### SESSION PLANS

**COURSE:** ABE Level 6 Business Ethics and Sustainability

**ELEMENT:** Element 1 – Theoretical perspectives on business ethics

## **LEARNING OUTCOME 1**

**Critically evaluate differing approaches to business ethics (20%)**

1.1 Evaluate teleological, deontological and mixed frameworks which influence western approaches to business ethics

1.2 Evaluate how the core principles of Confucianism philosophy influences eastern approaches to business ethics

**NUMBER OF SESSIONS:** Two - approximately ten hours in total, plus self-study

**SESSION TOPICS:** Session 1: Western approaches to business ethics

 Session 2: Eastern approaches to business ethics

### SESSION 1: Western approaches to business ethics

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| **Approx.****Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative assessment** |
| 4-5 hours | Introduction to session and learning outcomes | Use filename: **6UBES Presentation E1**Introduction to element, assessment criteria and learning outcomes | 1-4 |  |  |
|  | Defining business ethics | The analysis of business decisions, activities and contexts to assess issues of right and wrong through the study of moral and social responsibility.  | 5 | Listen, make notes and ask questions as necessary |  |
|  | Introduce focus on non-consequentialist (deontological) theory and consequentialist (teleological) theories  | Explain the difference between consequentialist (outcome based) and non-consequentialist (underlying principles) theories  |  6 | Refer to model in study guide |  |
|  | Non-consequentialist: Kantianism |  Introduce Kantianism (ethics of duty)- Explain categorical imperative of testing for whether decisions are morally right according to consistency, human dignity, universality (NO exceptions to the rule) | 7 | Listen, make notes and ask questions as necessary |  |
|  | Non-consequentialist: Ethics of rights and justice  | Introduce ethics of rights and justice- Explain ethics of rights (related to diversity to be discussed in element 5 – equal treatment regardless of age, gender, nationality etc.)- Explain ethics of justice (avoiding winners and losers in society) | 8 | Listen, make notes and ask questions as necessary *Classroom discussion*: Discuss whether rights are viewed equally across the world, and if it is possible for everyone in society to be treated fairly?  |  |
|  | Consequentialist: Egoism | Introduce egoism (focus on outcomes for decision makers)- Explain egoism (helping others while at the same time helping yourself, so all stakeholders are happy).- Link to stakeholder theory (chapter 2) and highlight that this raises flaws in sustainable development debate as future stakeholders can’t speak up for themselves  | 9-10 | Listen, make notes and ask questions as necessary |  |
|  | Consequentialist: Utilitarianism | Introduce utilitarianism (principle of greatest happiness) * Explain utilitarianism (the greatest good to the greatest amount of people, meaning it is sometimes alright to lie)
* Fits with governmental policy
 | 11 | Listen, make notes and ask questions as necessary |  |
|  | Consequentialist: Virtue ethics  | Introduce virtue ethics (the virtuous character of decision makers)- Links to Confucianism as virtuous decisions are taken by those with virtuous characters- It is important to consider local setting, individual character and codes of conduct/training | 12 | Listen, make notes and ask questions as necessary |  |
|  | Journal: Kantian ethics and leadership |  |  | Kantian views on leadership – answer questions and discuss with class | **6UBES E1 LO1 Activity 1 – Kantian Views on Leadership** |
|  |  |  |  |  | Complete assessment criterion 1.1 |

### SESSION 2: Eastern approaches to business ethics

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| **Approx.****Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative assessment** |
| 4-5 hours | Introduction to session and learning outcomes | Use filename**: 6UBES Presentation E1**Re-cap learning from session 1Introduce assessment criteria 1.2 | 13 |  |  |
|  | Eastern versus Western theories | Set out that Western theories are normative (universal rules/principles to guide actions) and concerned with individual discovering what is morally best. Eastern theories are based on Confucius and religion and are concerned with virtuous behaviour which is best for family and society.  | 14 | Listen, make notes and ask questions as necessary |  |
|  | Confucius  | Explain he was a Chinese philosopher concerned with social relationships in order to create a peaceful society. -Sincerity – be truthful and conscientious in carrying out duties for others-Benevolence – show concern for others-Filial piety – respect the wishes of your father-Propriety – choose to do the ‘right’ thing | 15 | Listen, make notes and ask questions as necessary |  |
|  | Eastern society: hierarchical social relationships | Explain that Eastern culture is based on belief that seniors/leaders should always be respected, and in return they offer protection and care. Strong and loyal social networks in absence of legal protection.  | 16 | Listen, make notes and ask questions as necessary |  |
|  | Eastern society: collectivism | Explain that Eastern culture is based on collective rather than individual welfare and building rich interpersonal relationships.  | 17 | Listen, make notes and ask questions as necessary |  |
|  | Eastern society: collectivism | Explain the principles of Guanxi – the importance of strong interpersonal relationships and trust in relationships. Highlight differing attitudes towards whistle-blowing, gift giving, contracts. Explain the principles of reciprocity and giving/saving face, and how this might encourage or discourage ethical conduct.  | 18 | *Classroom discussion*: Students contribute experiences/knowledge of the influence of collectivist thought on business cultures/practices.  |  |
|  | Journal: Global cultural differences |  |  | USA and China – role play. Students read article, answer questions, carryout role play interview. Summarise key points in a staff newsletter.  | **6UBES E1 LO1 Activity 2 – USA and China Role Play** |
|  | Journal: Global cultural differences  |  |  | India – compare to USA and China, write a response to the staff newsletter  | **6UBES E1 LO1 Activity 3- Global Cultural Differences**Suggest this is set as homework (optional) |
|  | Review of session and learning outcomes | Ask students questions based on discussions that have occurred in class in order to clarify individual and group learning  |  |  | Complete assessment criterion 1.2 |