Midterm – Oct. 26th	30%
(d) Final Exam – Scheduled by the college	30%
TOTAL	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

Missing Classes

If you miss a class due to illness or some other reason, it is not necessary to notify me, unless a test is missed. If classes are missed, it is the student's responsibility to find out from another student what was covered or check D2L and the course outline.

Missed Tests

Make up tests will be permitted only in cases of illness or personal crisis. A make up test will not be scheduled until proper medical documentation is provided.

Cell Phones

Students are not permitted to use cell phones in class. Remember to turn off your cell phone for class.

Food

Food is not permitted in class. Breaks will be provided during lecture, but due to current circumstances, students cannot eat food in class.

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising <http://camosun.ca/advising>

Accessible Learning <http://camosun.ca/accessible-learning>

Counselling <http://camosun.ca/counselling>

Career Services <http://camosun.ca/coop>

Financial Aid and Awards <http://camosun.ca/financialaid>

Help Centres (Math/English/Science) <http://camosun.ca/help-centres>

Indigenous Student Support <http://camosun.ca/indigenous>

International Student Support <http://camosun.ca/international/>

Learning Skills <http://camosun.ca/learningskills>

Library <http://camosun.ca/services/library/>

Office of Student Support <http://camosun.ca/oss>

Ombudsperson <http://camosun.ca/ombuds>

Registration <http://camosun.ca/registration>

Technology Support <http://camosun.ca/its>

Writing Centre <http://camosun.ca/writing-centre>

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Changes to this syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.

DOUGLAS COLLEGE

COURSES

PHIL

PHIL 1122

COURSE

BUSINESS ETHICS

FACULTY

Humanities & Social Sciences

DEPARTMENT

Philosophy

COURSE CODE

PHIL 1122

CREDITS

3.00

SEMESTER LENGTH

15

MAX CLASS SIZE

35

METHOD(S) OF INSTRUCTION

Lecture

Seminar

TYPICALLY OFFERED

To be determined

OVERVIEW

REQUISITES

COURSE GUIDELINES

COURSE TRANSFERS

COURSE OFFERINGS

OVERVIEW

Course Description

What place does ethics have in business? What responsibilities, if any, do managers and professionals have to society? Are corporations moral agents with moral responsibilities distinct from the responsibilities their managers may have as individuals? What rights should workers have to health and safety in the workplace? What rights to equality and non-discrimination do applicants, workers, and managers have? How should any existing inequalities be addressed? Just how loyal should worker and manager have to be? Is there really anything wrong with deception and dishonesty in order to further important ends? What place does ethics have in advertising? In international business interactions? When questions of the environment arise? This course will consider many of these questions, and other related issues. Students will be briefly introduced to the fundamentals of ethical theory and decision making, and to their applications.

Course Content

The nature of ethics - including the relation between ethics & morality, and morality & law.

A simple introduction to the basic types of ethical theories: such as, consequentialism (e.g., utilitarianism), deontological theories (e.g., Kantian or moral intuitionism); ethical egoism, social contractarian theories (e.g., Rawls or Nozick), and rights theories.

The application of such ethical theory to the resolution of moral issues in business. The place and nature of ethics in the business world - including the social responsibility of business (e.g., are there obligations to the community beyond those to the shareholders?), the moral status of corporations (e.g., are they moral persons?), and the ethical responsibility of professionals (e.g., for self-regulation, or to assist and encourage citizen advocacy).

Ethical concerns about the relationships between employee and employer --including concerns about health and safety in the workplace (e.g., what rights do employees and employers have?); about employee loyalty and autonomy (e.g., to what extent is an employee required to be a loyal agent? What protections should be offered in cases of "whistleblowing"); and about discrimination in the work place and in hiring practices (encompassing preferential treatment and affirmative action).

Ethical concerns about the relationship between business and special aspects of the outside world emphasizing the environment (e.g. are there moral responsibilities to the environment beyond the law?); international businesses (e.g., the morality of sanctions); and the consumer (e.g., exaggeration in advertising).

Special moral topics central to ethical issues in business (e.g. deception) or an examination of morally questionable business practices (e.g., bribery). (These may be covered separately or under items #2, 3 & 4 above.)

All five of these general areas will be covered, but some in #2 - 5 may be emphasized more heavily than the others.

Learning Activities

The course will employ a variety of instructional methods to accomplish its objectives, including some of the following:

A combination of lecture and discussion (possibly including student presentations). Some class sessions may involve formal lectures for the entire time (allowing time for questions), in which case a later class session will allow discussion of the lecture and reading material. Other class sessions may involve a combination of informal lecture and structured discussion.

After the course has been offered for at least two semesters, an alternative method of instruction may be employed involving guest lecturers and equal number of audit students (35) to the number of students taking the course for credit (35). For eight or ten weeks of the semester, a guest lecture with special expertise may be brought in for one of the two class sessions of the week (e.g., for a 90 or 100 minute lunch-time period). These sessions will also be open to audit students or to the general public, up to the specified limit of 35 additional students. The remainder of the class sessions in the semester will be reserved for students taking the course for credit.

Means of Assessment

Evaluation will be based on course objectives and will be carried out in accordance with Douglas College policy.

The instructor will provide a written course outline with specific criteria during the first week of classes.

Any possible combination of the following which equals 100%:
(No one evaluation component within each category may exceed 40%)

Percent Range	Example
---------------	---------

Tests, quizzes, short written assignments	20% - 50%	Three 10% tests	30%
Written class presentations, essays, essay exams	30% - 60%	Two 30% essays	60%
Instructor's general evaluation (may include attendance, class participation, group work, homework, etc.)	0% - 20%	Attendance/ Participation	10%
total			100%

Learning Outcomes

Successful students will be able to:

Explain the ethical theories and concepts covered in the course.

Demonstrate an understanding of the moral controversies covered in the course.

Reflect in a critical way about the moral issues which arise in business.

Develop more effective methods for making up their minds about moral issues in business.

Apply ethical theory to the resolution of moral issues in business.

Explain the moral reasoning involved in viewpoints directly opposed to one another.

Develop their own reasoning about moral controversies.

Textbook Materials

Textbooks and Materials to be Purchased by Students

Texts will be updated periodically. Typical examples are:

Poff, Deborah C. (2005) Business Ethics in Canada, (4th ed.). Pearson Education Canada.

Shaw, W. & Barry, V. (2004). Moral Issues in Business, (9th ed.). Belmont, CA: Wadsworth.

Tittle, Peg (Ed.). (2002). Ethical Issues in Business: Inquiries, Cases and Readings. Peterborough, ON: Broadview Press.

PHL 295 Business Ethics (Three Credit Hours) Instructor:

Email: @to.ca Lectures: TBD

Office/Hours: TBD

Course Description

In this course we shall examine some fundamental issues within business ethics. The course will be divided into roughly three parts. In the first part of the course we shall discuss the issue of what business corporations are, why we need them in the first place, and why businesses need to be governed by ethical codes. In the second part of the course we shall discuss the issue of what sort of ethical code ought to govern businesses, or rather the *managers* of businesses. We shall do this primarily by a critical evaluation of the two best-known theories of management ethics, the Shareholder Theory and the Stakeholder Theory. In the third part of the course we shall examine some concrete issues such as whistle-blowing, discrimination, affirmative action, and the relationship of business to the environment. Each class will consist of a combination of lectures and class discussions of case studies.

Texts

Manuel G. Velasquez, *Business Ethics: Concepts and Cases*

PHL 295 Course-reader

Course Website

All course documents, including the syllabus, essay assignments, and lecture notes will be posted on the course website. The course website will also be occasionally used to make announcements, so please do ensure that you are set up to receive such announcements to your university email account and that you check this email account often.

Course Requirements

Short Paper, 4-5 pages in length (25%) - Assigned Week 5; due Week 8.

Long Paper, 7 pages in length (25%) - Assigned Week 8; due Week 11.

Class Participation and Attendance (10%) - See below.

Final Comprehensive Exam (40%) – during exam period

Submission of Papers

Hard copies of papers must be submitted in class, during office hours, or in the course drop-box. It is permissible to send your paper to me electronically (in .doc format) to stop the late clock, but you still must submit a hard copy to have it graded, and must submit the hard copy to me as soon as possible.

Please note that papers are to be submitted according to a standard format so as to ensure fairness for all students: The font must be 12-point, double-spaced, Times New Roman, and with margins no less than one inch on all sides. Moreover, if you include notations, be aware that these count towards your page-count. No cover page is required, but you must include your student number as well as your name (in a 'Last Name', 'First Name' format) to ensure that you are readily identifiable as the author of the paper. Failure to respect these guidelines will result in a reduction of your mark, unless otherwise noted, normally by one full increment (e.g. from a 'B' to a 'B-') for each of the guidelines that is

not respected. Failure to adhere to the prescribed page limits for papers may also result in additional reductions of your mark.

Late Papers

Papers are due at the beginning of the lecture on the day that they are due. (Please note: for those submitting papers electronically so as to stop the late clock, you must have submitted in by the beginning of lecture for it to count as on time.) Late papers will be penalized 3% per day, including weekends. Extensions will only be permitted because of illness, bereavement, or other extraordinary and unforeseeable circumstances. Documentation will be required.

Class Participation and Attendance

The grade for class participation and attendance will be partly determined through the use of 'exit slips' and according to the quality of the student's participation in class discussions. Under normal circumstances, 5% of the total grade will be determined by exit slips and 5% of the total grade will be determined by participation in class discussion.

Exit Slips:

For each of lectures 2-11, each student will, before exiting the class, submit to the professor an 'exit slip'. The student must write their name and the date on the exit slip as well as a brief comment about the material covered in lecture that day. Such comments may address an issue discussed in the lecture that the student feels they did not fully understand (and explain why they did not understand it), or ask a question about broader implications of the material covered in class, and so forth. Time will be taken at the beginning of the subsequent lecture to address selected comments that appear on these exit slips (especially those that identify issues that students feel they did not fully understand).

Time will be allotted at the end of each lecture for filling out exit slips (approximately 10 minutes). The Instructor will provide the paper required for filling out the slips.

Exit slips must be submitted in class; they cannot be emailed after class.

Exit slips can also be submitted at the mid-class break if you need to leave early, but please be aware that I will keep track of slips that are submitted early. For every two early-submitted exit slips, you get half credit for both slips (so 9 regular slips plus 1 early slip = 10 slips worth of credit, but 8 regular slips plus 2 early slips = only 9 slips of credit)

Exit slips must be submitted individually by each student. No credit will be given for improperly submitted exit slips.

E-mail Policy

I will attempt to respond to all valid e-mail inquiries within 24-48 hours during the work week. Valid e-mail inquiries *do not* include questions about course information that is easily accessible through the course website, questions about the content of missed lectures, or substantive philosophical questions. The latter two sorts of questions are better addressed during lectures or during office hours. Please note that teaching assistants will not answer e-mails.

Classroom Etiquette / Behavior

The general rule for behavior in the classroom is to behave in a way that is respectful to your professor and, more importantly, to your fellow students.

We will (hopefully) have a lot of discussion in the class about (somewhat) controversial philosophical issues. You are encouraged to engage in class discussions and are welcome to argue for whatever viewpoint you think is correct. But in doing so you must keep two things in mind: First, in class discussions (and more generally in philosophy) you have to argue for your view and not just assert it. Second, if you disagree with someone else, you are welcome to critique / attack their view / argument but you are not welcome to critique / attack the person holding that view / argument; if you attack the person rather than the argument, you will be instructed to cease or, in extreme cases, will be asked to leave the classroom and may even forfeit participation marks.

Being respectful to others in the classroom also means that you must do your best not to distract others. You are welcome to eat and drink in class. Sending text messages while in class is strongly discouraged. Carrying on private conversations with other students during class must be kept to an absolute minimum. Talking on the phone while in class is absolutely unacceptable. You may be asked to leave the classroom if your activities are overly distracting to your fellow students.

Plagiarism

Plagiarism is a serious academic offense and will not be tolerated. The penalties for plagiarism can be very severe, and will be enforced should cases of it arise in this course. The University defines plagiarism and related academic offenses as follows: “to represent as one’s own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work”, “to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere”, and “to submit any academic work containing a purported statement of fact or reference to a source which has been concocted”. To avoid plagiarism, you must ensure that your sources are properly cited and documented.

For more information on plagiarism and the university’s code of academic behavior, consult me during my office hours, or see:

<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>

Turnitin.com

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University’s use of the Turnitin.com service are described on the Turnitin.com web site.

Further details about how to submit papers for this course to Turnitin.com will be made available by the time that the first essay topics are assigned. Please note that submitting your paper to Turnitin.com does not stop the late clock, unless otherwise noted. You must submit an electronic copy directly to me if you wish to stop the late clock.

Office Hours

There will be regular office hours for this class every week. Additionally, each of the weeks that a paper is due, there will be special office hours to deal with these concerns. Office hours are also available by appointment.

Letters of Support/Recommendation

If you require a letter of recommendation from me (for applications to law school and so forth) please be aware that I am happy to provide them. Don't be afraid to approach me about issues such as this. However, you should be aware that it is best to ask for letters of recommendation toward the end of the semester; asking me earlier in the semester makes it difficult for me to make an informed judgement about the strength of the letter that I'll be able to write for you.

Lectures and Reading Schedule:

Lecture 1 *Introduction To Course and Major Themes*

Readings: None.

Lecture 2 *Why Hierarchy?*

Readings: (1) Miller, G. J., 'Market Failures and Hierarchical Solutions: The Tension Between Individual and Social Rationality'

Coase, R.H., 'The Nature of the Firm,' *Economica* Vol.4, No. 16 (1937), pp.386-405.

CaseStudy/Discussion:TBA Lecture3 *Why Business Ethics?*

Lecture 4 *Shareholder and Stakeholder I*

- Readings:** (1) Friedman, M., 'The Social Responsibility of Business is to Increase its Profits' from *New York Times Magazine*, Sept. 13, 1970.
- (2) Freeman, R.E., 'The Stakeholder Theory of the Modern Corporation,' from *Ethical Theory and Business*, Prentice-Hall, Inc. (1994): pp. 66-76.
- (3) CaseStudy/Discussion:TBA

Lecture 5 *Shareholder and Stakeholder II*

- Readings:** (1) Mulligan, T., 'A Critique of Milton Friedman's Essay,' *Journal of Business Ethics* 5 (1986): pp. 265-269.
- (2) Goodpaster, K.E., 'Business Ethics and Stakeholder Analysis,' *Business Ethics Quarterly* 1 (1991): pp. 53-73.
- (3) CaseStudy/Discussion:TBA

- Lecture 6 *Shareholder and Stakeholder III*
Readings: (1) Boatright, J.R., 'What's Wrong – and What's Right – with Stakeholder Management' from *Journal of Private Enterprise* 21 (2) Stanford University Press (2006)
(2) Heath, J., 'Business Ethics without Stakeholders,' *Business Ethics Quarterly* 16(3) (2006): pp. 533-557.
(3) CaseStudy/Discussion: TBA
- Lecture 7 *Cost Benefit Analysis and Rights*
Readings: (1) Velasquez pp. 60-68, 296-99.
(2) Stevenson, J.T. "Cost-Benefit Studies", Chapter 13 of *Engineering Ethics: Practices and Principles*, Canadian Scholars' Press, Toronto, Ontario (1987, repr. 1990) pp.271-299.
(3) Alan Gewirth, "Human Rights and the Prevention of Cancer," *American Philosophical Quarterly* 17(2): 117-125 (1980)
(4) CaseStudy/Discussion: TBA
- Lecture 8 *Business and the Environment*
Readings: (1) Velasquez, Chapter 5
(2) Schrecker, T., 'Risks versus Rights: Economic Power and Economic Analysis in Environmental Politics,'
(3) CaseStudy/Discussion: TBA
- Lecture 9 *Responsibility for Disasters and Whistleblowing*
Readings: (1) Velasquez, pp. 41-51, 377-80.
(2) John Bishop, "The Moral Responsibility of Corporate Executives for Disasters", *Journal of Business Ethics* 10: 377-383 (1991).
(3) Frederick Elliston, "Anonymity and Whistleblowing", *Journal of Business Ethics* 1(3): 167-177 (1982).
(4) CaseStudy/Discussion: TBA
- Lecture 10 *Discrimination and Affirmative Action I*
Readings: (1) Velasquez, Chapter 7
(2) David Miller, "Deserving Jobs," from *Principles of Social Justice*, Harvard University Press, Cambridge, Mass. (1999): pp. 156-176, 306-312.
(3) CaseStudy/Discussion: TBA
- Lecture 11 *Discrimination and Affirmative Action II*
Readings: (1) Narveson, J. 'Have We a Right to Non-Discrimination?'
Young, I.M., "Affirmative Action and the Myth of Merit," from *Justice and the Politics of Difference*, Princeton University Press, Princeton, N.J. (1990) pp. 192-225.
CaseStudy/Discussion: TBA
- Lecture 12 *TBD*

'Business Ethics and Corporate Social Responsibility' (AP/ADMS 3660 2020 Section S)
Wednesday: 19:00 pm - 22:00 pm, (DB 0014)

Atkinson Faculty of Liberal and Professional Studies School of Administrative Studies
York University

Course Director: Ph.D. Phone: t. 22539

mail:

Office hours: Scheduled by Appointment

READING MATERIAL

Course Pack: The course packs will be available for purchase at the University book store. I will notify you with an email once the bookstore has informed me that the material is ready for pick-up.

There will also be supplemental readings distributed to students or posted on the course website throughout the semester.

MID-TERM EXAM: February 5th, 2020

MAKE UP TEST: February 12th, 10:30 am - 1:30 pm, **Room TBA** (If any changes occur, they will be announced in class)

NOTE ON MAKE UP TEST:

This test is **ONLY** for students who missed the mid-term for an urgent and valid reason. Students must advise me of having missed the mid-term exam within 24 hours of the exam (exam date TBA), and must provide a completed "Attending Physician's Statement" (<http://www.atkinson.yorku.ca/Council/Students/physicianStatement.pdf>) which must include the name and phone number of a contact person who can verify the reason for absence. Students who fail to take either the mid-term or the make-up mid-term test will receive a grade of 0 on the mid-term test, **with no exceptions**.

Business Ethics and Corporate Social Responsibility (AP/ADMS 3660) Course Outline

Course Description: This course introduces students to the relevance and importance of ethics and social responsibility in business. Important learning objectives are to increase students' awareness and understanding of ethical issues in business, and to provide students with useful conceptual tools to guide analysis and decisions. The ultimate intent of the course is to leave students better equipped to identify, think critically about, and resolve ethical issues that are encountered in one's working life at the individual, organizational, and societal levels.

Some of the conceptual tools and frameworks to be discussed throughout the course include:

Ethics versus the Law

Ethical Theory

Moral Decision-Making

Corporate Social Responsibility Theory and Current Issues

Stakeholder Management Frameworks and Best Practices

Organizational Values Audit Tool

International Non-Financial Reporting Standards: Measurement, Metrics, Labels And Awards

The course will apply these conceptual tools and frameworks to the treatment by business of their various stakeholder groups including: shareholders; employees; consumers; suppliers, the natural environment, communities, and governments. The course concludes with a discussion of how companies can better establish ethical corporate cultures and how to institutionalize ethics within organizational structure (eg. compliance and ethics programs).

Learning Objectives:

To increase the awareness of the ethical dimension of business and its decision making process across all functions.

To become familiar with the social standards, values, ethical principles and moral philosophy that provide criteria for decision making.

The role of business ethics in the Canadian as well as global business environment and to recognize the challenges of business social responsibility.

To develop critical thinking skills via the application of concepts and theories to business cases.

Class Schedule

Date	Topic	Readings/Cases
Making Ethical Decisions: Ethics, Responsibility and Accountability		
Session 1 January 8th	Introduction to Ethical Frameworks What is business ethics? Moral Theory Moral Reasoning	Reading (course kit): Corporate Social Responsibility: An Ethical Approach. Mark Schwartz. 2011. Broadview Press. Chapter 2: The Nuts and Bolts of Determining Ethical Responsibility pg 29-50. In class activity: Mountain Terrorist Workshop
<p><i>Session Summary:</i> What is ethics and morality? The goal of the introductory session is to familiarize students with the subjects of business ethics, and corporate social responsibility. The session then begins to introduce several of the moral standards one can use to engage in ethical decision-making, which forms the central building block or tool of analysis for the course. A number of topics are covered including the stages of moral development, responsibility, and the reasoning process. In order to do this, students are asked to participate in an exercise in order to unearth their own ethical position</p>		
Session 2 January 15th	Corporate Social (Ir)Responsibility Social responsibility theory Stakeholder theory	Reading (course kit): Milton Friedman’s “The Social Responsibility of Business is to Increase its Profits” Bonini, S. M., Mendonca, L. T. Oppenheim, J.M. (2006). When social issues become strategic. McKinsey Quarterly (2): 19-31. Note: Ethical Dilemma Assignment Due
<p><i>Session Summary:</i> This session moves the discussion from moral standards to the debate over the proper extent of a business firm’s obligations towards society. The preliminary issue asked is as follows: Are firms even capable of being held morally responsible, or only their agents? Following this question, the key issue to be debated follows: Is business merely obligated to maximize profit for its shareholders while obeying the law, or are there additional ethical and/or philanthropic obligations as well, as reflected by The Body Shop? By the end of the session students should not only understand CSR theory, but formulate their own position on the CSR debate. Two cases help assess appropriate CSR: IBM and The Final Solution and The Body Shop International.</p>		

Organizational Mission, Vision and Values

<p>Session 3/4 January 22nd (combined)</p>	<p>Managing CSR Organizational Mission, Vision and Values Triple Bottom Line Corporate Community Involvement</p>	<p>Reading & Case (course kit):</p> <p>Porter, M. and Kramer, M. (2006) Strategy and society: The link between competitive advantage and corporate social responsibility. Harvard Business Review 84 (12): December.</p> <p>In class activity: Case: Toy Wars Velasquez, M. (1986) Business Ethics: Concepts and Cases. <i>Free access case link:</i> https://philosophia.uncg.edu/media/phi361-metivier/readings/Case-Toy_Wars.pdf</p>
--	---	---

Session Summary: In this class we explore how to CSR can be managed within an organization. The case Toy war demonstrates the role of structure, values and mission in steering employee behavior. We will explore different tools at the disposal of management of how to communicate an manage organizational ethics (Triple bottom line and Corporate Community Involvement).

<p>Session 3/4 January 22nd (combined)</p>	<p>Soft Metrics</p>	<p>Reading (course kit):</p> <p>Lencioni, P. (2002) Make your values mean something. Harvard business review: 113- 117.</p> <p>In class activity: Values Audit (handed out in class)</p>
--	----------------------------	--

Session Summary: This session is an in-class exercise which is designed to serve as an example of the types of tools a manager has if s/he wishes to perform an audit on the values of an organization. The values matrix can serve as a basis for evaluating organizations on their ethical performance.

Stakeholder Relationships

<p>Session 5 January 29th</p>	<p>Employees: Professional Obligations Greed and conflicts of interest Insider trading Theft and fraud Whistle-blowing</p>	<p>Reading (course kit): Waters, J. & Bird, F. (1989) Attending to Ethics in Management. Journal of Business Ethics (8): 493-497. Anand, V., Ashforth, B.E., and Joshi, M. (2004). Business as usual: the acceptance and perpetuation of corruption in organizations. Academy of Management Executive, 18(2): 39–53.</p>
---	---	---

Session Summary: The following sessions involve more of a practical application of the previous frameworks initially discussed (i.e., moral standards and CSR theory) to a variety of topics, typically focusing on particular stakeholders. The first stakeholder group involves employees, and the challenge of behaving ethically in the workplace. We begin by discussing the notion of greed versus self-interest, and ask ‘Is greed good?’ We then refer to the topic of conflicts of interest including giving and receiving gifts and entertainment, insider trading, and theft and fraud. The Martha Stewart case examines the issue of possible insider trading. The session concludes with a debate over when it is permissible or even obligatory to blow the whistle on one’s colleagues or employer due to legal or ethical misconduct, and includes an examination of ‘The Whistle-blower at Canadian Marconi’ case.

<p>Session 6 February 5rd</p>	<p>Mid-Term Exam</p>	<p>Mid-term in class</p>
		<p><i>Make-up mid-term:</i> February 12th. 10:30 pm - 1:30 pm Room: TBA</p>

Reading Days: February 15th – February 22nd

<p>Session 7 Week of February 10th</p>	<p>Employees: Rights Discrimination and harassment Privacy Health and safety</p>	<p>On-line session (see course website) Reading (course kit): Business Ethics in Canada. Deborah Poff (ed.) 2005. Chapter 13: The worker as victim by Harry J. Glasbeek from Canadian Forum, 1981. Pearson Prentice Hall, pg. 170- 176.</p>
--	--	--

Session Summary: This session deals with the rights of employees from an ethical perspective. The issue of discrimination and sexual harassment is discussed, as well as the right to health and safety of

employees. In terms of safety, we examine the ‘Nova Scotia’s Westray Mine Tragedy’ case, and ask who should be held accountable. The right to privacy of employees versus the rights of employers to monitor their employees is also discussed.

<p>Session 8 February 26th</p>	<p>Consumers: Protection Consumer protection Product recalls <i>Take up mid-term exam</i></p>	<p>Reading (course kit): Smith, C., Thomas, R. and Quelch, J. (1996) A strategic approach to managing product recalls. Harvard Business Review: (74) 5: 102-113.</p> <p>In-class case: Guidant (posted on course website)</p>
--	---	---

Session Summary: This session moves the discussion to the obligation firms have towards their customers or clients. Various positions on manufacturer’s obligations are presented, including the contract view (i.e., buyer beware), due care (i.e., seller take care), or social cost (i.e., seller beware). The case ‘Toxic Tacos’ asks the question whether genetically modified foods should be sold before they are proven to be safe. Guidant explores how safe a product must be.

Last day to drop a course without receiving a grade November 8th

<p>Session 9 Week of March 4nd</p>	<p>Consumers: Marketing Marketing ethics Pricing, quality, labeling</p>	<p><i>On-line session (see course website)</i></p> <p>Reading (course kit): Pruzan, P. (2001) Corporate Reputation: Image and identity. Corporate Reputation Review (4), 50–64.</p>
--	--	--

Session Summary: The ethical issues involved in marketing products and services to consumers are discussed. Special attention to marketing to vulnerable groups such as children, or ethical concerns due to the marketing of certain products (e.g., cigarettes or alcohol), are covered. The case ‘Child Sponsorship and the Future of Basketball’ explores whether it is appropriate for Reebok to sponsor a child at such an early age. The case ‘Assurance Magnum of Quebec’ explores ethical obligations when selling an insurance product.

Session 10 March 11th	Global Business Ethics Bribery Repressive Regimes Overseas Suppliers	Reading Case (Course Kit): Development as Freedom. Amartya Sen. Anchor Books, Random House, Inc. New York. Chapter 10: Culture and Human Rights, pg. 227-248. Denis, A. and Bowie, E. (2003) Sweatshops and respect for persons. Business Ethics Quarterly (13)2: 221-242. In-class Exercise and Case: Shell Corporate Anti-Corruption Training Charles Veillon, S.A. (A). Sharp Paine, L. (2007) Harvard Business School Case. 9-307-002. (from course kit) <ul style="list-style-type: none"> •
<p><i>Session Summary:</i> This session focuses on doing business abroad, when one’s home country’s legal or ethical standards may conflict with those where one is doing business. Students will be expected to develop their own personal position on the debate: When in Rome, should one ‘do as the Romans do’? Or should one do what one does at home?’ Several issues will be discussed as part of this debate including bribery, doing business in countries with repressive regimes, (Shell Corporate Anti- corruption Exercise) and dealing with overseas suppliers by implementing non-financial measurement standards (‘Veillon’).</p>		
Session 11 Week of March 16th	Shareholders and the Ethical Business Firm Corporate governance Ethics programs (e.g., codes, training)	On-line session (see course website) Reading Case (Course Kit): Fombrun, C. & Foss, C. (2004). Business ethics: Corporate responses to scandal. Corporate Reputation Review,7(3): 284-288. Broken Trust: Role of Professional in Enron Debacle. Harvard Business School Case Study 9-903-084. (in course kit) See course slides for other on-line sources
<p><i>Session Summary:</i> This session deals with obligations to shareholders, in terms of appropriate</p>		

corporate governance, ethical obligations of directors and executives, and risk management. The Enron case will be utilized to demonstrate a complete ethical failure in corporate governance. The session then proceeds with a discussion of what firms and managers can do to help encourage an ethical corporate culture through the use of formal and informal ethics programs. The course concludes with a review of all the material

<p>Session 12 March 25th</p>	<p>Natural Environment and the Community Triple bottom line Homocentric vs. Eco- centric Course Review</p>	<p>Reading Case (Course Kit): Chakravorti, B. (2017) How companies can champion sustainable development. Harvard Business Review. (March 14, Digital Article)</p> <p>In-class case: AES Global Values. Sharp Paine, L. (2000) Harvard Business School Case. 9-307-002. (from course kit)</p>
--	--	--

Session Summary: This session addresses concepts including the triple bottom line (i.e., economic, environmental, and social), and the growing importance of taking into account impacts on the natural environment such as global warming through carbon emissions. Students will be asked whether they are ‘homocentric’ (nature has value only in relation to its value to humankind) or ‘eco- centric’ (nature has value in and of itself). The growing fields of social reporting and auditing will be discussed. We then discuss the importance of firms assisting the community (broad CSR) versus elevating environmental standards (narrow CSR) in the international context by examining the case AES Global Values.

<p>Final Exam Case Posted Online: March 26th, by midnight</p> <p>Due:</p>	<p>CASE ANALYSIS ASSIGNMENT</p>
--	--

Student Assignments and Grading:

Assignment	Grade Weight	Due Date
1) Ethical Dilemma	Pass/Fail	January 15 th , (class 2)
2) Mid-Term Exam	40%	February 5 th , 19:00-22:00 (class 6) February 11 th , 10:30-1:30 pm (make-up)
3) Group Case Analysis Assignment	60%	April 13 nd by 9:00am (posted March 26 th)
TOTAL	100%	

Personal Ethical Dilemma (Mandatory submission; pass/fail grade)

Students will be required to submit an actual ethical dilemma that they have encountered in a work environment. The write-up should include two parts: Part A - a brief description of the situation, the central issue or dilemma, and the possible options (clearly identify them); Part B - how the dilemma was resolved including any remaining issues. Dilemmas will be selected for discussion throughout the course (but not returned to students). Students should be prepared to acknowledge that they were the author of the dilemma, and to discuss it in class. In order to respect privacy and the confidentiality of others however, students are not required to identify other individuals involved, nor any organization involved. No more than 1 page. The assignment is due by hard copy at the beginning of session 2. Please indicate your name and section letter (ie. 'B') on the assignment. There is a 5% *deduction* from your overall course grade if you submit this assignment late without asking for extension previous to when the assignment is due.

Mid-Term (40%) – Individual closed book in-class exam

The mid-term exam will be closed-book and cover all of the material from the beginning of the course, including readings, cases, videos, and lecture material. The mid-term will consist of multiple choice, short answer, and short essay questions.

Case Analysis Assignment (60%): Group Project

The major assignment will cover all of the material in the course. No additional materials beyond the course will be required. The assignment will involve the ethical analysis of a case as well as possibly a few short essay questions. Instructions will be provided on how to submit the assignment. Late assignments and late peer assessments will be subject to a grade deduction.

This assignment will be completed in groups and the final assignment mark has two components: Final paper assignment mark worth 80% of total assignment grade and peer assessment mark worth 20% of total assignment grade. The maximum mark for your total mark is fixed at the assignment grade as marked by the instructor. The peer assessment score confirms or reduces the overall assignment grade depending on the student performance in the group as graded by the group. This mark distribution penalizes those students who receive less than 8/10 on their combined peer assessments score. (See *Final Assignment Grade Example: 80% Assignment Grade and Range of Peer Assessment Grades* below.)

Final Assignment Grade Example: 80% Assignment Grade and Range of Peer Assessment Grades

For example your final assignment score is 80%, depending on your peer evaluation you will receive the following grade:

Grade	peer grade	calculation	final grade	
0.8		1	0.84	80%
0.8		0.9	0.82	80%
0.8		0.8	0.8	80%
0.8		0.7	0.78	78%
0.8		0.6	0.76	76%
0.8		0.5	0.74	74%
0.8		0.4	0.72	72%
0.8		0.3	0.7	70%
0.8		0.2	0.68	68%
0.8		0.1	0.66	66%
0.8		0	0.64	64%

4) Class Participation

Much of the learning from the course comes from the analysis and discussion of the material. You are expected to have engaged with the material before class and to be prepared to provide thoughtful contributions in class to advance our understanding. Absences should occur only under exceptional circumstances.

Academic Honesty: The Faculty of Liberal Arts and Professional Studies considers breaches of the Senate Policy on Academic Honesty to be serious matters. To quote the Senate Policy on Academic Honesty. The Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards. Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist.

Students should review the York Academic Honesty policy for themselves at:

<http://www.yorku.ca/secretariat/policies/document.php?document=69>

Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at:

http://www.yorku.ca/tutorial/academic_integrity/

Religious Accommodation: York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. For more information on religious accommodation, please visit:

<https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

Academic Accommodation for Students with Disabilities

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder. For more information please visit the Disabilities Services website at <http://www.yorku.ca/cds/>

York's disabilities offices and the Registrar's Office work in partnership to support alternate exam and test accommodation services for students with disabilities at the Keele campus. For more information on alternate exams and tests please visit <http://www.yorku.ca/altexams/> Please alert the Course Director as soon as possible should you require special accommodations.

MNGT 3711: Business Ethics and Society

Students explore the complex business environment and the relationships organizations have with civil society, the natural environment, and each other. Through this examination, students learn that ethical decision-making is critical to the successful management of any organization. Topics include primary and secondary stakeholder groups; the impacts of various organizational stakeholder relationships; the varying levels of responsibility of stakeholder groups; the biases, influences, and reasons that drive stakeholder perspectives; changing economic, political, social, and cultural forces and their influences on business and society; the continuum of socially responsible management and ethical business practices; and the challenges and opportunities that influence where an organization sits on the continuum.

[Add to cart](#)

Delivery method

Online, self-paced [?](#)

Credits

3.0

Prerequisites

Recommended: CMNS 1291

Exclusions

BBUS 3030

MNGT 3710

BBUS 3031

Course duration 30 weeks.

Costs

[Calculate](#) [?](#)

Learning outcomes

- Describe the various primary and secondary stakeholder groups.
- Analyze impacts of various organizational-stakeholder relationships.
- Analyze organizational issues from multiple stakeholder perspectives.
- Discuss the varying levels of responsibility of stakeholder groups.
- Identify biases, influences, and reasons driving stakeholder perspectives.
- Discuss the changing economic, political, social, and cultural forces and their influences on business and society.

Explain the continuum of socially responsible management and ethical business practices and describe the challenges and opportunities that may influence where an organization sits on the continuum.

Course topics

The Social Contract

- Unit 1: Business-Government-Society Relationship: What is the purpose of business?
- Unit 2: Government: Is regulation enough
- Unit 3: Business-Society Relationship: The Social Contract

The Good Company

- Unit 4: Called to Ethical Leadership
- Unit 5: Managing Ethics: Managing Organizational Identity and Compliance
- Unit 6: Institutionalizing Ethics and Brand Management

Good Citizenship

- Unit 7: Triple Bottom Line: Profit—(Un)Ethical Ownership
- Unit 8: Triple Bottom Line: Organizations and People Issues
- Unit 9: Planet—Organizations and the Natural Environment
- Unit 10: Responsibility and the Supply Chain
- Unit 11: Community Impact

The Fourth Industrial Revolution

- Unit 12: Organizations and Technology

Required text and materials

The following textbook is required for this course:

. Lawrence, A. T., & Weber, J. (2023). *Business & Society: Stakeholders, Ethics, Public Policy*. (17th ed.). McGraw-Hill Education. Type: Textbook. ISBN-13: 9781265079246

Assessments

Please be aware that should your course have a final exam, you are responsible for the fee to the online proctoring service, ProctorU, or to the inperson approved Testing Centre. Please contact exams@tru.ca with any questions about this.

To successfully complete the course, students must achieve a passing grade of 50% or higher on the overall course, and 50% or higher on the mandatory Final Exam.

Assignment 1: Company Issue Analysis	20%
Assignment 2: Ethical Dilemma Analysis	20%
Assignment 3: Company Sustainability Initiative Analysis	20%
Final Exam (mandatory):	40%
TOTAL	100%

Open Learning Faculty Member Information

An Open Learning Faculty Member is available to assist students. Students will receive the necessary contact information at the start of the course.



[Terms & Privacy](https://www.tru.ca/disclaimer) (h ps://www.tru.ca/disclaimer)
[Emergency Information](https://www.tru.ca/alerts) (h ps://www.tru.ca/alerts)
[Accreditation](https://www.tru.ca/about/accreditation) (h ps://www.tru.ca/about/accreditation)
[TRU Policy](https://www.tru.ca/policy) (h ps://www.tru.ca/policy)

Information

[Current Students](https://www.tru.ca/current) (h ps://www.tru.ca/current)
[Prospective Students](https://www.tru.ca/future) (h ps://www.tru.ca/future)
[Open Learning Students](https://www.tru.ca/distance) (h ps://www.tru.ca/distance)
[Faculty & Staff](https://www.tru.ca/sta) (h ps://www.tru.ca/sta)
[Alumni](https://www.tru.ca/alumni) (h ps://www.tru.ca/alumni)
[Donors](https://www.tru.ca/foundation) (h ps://www.tru.ca/foundation)
[Media](https://www.tru.ca/marcom/media/info) (h ps://www.tru.ca/marcom/media/info)

Students

[Financial Aid](https://www.tru.ca/awards) (h ps://www.tru.ca/awards)
[Library](https://www.tru.ca/library) (h ps://www.tru.ca/library)
[Bookstore](https://thebookstore.tru.ca/) (h ps://thebookstore.tru.ca/)
[Student Email](mailto:mywebmail.mytru.ca/) (h p://mywebmail.mytru.ca/)
[Moodle](https://moodle.tru.ca/) (h ps://moodle.tru.ca/)
[IT Support](https://www.tru.ca/its) (h ps://www.tru.ca/its)
[All Student Services](https://tru.ca/current.html) (h ps://tru.ca/current.html)

Community

[Careers at TRU](https://www.tru.ca/careers) (h ps://www.tru.ca/careers)
[News & Events](https://inside.tru.ca/) (h p://inside.tru.ca/)
[Parking](https://www.tru.ca/transportation/parking.html) (h ps://www.tru.ca/transportation/parking.html)
[Conference Centre](https://www.tru.ca/conferencecentre) (h ps://www.tru.ca/conferencecentre)
[Room Bookings](https://www.tru.ca/about/campuses/roombookings) (h ps://www.tru.ca/about/campuses/roombookings)
[Tours](https://www.tru.ca/future/visit) (h ps://www.tru.ca/future/visit)
[Campus Map](https://www.tru.ca/map.html) (h ps://www.tru.ca/map.html)

**'Business Ethics and Corporate Social Responsibility'
(AP/ADMS 3660 2020 Section S)**

Wednesday: 19:00 pm - 22:00 pm, (DB 0014)

Atkinson Faculty of Liberal and Professional Studies
School of Administrative Studies
York University

Course Director: Ph.D.

Phone: Ext. 22539

E-mail:

Office hours: Scheduled by Appointment

READING MATERIAL

Course Pack: The course packs will be available for purchase at the University book store. I will notify you with an email once the bookstore has informed me that the material is ready for pick-up.

There will also be supplemental readings distributed to students or posted on the course website throughout the semester.

MID-TERM EXAM: February 5th, 2020

MAKE UP TEST: February 12th, 10:30 am - 1:30 pm, Room TBA

(If any changes occur, they will be announced in class)

NOTE ON MAKE UP TEST:

This test is **ONLY** for students who missed the mid-term for an urgent and valid reason. Students must advise me of having missed the mid-term exam within 24 hours of the exam (exam date TBA), and must provide a completed "Attending Physician's Statement" (<http://www.atkinson.yorku.ca/Council/Students/physicianStatement.pdf>) which must include the name and phone number of a contact person who can verify the reason for absence. Students who fail to take either the mid-term or the make-up mid-term test will receive a grade of 0 on the mid-term test, **with no exceptions**.

Business Ethics and Corporate Social Responsibility (AP/ADMS 3660)**Course Outline**

Course Description: This course introduces students to the relevance and importance of ethics and social responsibility in business. Important learning objectives are to increase students' awareness and understanding of ethical issues in business, and to provide students with useful conceptual tools to guide analysis and decisions. The ultimate intent of the course is to leave students better equipped to identify, think critically about, and resolve ethical issues that are encountered in one's working life at the individual, organizational, and societal levels.

Some of the conceptual tools and frameworks to be discussed throughout the course include:

Ethics versus the Law

Ethical Theory

Moral Decision-Making

Corporate Social Responsibility Theory and Current Issues

Stakeholder Management Frameworks and Best Practices

Organizational Values Audit Tool

International Non-Financial Reporting Standards: Measurement, Metrics, Labels And Awards

The course will apply these conceptual tools and frameworks to the treatment by business of their various stakeholder groups including: shareholders; employees; consumers; suppliers, the natural environment, communities, and governments. The course concludes with a discussion of how companies can better establish ethical corporate cultures and how to institutionalize ethics within organizational structure (eg. compliance and ethics programs).

Learning Objectives:

To increase the awareness of the ethical dimension of business and its decision making process across all functions.

To become familiar with the social standards, values, ethical principles and moral philosophy that provide criteria for decision making.

The role of business ethics in the Canadian as well as global business environment and to recognize the challenges of business social responsibility.

To develop critical thinking skills via the application of concepts and theories to business cases.

Class Schedule

Date	Topic	Readings/Cases
Making Ethical Decisions: Ethics, Responsibility and Accountability		
Session 1 January 8th	Introduction to Ethical Frameworks What is business ethics? Moral Theory Moral Reasoning	Reading (course kit): Corporate Social Responsibility: An Ethical Approach. Mark Schwartz. 2011. Broadview Press. Chapter 2: The Nuts and Bolts of Determining Ethical Responsibility pg 29-50. In class activity: Mountain Terrorist Workshop
<p><i>Session Summary:</i> What is ethics and morality? The goal of the introductory session is to familiarize students with the subjects of business ethics, and corporate social responsibility. The session then begins to introduce several of the moral standards one can use to engage in ethical decision-making, which forms the central building block or tool of analysis for the course. A number of topics are covered including the stages of moral development, responsibility, and the reasoning process. In order to do this, students are asked to participate in an exercise in order to unearth their own ethical position.</p>		
Session 2 January 15th	Corporate Social (Ir)Responsibility Social responsibility theory Stakeholder theory	Reading (course kit): Milton Friedman’s “The Social Responsibility of Business is to Increase its Profits” Bonini, S. M., Mendonca, L. T. Oppenheim, J.M. (2006). When social issues become strategic. McKinsey Quarterly (2): 19-31. Note: Ethical Dilemma Assignment Due
<p><i>Session Summary:</i> This session moves the discussion from moral standards to the debate over the proper extent of a business firm’s obligations towards society. The preliminary issue asked is as follows: Are firms even capable of being held morally responsible, or only their agents? Following this question, the key issue to be debated follows: Is business merely obligated to maximize profit for its shareholders while obeying the law, or are there additional ethical and/or philanthropic obligations as well, as reflected by The Body Shop? By the end of the session students should not only understand CSR theory, but formulate their own position on the CSR debate. Two cases help assess appropriate CSR: IBM and The Final Solution and The Body Shop International.</p>		

Organizational Mission, Vision and Values		
Session 3/4 January 22nd (combined)	Managing CSR Organizational Mission, Vision and Values Triple Bottom Line Corporate Community Involvement	Reading & Case (course kit): Porter, M. and Kramer, M. (2006) Strategy and society: The link between competitive advantage and corporate social responsibility. Harvard Business Review 84 (12): December. In class activity: Case: Toy Wars Velasquez, M. (1986) Business Ethics: Concepts and Cases. <i>Free access case link:</i> https://philosophia.uncg.edu/media/phi361-metivier/readings/Case-Toy_Wars.pdf
<i>Session Summary:</i> In this class we explore how to CSR can be managed within an organization. The case Toy war demonstrates the role of structure, values and mission in steering employee behavior. We will explore different tools at the disposal of management of how to communicate an manage organizational ethics (Triple bottom line and Corporate Community Involvement).		
Session 3/4 January 22nd (combined)	Soft Metrics	Reading (course kit): Lencioni, P. (2002) Make your values mean something. Harvard business review: 113-117. In class activity: Values Audit (handed out in class)
<i>Session Summary:</i> This session is an in-class exercise which is designed to serve as an example of the types of tools a manager has if s/he wishes to perform an audit on the values of an organization. The values matrix can serve as a basis for evaluating organizations on their ethical performance.		

Stakeholder Relationships		
Session 5 January 29th	Employees: Professional Obligations Greed and conflicts of interest Insider trading Theft and fraud Whistle-blowing	Reading (course kit): Waters, J. & Bird, F. (1989) Attending to Ethics in Management. Journal of Business Ethics (8): 493-497. Anand, V., Ashforth, B.E., and Joshi, M. (2004). Business as usual: the acceptance and perpetuation of corruption in organizations. Academy of Management Executive, 18(2): 39–53.
<p><i>Session Summary:</i> The following sessions involve more of a practical application of the previous frameworks initially discussed (i.e., moral standards and CSR theory) to a variety of topics, typically focusing on particular stakeholders. The first stakeholder group involves employees, and the challenge of behaving ethically in the workplace. We begin by discussing the notion of greed versus self-interest, and ask ‘Is greed good?’ We then refer to the topic of conflicts of interest including giving and receiving gifts and entertainment, insider trading, and theft and fraud. The Martha Stewart case examines the issue of possible insider trading. The session concludes with a debate over when it is permissible or even obligatory to blow the whistle on one’s colleagues or employer due to legal or ethical misconduct, and includes an examination of ‘The Whistle-blower at Canadian Marconi’ case.</p>		
Session 6 February 5rd	Mid-Term Exam	Mid-term in class
		<i>Make-up mid-term:</i> <i>February 12th, 10:30 pm - 1:30 pm</i> <i>Room: TBA</i>
Reading Days: February 15th – February 22nd		
Session 7 Week of February 10th	Employees: Rights Discrimination and harassment Privacy Health and safety	On-line session <i>(see course website)</i> Reading (course kit):

		Business Ethics in Canada. Deborah Poff (ed.) 2005. Chapter 13: The worker as victim by Harry J. Glasbeek from Canadian Forum, 1981. Pearson Prentice Hall, pg. 170-176.
<p><i>Session Summary:</i> This session deals with the rights of employees from an ethical perspective. The issue of discrimination and sexual harassment is discussed, as well as the right to health and safety of employees. In terms of safety, we examine the ‘Nova Scotia’s Westray Mine Tragedy’ case, and ask who should be held accountable. The right to privacy of employees versus the rights of employers to monitor their employees is also discussed.</p>		
<p>Session 8 February 26th</p>	<p>Consumers: Protection Consumer protection Product recalls <i>Take up mid-term exam</i></p>	<p>Reading (course kit): Smith, C., Thomas, R. and Quelch, J. (1996) A strategic approach to managing product recalls. Harvard Business Review: (74) 5: 102-113.</p> <p>In-class case: Guidant (posted on course website)</p>
<p><i>Session Summary:</i> This session moves the discussion to the obligation firms have towards their customers or clients. Various positions on manufacturer’s obligations are presented, including the contract view (i.e., buyer beware), due care (i.e., seller take care), or social cost (i.e., seller beware). The case ‘Toxic Tacos’ asks the question whether genetically modified foods should be sold before they are proven to be safe. Guidant explores how safe a product must be.</p>		
<p><i>Last day to drop a course without receiving a grade November 8th</i></p>		
<p>Session 9 Week of March 4nd</p>	<p>Consumers: Marketing Marketing ethics Pricing, quality, labeling</p>	<p><i>On-line session</i> <i>(see course website)</i></p> <p>Reading (course kit): Prusan, P. (2001) Corporate Reputation: Image and identity.</p>

		Corporate Reputation Review (4), 50–64.
<p><i>Session Summary:</i> The ethical issues involved in marketing products and services to consumers are discussed. Special attention to marketing to vulnerable groups such as children, or ethical concerns due to the marketing of certain products (e.g., cigarettes or alcohol), are covered. The case ‘Child Sponsorship and the Future of Basketball’ explores whether it is appropriate for Reebok to sponsor a child at such an early age. The case ‘Assurance Magnum of Quebec’ explores ethical obligations when selling an insurance product.</p>		

<p>Session 10 March 11th</p>	<p>Global Business Ethics Bribery Repressive Regimes Overseas Suppliers</p>	<p>Reading Case (Course Kit): Development as Freedom. Amartya Sen. Anchor Books, Random House, Inc. New York. Chapter 10: Culture and Human Rights, pg. 227-248. Denis, A. and Bowie, E. (2003) Sweatshops and respect for persons. Business Ethics Quarterly (13)2: 221-242.</p> <p>In-class Exercise and Case: Shell Corporate Anti-Corruption Training Charles Veillon, S.A. (A). Sharp Paine, L. (2007) Harvard Business School Case. 9-307-002. (from course kit)</p>
<p><i>Session Summary:</i> This session focuses on doing business abroad, when one’s home country’s legal or ethical standards may conflict with those where one is doing business. Students will be expected to develop their own personal position on the debate: When in Rome, should one ‘do as the Romans do’? Or should one do what one does at home?’ Several issues will be discussed as part of this debate including bribery, doing business in countries with repressive regimes, (Shell Corporate Anti-corruption Exercise) and dealing with overseas suppliers by implementing non-financial measurement standards (‘Veillon’).</p>		
<p>Session 11 Week of March 16th</p>	<p>Shareholders and the Ethical Business Firm Corporate governance Ethics programs (e.g., codes, training)</p>	<p>On-line session <i>(see course website)</i></p> <p>Reading Case (Course Kit): Fombrun, C. & Foss, C. (2004). Business ethics: Corporate responses to scandal. Corporate</p>

		<p>Reputation Review,7(3): 284-288.</p> <p>Broken Trust: Role of Professional in Enron Debacle. Harvard Business School Case Study 9-903-084. (in course kit)</p> <p>See course slides for other on-line sources</p>
--	--	--

Session Summary: This session deals with obligations to shareholders, in terms of appropriate corporate governance, ethical obligations of directors and executives, and risk management. The Enron case will be utilized to demonstrate a complete ethical failure in corporate governance. The session then proceeds with a discussion of what firms and managers can do to help encourage an ethical corporate culture through the use of formal and informal ethics programs. The course concludes with a review of all the material.

<p>Session 12 March 25th</p>	<p>Natural Environment and the Community Triple bottom line Homocentric vs. Eco-centric Course Review</p>	<p>Reading Case (Course Kit): Chakravorti, B. (2017) How companies can champion sustainable development. Harvard Business Review. (March 14, Digital Article)</p> <p>In-class case: AES Global Values. Sharp Paine, L. (2000) Harvard Business School Case. 9-307-002. (from course kit)</p>
---	--	---

Session Summary: This session addresses concepts including the triple bottom line (i.e., economic, environmental, and social), and the growing importance of taking into account impacts on the natural environment such as global warming through carbon emissions. Students will be asked whether they are ‘homocentric’ (nature has value only in relation to its value to humankind) or ‘eco-centric’ (nature has value in and of itself). The growing fields of social reporting and auditing will be discussed. We then discuss the importance of firms assisting the community (broad CSR) versus elevating environmental standards (narrow CSR) in the international context by examining the case AES Global Values.

<p>Final Exam Case Posted Online: March 26th, by midnight</p> <p>Due: April 13nd, by 12:00 (noon)</p>	<p>CASE ANALYSIS ASSIGNMENT</p>
---	--

Student Assignments and Grading:

Assignment	Grade Weight	Due Date
1) Ethical Dilemma	Pass/Fail	January 15 th , (class 2)
2) Mid-Term Exam	40%	February 5 th , 19:00-22:00 (class 6) February 11 th , 10:30-1:30 pm (make-up)
3) Group Case Analysis Assignment	60%	April 13 nd by 9:00am (posted March 26 th)
<i>TOTAL</i>	100%	

1) Personal Ethical Dilemma (Mandatory submission; pass/fail grade)

Students will be required to submit an actual ethical dilemma that they have encountered in a work environment. The write-up should include two parts: Part A - a brief description of the situation, the central issue or dilemma, and the possible options (clearly identify them); Part B - how the dilemma was resolved including any remaining issues. Dilemmas will be selected for discussion throughout the course (but not returned to students). Students should be prepared to acknowledge that they were the author of the dilemma, and to discuss it in class. In order to respect privacy and the confidentiality of others however, students are not required to identify other individuals involved, nor any organization involved. No more than 1 page. The assignment is due by hard copy at the beginning of session 2. Please indicate your name and section letter (ie. 'B') on the assignment. There is a *5% deduction* from your overall course grade if you submit this assignment late without asking for extension previous to when the assignment is due.

2) Mid-Term (40%) – Individual closed book in-class exam

The mid-term exam will be closed-book and cover all of the material from the beginning of the course, including readings, cases, videos, and lecture material. The mid-term will consist of multiple choice, short answer, and short essay questions.

3) Case Analysis Assignment (60%): Group Project

The major assignment will cover all of the material in the course. No additional materials beyond the course will be required. The assignment will involve the ethical analysis of a case as well as possibly a few short essay questions. Instructions will be provided on how to submit the assignment. Late assignments and late peer assessments will be subject to a grade deduction.

This assignment will be completed in groups and the final assignment mark has two components: Final paper assignment mark worth 80% of total assignment grade and peer assessment mark worth 20% of total assignment grade. The maximum mark for your total mark is fixed at the assignment grade as marked by the instructor. The peer assessment score confirms or reduces the overall assignment grade depending on the student performance in the group as graded by the group. This mark distribution penalizes those students who receive less than 8/10 on their combined peer assessments score. (See *Final Assignment Grade Example: 80% Assignment Grade and Range of Peer Assessment Grades* below.)

Final Assignment Grade Example:
80% Assignment Grade and Range of Peer Assessment Grades

For example your final assignment score is 80%, depending on your peer evaluation you will receive the following grade:

Grade	peer grade	calculation	final grade
0.8	1	0.84	80%
0.8	0.9	0.82	80%
0.8	0.8	0.8	80%
0.8	0.7	0.78	78%
0.8	0.6	0.76	76%
0.8	0.5	0.74	74%
0.8	0.4	0.72	72%
0.8	0.3	0.7	70%
0.8	0.2	0.68	68%
0.8	0.1	0.66	66%
0.8	0	0.64	64%

4) Class Participation

Much of the learning from the course comes from the analysis and discussion of the material. You are expected to have engaged with the material before class and to be

prepared to provide thoughtful contributions in class to advance our understanding.
Absences should occur only under exceptional circumstances.

RELEVANT UNIVERSITY REGULATIONS

Academic Honesty: The Faculty of Liberal Arts and Professional Studies considers breaches of the Senate Policy on Academic Honesty to be serious matters. To quote the Senate Policy on Academic Honesty. The Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards. Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist.

Students should review the York Academic Honesty policy for themselves at: <http://www.yorku.ca/secretariat/policies/document.php?document=69>
Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at: http://www.yorku.ca/tutorial/academic_integrity/

Religious Accommodation: York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. For more information on religious accommodation, please visit: <https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

Academic Accommodation for Students with Disabilities

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder. For more information please visit the Disabilities Services website at <http://www.yorku.ca/cds/>

York's disabilities offices and the Registrar's Office work in partnership to support alternate exam and test accommodation services for students with disabilities at the Keele campus. For more information on alternate exams and tests please visit <http://www.yorku.ca/altexams/>

Please alert the Course Director as soon as possible should you require special accommodations.