

MNO 2707 BUSINESS ETHICS

AY2024/2025 Semester 1

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Time: Biweekly

COURSE DESCRIPTION

This course explores ethical issues and challenges in business and organizations. Topics include various normative and descriptive models of ethical decision-making, differences in individual- and organizational-factors that influence ethical judgment and decisions. Class meetings will consist of lectures, in-class activities, as well as presentations.

LEARNING OUTCOMES

Upon completion of this course, students should be able to:

- better recognise and be more aware of ethical issues at work.
- make better ethical judgments and decisions
- develop ability to understand and manage ethical conduct and social responsibility in business and organizational settings.

READINGS AND LESSON PREPARATION

Articles and book chapters to be announced for each week.

Supplementary textbook: Trevino, L. K., & Nelson, K. A. (2021). *Managing business ethics: Straight talk about how to do it right*. John Wiley & Sons.

ASSESSMENTS

Component	Weightage
Class participation	15
Individual class assignment	25
Individual final essay	35
Tema project	25
Total	100%

SCHEDULE

This outline is subject to change. Changes will be announced in class.

Class 1: Introduction and Normative Approaches to Ethics

This week covers major normative or philosophical approaches to ethics, including Deontology, Utilitarianism, and Virtue ethics, to help students understand different frameworks of or criteria for judging right and wrong.

Class 2: Descriptive Approach to Ethics: Cognitive moral development stages, moral foundations, and culture differences

This week introduces the descriptive approach to ethics, based on empirical research and evidence. We begin with fundamental factors that shape individual ethical judgment, such as cognitive moral development stages, moral foundations, and culture.

Class 3: Descriptive Approach to Ethics: Individual-level factors affecting ethical decision-making

This week presents research-based models of ethical decision-making and discusses key processes of individual ethical decision-making such as ethical awareness and moral emotions, as well as factors influencing this process, such as norms/social consensus, moral disengagement, etc.

Class 4: Descriptive Approach to Ethics: group- and organizational-level factors affecting ethical decision-making

This week focuses on group and organizational formal and informal systems and leadership that influence individual and organizational ethical behaviors.

Class 5: Special Topics/ Student Presentations

Contemporary topics such as ethics in AI, climate change, and diversity can be focused on.

Class 6: Student Presentations

ACADEMIC HONESTY & PLAGIARISM

Academic integrity and honesty is essential for the pursuit and acquisition of knowledge. The University and School expect every student to uphold academic integrity & honesty at all times. Academic dishonesty is any misrepresentation with the intent to deceive, or failure to acknowledge the source, or falsification of information, or inaccuracy of statements, or cheating at examinations/tests, or inappropriate use of resources.

Plagiarism is 'the practice of taking someone else's work or ideas and passing them off as one's own' (The New Oxford Dictionary of English). The University and School will not condone plagiarism.

Artificial Intelligence (AI) tools such as ChatGPT do not require specialist knowledge to use. Many of these AI tools are commonly used in social media, for example, to create content and disguise and refine content created from programmes like ChatGPT. We understand that students will be drawn to using these AI Tools, as they would for any other electronic aid.

However, to be clear, normal academic rules still apply. As noted in the Code of Student Conduct:

“The University takes a strict view of cheating in any form, deceptive fabrication, plagiarism and violation of intellectual property and copyright laws. Any student who is found to have engaged in such misconduct is subject to disciplinary action by the University.”

With respect to AI tools (e.g., ChatGPT and image generation tools), your instructor will clarify whether the use of these tools as inputs into your assignment development process is acceptable. AI is a technology that requires skill to use, and knowledge about when and how to use it. If you use ChatGPT or any other such AI tool in your work, you must provide a proper representation of how you used the tool and what prompts you used to generate output. Failure to cite its use constitutes academic misconduct.

Further, as with any information source, be aware that minimal efforts yield low quality results. You will need to refine your work and fact check the output, as you would double-check information from any source. Further, you should be selective in how and when you use such tools instead of using it for each and every assignment you create.

To summarise:

1. Always check with your instructors on what are the permitted uses of AI tools.
2. Have a discussion at the start of a course about the use of AI.
3. Where permitted, acknowledge your use of AI.
4. You remain responsible for the quality of your work and its appropriate representation.
5. Failure to follow the above steps can lead to a concern about plagiarism (academic dishonesty).

As always, you have the obligation to make clear to the assessor which is your own work, and which is the work of others. Otherwise, your assessor is entitled to assume that everything being presented for assessment is entirely your own work. This is a minimum standard.

Additional guidance can be found at:

Admission Condition: <http://www.nus.edu.sg/registrar/administrative-policies-procedures/acceptance-record#NUSCodeofStudentConduct>

NUS Code of Student Conduct: <http://nus.edu.sg/osa/resources/code-of-student-conduct>

Academic Integrity Essentials: <https://libguides.nus.edu.sg/new2nus/acadintegrity#s-lib-ctab-22144949-4>

Guidelines on the Use of AI Tools For Academic Work: <https://libguides.nus.edu.sg/new2nus/acadintegrity#s-lib-ctab-22144949-3>