



9002438: Ethics and Sustainability

Fall, 2024

Course Introduction


Course Title	Ethics and Sustainability
Course Code	9002438
Credit Hours	3
Semester & Year	Fall 2024
Pre-requisites	

Class Type	Section	Days	Time	Room
Regular	001-002	Tuesday and Thursday	1pm - 4pm	805

Instructor

Instructor	Sara Khawar
Office	Room 1008
Consultation Hours	Tuesday and Thursday 11am-12pm
Email	sara.khawar@solbridge.ac.kr

Mission Map

Mission Based Goals		Approximate % of Course Content
Global Perspective		30%
Asian Expertise		15%
Creative Management Foundation		10%
Cross Cultural Competence		15%
Social Responsibility		30%
Total		100%

SolBridge Mission & Course Objectives

The prime goal of the course is to deliver the promise of SolBridge. SolBridge has the mission of educating the next generation of Asian Thought leaders. The school aims to instill in our graduates a Global Perspective, Asian Expertise, Creative Management Foundation, Cross Cultural Competence and a sense of social responsibility.

Over the last two centuries, we have witnessed many industrial, social and environmental disasters that were acknowledged as unethical and illegal. These disasters had adverse impact on stakeholders including employees, consumers, shareholders, communities and the environment.

With the theoretical foundations and using the integrative case study framework for ethical decision making, the students will learn about the real-life cases and develop their ability to recognize, make ethical judgements, take action, develop practical competence in sustainability and responsibility.

This course has been designed to equip the students with the importance of ethical awareness and decision making; become ethical leaders who can bring positive change in their organizations and society to create a more just, sustainable and equitable world for all.

The objectives of this course are:

- To develop the ability to recognize and analyze ethical issues in business
- To understand the differences in business ethics across cultures
- To understand the importance of ethical issues in business and global strategies
- To understand the concept of sustainability and ESG criteria
- To understand the concept of corporate social responsibility and businesses as agents of world benefit

Learning Outcomes

Following successful completion of the course, the participant would be able to:

- CO 1: Effectively identify and analyze the ethical issues in business
- CO 2: Understand the cultural differences in business ethics across cultures
- CO 3: Analyze the ethical issues in business and global strategies adopted by developed country multinational enterprises (DMNES) and emerging country multinational enterprises (EMNES)
- CO 4: Understand the concept of sustainability and ESG criteria in business
- CO 5: Apply the ethical reasoning and develop ethical leadership skills equipping themselves to lead with integrity and strong sense of responsibility

Course Outcome – SolBridge Mission Matrix

Course outcomes	Learning level	Course Outcome Statement	AoL competency Goal (code and the brief description) ¹	SolBridge Mission Goals ²					Assessments
				Global Perspective	Asian Expertise	Creative Management Foundation	Cross Cultural Competence	Social Responsibility	
CO 1	L3	Effectively identify and analyze the ethical issues in business	3.1 Demonstrate their In-Depth Understanding of Asian Business Practices	3	3	2	3	3	Case Presentations, Assignments, Exams
CO 2	L2	Understand the cultural differences in business ethics across cultures	3.1 Demonstrate their In-Depth Understanding of Asian Business Practices 3.3 Demonstrate their Understanding of the Implications of Globalization for Organizations	3	3	2	3	3	Case Presentations, Assignments, Exams
CO 3	L4	Analyze the ethical issues in business and global strategies adopted by developed country multinational enterprises (DMNES) and emerging country multinational enterprises (EMNES)	3.1 Demonstrate their In-Depth Understanding of Asian Business Practices 3.3 Demonstrate their Understanding of the Implications of Globalization for Organizations	3	3	2	3	3	Case Presentations, Assignments, Exams
CO 4	L2	Understand the concept of sustainability and ESG criteria in business	3.3 Demonstrate their Understanding of the Implications of	2	2	2	3	3	Case Presentations,

¹ Applicable for AoL courses. If your course is not an AoL course, please fill "N/A" in the cells of this column.

² Key: 3 - Imparts Knowledge/Skills, Provides Practice, and Provides Reflection/Experimentation opportunities; 2 – Imparts Knowledge/Skills, and Provides Practice; 1 – Imparts Knowledge/Skills; 0- Does not address

			Globalization for Organizations						Assignments, Exams
CO 5	L3	Apply the ethical reasoning and develop ethical leadership skills equipping themselves to lead with integrity and strong sense of responsibility	3.3 Demonstrate their Understanding of the Implications of Globalization for Organizations	2	2	2	3	3	Case Presentations, Assignments, Exams

Teaching Methodology

This course is 3 credit hour course with two 1.5 hour classes every week. The sessions every week will be divided into two parts:

1. Tuesday Lecture will be theoretical lecture where the instructor will deliver the lecture and provide examples related to the topics taught.
2. Thursday Lecture will be the presentations and case discussion sessions where there will be group discussions and presentations on real life cases assigned by the instructor every week.

The students are expected to actively participate and prepare for the lecture before coming to class.

Course Materials and Readings

The main textbook for this course will be **Business Ethics: The Sustainable and Responsible Way** by **Sunil G. Savur** 2024, Sage Publications. Other than the textbook, the reading materials will be shared by the instructor.

Assessment Method & Grading

These are the components of the evaluation scheme for this course:

Component	Weight
Attendance	20%
Class Participation/ Presentations	15%
Mid Term Exam	20%
Group Assignment	15%
Final Exam	30%
Total	100%

Attendance

According to the attendance policy at Solbridge, attendance accounts for the 20% of the final grade. Students who miss more than 1/3 of the classes automatically get an **F**. For most courses (of 45 total hours), this is 15 hours of class or 30 attendance blocks.

This is the responsibility of every student to check their attendance **after every class** and in case of any discrepancy email to the course TA (Ms. Laura Souto Ribeiro lsouto232@student.solbridge.ac.kr) and cc to the professor (sara.khawar@solbridge.ac.kr). Any request after the day of the class will need the approval from the Dean and the President of Solbridge.

Class participation

Class Participation is one of the crucial components of this course where the student will work in groups and develop their competency to analyze cases and present in class. Other than the presentation, your class participation will be marked on the basis of the individual one-page reflective report due after every Thursday class. Following is the rubric for the class participation marks.

Performance Elements & Levels	Inadequate (1 point)	Developing (2 points)	Accomplished (3 points)	Exemplary (4 points)
Engagement & Active Participation	Student never participates in class discussion; fails to respond to direct questions	Few contributions to class discussions; seldom volunteers but responds to direct questions	Proactively contributes to class discussion; asks questions and responds to direct questions	Proactively and regularly contributes to class discussion; initiates discussion on issues related to class topic
Listening skills	Does not listen when others talk; interrupts or makes inappropriate comments	Does not listen carefully; comments are often nonresponsive to discussion	Listens and appropriately responds to the contributions of others	Listens without interrupting and incorporates and expands on the comments of other students
Relevance of contribution to topic under discussion	Contributions are off-topic or distract from discussion	Contributions are sometimes off-topic or distract from discussion	Contributions are always relevant	Contributions are relevant and promote deeper analysis of the topic
Preparation	Student is not adequately prepared; does not seem to have read the assigned material before class	Student has read the material but not closely, or has read only some of the material before class	Student has read and thought about the material before class	Student is consistently well prepared; sometimes adds relevant information beyond the assigned reading

Group Assignment

One assignment for this course will be a group assignment on the United Nation's 17 Sustainable Development Goals. Each class will be divided into 17 groups and each group will be assigned a Sustainable Goal. Each group will be required to learn about their individual goals and propose a project idea to achieve that goal as the Solbridge student. The

deliverable for this project will be a group presentation of 20 minutes. The rubric for the presentation evaluation is as follows:

Assessment Rubric for Presentations

Team:		Assessor:		Date:	
Category/ Criteria	Exemplary (5)	Competent (3)	Needs Work (1)	Score	
Structure	<ul style="list-style-type: none"> The presentation has a concise and clearly stated focus that is relevant to the audience. The presentation is well-structured with a clear storyline. Ideas are arranged logically; they strongly support the presentation focus. Sections are well- connected with smooth transition. 	<ul style="list-style-type: none"> The presentation has a focus; but it is not concise or not clearly stated. The presentation is somewhat structured. Ideas are arranged logically; but the connection with the presentation focus is not very strong. Sections are connected. 	<ul style="list-style-type: none"> The presentation lacks a focus. The presentation is ill-structured. Ideas are presented without obvious order or logical connection. Transitions between sections are jumpy. 		
Content	<ul style="list-style-type: none"> Materials are coherently organized, demonstrating the presenter’s mastery of the subject knowledge. All materials presented are relevant and lead naturally to the conclusion/recommendation. Ideas are supported by evidence, with appropriate use of facts, examples, statistics and references. 	<ul style="list-style-type: none"> Content shows subject knowledge and depth; but sections may not show a strong coherence with the whole. The materials adequately support the conclusion/recommendation. Ideas are sometimes supported by information research. 	<ul style="list-style-type: none"> The content is fragmented; it fails to demonstrate the presenter’s subject knowledge. The materials presented are not clearly linked to the conclusion/recommendation. Ideas are stated without support or references. 		
Communication	<ul style="list-style-type: none"> The presenter is fluent and articulate; the use and variation of tone and pace is effective. The presenter demonstrates good grammar and choice of words. The presenter maintains proper eye contact with audience; posture and gestures show a good level of confidence and enthusiasm. 	<ul style="list-style-type: none"> The presenter’s pronunciation is average. Some tone and pace variations are used to facilitate the delivery. The presenter’s vocabulary and grammar accuracy are average. The presenter maintains eye contact some of the time. Posture and gestures display a moderate level of confidence and enthusiasm. 	<ul style="list-style-type: none"> The presenter does not speak clearly, speaks too fast or too slowly, rarely uses tone or pace variation to help the delivery. The presenter uses very limited vocabulary and poor grammar. The presenter does not look at the audience. The body language shows a lack of confidence and enthusiasm. 		
Use of media (if any)	<ul style="list-style-type: none"> Visual aid is clear, relevant and well-designed. Creative effort is evident in making the presentation more captivating. 	<ul style="list-style-type: none"> Most visuals are clear and/or relevant. Traditional use of media, but effective and professional. 	<ul style="list-style-type: none"> Visuals are irrelevant, difficult to understand, or poorly designed. Ineffective use of media. 		
Time management	<ul style="list-style-type: none"> The presentation lasts 20 +/- 1 minutes. 	<ul style="list-style-type: none"> The presentation lasts 20 +/- 2 minutes. 	<ul style="list-style-type: none"> The presentation lasts 20 +/- 4 minutes. 		
Strengths of the presentation:		Areas for improvement:			

Midterm Exam

The exam will be a combination of MCQs and Short Scenario/Case questions on all topics covered before the mid-term.

Final exam

The exam will be a combination of MCQs and Short Scenario/Case questions on all the topics covered in the course.

Session Plan

Week	Topic
1	Course Introduction, Instructor Introduction
2	History, Morality VS Ethics, Classification of Ethics, Purpose of Business, Three Levels of Moral Judgement
3	Contested Values and Stakeholder Management
4	Ethical Approached: Understanding Normative Ethical theories
5	Ethical Decision Making: Descriptive Ethical Theories
6	Business Ethics across Cultures
7	Ethical Issues in Business: Managers and Organizations
8	Global Strategies and Ethics
9	Mid Term Exam
10	Corporate Social Responsibility and Responsible Leadership
11	Sustainability and ESG Criteria
12	Ethical Frameworks for Sustainability and Future Trends
13	Future Issues and Directions for Ethics and Sustainability

14	Group Assignment Presentations
15	Final Exam

Ethics

Academic integrity and honesty are fundamental to the values of our institution. Academic misconduct by students negatively affects both our academic reputation & quality and our students' learning experience & progress (academic and career). Thus, SolBridge pays utmost importance to academic integrity and honesty and expects all the students to maintain academic integrity in all their academic endeavors.

Academic Dishonesty

Academic dishonesty includes but not limited to: (a) plagiarism, (b) cheating during examinations, (c) obtaining/ providing information for reports, assignments and examinations by fraudulent means, (d) falsification of information or data, and (e) false representation of others' effort as one's own.

Some examples of academic dishonesty are: copying from other students during examinations; obtaining or using unauthorized information, material, or assistance in quizzes, exams or any academic assignment; copying material from other students' reports/ assignments and submitting the same as one's own report; creating fictitious interview materials for assignments or reports. These are just a few examples and not exhaustive. Any kind of cheating

Plagiarism

SolBridge considers plagiarism as a serious breach of professional ethics. Plagiarism will not be tolerated in any form at SolBridge. Penalties can be as severe as expulsion from the university. To avoid plagiarism, it always best to do your own work or cite the work of others appropriate. Refer to your student handbook for a more detailed description of plagiarism and the associated penalties.

Copying Textbooks & copyrighted materials

Copying Textbooks and other copyrighted materials without permission of publisher or author is tantamount to theft. Therefore, students are expected to purchase the prescribed books and other materials from the Woosong Bookstore or from other legal sellers.

- Students using copied versions of books without permission will be asked to leave the classroom.
- In addition, such students will get "zero" participation points and any other penalties as levied by the instructor.

The rules for any act of academic dishonesty including plagiarism and copyright violations are:

1. The first instance or the act will result in a "zero" for the assignment or the assessment in question, and a report will be filed with the disciplinary committee. Further actions may be taken by the disciplinary committee.
2. The second instance or the act will result in a 'fail' grade for the entire course, and a report will be filed with the disciplinary committee. Further actions may be taken by the disciplinary committee.

3. The third cumulative instance or act will result in institutional-level disciplinary action which could include expulsion from the school.
4. The instructor will report each instance of plagiarism, academic dishonesty and violation of school disciplinary rules to the disciplinary officer.