

# Chiang Kai Shek College

## 菲律賓中正學院

### **CKS COLLEGE**

#### **INSTITUTIONAL VISION-MISSION**

Education for excellence, geared towards a united Filipino-Chinese community equipped with the basic academic skills, wisdom, and the virtues of propriety, righteousness, incorruptibility and honor, committed to nation building and international concern.

#### **CORE VALUES**

*Chiang Kai Shek College challenges stakeholders to lead their lives in accordance to the four Confucian virtues:*

- L (禮, propriety, proper rite)
- Yì (義, righteousness or justice)
- Líán (廉, incorruptibility)
- Chí (恥, honor, sense of shame)

*Concomitant to attaining these values are the cultivation and sustenance of the holistic approach to education, an all-around development in five domains:*

- Dé (德, moral)
- Zhì (智, intellectual)
- T (體, physical)
- Qún (群, team spirit)
- M i (美, aesthetic)

*Based on these Confucian moral values, CKS College simplifies its Core Values as follows:*

- Relevant Education
- Good Character
- Committed Service

#### **COLLEGE VISION STATEMENT**

To become the preferred Filipino-Chinese college that offers high quality, learner-centered, and outcome-based education to future entrepreneurs, professionals, and managers in the fields of business, IT, and education.

#### **COLLEGE MISSION STATEMENT**

CKS College is a preeminent Filipino-Chinese college that seeks to grow, educate, and train future entrepreneurs and leaders who will make significant contributions to society.

It endeavors to create a learning environment that balances theory with practice, so as to equip students with the necessary knowledge, skills, and values that will enable them to succeed in their respective fields.

In partnership with CKS College faculty, staff, and administration, and through stronger linkages with various organizations, CKSC alumni, businessmen, and professionals, it shall continuously make its degree programs more adaptive and relevant to changing educational, social, technological, and business environments, thereby bridging the gap between academe and industry.

It shall supply various sectors with capable, competent, and pro-active educators, accountants, managers, marketers, IT experts, and entrepreneurs who shall be known for their commitment, excellence, passion, and integrity.

#### **CKS COLLEGE INSTITUTIONAL OBJECTIVES**

1. To train bright and capable leaders of society
2. To prepare people for the task of building a better and stronger nation
3. To harvest and share great ideas from Eastern and Western cultures
4. To enhance friendship and understanding between Filipinos and Chinese

#### **PROGRAM OUTCOMES (PO)**

##### **1. Common to All Programs**

- 1.1 Recognize and examine the trends and developments in one's field of specialization.
- 1.2 Effectively communicate orally and in writing using English, Filipino, mother tongue language, and an appropriate Foreign Language required by the industry.
- 1.3 Work effectively and independently in multi-disciplinary and multi-cultural teams.
- 1.4 Act in recognition of professional, social, and ethical responsibilities.
- 1.5 Preserve and promote Filipino historical heritage and cultural values.
- 1.6 Engage in ongoing, voluntary, and self-motivated pursuit of knowledge (lifelong learning).
- 1.7 Demonstrate the values of propriety, righteousness, incorruptibility, and honor.

##### **2. Common to the Business and Management Discipline**

- 2.1 Perform the basic management functions, such as planning, organizing, staffing, leading, and controlling.
- 2.2 Apply proper decision making tools to critically, analytically, and creatively solve problems and drive results.
- 2.3 Apply the basic concepts that underlie each of the functional areas of business (marketing, finance, human resources management, production and operations management, information technology, and strategic management) and employ these concepts in various business situations.
- 2.4 Apply information and communication technology (ICT) skills as required by the business environment.
- 2.5 Work effectively with other stakeholders and manage conflict in the workplace.
- 2.6 Employ entrepreneurial skills in planning and implementing business activities.
- 2.7 Demonstrate high personal moral and ethical standards, organizational citizenship, and corporate social responsibility.

##### **3. Specific to the Business Administration Program**

- 3.1 Acquire, analyze, and synthesize business and industry data for strategic and operational decision-making and to devise innovative business ideas.
- 3.2 Engage in business research by identifying, analyzing, and solving business problems and applying appropriate quantitative and qualitative tools and frameworks.
- 3.3 Define and formulate relevant corporate, business, functional-area, and operational plans and strategies for economic sustainability.
- 3.4 Manage and coordinate people, business processes, and business resources.
- 3.5 Demonstrate effective oral and written communication skills in various business contexts.
- 3.6 Employ critical thinking skills to evaluate the practical implications of organizational policies, decisions, and strategy.
- 3.7 Recommend ethical behaviors, promote corporate social responsibility, and engage in social enterprise.

# Chiang Kai Shek College

## 菲律賓中正學院

### COURSE SYLLABUS

<p><b>Course Code</b> : BASORG  <b>Course Title</b> : Good Governance &amp; Social Responsibility  <b>Credit</b> : 3.0 Units  <b>Instructor</b> : _____  <b>Class Day</b> : _____  <b>Class Time</b> : _____  <b>Classroom</b> : _____  <b>Consultation Schedule</b> : _____</p>	<p><b>Course Description:</b></p> <p>This course focuses on the basic concepts, principles, frameworks and practices of social responsibility and good governance. It analyzes the business framework that guides social responsibility and good governance practice. It combines theory with field experience aimed at inspiring young leaders to become responsible citizen, entrepreneurs, and business leaders.</p>
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Course Outcomes	Program Outcomes Addressed by the Course Outcomes
Explain the nature of corporation and their role in social and economic development in the Philippines	2.2 Apply proper decision making tools to critically, analytically, and creatively solve problems and drive results.
Identify the major issues and the developments globally and locally, that have pushed for closer attention to corporate social responsibility and good governance	3.1 Acquire, analyze, and synthesize business and industry data for strategic and operational decision-making and to devise innovative business ideas. 3.2 Engage in business research by identifying, analyzing, and solving business problems and applying appropriate quantitative and qualitative tools and frameworks. 3.3 Define and formulate relevant corporate, business, functional-area, and operational plans and strategies for economic sustainability.
Explain the core principles underlying fairness, accountability and transparency in governance and how these are applied in corporate operations and management.	2.2 Apply proper decision making tools to critically, analytically, and creatively solve problems and drive results. 3.3 Define and formulate relevant corporate, business, functional-area, and operational plans and strategies for economic sustainability. 3.4 Manage and coordinate people, business processes, and business resources. 3.5 Demonstrate effective oral and written communication skills in various business contexts.
Look into the prevailing practices of how corporation respond and behave with regard to government regulations and expectations from society and community.	2.1 Perform the basic management functions, such as planning, organizing, staffing, leading, and controlling. 2.5 Work effectively with other stakeholders and manage conflict in the workplace. 3.4 Manage and coordinate people, business processes, and business resources. 3.7 Recommend ethical behaviors, promote corporate social responsibility, and engage in social enterprise.

Course Outcomes	Program Outcomes Addressed by the Course Outcomes
Introduce theories, frameworks and models of social responsibility and good governance in the practice of sound business	2.3 Apply the basic concepts that underlie each of the functional areas of business (marketing, finance, human resources management, production and operations management, information technology, and strategic management) and employ these concepts in various business situations. 2.6 Employ entrepreneurial skills in planning and implementing business activities. 3.3 Define and formulate relevant corporate, business, functional-area, and operational plans and strategies for economic sustainability.
Examine and value their role as citizen and future business leaders, entrepreneurs and employees, in advocating social responsibility and good governance that are anchored on Filipino values.	2.7 Demonstrate high personal moral and ethical standards, organizational citizenship, and corporate social responsibility. 3.7 Recommend ethical behaviors, promote corporate social responsibility, and engage in social enterprise.

### Course Requirements:

- ) Class Participation. Attendance to all lectures and required alternative activities is highly encouraged. Students are expected to actively participate in discussions and to be respectful of each other's views, opinions, and insights. It is part of the student's responsibility to prepare for each class session by reading the assigned materials (textbook, references, journals, websites, hand-outs, etc.), as indicated in the Course Plan.
- ) Quizzes. Pre-discussion and post-discussion quizzes shall help assess student learning on a more regular basis. Such quizzes are unannounced. Pre-discussion quizzes shall help assess how well the student prepared for the session. They shall help students develop lifelong learning skills. Post-discussion quizzes shall help assess how much students learned from lectures and classroom discussions.
- ) Long Exams. Two long exams shall be administered before midterms and another two shall be administered after midterms. The schedule for the long exams are indicated in the Course Plan.
- ) Midterm & Final Exams. The Midterm and Final Exams shall be comprehensive and shall be administered as per the schedule set by the CKS College HEI Deans' Council.
- ) Case Analysis. Students shall be assigned to groups and each group shall be assigned a case to work on. Written case reports shall be submitted prior to midterms. Students are required to follow the format provided. The schedules for case presentations and defense are indicated in the Course Plan. Cases are selected and assigned to help students gain a deeper understanding of concepts learned as they observe, analyze, and critique how companies design, implement, and monitor strategies.
- ) Project. The end-of-term project is an important course output which will give the student an opportunity to synthesize and apply various lessons learned in the course. Proper presentation skills and proper use of presentation materials should also be exhibited during the oral presentation and defense.

### Grading System:

Midterm Class Standing	=	Quizzes & Exams *70% + Recitation *30%
Midterm Grade	=	Midterm Class Standing *60% + Midterm Exam * 40%
Final Class Standing	=	Quizzes & Exams Before & After Midterms * 50% + Recitation Before & After Midterms * 20% + Project or Research Output *30%
Final Grade	=	Final Class Standing * 60% + Midterm Exam * 20% + Final Exam * 20%

### Grade Score Equivalent (GSE):

Rating	GSE	Rating	GSE
98 to 100	1.00	77 to 79	2.75
95 to 97	1.25	75 to 76	3.00
92 to 94	1.50	< 75	5.00
89 to 91	1.75	No Grade	NG
86 to 88	2.00	Authorized	AW
83 to 85	2.25	Withdrawal	
80 to 82	2.50		

### Textbook:

- ) Velasquez, M. G. (latest ed). *Business ethics: Concepts and cases*. Prentice Hall

## References

- ) Bulaong, O., Dewi, I. J., & Santiago, S. S. (2014). *Business ethics in asia: issues and cases*. Ateneo de Manila University
- ) Laesch & Oliver (2015) *Principles of responsible management: Global sustainability, responsibility and ethics*. Cengage Learning Australia
- ) Lawrence, A. T. (2017). *Business & society: Stakeholders, ethics, public policy (15<sup>th</sup> ed.)*. McGraw Hill.
- ) Maximiano, J. M. B. (2014). *Business ethics and corporate social responsibility (rev. ed.)*. Anvil Publishing.
- ) Roa, F. C. (2013). *Business ethics and social responsibility (2nd ed.)*. Rex Book Store Inc.
- ) Stanwick, Peter A. (2016) *Understanding Business Ethics (3rd Edition)*. SAGE Publications, Inc.
- ) Waddell, D. (2017). *Organizational change: Development and transformation*. Cengage Learning.

## Articles and Journals:

- ) *A seven step process for making ethical decisions*. (2017). The Pennsylvania State University. Retrieved from <https://www.e-education.psu.edu/emsc302/node/170>
- ) Blanding, M. (2014, November 24). *Corrupting silence: Companies must speak up against bribes*. Harvard Business School Working Knowledge. Retrieved from <http://hbswk.hbs.edu/item/7542.html>
- ) Blanding, M. (2013, December 18). *Lessons from the lance Armstrong cheating scandal*. Harvard Business School Working Knowledge. Retrieved from <http://hbswk.hbs.edu/item/7308.html>
- ) Collins, N. (2015, August 18). *Identity is lost without a moral compass*. The Social Justice Foundation. Retrieved from <https://psmag.com/social-justice/identity-is-lost-without-a-moral-compass>
- ) Garruba, T. (2015, September 4). *How moral reasoning in business can provide you with the best course of action – part 1*. Oath, Inc. Retrieved from [https://www.huffingtonpost.com/tom-garrubba/how-moral-reasoning-in-bu\\_b\\_8089790.html](https://www.huffingtonpost.com/tom-garrubba/how-moral-reasoning-in-bu_b_8089790.html)
- ) Garruba, T. (2015, September 28). *How moral reasoning in business can provide you with the best course of action – part 2*. Oath, Inc. Retrieved from [https://www.huffingtonpost.com/tom-garrubba/how-moral-reasoning-in-bu\\_1\\_b\\_8191770.html](https://www.huffingtonpost.com/tom-garrubba/how-moral-reasoning-in-bu_1_b_8191770.html)
- ) Krishnan, V. R., Krishnan, S., & Pattanayak, P. (2014). *What matters most in promoting ethics: manager's altruism, ethical preferences, or transformational leadership?* *Abhigyan*, 32(1), 1+. Retrieved from [http://go.galegroup.com/ps/i.do?id=GALE%7CA377663483&v=2.1&u=phcksc&it=r&p=GPS&sw=w&asid=bbd\\_a5c724e4f125ea665901cba226d1b](http://go.galegroup.com/ps/i.do?id=GALE%7CA377663483&v=2.1&u=phcksc&it=r&p=GPS&sw=w&asid=bbd_a5c724e4f125ea665901cba226d1b)
- ) O'Brien, G. (2017, November 17). *Changing culture and ethics at uber*. *Business Ethics*. Retrieved from <http://business-ethics.com/2017/11/17/13277-changing-culture-and-ethics-at-uber/>
- ) Robins, R. (2015, May 5). *Does corporate social responsibility increase profits?* *Business Ethics*. Retrieved from <http://business-ethics.com/2015/05/05/does-corporate-social-responsibility-increase-profits/>

## Course Plan:

Week	Inclusive Date/s	Learning Outcome/s	Topic/s	Reference/s	Teaching-Learning Activities	Assessment Methods
1		) Define the term ethics, and understand the concept of business ethics.	) Course Orientation	) <b>Suggested Readings:</b>	) Lecture	) Recitation
2		) Identify the types of ethical issues. ) Analyze problems in business ethics. ) Appreciate the concept of work ethics and apply the knowledge of ethics in real life situations. ) Develop and enhance awareness of ethical issues in the discipline, subject or profession.	o Introduction to Business Ethics o Ethics in the World of Business o Ethics and Management o Ethics and Role Management o Corporate Social Responsibility o Ethical Issues in Business o Evaluation of Adequacy Moral Reasoning	o Velasquez, Chapters 1 & 2  ) <b>Cases:</b> o The Case of Merk and Company  ) <b>Article/s:</b> o Changing Culture and Ethics at Uber o A Seven Step Process for Making Ethical	) Class Discussion ) Concept Sharing	) Quiz

Week	Inclusive Date/s	Learning Outcome/s	Topic/s	Reference/s	Teaching-Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>)] Moral Development and Moral Reasoning <ul style="list-style-type: none"> <li>o Moral Responsibility and Blame</li> <li>o Utilitarianism, Rights and Duties</li> <li>o Justice and Fairness,</li> <li>o Ethics of Care</li> <li>o Virtue of Ethics</li> </ul> </li> </ul>	Decisions		
3		<ul style="list-style-type: none"> <li>)] Discuss the basic principles of ethics-- to think and write critically, and to confront inconsistencies in their own ethics and values systems.</li> <li>)] Develop a decision model for reasoning through ethical issues</li> </ul>	<ul style="list-style-type: none"> <li>)] Moral Development and Moral Reasoning <ul style="list-style-type: none"> <li>o Ethics of Care</li> <li>o Virtue of Ethics</li> <li>o Morality</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>)] <b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>o Velasquez, Chapter 2</li> <li>o Roa, Chapter 3</li> </ul> </li> <li>)] <b>Article/s:</b> <ul style="list-style-type: none"> <li>o Identity is Lost Without a Moral Compass</li> <li>o How Moral Reasoning in Business Can Provide You with the Best Course of Action – Part 1</li> <li>o How Moral Reasoning in Business Can Provide You with the Best Course of Action – Part 2</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>)] Lecture</li> <li>)] Class Discussion</li> <li>)] Experiential Exercise: Take an article that applies the Kohlberg's Theory of Moral Reasoning</li> </ul>	<ul style="list-style-type: none"> <li>)] Recitation</li> <li>)] Case Presentation: The Confused Accountant</li> <li>)] Case Presentation: The Immoral Video Shop</li> </ul>
4		<ul style="list-style-type: none"> <li>)] Discuss the different contributions of philosophers in business decision making.</li> <li>)] Describe the different normative ethical theories in business.</li> </ul>	<ul style="list-style-type: none"> <li>)] Government, Markets and International Trade <ul style="list-style-type: none"> <li>o Free Markets and Rights: John Locke</li> <li>o Free Markets and Utility: Adam Smith</li> <li>o Free Trade and Utility: David Ricardo</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>)] <b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>o Velasquez, Chapter 3</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>)] Lecture</li> <li>)] Class Discussion</li> <li>)] Case Analysis</li> </ul>	<ul style="list-style-type: none"> <li>)] Recitation</li> <li>)] Quiz</li> </ul>
5		<ul style="list-style-type: none"> <li>)] Apply the different normative ethical theories in making decisions in a company.</li> <li>)] Identify some current governmental policies and popular ideologies and find traces of Marx's claims.</li> <li>)] Identify the competing values of the estate tax from a free market and socialist perspective.</li> </ul>	<ul style="list-style-type: none"> <li>)] Government, Markets and International Trade <ul style="list-style-type: none"> <li>o The Mixed Economy, the New Property, and the End of Marxism</li> <li>o The Mixed Economy, the New Property, and the End of Marxism</li> <li>o Property Systems and New</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>)] <b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>o Velasquez, Chapter 3</li> </ul> </li> <li>)] <b>Articles:</b> <ul style="list-style-type: none"> <li>o How do new technologies, such as computers and scientific breakthroughs, create difficulties for systems</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>)] Lecture</li> <li>)] Discussion</li> <li>)] Research Activity: Identify some current governmental policies and popular ideologies and examine the media for traces of Marx's claim that economic</li> </ul>	<ul style="list-style-type: none"> <li>)] Changing of Concept</li> <li>)] Quiz</li> </ul>

Week	Inclusive Date/s	Learning Outcome/s	Topic/s	Reference/s	Teaching-Learning Activities	Assessment Methods
			Technologies o The End of Marxism?	of property ownership?	substructure controls the social superstructure.	
6		<ul style="list-style-type: none"> <li>)] Understand the case for the morality of free markets as the best guarantors of capitalist distributive justice, economic utility, and liberty rights: appreciate the limitations of this justification.</li> <li>)] Discuss how the case for the morality of free markets depends on the assumption of perfect competition.</li> <li>)] Determine how perfect competition is a useful idealization, and how the principle of diminishing marginal utility and of increasing marginal costs interact to determine the Equilibrium price.</li> </ul>	<ul style="list-style-type: none"> <li>)] Ethics in the Marketplace <ul style="list-style-type: none"> <li>o Definition of Market</li> <li>o Three Models of Market Competition</li> <li>o Equilibrium in Perfectly Competitive Markets</li> <li>o Supply and Demand Curves</li> <li>o Perfect Competition</li> <li>o Characteristics of Perfectly Competitive Free Markets</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>)] <b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>o Velasquez, Chapter 4</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>)] Lecture</li> <li>)] Class Discussion</li> <li>)] Research Activity: Research a particular industry/industries and examine them for signs of monopoly, oligopoly, and unfair market practices.</li> </ul>	<ul style="list-style-type: none"> <li>)] Recitation</li> <li>)] Quiz</li> <li>)] Group Presentation: Applying Theories of Ethics to Monopolies and Oligopolies to Multinational Corporations Operating in Developing Countries</li> </ul>
7		<ul style="list-style-type: none"> <li>)] The student will explain how competition influences consumers and businesses.</li> <li>)] Students will define pure competition and monopoly.</li> <li>)] Students will explain the characteristics of oligopolies and monopolistic competition.</li> </ul>	<ul style="list-style-type: none"> <li>)] Ethics in the Marketplace <ul style="list-style-type: none"> <li>o Characteristics of Monopoly Markets</li> <li>o Ethical Weaknesses of Monopolies</li> <li>o Main Views on Oligopoly Power</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>)] <b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>o Velasquez, Chapter 4</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>)] Lecture</li> <li>)] Class Discussion</li> </ul>	<ul style="list-style-type: none"> <li>)] Recitation</li> <li>)] Quiz</li> </ul>
8		<ul style="list-style-type: none"> <li>)] Propose a social responsibility strategies and compliance action plan for a business.</li> </ul>	<ul style="list-style-type: none"> <li>)] Fundamental Issues That Must Guide Policy Makers in The Effort to Regulate the Market Place: <ul style="list-style-type: none"> <li>o Moral Development and Moral Reasoning</li> <li>o Government, Markets and International Trade</li> <li>o Ethics in the Marketplace</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>)] Presentation of Cases and Proposed Topics for final output</li> </ul>	<ul style="list-style-type: none"> <li>)] Lecture</li> <li>)] Class Discussion</li> </ul>	<ul style="list-style-type: none"> <li>)] Presentation of Cases and Proposed Topics for final output</li> </ul>
9						)] Midterm Exam

Week	Inclusive Date/s	Learning Outcome/s	Topic/s	Reference/s	Teaching-Learning Activities	Assessment Methods
10		<ul style="list-style-type: none"> <li>) State the social responsibility of business towards different interest groups</li> <li>) Explain the concept of business ethic</li> <li>) Explain the concept of social responsibility of business.</li> <li>) Describe the social responsibility of people towards the environment.</li> <li>) Discuss contemporary issues in the environment</li> </ul>	<ul style="list-style-type: none"> <li>) Business and Its External Exchanges: Ecology and Consumers <ul style="list-style-type: none"> <li>o Meaning of Business Environment</li> <li>o Types of Business Environment</li> <li>o Social Responsibility of Business</li> <li>o Meaning of Social Responsibility</li> <li>o Social Responsibilities Towards Different Groups</li> <li>o Traditional Attitudes of Business Towards the Environment</li> <li>o Environmental Ethics</li> <li>o The Moral and Social Obligations of Business to the Environment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>) <b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>o Roa, Chapter 7</li> </ul> </li> <li>) <b>Articles:</b> <ul style="list-style-type: none"> <li>o Banning Plastic Bags in Some Key Cities in the Philippines</li> <li>o Should Companies Dump Their Wastes In Poor Countries</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>) Lecture</li> <li>) Class Discussion</li> </ul>	<ul style="list-style-type: none"> <li>) Recitation</li> <li>) Case Presentation: Motives of EMS Implementation For Textile Companies</li> </ul>
11		<ul style="list-style-type: none"> <li>) To learn the market approach to consumer protection.</li> <li>) To apply the four basic duties firms has to its customers and know why they are necessary.</li> <li>) To understand producer's duty to exercise due care and how does the social costs view extend the due care theory and the contract view.</li> </ul>	<ul style="list-style-type: none"> <li>) The Ethics of Consumer and Marketing <ul style="list-style-type: none"> <li>o Risks to Consumers</li> <li>o Market Approach to Consumer Protection</li> <li>o Problems with the Market Approach</li> <li>o Contract View of Business Firm's Duties to Customer</li> <li>o Moral Duty to Consumers under Contractual Theory</li> <li>o Due Care Theory of Firm's Duties to Customer</li> <li>o Manufacturer's Duties in Due Care Theory</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>) <b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>o Velasquez, Chapter 6</li> </ul> </li> <li>) <b>Articles:</b> <ul style="list-style-type: none"> <li>o What are the contract view of business' duties to customers to exercise due care?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>) Lecture</li> <li>) Class Discussion</li> </ul>	<ul style="list-style-type: none"> <li>) Recitation</li> <li>) Quiz</li> </ul>

Week	Inclusive Date/s	Learning Outcome/s	Topic/s	Reference/s	Teaching-Learning Activities	Assessment Methods
12		<ul style="list-style-type: none"> <li>)] To perceive how does advertising become unethical.</li> <li>)] To know the factors that must be taken into consideration when determining the ethical status of a particular advertisement.</li> <li>)] To learn the importance of consumer's right to privacy</li> <li>)] To know why industries have the right to know consumers' personal information and their relevance this balance?</li> </ul>	<ul style="list-style-type: none"> <li>)] Social Costs View of the Manufacturer's Duties to Consumers <ul style="list-style-type: none"> <li>o Characteristics of Advertising</li> <li>o Criticisms of Advertising Based on Social Effects</li> <li>o Criticisms of Advertising Based on Its Effects on Desires</li> <li>o Requirements of Deceptive Advertising</li> <li>o Importance of Consumer Privacy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>)] Suggested Readings: <ul style="list-style-type: none"> <li>o Velasquez, Chapter 6</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>)] Lecture</li> <li>)] Class Discussion</li> <li>)] Discussion of the Final Output: Proposed social responsibility strategies and compliance action plan for a business.</li> </ul>	<ul style="list-style-type: none"> <li>)] Quiz</li> </ul>
13		<ul style="list-style-type: none"> <li>)] Discuss the issues and problems in business and the corporate world.</li> <li>)] Discuss the key issues related to the different problems in the corporate world.</li> </ul>	<ul style="list-style-type: none"> <li>)] Ethics and Employees <ul style="list-style-type: none"> <li>o Basic elements of discrimination in employment</li> <li>o Distinction between institutionalized and isolated discrimination</li> <li>o Is discrimination in the workplace unethical</li> <li>o Guidelines against sexual harassment</li> <li>o Preferential treatment violate the principle of equality</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>)] Suggested Readings: <ul style="list-style-type: none"> <li>o Velasquez, Chapter 7</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>)] Lecture</li> <li>)] Class Discussion</li> </ul>	<ul style="list-style-type: none"> <li>)] Case Presentation: "Why Is She Getting Annoyed With Minor Issues?" The Nina Case</li> </ul>
14		<ul style="list-style-type: none"> <li>)] To understand the importance of positive work atmosphere on the daily functioning (e.g. initiative-taking, decision-making) of an organization.</li> <li>)] To provide arguments for taking the dimension of human dignity into consideration when making business decisions.</li> <li>)] To understand and describe potential difficulties faced by the middle management and the importance of communication system in an organization</li> <li>)] To discuss and understand challenges to ethical leadership in the times of economic recession.</li> </ul>	<ul style="list-style-type: none"> <li>)] The Individual in the Organization <ul style="list-style-type: none"> <li>o Rational organization, political organization, caring organization</li> <li>o Conflicts of interest</li> <li>o Level of job satisfaction</li> <li>o Political organization</li> <li>o Distinction between the right to due process and employment at will?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>)] Suggested Readings: <ul style="list-style-type: none"> <li>o Velasquez, Chapter 8</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>)] Lecture</li> <li>)] Class Discussion</li> </ul>	<ul style="list-style-type: none"> <li>)] Recitation</li> <li>)] Quiz</li> </ul>



Week	Inclusive Date/s	Learning Outcome/s	Topic/s	Reference/s	Teaching-Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>○ Common types of political tactics</li> </ul>			
15		<ul style="list-style-type: none"> <li>] Describe the difference between formal and informal groups.</li> <li>] Discuss the guidelines for group meetings.</li> <li>] Discuss the concept of corporate social responsibility.</li> <li>] Describe the historical perspective of corporate social responsibility.</li> <li>] Apply CSR in a company.</li> <li>] Develop CSR programs for different companies.</li> <li>] Discuss issues and problems</li> </ul>	<ul style="list-style-type: none"> <li>] Ethics and Corporate Social Responsibility <ul style="list-style-type: none"> <li>○ The Concept of Corporate Social Responsibility</li> <li>○ Corporate Social Responsibility from a Historical Perspective</li> <li>○ Perspective on Corporate Social Responsibility</li> <li>○ Assessments on the Practice of Corporate Social Responsibility</li> <li>○ The Four Corporate Social responsibilities</li> <li>○ Social Responsibility Towards Consumers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>] <b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>○ Roa, Chapter 8</li> </ul> </li> <li>] <b>Articles:</b> <ul style="list-style-type: none"> <li>○ Does Corporate Social Responsibility Increase Profits?</li> <li>○ The Ethics of Social Media (Parts 1 &amp; 2)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>] Lecture</li> <li>] Class Discussion</li> </ul>	<ul style="list-style-type: none"> <li>] Recitation</li> <li>] Quiz</li> <li>] Case Presentation: Corporate Citizenship at McDonald's</li> </ul>
16						<ul style="list-style-type: none"> <li>] Presentation of Final Output: <ul style="list-style-type: none"> <li>○ Proposed social responsibility strategies and compliance action plan for a business.</li> <li>○ Responsibility towards the shareholders or owners</li> <li>○ Responsibility towards the Employees</li> <li>○ Responsibility towards the Consumers</li> <li>○ Responsibility towards the Government</li> <li>○ Responsibility towards the Community</li> </ul> </li> </ul>
17						
18						<ul style="list-style-type: none"> <li>] Final Exam</li> </ul>

**Course Policies:**

Academic Integrity	CKSian values include propriety, righteousness, incorruptibility, and honor. Students should exercise such values both inside and outside the classroom. Students are expected to value the importance of education and should recognize that such involves hard work and sacrifice. Academic dishonesty— whether in the form of plagiarism (intentional or unintentional), cheating in exams and assignments, non-contribution to the group project, or the like— shall not be tolerated and shall strictly be subjected to the penalties indicated in the CKS College Student Handbook.
Tardiness	A student who incurs more than 12 hours of absences or twenty (20) percent of the prescribed number of class periods during the semester would be given a failing grade and given no credit for the course or subject. A student may be accepted in class even if he/she arrives late provided that it is not more than 25% of the class/session. A recorded tardiness is considered 1/3-absence, which if added to two other recorded tardiness will be equivalent to a full absence recorded against a student.
Use of Mobile Devices	Once inside the classroom, the student is expected to focus on his role as a learner. Distractions should be avoided. Students are not allowed to use mobile phones, tablets, or other gadgets in class. Mobile phones should be switched off or placed in silent mode.
Make-Up Quizzes/ Exams	No make-up quiz shall be given to a student who is absent for the class period. For pre-discussion quizzes administered at the beginning of the class period, students are not allowed to enter the classroom in the middle of the quiz. Latecomers are advised to wait outside the classroom until the students present are finished taking the quiz. No make-up quiz shall be given to latecomers. For long exams, make-up exams may be given only upon presentation of an approved Application for Excuse Absence. For students who are unable to take the Midterm or the Final Exams, an approved Application for Excuse Absence and an approved Application for Special Examination should be submitted to the instructor before the make-up exam can be scheduled and administered.
Group Contribution in Project/s	The groupings for the project/s shall be determined at the beginning of the semester. Once assigned to a group, students shall not, under any circumstance, be allowed to switch groups. Students are expected to exercise teamwork and contribute meaningfully to the group project. A duly accomplished peer evaluation form shall be submitted by each group member along with the group's written report.
Consultation	If needed, students are highly encouraged to schedule consultation with the faculty within the consultation schedule provided. Such shall be conducted at the consultation area in the CKS College Faculty Room.
Others	Both student and faculty are responsible for maximization of class contact hours to ensure satisfaction of course learning outcomes. Once the class period has started, no one is allowed to leave the classroom, unless officially requested by the Administration Office and/or allowed by the instructor. Leaving the classroom at any time within the scheduled class period, whether for short or extended periods of time, is strongly discouraged. Students should go to the toilet before or after class, or during the scheduled break within 3-hour class periods.

Prepared by:

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