

## COURSE DESCRIPTION

### COURSE DETAILS

Title (of the course): **ÉTICA Y RESPONSABILIDAD SOCIAL CORPORATIVA**

Code: 100136

Degree/Master: **GRADO DE ADMINISTRACIÓN Y DIRECCIÓN DE EMPRESAS** Year:

Name of the module to which it belongs: OPTATIVIDAD

Field: OPTATIVIDAD

Character: OPTATIVA

Duration: SECOND TERM

ECTS Credits: 4.0

Classroom hours: 40

Face-to-face classroom percentage: 40.0%

Study hours: 60

Online platform: uco moodle

### LECTURER INFORMATION

Name: CEJUDO CÓRDOBA, RAFAEL (Coordinator)

Department: CIENCIAS SOCIALES, FILOSOFÍA, GEOGRAFÍA Y TRADUCCIÓN E INTERPRETACIÓN

Area: FILOSOFÍA MORAL

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### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None

#### Recommendations

Good level of English

### INTENDED LEARNING OUTCOMES

C39 Ethical commitment at work (rel. CB2,CB4, CB5, CU2, CE1, CE2, CE3, CE4, CE5, CE6 and CE7).

C102 Sensitivity to environmental and social issues (rel. CB3 and CB7).

## COURSE DESCRIPTION

### OBJECTIVES

#### ETHICS AND CORPORATE SOCIAL RESPONSIBILITY

Today, the business world is highly contested. Economic crisis, massive unemployment, global inequalities, depletion of resources, global warming, and pollution are examples of problems that involve corporations (especially transnational firms). On the other hand, new economic experiences are coming to the forefront. For instance, ethical banking, collaborative economy, circular economy or social entrepreneurship. Accordingly, **the course aims to:**

- Help students to adopt a broader view of the roles and responsibilities of business
- Enable students to identify and manage ethical conflicts in the business world
- Provide students with an understanding of the main issues of the corporate social responsibility
- Encourage a proactive attitude in favor of the corporate social responsibility

#### On completion of the module students should be able to:

- Evaluate the consequences of the standard economic rationality and motivation for the common good and the environment
- Identify moral problems in the business world and critically evaluate the economic activity
- Be familiar with ethical decision making methods
- Discriminate different ethical and regulatory documents, including codes of ethics and codes of conduct
- Critically evaluate the notion of Corporate Social Responsibility
- Compare different perspectives for assessing business performance
- Systematize the main drivers and barriers to Corporate Social Responsibility
- Be familiar with the main procedures for report and certificate the Corporate Social Responsibility
- Being effective while working in group and communicating arguments in public

### CONTENT

#### 1. Theory contents

##### I. Doing business and doing well

The Ford Pinto case: concept of ethics and of business ethics. Levels of responsibility in the business world. The use of business ethics for the sake of business. Sustainability and ethics of consumption

##### II. Social entrepreneurship and new economic models

The Grameen Bank case: economic rationality and ethical conduct. Sustainability and entrepreneurship. The 'new economy': shared economy, circular economy, sharing economy, civil economy, common good economy. Social economy.

##### III. From professional ethics to business excellence: management deontology and codes of conduct

The Tylenol case: ethics and business excellence. Ethical leadership. Ethical dimension of the company's mission. Ethical documents: company's credo, professional code, sector code of conduct, company code of conduct

##### IV. Corporate Social Responsibility: concept and ethical importance

Concept and development of the Corporate Social Responsibility (CSR). CSR as ethical management of stakeholders. CSR Drivers. Socially Responsible Investment and Ethical Banking.

##### V. Corporate Social Responsibility: reputation and reporting

Reputation: concept and measurement. The Global Compact and the Communication on Progress (COP). The Global Reporting Initiative (GRI). The European Eco-Management and Audit Scheme (EMAS). The AccountAbility's assurance standard (AA1000AS).

## COURSE DESCRIPTION

### 2. Practical contents

Case analysis  
 Stakeholder analysis  
 Ethical decision making  
 Analysis and formulation of codes of conduct  
 Methods for assessing corporate social performance

## SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

No poverty  
 Zero hunger  
 Good health and well-being  
 Gender equality  
 Clean water and sanitation  
 Affordable and clean energy  
 Decent work and economic growth  
 Industry, innovation and infrastructure  
 Reduced inequalities  
 Sustainable cities and communities  
 Responsible consumption and production  
 Climate action  
 Peace, justice and strong institutions  
 Partnerships for the goals

## METHODOLOGY

### General clarifications on the methodology (optional)

#### General comments about the methodological guidelines

Regular participation and a proactive attitude are expected. Since teaching methods include lectures, case study, reading activities, debates and workshops, students are required to prepare the work materials in advance.

The subject is on-site, and it has been designed in that way. Therefore, attendance is important for learning. Students missing more than 20% of the sessions are required to sit a final exam. In this case the maximum grade is five. This exam should be prepared using the on-line materials and the basic bibliography.

### Methodological adaptations for part-time students and students with disabilities and special educational needs

Guidelines for part-time students

Registered part-time students should attend a proportional number of sessions. According to the previous paragraph, contents shall be reduced in proportion for those part-time students who do not attend the required number of sessions.

### Face-to-face activities

| Activity              | Large group | Total |
|-----------------------|-------------|-------|
| Assessment activities | 2           | 2     |

## COURSE DESCRIPTION

| Activity            | Large group | Total     |
|---------------------|-------------|-----------|
| Case study          | 8           | 8         |
| Group presentation  | 7           | 7         |
| Lectures            | 15          | 15        |
| Workshop            | 8           | 8         |
| <b>Total hours:</b> | <b>40</b>   | <b>40</b> |

### Off-site activities

| Activity           | Total     |
|--------------------|-----------|
| Analysis           | 20        |
| Group work         | 10        |
| Information search | 30        |
| <b>Total hours</b> | <b>60</b> |

## WORK MATERIALS FOR STUDENTS

Dossier

### Clarifications

Working materials (dossier) will be provided in the on-line university platform uco moodle.

## EVALUATION

| Intended learning    | Case Studies | Exams      | Oral Presentation |
|----------------------|--------------|------------|-------------------|
| C102                 | X            | X          | X                 |
| C39                  | X            | X          | X                 |
| <b>Total (100%)</b>  | <b>25%</b>   | <b>50%</b> | <b>25%</b>        |
| <b>Minimum grade</b> | <b>0</b>     | <b>4</b>   | <b>0</b>          |

(\*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

## COURSE DESCRIPTION

### Method of assessment of attendance:

See methodology section

### General clarifications on instruments for evaluation:

"Case Studies" refers to practical cases, examples and text analysis which should be done in groups (up to four members).

Groups should submit 3 case studies and make at least 1 oral presentation according to the procedures explained in the first session. Tutoring sessions are required to prepare the oral presentations and attendance to these sessions shall be used for grading.

"Exams" are a short answer test. See methodology section about students who do not attend regularly  
Plagiarism.

Concerning this module, plagiarism is defined as presenting the words and ideas of someone else as own words and ideas. Availability of information in the web is not a valid excuse. Every assignment (oral or written) should be expressed with own words and using own ideas and judgments. When someone else's words, ideas or judgments are used, this circumstance should be clearly stated in the main text and the bibliography section.

Any plagiarism will result in a student receiving "0's" in that assignment. This assignment may be repeated (completely) only if the plagiarism is not complete and flagrant. The resit will be rated no more than 5. In case of recurrence, plagiarism will be reported to the Coordinator of the Grade. Besides, the plagiarist could not pass the subject in that examination sitting.

### Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

Guidelines for part-time students

Registered part-time students should attend a proportional number of sessions. According to the previous paragraph, contents shall be reduced in proportion for those part-time students who do not attend the required number of sessions.

### Clarifications on the evaluation of the extraordinary call and extra-ordinary call for completion studies:

In the first extraordinary call (September/October) the final exam will account for 70% of the student's global mark. The remaining 30% will correspond to the average class marks obtained by the student during the academic year.

In the final extraordinary call the exam (essay type) will account for 100% of the student's final mark.

### Clarification on the evaluation of the extraordinary September call due to the modification of the 2022-2023 Official Academic Year (approved by the Governing Council of the University, BOUCO 2022/01289 of 28/12/2022) that transforms the extraordinary call for students of 2nd enrollment or higher (first of the 2023-2024 academic year) into the extraordinary September call (last of the 2022-2023 academic year):

*In the extraordinary call (September/October) the final exam will account for 70% of the student's global mark.*

*The remaining 30% will correspond to the average class marks obtained by the student during the academic year. Students who have not attended class at least 80% will take an exam the same as the one they would take in the other calls.*

## COURSE DESCRIPTION

### Qualifying criteria for obtaining honors:

*Remarkable performance in all the evaluation instruments*

## BIBLIOGRAPHY

### 1. Basic Bibliography

Compulsory readings will be provided in the moodle platform.

General works

Carroll, A. B. and Buchholtz, A. K. (2008): *Business & Society : Ethics and stakeholder management*, Mason, Ohio, Thomson South-Western.

Crane, Andrew and etalii (eds.) (2008): *The Oxford handbook of corporate social responsibility* Oxford University Press.

(photocopies of needed sections will be provided if necessary).

### 2. Further reading

Badaracco, J. Jr. (1997): *Defining Moments. When Managers Must Choose between Right and Right*, Cambridge, Mass., Harvard Business Press.

Bazerman, Max H. and Tenbrunsel, Ann E. (2011): *Blind spots: why we fail to do what's right and what to do about it*, Princeton, N.J, Princeton University Press.

Carroll, Archie B. (1991): "The pyramid of corporate social responsibility: Toward the moral management of organizational stakeholders", *Business Horizons*, vol. 34, no. 4, pp. 39-48.

Chang, H.J. (2011): *23 Things They Don't Tell You about Capitalism*, Penguin.

DOI: 10.5840/beq200515329, vol. 15, no. 3, pp.

Donaldson, T. and Dunfee, T. W. (1999): *Ties that bind*, Boston, Harvard University Press.

Elkington, J. (1998): *Cannibals with Forks: The Triple Bottom Line of 21st Century Business*, Oxford, New Society Publishers.

Freeman, R.E. (2010): *Strategic Management: A Stakeholder Approach*, Cambridge University Press.

Gladwell, M. (2013): *The Tipping Point: How Little Things Can Make a Big Difference*, Little, Brown Book Group Limited.

Heineman, Ben W. Jr. (2008): *High Performance with High Integrity*, Cambridge, Mass., Cambridge University Press.

Hirschman, Albert O. (1970): *Exit, Voice, and Loyalty: Responses to Decline in Firms, Organizations, and States*, Cambridge, Mass., Harvard University Press.

Kotler, P. and Lee, N. (2005): *Corporate Social Responsibility: Doing the Most Good for Your Company and Your Cause*, Wiley.

Linda Klebe, Trevino, Laura Pincus, Hartman, and Brown, Michael (2000): "Moral person and moral manager: How

executives develop a reputation for ethical leadership", *California Management Review*, vol. 42, no. 4, pp. 128-142.

Maon, François, Lindgreen, Adam, and Swaen, Valerie (2009): "Designing and Implementing Corporate Social Responsibility: An Integrative Framework Grounded in Theory and Practice", *Journal of Business Ethics*, vol. 87, no., pp. 71-89.

Mitchell, Ronald K., Agle, Bradley R., and Wood, Donna J. (1997): "Toward a Theory of Stakeholder Identification and Saliency: Defining the Principle of Who and What Really Counts", *The Academy of Management Review*, vol. 22, no. 4, pp. 853-886.

Moon, Jeremy, Crane, Andrew, and Matten, Dirk (2005): "Can Corporations Be Citizens? Corporate Citizenship as a Metaphor for Business Participation in Society", *Business Ethics Quarterly*

Mulgan, Geoff (2006): "The Process of Social Innovation", *Innovations: Technology, Governance, Globalization*, vol. 12, no. 1, pp. 145-162.

## COURSE DESCRIPTION

Nash, Laura (1983): "Ethics Without the Sermon", Executive Success. Making it in Management. , in Eliza Collins (ed.), ^ Cambridge, Mass., John Wiley and Sons pp. 492-509.

Peters, T.J. and Austin, N. (1985): A passion for excellence: the leadership difference, Warner Books.

Phillips, Robert (2003): Stakeholder Theory and Organizational Ethics, San Francisco, Berrett-Koehler.

Sanchez, J. L. F. and Sotorrio, L. L. (2007): "The creation of value through corporate reputation", Journal of Business Ethics, vol. 76, no. 3, pp. 335-346.

Sen, A. (1977): "Rational Fools: A Critique of the Behavioural Foundations of Economic Theory", Philosophy and Public Affairs, vol. 6, no. 4, pp. 317-344.

Sen, A. (1987): On Ethics and Economics, Oxford, Blackwell.

Treviño, Linda Klebe (1986): "Ethical Decision Making in Organizations: A Person-Situation Interactionist Model", Academy of Management Review, vol. 11, no. 3, pp. 601-617.

Wettstein, F. (2009): Multinational Corporations and Global Justice: Human Rights Obligations of a Quasi-Governmental Institution, Stanford University Press.

## COORDINATION CRITERIA

Joint activities: lectures, seminars, visits ...

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.

## CONTINGENCY PLAN: CASE SCENARIO A

Case scenario A will correspond to a diminished on-site academic activity due to social distancing measures affecting the permitted capacity of classrooms.

## METHODOLOGY

### General clarifications on the methodology on case scenario A

A multimodal (hybrid) teaching system will be adopted, combining both on-site and remote classes via videoconference (synchronous) that will be held in the timetable approved by the corresponding Faculty or School. The time distribution of teaching activities (both on-site and remote) will be decided by the aforementioned Faculties and Schools bearing in mind the permitted capacity of classrooms and social distancing measures as established at that time.

### General comments about the methodological guidelines

Regular participation and a proactive attitude are expected. Since teaching methods include lectures, case study, reading activities, debates and workshops, students are required to prepare the work materials in advance.

The subject is on-site, and it has been designed in that way. Therefore, attendance is important for learning. Students missing more than 20% of the sessions are required to sit a final exam. In this case the maximum grade is five. This exam should be prepared using the on-line materials and the basic bibliography.

## COURSE DESCRIPTION

### EVALUATION

| Intended learning    | Case Studies | Exams      | Oral Presentation |
|----------------------|--------------|------------|-------------------|
| C102                 | X            | X          | X                 |
| C39                  | X            | X          | X                 |
| <b>Total (100%)</b>  | <b>25%</b>   | <b>50%</b> | <b>25%</b>        |
| <b>Minimum grade</b> | <b>0</b>     | <b>4</b>   | <b>0</b>          |

(\*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

#### Method of assessment of attendance (Scenario A):

See methodology section

#### General clarifications on instruments for evaluation (Scenario A):

"Case Studies" refers to practical cases, examples and text analysis which should be done in groups (up to four members).

Groups should submit 3 case studies and make at least 1 oral presentation according to the procedures explained in the first session. Tutoring sessions are required to prepare the oral presentations and attendance to these sessions shall be used for grading.

"Exams" are a short answer test. See methodology section about students who do not attend regularly

Plagiarism.

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#### Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario A):

Guidelines for part-time students

Registered part-time students should attend a proportional number of sessions. According to the previous paragraph, contents shall be reduced in proportion for those part-time students who do not attend the required number of sessions.



## COURSE DESCRIPTION

### CONTINGENCY PLAN: CASE SCENARIO B

Case scenario B will bring about a suspension of all on-site academic activities as a consequence of health measures.

### METHODOLOGY

#### General clarifications on the methodology on case scenario B

On-site teaching activities will be held via videoconference (synchronous) in the timetable approved by the corresponding Faculty or School. Alternative activities will be proposed for reduced groups in order to guarantee the acquisition of course competences.

#### General comments about the methodological guidelines

Regular participation and a proactive attitude are expected. Since teaching methods include lectures, case study, reading activities, debates and workshops, students are required to prepare the work materials in advance.

The subject is on-site, and it has been designed in that way. Therefore, attendance is important for learning. Students missing more than 20% of the sessions are required to sit a final exam. In this case the maximum grade is five. This exam should be prepared using the on-line materials and the basic bibliography.

### EVALUATION

| Intended learnig     | Case Studies | Exams      | Oral Presentation |
|----------------------|--------------|------------|-------------------|
| C102                 | X            | X          | X                 |
| C39                  | X            | X          | X                 |
| <b>Total (100%)</b>  | <b>25%</b>   | <b>50%</b> | <b>25%</b>        |
| <b>Minimum grade</b> | <b>0</b>     | <b>4</b>   | <b>0</b>          |

(\*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

| Moodle Tools    | Case Studies | Exams | Oral Presentation |
|-----------------|--------------|-------|-------------------|
| Questionnaire   |              | X     |                   |
| Task            | X            |       | X                 |
| Videoconference |              |       | X                 |

#### Method of assessment of attendance (Scenario B):

See methodology section

## COURSE DESCRIPTION

### **General clarifications on instruments for evaluation (Scenario B):**

"Case Studies" refers to practical cases, examples and text analysis which should be done in groups (up to four members).

Groups should submit 3 case studies and make at least 1 oral presentation according to the procedures explained in the first session. Tutoring sessions are required to prepare the oral presentations and attendance to these sessions shall be used for grading.

"Exams" are a short answer test. See methodology section about students who do not attend regularly

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### **Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario B):**

Guidelines for part-time students

Registered part-time students should attend a proportional number of sessions. According to the previous paragraph, contents shall be reduced in proportion for those part-time students who do not attend the required number of sessions.