



UNIVERSITY OF  
LIVERPOOL

## MANAGEMENT SCHOOL

*Learning to Make a Difference*

## MODULE HANDBOOK

# PHIL 270: BUSINESS ETHICS

Semester 2

**2015-16**

### **Instant Feedback Facility (IFF)**

We want to hear from our students. If you have any comment or suggestion on any aspect of this module (or any module) please send it to: [ulmsenq@liv.ac.uk](mailto:ulmsenq@liv.ac.uk). Make sure that you clearly mark your e-mail message "**IFF - Instant Feedback Facility**".

## 1. Module information

*Name of module: Business Ethics*

*Module code: PHIL270*

*Credit value: 15*

*Semester in which the module is taught: 2*

*Pre-requisites needed for the module: none*

*The module is available to the following programmes: N500 (2), N501 (2), V500 (2), GV15 (2), Y001 (2), L000 (2), BCG0 (2), V5V6 (2), V5V4 (2), V5N1 (2), V5Q4 (2), V5Q8 (2), V5P3 (2), TV75 (2), V5L3 (2), V5L1 (2), VV54 (2), QV35 (2), VP53 (2), VR51 (2), VR52 (2), V5V1 (2), VR54 (2), V5L2 (2), V5Q3 (2), VR53 (2), VR53 (2), M1V5 (2), V5W3 (2), LV25 (2), WV35 (2), L4V5 (2), L3V5 (2)*

## 2. Module Leader and Contact Details

*Name of module leader: Dr Attila Tanyi*

*Email address of module leader: attila.tanyi@liverpool.ac.uk*

*Telephone number of module leader: 0151 794 2646*

*Office address and office hours of module leader: Department of Philosophy, Mulberry Court, Mulberry Street, Walnut House 3<sup>rd</sup> floor, Room 346, Map: 670 (C5), Tuesday 14.00-16.00*

*Names and contact details of any additional teaching staff involved with the module: Dr Juan Arana Cobos, Department of Philosophy, Mulberry Court, Mulberry Street, Walnut House 3<sup>rd</sup> floor, Room 341 Map: 670 (C5), J.Arana-Cobos@liverpool.ac.uk*

*An indication of the preferred mode of contact (if relevant): Email (3-working days turnaround)*

## 3. Module Objectives

- To introduce and explain major contemporary perspectives on corporate behaviour.
- To introduce moral perspectives as they relate to managerial decision making and corporate structures.
- To make students familiar with a range of recurrent ethical problems arising in business.
- To improve students' skills in identifying and analysing ethical issues that managers and employees face.
- To give students practice in formulating, defending, and planning the implementation of action plans managing ethical dilemmas.

#### 4. Learning Outcomes

LEARNING OUTCOME	TAUGHT	ASSESSED	OTHER INFORMATION
Students will be able to discuss the main theories concerning the place of ethics in business.	X	X	
Students will be able to state the broad principles of, and discuss the strengths and weaknesses of, the basic moral theory of consequentialism.	X	X	
Students will be able to state and discuss the broad ethical principles concerning costs and benefits, and the challenge posed by uncertainty.	X	X	
Students will be able to state and discuss the broad ethical principles concerning professional roles, competition, and adversarial behaviour.	X	X	
Students will be able to state and discuss the broad ethical principles concerning profits, and concerning the rights and interests of stakeholders.	X	X	
Students will be able to state and discuss the broad ethical principles concerning affirmative action. Students will be able to state and discuss the broad ethical principles concerning the obligations of complex organizations with respect to loyalty and whistle-blowing.	X	X	
Students will be able to state and discuss the broad ethical principles concerning the obligations of complex organizations with respect to insider	X	X	

trading.			
Students will be able to state and discuss the broad ethical principles concerning the responsibilities of corporations to customers and clients with respect to information disclosure.	X	X	
Students will be able to state and discuss the broad ethical principles concerning international issues in ethics in employment.	X	X	
Students will be able to state and discuss the broad ethical principles concerning corporate responsibility in the international context.	X	X	
Students will be able to state and discuss the broad ethical principles concerning social justice and executive compensation.	X	X	
Students will be able to consider an ethical approach as a basis for sustainable marketing.	X	X	

## 5. Transferrable Skills

The Management School has identified a set of key skills which it expects its students to develop throughout their studies. These are skills which are actively sought by employers and which together form the “ULMS Graduate”.

This module helps students to develop the following skills:

SKILL	TAUGHT	ASSESSED	OTHER INFORMATION
Adaptability			X
Problem solving skills	X	X	
Numeracy			
Commercial awareness			
Teamwork	X	X	
Organisational		X	

skills			
Communication skills		X	
IT skills		X	
International awareness	X	X	
Lifelong learning skills			X
Ethical awareness	X	X	

For further information about the ULMS Graduate and an explanation of what we expect our students to develop in relation to each skill, please see appendix A at the end of this handbook.

## 6. Teaching and Learning Strategies

The module is taught by **9 2-hour lectures (18 contact hours) and 3 2-hour workshops (6 contact hours)**. Mandatory readings will be in the form of a selected textbook. Additional material that will be recommended for reading will be in the form of web-based reading and research, selected texts, journal articles and contemporary magazine and press articles. Independent research and study will be encouraged throughout to complement group work activities (126 students effort hours for the module).

At the beginning the lecturer will explain what is expected of students. The emphasis is on making students familiar with key ethical concepts, frameworks, and ideas and the way they apply to decision-making in business. To ensure the strong connection between theory and practice, throughout the course case studies will be used for purposes of ethical analysis. Case studies will also be the material to work on in the workshops and will form the basis both for the written assignments and the final exam.

Lectures slides will be made available on the electronic blackboard VITAL (<https://vital.liv.ac.uk/>) at least 24-hours before the lecture. Students are expected to print them out in advance of the lecture. Other information concerning the module, such as this Module Handbook and announcements will also be placed on VITAL. Further learning resources, if appropriate, will also be made available on VITAL including audio files of the lecture, lecture summaries and links to secondary and further readings.

Students should attend all lectures and workshops. Attendance will be registered.

The lecture/tutorial programme is subject to change.

## 7. Assessment

Assessment is via **3 2-hour workshops** with writing assignments (the first two assignments are 1000-words essays to be submitted after each workshop and are worth 20% for each assignment; the third assignment is a 2000-words essay to be submitted after the workshop and is worth 40%; together the three essays comprise 80% of the module mark) and **2 1-hour on-line tests** (10% for each online test; together comprising the remaining 20% of the module mark). Below the different forms of assessment are presented in detail.

## a) Workshops

The workshops will be case-study based. Students will be asked to **self-form groups of 5** and each group will receive a case study to work on. Students will be allowed to stay in the same group in both workshops, but upon permission by the module co-ordinator, they can also change groups between workshops. Based on the findings of the group and the student's individual contribution a **1000-word writing assignment** (first two assignments/workshops)/**2000-word writing assignment** (third workshop/assignment) will have to be submitted within **two weeks** after the workshop has taken place. The case study that forms the basis of the third assignment does not differ in length and difficulty from the first two assignments. The extra work required concerns the length of the analysis. For dates of the workshops and deadlines of submission see detailed module schedule below.

*Writing assignment guidelines (all linked online documents are annexed to this handbook and are available on VITAL in the 'About this module' section):*

- The assignment should not be longer than 1000 words (first two assignments)/2000 words (third assignment). The Department of Philosophy has the following word count policy:

*The word limit is a maximum. It includes references, bibliography and all other material. If you exceed the word limit, 2% of the available 100 marks awarded will be deducted for each full 50 words by which you exceed the limit.*

IMPORTANT: this is different from ULMS standards (in particular: footnotes/endnotes as well as references are all *included* in the word count).

- Assignments must be submitted *individually* by each student. That is, there will be no group submission: work in the groups during workshops is used to facilitate work on case studies, but assessment will be on an individual basis.
- Students must submit their assignment via TurnitinUK, which is a plagiarism and collusion detection system. If a student does not submit via Turnitin, the work will not be marked.

IMPORTANT: this is different from ULMS standards that require dual submission (both hard copy and online copy).

- You can find detailed instructions for how to submit via Turnitin here

<https://www.liv.ac.uk/intranet/media/intranet/philosophy/esubmission2012.pdf>

- For advice on how to write philosophy essays you can turn to the document 'Writing Philosophy Essays' in the Assessment section of the module on VITAL. This is the link:

<https://www.liv.ac.uk/intranet/media/intranet/schoolofthearts/Referencing,guide.pdf>

- Feedback will be provided through VITAL on the submitted writing assignment in the form of in-text and general comments on the text. Markers also use a 'rubric' to relate their judgments about students' work specifically and explicitly to the class descriptors.
- The Department of Philosophy uses University's Code of Practice on Assessment as the basis for its Penalty Policy. You can find it here (section 6.2 is the most relevant):

<http://www.liv.ac.uk/tqsd/code-of-practice-on-assessment/>

IMPORTANT: At certain points this code is different from the ULMS penalty policy.

- Guidance on the above requirements will also be provided during the first workshop.
- IMPORTANT: The Department of Philosophy uses marking descriptors for essays that are different from ULMS standards. The descriptors can be found online in the Assessment section of the module on VITAL. This is the link:

[https://www.liv.ac.uk/intranet/media/intranet/philosophy/Philosophy\\_UG\\_marking\\_descriptors\\_essays.pdf](https://www.liv.ac.uk/intranet/media/intranet/philosophy/Philosophy_UG_marking_descriptors_essays.pdf)

### **b) On-line tests**

The role of online tests will be to test students' knowledge of the material that was delivered in the lectures and can be found in the mandatory readings (up to the point when the test takes place). The tests will include **true/false** questions and **multiple choice** questions; no essay questions will be asked. For dates of the online tests and deadlines of submission see detailed module schedule below.

#### *Set-up of the tests:*

- Each online test will be published a week in advance of its deadline on VITAL. It must be completed by no later than its deadline.
- The exact process will have the following form. Each test appears at 0900 on Monday. Students have until 0900 the following Monday to complete it. They receive no feedback on their performance apart from the mark, which appears as soon as they finish the test. If they wish to improve the mark they can retake the test as many times as they like before the deadline. Test questions are randomly generated and hence can change from one attempt to another. It is the mark for the *final attempt*, not the highest mark that stands. After the deadline, the test disappears. There is no formal or informal re-sit opportunity and no opportunity to do the test late.
- Marks for the two online tests will be collated and the student's assessment result will be calculated from them.
- Special circumstances affecting the taking of online tests will be dealt with via the University's standard procedures for mitigating circumstances. All relevant documents and guidelines can be found at <http://www.liv.ac.uk/student-administration/exams/mitigating-circumstances/>
- After the deadline for each online test, generic feedback will be provided via VITAL and email. This will include:
  - statistical data about performance on the test;
  - rate of participation in the test, expressed as a percentage;
- Additional support is available during staff office hours.

### **8. Feedback**

- For feedback on the different elements of the module assessment – writing assignments, on-line tests - see relevant sections of the above points.
- Student feedback on the module will be sought formally via *module questionnaire* on VITAL at the end of the module. However, students are welcome to provide informal feedback on the module any time.

- Students will be asked to fill in a short *mid-semester questionnaire* that has the aim to improve the module – by isolating problems to produce solutions – while the module is still running. The resulting information is solely for the benefit of the module coordinator, and will not be analysed and reported on via Vital.
- Students can leave feedback on the module any time on *textwall* (<http://www.textwall.co.uk/>), which is a web-based tool for public interaction and learning. For detailed instructions see attached document.
- The Department of Philosophy’s feedback policy is annexed to this handbook and is available in the Assessment section of the module on VITAL. This is the link:

<https://www.liv.ac.uk/intranet/media/intranet/philosophy/PhilosophyFeedbackPolicy.pdf>

## 9. Module programme

*Lectures:* Thursday, 13.00-14.00, Venue: South Campus Teaching Hub Lecture Theatre 2 (SCTH-LT2, building 120, map E2); Thursday, 16.00-17.00, Venue: Chadwick Rotblat Lecture Theatre (CHAD-ROTB, building 207, map E6).

*Workshops:* Group 1, Thursday, 14.00-16.00, Venue: Electrical Engineering, Lecture Room E5 (ELEC-205(E5), building 235, map E7); Group 2, Thursday, 16.00-18.00, Rendall Seminar Room 10 (REN SR10, building 432, map D2).

WEEK	ACTIVITY	PREPARATORY READING
1 w/c 01/02/16	<b>Lecture 1 (Tanyi)</b> Ethics and business?	Arnold <i>et al.</i> (2013), Chapter 1
2 w/c 08/02/16	<b>Lecture 2 (Tanyi)</b> Ethical principles in business	Arnold <i>et al.</i> (2013), Chapter 1
3 w/c 15/02/16	<b>Lecture 3 (Tanyi)</b> Corporate Social Responsibility	Arnold <i>et al.</i> (2013), Chapter 2
4 w/c 22/02/16	<b>Workshop 1 (Tanyi, Arana Cobos, other philosophy staff)</b> No lecture First writing assignment submission deadline: 14.00, 10/03/16, Thursday Results to be posted: 17.00, 14/04/16, Thursday	Students are expected to prepare by consulting Beauchamp (2003) and the case studies in Arnold <i>et al.</i>
5 w/c 29/02/16	<b>Lecture 4 (Tanyi)</b> Ethics in the workplace	Arnold <i>et al.</i> (2013), Chapters 3, 4
6 w/c 07/03/16	<b>Online test 1</b> No lecture Test commences: 09.00, 07/03/16, Monday	In this week there is no instruction in philosophy modules (so-called reading week)



	Test ends: 09.00, 14/03/16, Monday	
<b>7 w/c 14/03/16</b>	<b>Lecture 5 (Tanyi)</b> Consumer and marketing ethics	Arnold <i>et al.</i> (2013), Chapter 5
<b>8 w/c 11/04/16</b>	<b>Lecture 6 (Tanyi)</b> New trends in business ethics	Arnold <i>et al.</i> (2013), Chapter 6, 7
<b>9 w/c 18/04/16</b>	<b>Workshop 2 (Tanyi, Arana Cobos, other philosophy staff)</b>	Students are expected to prepare by consulting Beauchamp (2003) and the case studies in Arnold <i>et. al.</i>
	No lecture	
	Second writing assignment submission deadline: 14.00, 05/05/16, Thursday  Results to be posted: 17.00, 26/05/16, Thursday	
<b>10 w/c 25/04/16</b>	<b>Lecture 7 (Arana Cobos)</b> Business and the environment	Arnold <i>et al.</i> (2013), Chapter 8
<b>11 w/c 02/05/16</b>	<b>Lecture 8 (Arana Cobos)</b> Business and globalization	Arnold <i>et al.</i> (2013), Chapter 9
	<b>Online test 2</b>	
	Test commences: 09.00, 02/05/16, Monday  Test ends: 09.00, 09/05/16, Monday	
<b>12 w/c 09/05/16</b>	<b>Lecture 9 (Arana Cobos)</b> Business and justice	Arnold <i>et al.</i> (2013), Chapter 10
	<b>Workshop 3 (Tanyi, Arana Cobos, other philosophy staff)</b>	Students are expected to prepare by consulting Beauchamp (2003) and the case studies in Arnold <i>et. al.</i>
	Third writing assignment submission deadline: 14.00, 26/05/16, Monday  Results to be posted: 17.00, 16/06/16, Thursday	

## 10. Core reading

All readings are available via the module's electronic reading list provided by the Library; the list is being continuously expanded. The link is this:

<http://readinglists.liverpool.ac.uk/lists/834BFE84-C8FA-4131-206B-947AFC7EA189.html>

*Mandatory textbook:*

Arnold, D. G., Beauchamp, T. L. and Bowie, N. L. *Ethical Theory and Business* (London: Pearson, 9<sup>th</sup> edition, 2013)

Note: This book has several editions. In principle you can use any of these editions, but I prefer and use myself the two newest (2013, 2014: this is international edition of the 2013 and is one chapter short). The Library also provides electronic access to the latest edition.

*For case studies:*

Beauchamp, T. L. *Case Studies in Business, Society, and Ethics* (London: Pearson/Prentice Hall, 5th edition, 2003)

*Recommended textbooks:*

Ferrell, O.C. Fraedrich, J. and Ferrell, L. *Business Ethics: Ethical Decision Making and Cases* (London: Houghton Mifflin, 7th edition, 2007)

Donaldson, T. Werhane, P. and Van Zandt, J. *Ethical Issues in Business: A Philosophical Approach* (London: Pearson, 8th edition, 2008)

Velasquez, M. G. *Business Ethics: Concepts and Cases*, (London: Pearson 7<sup>th</sup> edition, 2012)

DesJardins, J. R. and McCall, J. J. *Contemporary Issues in Business Ethics* (New York: Cengage Learning, 5th edition, 2004)

Fisher, C. and Lovell, A. (eds.), *Business Ethics and Values: Individual, Corporate and International Perspectives* (London: Prentice Hall, 2012, 4<sup>nd</sup> ed.).

Teays, W. *Business Ethics Through Movies: A Case Study Approach*, London: Wiley Blackwell, 2015

Additional selected journal articles will be referenced in each lecture, which students are encouraged to read. The above textbooks all include detailed bibliography and recommendations for the topics discussed in the lectures.

The main business ethics journals are the following: *Journal of Business Ethics* (Springer), *Business Ethics Quarterly* (Cambridge UP), *Business Ethics: A European Review* (Wiley). However, many relevant articles are published in philosophy (typically: ethics, applied ethics) and economics journals.

Some useful internet resources specifically targeting business ethics:

<http://www.rowan.edu/open/philosop/clowney/Buethic/>

<http://www.onlinecollege.org/2011/10/03/20-classic-case-studies-every-business-student-should-know/>

<https://cb.hbsp.harvard.edu/cbmp/pages/content/briefcases>

<http://www.deanstalk.net/deanstalk/2008/07/the-times-100-f.html>

## **11. Sign-off**

Document last revised by: Dr Attila Tanyi  
Date: 19<sup>th</sup> January 2016

Updates will be provided on VITAL, e.g., changes to the module programme or references to useful literature which has appeared since the handbook was issued.



## THE ULMS GRADUATE – LEARNING TO MAKE A DIFFERENCE

### The ULMS graduate is....

...**flexible and adaptable.** Our graduates understand that the business world develops and changes quickly, and ULMS will provide them with opportunities to develop the skills needed to be open to the challenges this brings.

...**a problem solver.** Our graduates are provided with opportunities to develop their critical and analytical skills from the day they join the School. By learning to think creatively, to persevere with an issue and to draw on the resources available to them, our graduates approach difficult situations confident that they can reach a successful outcome and make a difference.

...**numerate.** Maths is an essential element of all of our programmes and our graduates are confident and competent when using numbers to analyse situations, solve problems and make decisions.

...**commercially aware.** The teaching at ULMS is drawn from the latest business and management research, ensuring that our graduates understand the environment in which they begin their careers.

...**a team player.** Our graduates understand the importance of contributing to a team. By contributing to group work our students understand the dynamics of a team and the importance of individual roles and how each can make a difference to achieving a result.

... **organised and able to work under pressure.** ULMS graduates learn to manage their time carefully during their studies. Our graduates are motivated to learn outside the classroom and are adept at managing deadlines and dealing with conflicting demands upon their time.

...**an excellent communicator.** The ULMS syllabus requires students to demonstrate their aptitude for communicating throughout their studies. Their skills include writing essays, business reports and case studies, giving presentations, listening to and questioning guest speakers and using negotiating and persuasion skills to argue a point during a class debate.

Our graduates understand the difference that effective communication can make to a situation.

**...IT literate.** Our graduates understand the importance of IT in the modern business environment and ensure that their digital literacy skills are up-to-date in order to use it successfully. They understand how to prepare and analyse spreadsheets, can write reports and use IT to enhance presentations. They are confident users of electronic databases and are skilled at finding and evaluating appropriate and relevant information from electronic sources.

**....internationally aware.** The ULMS teaching and research community is drawn from around the world and our students are exposed to business ideas and cultures from beyond the UK. Many graduates make the most of international opportunities available to them, from participating in overseas exchanges to participating in international inter-university business games.

**....a lifelong learner.** ULMS graduates understand that the end of their degree programme does not mean the end of their learning journey. Our students understand the importance of continually building skills and knowledge in order to maintain commercial awareness, to be able to follow a flexible career path and to continue to make a difference throughout their working lives.

**....ethically aware.** The ULMS teaching, learning and assessment strategy ensures that all graduates are exposed to ideas of business ethics whilst studying and that they have an understanding of the difference business can make in the wider community and across the world.