



## UNSW Course Outline

# MGMT2726 Business Ethics and Sustainability - 2024

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## General Course Information

Course Code : MGMT2726

Year : 2024

Term : Term 3

Teaching Period : T3

Is a multi-term course? : No

Faculty : UNSW Business School

Academic Unit : School of Management and Governance

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Undergraduate

Units of Credit : 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

Ethics is a growing business risk and not limited to a few 'bad apples'. Knowing how to make ethical decisions, how to run a company with integrity, how to avoid reputational damage, or how to form partnerships built on trust has become as important for businesses in the 21st century

as it is to guarantee a positive return on investment. In this course, students are exposed to the philosophical pillars of ethics, justice and moral reasoning to equip them with the key capabilities for managing and leading organisations more ethically and sustainably. Topics will include ethical thinking, moral philosophy, corporate responsibility, social justice, ethical problem identification and analysis, professional ethics, and ethical leadership.

## **Course Aims**

Equip students with ethical decision-making skills and leadership capabilities for managing organizations more ethically and sustainably.

## **Relationship to Other Courses**

An important component of MGMT 2726 is the study of ethics and sustainability in relation to both local and international business contexts. Knowledge gained is very relevant to a range of disciplinary areas including Management, Finance, Accounting, Marketing, Innovation, and International Business.

# Course Learning Outcomes

| Course Learning Outcomes  |
|---|
| CLO1 : Apply analytical, critical, and creative thinking skills to make morally sound business decisions in a global context.   |
| CLO2 : Evaluate the philosophies underpinning business' responsibility for good governance, environmental sustainability, and social justice in different contexts & arguments. |
| CLO3 : Apply ethical theory to build a rhetorically strong argument to communicate your position on controversial ethical issues.   |
| CLO4 : Work collaboratively and constructively with a diverse team on finding solutions to ethical dilemmas.  |
| CLO5 : Critically reflect on your own values and practices and the impact of your role as a future decision maker.  |

| Course Learning Outcomes  | Assessment Item   |
|---|---|
| CLO1 : Apply analytical, critical, and creative thinking skills to make morally sound business decisions in a global context.   | <ul style="list-style-type: none"><li>• Individual assignment</li><li>• Group assignment</li></ul>                      |
| CLO2 : Evaluate the philosophies underpinning business' responsibility for good governance, environmental sustainability, and social justice in different contexts & arguments. | <ul style="list-style-type: none"><li>• Individual assignment</li><li>• Group assignment</li></ul>                      |
| CLO3 : Apply ethical theory to build a rhetorically strong argument to communicate your position on controversial ethical issues.   | <ul style="list-style-type: none"><li>• ePortfolio</li><li>• Individual assignment</li><li>• Group assignment</li></ul> |
| CLO4 : Work collaboratively and constructively with a diverse team on finding solutions to ethical dilemmas.  | <ul style="list-style-type: none"><li>• Group assignment</li></ul>  |
| CLO5 : Critically reflect on your own values and practices and the impact of your role as a future decision maker.  | <ul style="list-style-type: none"><li>• Reflective piece</li><li>• ePortfolio</li></ul>                                 |

## Learning and Teaching Technologies

Moodle - Learning Management System

## Learning and Teaching in this course

In this course we take an active, adult-learning approach that stresses interactive teaching and learning, providing a mix of learning experiences and a hands-on introduction to the various concepts. We expect you to fully participate in this learning journey. For those of you who are

used to the discourses of physical sciences or engineering, ethical arguments may, at face value, look more like opinions than facts. This is because, in the complex world of human behaviour, social relationships, and systems, the 'facts' are always contestable and value-laden. We can and will, however, differentiate between strong and weak arguments, and between sound and faulty reasoning. We can and should consider what we see in organisations from alternative perspectives, even if this takes us outside our comfort zones.

# Assessments

## Assessment Structure

| Assessment Item  | Weight | Relevant Dates   | Program learning outcomes   |
|--|--------|--|---|
| ePortfolio Assessment<br>Format: Individual            | 20%    | Start Date: Not Applicable<br>Due Date: Not Applicable | <ul style="list-style-type: none"> <li>• PL05 : Responsible Business Practice</li> <li>• PL06 : Global and Cultural Competence</li> <li>• PL07 : Leadership Development</li> </ul>  |
| Individual assignment Assessment<br>Format: Individual | 20%    | Due Date: 31/10/2024 04:00 PM                          | <ul style="list-style-type: none"> <li>• PL01 : Business Knowledge</li> <li>• PL02 : Problem Solving</li> <li>• PL03 : Business Communication</li> <li>• PL05 : Responsible Business Practice</li> <li>• PL06 : Global and Cultural Competence</li> <li>• PL07 : Leadership Development</li> </ul>                            |
| Reflective piece Assessment<br>Format: Individual      | 30%    | Due Date: 12/11/2024 11:00 AM                          | <ul style="list-style-type: none"> <li>• PL07 : Leadership Development</li> </ul>   |
| Group assignment Assessment<br>Format: Group           | 30%    | Due Date: 10/10/2024 04:00 PM                          | <ul style="list-style-type: none"> <li>• PL01 : Business Knowledge</li> <li>• PL02 : Problem Solving</li> <li>• PL03 : Business Communication</li> <li>• PL04 : Teamwork</li> <li>• PL05 : Responsible Business Practice</li> <li>• PL06 : Global and Cultural Competence</li> <li>• PL07 : Leadership Development</li> </ul> |

# Assessment Details

## ePortfolio

### Assessment Overview

Regular interactive exercises

Assesses: PL05, PL06, PL07

### Course Learning Outcomes

- CL03 : Apply ethical theory to build a rhetorically strong argument to communicate your position on controversial ethical issues.
- CL05 : Critically reflect on your own values and practices and the impact of your role as a future decision maker.

### Detailed Assessment Description

You will document your learning development by compiling evidence of coursework into a digital portfolio. Drawing from the course content and class discussions, your e-portfolio will demonstrate the development of your engagement, knowledge and reflective practice throughout the course.

### Assessment Length

1,500-3,000 words (2x)

### Submission notes

In week 4 & week 10 portfolios are to be submitted for feedback and marking.

### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

### Generative AI Permission Level

#### Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct &

Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

## **Individual assignment**

### **Assessment Overview**

Rhetorical argument and decision in a moral dilemma

Assesses: PLO1, PLO2, PLO3, PLO5, PLO6, PLO7

myBcom points and PLO5

### **Course Learning Outcomes**

- CLO1 : Apply analytical, critical, and creative thinking skills to make morally sound business decisions in a global context.
- CLO2 : Evaluate the philosophies underpinning business' responsibility for good governance, environmental sustainability, and social justice in different contexts & arguments.
- CLO3 : Apply ethical theory to build a rhetorically strong argument to communicate your position on controversial ethical issues.

### **Detailed Assessment Description**

For this assignment you are to write an opinion piece. In response to a contemporary topic of debate in the business community, you will identify, analyse and argue the moral issues it raises and argue for the best course of action. Your analysis will need to provide your argument with a strong theoretical and factual underpinning. You can either submit this as a script for a social media post or as an opinion piece for a newspaper or magazine.

### **Assessment Length**

1000 words (+/- 10%)

### **Assignment submission Turnitin type**

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

### **Generative AI Permission Level**

#### **Simple Editing Assistance**

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties. For more information on Generative AI and permitted use please see [here](#).

## **Reflective piece**

### **Assessment Overview**

Personal reflection on course material, skills and growth

Assesses: PLO7

### **Course Learning Outcomes**

- CLO5 : Critically reflect on your own values and practices and the impact of your role as a future decision maker.

### **Detailed Assessment Description**

In response to a writing prompt, you will reflect on your learning experience in the course.

### **Assessment Length**

Up to 1,000 words

### **Submission notes**

Reflections will be handwritten and completed during the last lecture.

### **Assignment submission Turnitin type**

Not Applicable

### **Generative AI Permission Level**

**No Assistance**

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see [here](#).

## **Group assignment**

### **Assessment Overview**

Ethical case study for which group agrees upon a joint recommendation

Assesses: PLO1, PLO2, PLO3, PLO4, PLO5, PLO6, PLO7

myBcom points and PLO6

### **Course Learning Outcomes**

- CLO1 : Apply analytical, critical, and creative thinking skills to make morally sound business decisions in a global context.
- CLO2 : Evaluate the philosophies underpinning business' responsibility for good governance, environmental sustainability, and social justice in different contexts & arguments.
- CLO3 : Apply ethical theory to build a rhetorically strong argument to communicate your position on controversial ethical issues.
- CLO4 : Work collaboratively and constructively with a diverse team on finding solutions to ethical dilemmas.

### **Detailed Assessment Description**

Documentary: In response to a contemporary topic of debate in the business community, you will identify, analyse and argue the moral issues it raises from various philosophical perspectives. You will present your analysis in an engaging documentary that offers a convincing argument for who and what you believe is right or wrong based on a strong theoretical and factual underpinning.

### **Assessment Length**

9 - 11 minutes

### **Assessment information**

The 3 best documentaries will be shown in class in week 7.

### **Assignment submission Turnitin type**

This is not a Turnitin assignment

### **Generative AI Permission Level**

Not Applicable

Generative AI is not considered to be of assistance to you in completing this assessment. If you do use generative AI in completing this assessment, you should attribute its use.

For more information on Generative AI and permitted use please see [here](#).

## **General Assessment Information**

### **Grading Basis**

Standard



# Course Schedule

| Teaching Week/Module                 | Activity Type | Content   |
|--------------------------------------|---------------|---|
| Week 1 : 9 September - 15 September  | Lecture       | Introduction to Business Ethics                     |
| Week 2 : 16 September - 22 September | Lecture       | Consequentialism, Utilitarianism and Kantian Ethics |
| Week 3 : 23 September - 29 September | Lecture       | Virtue Ethics, Ethics of Care and Rawlsian Ethics   |
| Week 4 : 30 September - 6 October    | Lecture       | Capitalism and Conceptions of the Economy           |
| Week 5 : 7 October - 13 October      | Lecture       | Stakeholders, Purpose, and Corporate Responsibility |
| Week 6 : 14 October - 20 October     | Other         | Flexweek  |
| Week 7 : 21 October - 27 October     | Lecture       | Rights, Justice and Bureaucracy                     |
| Week 8 : 28 October - 3 November     | Lecture       | Ethical Leadership and Individuals in Business      |
| Week 9 : 4 November - 10 November    | Lecture       | Sustainability and Global Business Ethics           |
| Week 10 : 11 November - 17 November  | Lecture       | Course Review and Reflection                        |

## Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

## General Schedule Information

This interactive course has one weekly lecture and one weekly tutorial. Parts of marked assignments are completed during the lecture and the tutorial.

## Course Resources

### Prescribed Resources

A range of mixed media resources will be available each week in Moodle.

### Recommended Resources

All resources will be made available in Moodle.

## Course Evaluation and Development

Feedback is regularly sought from students and continual improvements are made based on this feedback. At the end of this course, you will be asked to complete the [myExperience survey](#), which provides a key source of student evaluative feedback. Your input into this quality enhancement process is extremely valuable in assisting us to meet the needs of our future students and to continue to provide an effective and enriching learning experience. The results of all surveys are carefully considered and do lead to action towards enhancing educational quality.

# Staff Details

| Position | Name         | Email | Location           | Phone            | Availability   | Equitable Learning Services Contact | Primary Contact |
|----------|--------------|-------|--------------------|------------------|----------------|-------------------------------------|-----------------|
| Lecturer | Suleika Bort |       | Business School L5 | +61 (2) 83180024 | By appointment | No                                  | Yes             |

## Other Useful Information

### Academic Information

#### COURSE POLICIES AND SUPPORT

The Business School expects that you are familiar with the contents of this course outline and the UNSW and Business School learning expectations, rules, policies and support services as listed below:

- Program Learning Outcomes
- Academic Integrity and Plagiarism
- Student Responsibilities and Conduct
- Special Consideration
- Protocol for Viewing Final Exam Scripts
- Student Learning Support Services

Further information is provided on the [Policies and Guidelines](#) page.

Students may not circulate or post online any course materials such as handouts, exams, syllabi or similar resources from their courses without the written permission of their instructor.

#### STUDENT LEARNING OUTCOMES

The Course Learning Outcomes (CLOs) – under the Outcomes tab – are what you should be able to demonstrate by the end of this course, if you participate fully in learning activities and successfully complete the assessment items.

CLOs also contribute to your achievement of the Program Learning Outcomes (PLOs), which are developed across the duration of a program. PLOs are, in turn, directly linked to [UNSW graduate capabilities](#). More information on Coursework PLOs is available on the [Policies and Guidelines](#) page. For PG Research PLOs, including MPDBS, please refer to [UNSW HDR learning outcomes](#).

## Academic Honesty and Plagiarism

As a student at UNSW you are expected to display [academic integrity](#) in your work and interactions. Where a student breaches the [UNSW Code of Conduct](#) with respect to academic integrity, the University may take disciplinary action. To assure academic integrity, you may be required to demonstrate reasoning, research and the process of constructing work submitted for assessment.

To assist you in understanding what academic integrity means, and how to ensure that you do comply with the UNSW Code of Conduct, it is strongly recommended that you complete the [Working with Academic Integrity](#) module before submitting your first assessment task. It is a free, online self-paced Moodle module that should take about one hour to complete.

## Submission of Assessment Tasks

### SHORT EXTENSIONS

Short Extension is a new process that allows you to apply for an extended deadline on your assessment without the need to provide supporting documentation, offering immediate approval during brief, life-disrupting events. Requests are automatically approved once submitted.

Short extensions are ONLY available for some assessments. Check your course outline or Moodle to see if this is offered for your assessments. Where a short extension exists, all students enrolled in that course in that term are eligible to apply. Further details are available the UNSW [Current Students](#) page.

### SPECIAL CONSIDERATION

You can apply for special consideration when illness or other circumstances beyond your control interfere with your performance in a specific assessment task or tasks, including online exams. Special consideration is primarily intended to provide you with an extra opportunity to demonstrate the level of performance of which you are capable.

Applications can only be made online and will NOT be accepted by teaching staff. Applications will be assessed centrally by the Case Review Team, who will update the online application with the outcome and add any relevant comments. The change to the status of the application immediately sends an email to the student and to the assessor with the outcome of the application. The majority of applications will be processed within 3-5 working days.

For further information, and to apply, see Special Consideration on the UNSW [Current Students](#) page.

## **LATE SUBMISSION PENALTIES**

### **LATE SUBMISSION PENALTIES**

For assessments other than examinations, late submission will incur a penalty of 5% per day or part thereof (including weekends) from the due date and time. An assessment will not be accepted after 5 days (120 hours) of the original deadline unless special consideration has been approved. In the case of an approved Equitable Learning Plan (ELP) provision, special consideration or short extension, the late penalty applies from the date of approved time extension. After five days from the extended deadline, the assessment cannot be submitted.

An assessment is considered late if the requested format, such as hard copy or electronic copy, has not been submitted on time or where the 'wrong' assessment has been submitted.

For assessments which account for 10% or less of the overall course grade, and where answers are immediately discussed or debriefed, the LIC may stipulate a different penalty. Details of such late penalties will be available on the course Moodle page.

## **FEEDBACK ON YOUR ASSESSMENT TASK PERFORMANCE**

Feedback on student performance from formative and summative assessment tasks will be provided to students in a timely manner. Assessment tasks completed within the teaching period of a course, other than a final assessment, will be assessed and students provided with feedback, with or without a provisional result, within 10 working days of submission, under normal circumstances. Feedback on continuous assessment tasks (e.g. laboratory and studio-based, workplace-based, weekly quizzes) will be provided prior to the midpoint of the course.

## **Faculty-specific Information**

### **PROTOCOL FOR VIEWING FINAL EXAM SCRIPTS**

UNSW students have the right to view their final exam scripts, subject to a small number of very specific exemptions. The UNSW Business School has set a [protocol](#) under which students may view their final exam script. Individual schools within the Faculty may also set up additional local processes for viewing final exam scripts, so it is important that you check with your School.

If you are completing courses from the following schools, please note the additional school-specific information:

- Students in the **School of Accounting, Auditing & Taxation** who wish to view their final examination script should also refer to [this page](#).
- Students in the **School of Banking & Finance** should also refer to [this page](#).
- Students in the **School of Information Systems & Technology Management** should also refer to [this page](#).

## **COURSE EVALUATION AND DEVELOPMENT**

Feedback is regularly sought from students and continual improvements are made based on this feedback. At the end of this course, you will be asked to complete the [myExperience survey](#), which provides a key source of student evaluative feedback. Your input into this quality enhancement process is extremely valuable in assisting us to meet the needs of our students and provide an effective and enriching learning experience. The results of all surveys are carefully considered and do lead to action towards enhancing educational quality.

## **QUALITY ASSURANCE**

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

## **TEACHING TIMES AND LOCATIONS**

Please note that teaching times and locations are subject to change. Students are strongly advised to refer to the [Class Timetable website](#) for the most up-to-date teaching times and locations.