

**City University of Hong Kong
Course Syllabus**

**offered by College of Business
with effective from Semester A 2019/20**

Part I Course Overview

Course Title: Business Ethics and Sustainability

Course Code: FB5771

Course Duration: One semester

Credit Units: 2

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

This course seeks to provide an understanding of sustainable business. Students are expected to gain a broad understanding of business and the interconnectedness between business and its environment. Through a range of interactive learning experiences, students will ultimately develop implementable plans to create or change business organizations so that they minimize any negative impact on their environment. We explore the meaning of sustainability, dimensions of sustainability; learn how to keep score of the business impact in each dimension, strategies for achieving sustainability, and implementation plans.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

| No. | CILOs | Weighting (if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) | | |
|-----|--|------------------------------|---|----|----|
| | | | A1 | A2 | A3 |
| 1. | Demonstrate the capacity for self-directed learning to understand the principles of business operation. | | ✓ | | |
| 2. | Recognize the connectedness and conflict between business operation and sustainability. | | ✓ | | |
| 3. | Interpret information and numerical data to systematically assess the impact of a business on its environment and its stakeholders and suggest solutions or advices. | | | | ✓ |
| 4. | Value ethical and socially responsible actions in business. | | ✓ | | |
| 5. | Demonstrate critical thinking skills in proposing and defending plans to achieve sustainability in business. | | | ✓ | |
| | | | | | |

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

| TLA | Brief Description | CILO No. | | | | | | Hours/week (if applicable) |
|-------------------------------|--|----------|---|---|---|---|--|----------------------------|
| | | 1 | 2 | 3 | 4 | 5 | | |
| Lecture / Seminar | This learning pattern will be used to explain key concepts, such as theories related to sustainability. | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| Analysis Project (Individual) | The analysis project requires students to individually diagnose the sustainability of a business behavior, thus performing a "sustainability audit". | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| Group Project | Based on the individual learning from the analysis project, student groups will take on the roles of consulting teams and create a detailed sustainability assessment of a company, including proposals for the design of better procedures improved organizational performance relative to sustainability principles. | ✓ | ✓ | ✓ | ✓ | ✓ | | |

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

| Assessment Tasks/Activities | CILO No. | | | | | | Weighting | Remarks |
|---|----------|---|---|---|---|--|-----------|---------|
| | 1 | 2 | 3 | 4 | 5 | | | |
| Continuous Assessment: 100% | | | | | | | | |
| In-Class Learning Activities | | ✓ | | ✓ | | | 25% | |
| Individual Assignment | ✓ | ✓ | ✓ | | ✓ | | 25% | |
| Group Assignment and Presentation | ✓ | | ✓ | ✓ | ✓ | | 50% | |
| | | | | | | | | |
| Examination: ____% (duration: _____, if applicable) | | | | | | | 100% | |

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B, B-) | Fair (C+, C, C-) | Marginal (D) | Failure (F) |
|---------------------------------|---|---|---|--|--|--|
| 1. In-class Learning Activities | This part includes class discussions, small group exercises, short presentations, case analysis, etc. An important part of contributing to any endeavour is showing up prepared. Be ready to discuss assigned readings as well. | <ol style="list-style-type: none"> Show excellent command of all aspects of the course, with the ability to describe relevant dimensions of sustainable business. Demonstrate excellent ability to raise questions and think critically. Bring original insights to discussions. Show exemplary attitude of team work and cooperation. Attend over 90% of the classes. Enthusiastic, contribute to team work proactively. | <ol style="list-style-type: none"> Show good coverage of most aspects of the course, with the ability to describe relevant dimensions of sustainable business. Demonstrate food ability to raise questions and think critically. Show active attitude of team work and cooperation. Attend 80%-90% of the classes. Active, contribute to team work keenly. | <ol style="list-style-type: none"> Show fair command of all aspects of the course, with the ability to describe relevant dimensions of sustainable business. Demonstrate acceptable ability to raise questions and think critically. Show positive attitude of team work and cooperation. Attend 70%-80% of the classes. Active when prompt, contribute to team work reactively | <ol style="list-style-type: none"> Show marginal command of all aspects of the course, with the ability to describe relevant dimensions of sustainable business. Demonstrate marginal ability to raise question and think critically. Show minimum attitude of team work and cooperation. Attend less than 70% of the classes. Occasionally active when urged | <ol style="list-style-type: none"> Show poor command of all aspects of the course, with the ability to describe relevant dimensions of sustainable business. Demonstrate no ability to raise question and think critically. Show minimum attitude of team work and cooperation. Attend less than 70% of the classes. Not active at all |
| 2. Individual Assignment | Students will be evaluated on the individual completion of an analysis report concerning a business related, non-sustainable behavior, its causes, and remedies. | <ol style="list-style-type: none"> Show excellent command of all aspects of the course, with the ability to describe relevant dimensions of sustainable business. Analysis of sustainable business practices is logical, thorough, and convincing. Proposed action | <ol style="list-style-type: none"> Show good coverage of most aspects of the course, with the ability to describe relevant dimensions of sustainable business. Analysis of sustainable business practices is largely logical, and convincing with proper coverage of the key | <ol style="list-style-type: none"> Show good coverage of most aspects of the course, with the ability to describe relevant of sustainable business. Analysis of sustainable business practices demonstrates an acceptable level effort towards conducting a logical and convincing analysis of key issues involved. | <ol style="list-style-type: none"> Marginal coverage of relevant dimensions of sustainable business. Analysis of sustainable business practices appears to be illogical and unconvincing. Analysis of key issues involved is incomplete. Proposed action plan is logical and feasible is illogical. Considerable writing problems in terms of grammar, spelling, punctuation, transitions, | <ol style="list-style-type: none"> Little coverage of relevant dimensions of sustainable business. Analysis of sustainable business practices appears to be illogical and unconvincing. Analysis of key issues involved is incomplete. Proposed action plan is not too logical and feasible is illogical. Considerable writing problems in terms of grammar, spelling, punctuation, transitions, |

| | | | | | | |
|--------------------------------------|--|--|---|---|--|--|
| | | <p>plan is comprehensive, logical and feasible.</p> <p>4. High quality writing in terms of grammar, spelling, punctuation, transitions, vocabulary, neatness, etc.</p> | <p>issues.</p> <p>3. Proposed action plan is logical and feasible.</p> <p>4. Generally good writing in terms of grammar, spelling, punctuation, transitions, vocabulary, neatness, etc.</p> | <p>3. Proposed action plan is logical and feasible is generally logical.</p> <p>4. Some writing problems in terms of grammar, spelling, punctuation, transitions, vocabulary, neatness, etc.</p> | <p>vocabulary, neatness, etc.</p> | <p>vocabulary, neatness, etc.</p> |
| 3. Group Assignment and Presentation | Students will be evaluated on the writing of a consultancy report and presentation of that report, including input from the organization for which the report is written, and peer feedback. | <p>1. Show excellent command of all aspects of the course, with the ability to describe relevant concepts in sustainable business.</p> <p>2. Demonstrate excellent ability to apply concepts and tools to the development of sustainable business operations.</p> <p>3. High quality writing in terms of grammar, spelling, punctuation, transitions, vocabulary, neatness, etc.</p> <p>4. Enthusiastic, contribute to team work proactively in the group assignment and presentation.</p> | <p>1. Show good coverage of most aspects of the course, with the ability to describe relevant concepts in sustainable business.</p> <p>2. Demonstrate good ability to apply concepts and tools to the development of sustainable business operations.</p> <p>3. Generally good writing in terms of grammar, spelling, punctuation, transitions, vocabulary, neatness, etc.</p> <p>4. Active, contribute to team work keenly in the group assignment and presentation.</p> | <p>1. Demonstrate acceptable command of relevant concepts in sustainable business.</p> <p>2. Able to apply concepts and tools to the development of sustainable business operations.</p> <p>3. There are some writing problems in terms of grammar, spelling, punctuation, transitions, vocabulary, neatness, etc.</p> <p>4. Active when prompt, contribute to team work reactively in the group assignment and presentation.</p> | <p>1. Show marginal command of relevant concepts in sustainable business.</p> <p>2. Able to apply concepts and tools to the development of sustainable business operations.</p> <p>3. Considerable writing problems in terms of grammar, spelling, punctuation, transitions, vocabulary, neatness, etc.</p> <p>4. Occasionally active when urged in the group assignment and presentation.</p> | <p>1. Show poor command of relevant concepts in sustainable business.</p> <p>2. Unable to apply much concepts and tools to the development of sustainable business operations.</p> <p>3. Considerable writing problems in terms of grammar, spelling, punctuation, transitions, vocabulary, neatness, etc.</p> <p>4. Not active at all in the group assignment and presentation.</p> |

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Sustainability, theories of sustainability, triple bottom line, corporate social responsibility, psychology of consumption, consumer welfare, sustainability metrics, simulation, strategies and tools, new product development for sustainability, designing the sustainable business, special topics.

2. Reading List

Recommended Readings

Epstein, M.J. (2008). *Making Sustainability Work: Best Practices in Managing and Measuring Corporate Social, Environmental and Economic Impacts*, Berrett-Koehler Publishers. Etsy, D. and Winston, A. (2009).

Green to Gold: How Smart Companies Use Environmental Strategy to Innovate, Create Value, and Build Competitive Advantage, Wiley.

Savitz, A.W. (2006). *The Triple Bottom Line: How Today's Best-Run Companies Are Achieving Economic, Social and Environmental Success -- and How You Can Too*, John Wiley and Sons.

Online Resources:

Net Impact, <http://www.netimpact.org/>

Stanford Environmental Portal, <http://environment.stanford.edu/>.

Sustainability at MIT Sloan (website), <http://mitsloan.mit.edu/sustainability/>.

UC Berkeley Environment & Sustainability Portal, <http://enviro.berkeley.edu/>.