



## COURSE UNIT (MODULE) DESCRIPTION

| Course unit (module) title                                   | Code |
|--|------|
| <b>Organizational social responsibility (OSR) and ethics</b> |      |

| Lecturer(s)  | Department(s) where the course unit (module) is delivered  |
|--|--|
| <b>Coordinator: Oksana Pavlova</b><br><b>Other(s):</b> | Faculty of Economics and Business Administration<br>Sauletekio ave. 9, II building, LT 10222 Vilnius |

| Study cycle | Type of the course unit (module) |
|-------------|----------------------------------|
| First       | Compulsory                       |

| Mode of delivery | Period when the course unit (module) is delivered | Language(s) of instruction |
|------------------|---|----------------------------|
| Classroom        | Autumn semester                                   | English                    |

| Requirements for students |
|---------------------------|
| <b>Prerequisites:</b>     |

| Course (module) volume in credits | Total student's workload | Contact hours | Self-study hours |
|-----------------------------------|--------------------------|---------------|------------------|
| 5                                 | 130                      | 48            | 82               |

| Purpose of the course unit (module): programme competences to be developed   |   |  |
|--|---|--|
| <p>The course aims at developing students' capabilities to analyze and assess organizational and individual behavior from an ethical perspective as well as make value-based decisions and contribute to the Sustainable Development Goals (Agenda 2030). The course is also targeted at developing general competencies such as:</p> <ul style="list-style-type: none"> <li>• Ability to generate ideas and propose creative and innovative solutions to problems, arguing them with the principles of public good and social benefit;</li> <li>• Ability to cooperate and work in teams;</li> <li>• Ability to plan and organize one's learning and accomplish tasks.</li> </ul> |   |  |
| Learning outcomes of the course unit (module)  | Teaching and learning methods   | Assessment methods   |
| The student will know and understand ethical theories and be able to apply them in the analysis and evaluation of practices of multinational organizations.  | Problem-based teaching, discussion, debates, film analysis and discussion, information and literature analysis, problem solving, case studies, preparation of an analytical applied written group work and presentation of its results. | Participation in seminars (accomplishment of tasks), group work and presentation of its results, written reflection and peer feedback giving, examination. |
| The student will be able to identify, analyze and evaluate ethical aspects of marketing.   |   |  |
| The student will be able to work in team, generate ideas and propose creative solutions to organizational issues, considering economic, social and environmental impact of global business.  |   |  |
| The student will be able to evaluate their behavior from the perspective of ethical values and Sustainable Development Goals and follow them in their activities.  |   |  |

| Content: breakdown of the topics  | Contact hours |           |          |           |                 |                           |            | Self-study work: time and assignments |                  |  |
|---|---------------|-----------|----------|-----------|-----------------|---------------------------|------------|---------------------------------------|------------------|--|
|   | Lectures      | Tutorials | Seminars | Exercises | Laboratory work | Internship/work placement | E-learning | Contact hours                         | Self-study hours | Assignments  |
| <p>1. Introduction to the OSR and ethics course. Key concepts. Typology of ethics. Relationships between ethics, law, psychology, etiquette, philosophy and other disciplines. Ethical principles of international business. OSR drivers and development in practice: from risk management to shared value creation. Social entrepreneurship as a form of responsible business. Models of social entrepreneurship.</p> <p><i>Seminar:</i> Types of ethical problems. Classic ethical dilemmas (e.g. trolley problem) and solution of their contemporary forms (e.g. programming self-driving cars).</p> | 2             |           | 2        |           |                 |                           |            | 4                                     | 4                | <p>Literature analysis, discussions, situation analysis</p> <p>Reading: Crane, Matten, 2016, p. 3-43</p>   |
| <p>2. Development of business ethics from a historical (European) perspective; Contemporary influences on ethics; Ethical decision making process and influences.</p> <p><i>Seminar:</i> problems and their prevention. Analysis of Academic ethics code of Vilnius University.</p>   | 4             |           | 2        |           |                 |                           |            | 6                                     | 6                | <p>Literature analysis, discussions</p> <p>Readings: McLeod, 2017; article: <a href="https://bit.ly/3GRGIqF">https://bit.ly/3GRGIqF</a> VU Academic ethics code;</p> |
| <p>3. Moral competence as a preventive means to ethical problems. Ethical theories and ethical decision making in organizations.</p> <p><i>Seminar:</i> Applying ethical theories to problem solving. The case of Milgram experiment.</p>   | 2             |           | 2        |           |                 |                           |            | 4                                     | 8                | <p>Literature analysis, situation analysis, problem solving</p> <p>Reading: Crane, Matten, 2016, p. 85-134</p>   |
| <p>4. Moral neutralization of ethical and/or legal transgressions.</p> <p><i>Seminar:</i> Forms of moral neutralisation, corporate transgressions and their prevention means.</p>   | 2             |           | 2        |           |                 |                           |            | 4                                     | 2                | <p>Information analysis, discussions, case analysis</p> <p>Reading: Bandura et al., 2002</p>   |
| <p>Presentation of the project and support session</p>  |               |           | 2        |           |                 |                           |            | 2                                     | 16               | <p>Mid-term project presentation: short presentation of selected social enterprise, interview questioner</p>   |
| <p>5. Management system of organizational responsibility. Organizational integrity. Characteristics of ethical organizational culture and their relationship with organizational innovativeness. Leadership and organizational culture as factors of (un)ethical organizational behaviour. Wells Fargo case.</p>  | 4             |           |          |           |                 |                           |            | 4                                     | 6                | <p>Literature analysis, discussions, case study</p> <p>Reading: Premachandra, Filabi, 2018</p>   |
| <p>6. Measuring organizations social impact</p>   | 2             |           |          |           |                 |                           |            | 2                                     | 6                | <p>Literature analysis</p>   |

|   |           |  |           |  |  |  |  |  |           |                             |  |
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|   |           |  |           |  |  |  |  |  |           | Reading: Maas, Liket, 2011. |  |
| 7. Ethical issues in human resource management (HRM). Standards of an ethical workplace. Challenges of Industry 4.0 and opportunities of Industry 5.0 to HRM.<br><br><i>Seminar:</i> implicit discrimination forms and diversity management in organizations.         | 4         |  | 2         |  |  |  |  |  | 6         | 4                           | Literature analysis, case analysis<br><br>Reading: Lamsa et al., 2012                              |
| 8. Ethical issues in marketing. Ethical consumption as a driver of organizational responsibility. Artificial intelligence and ethical aspects of its application to marketing.<br><br><i>Seminar:</i> Video “How brands are influencing our decisions” and discussion | 4         |  |           |  |  |  |  |  | 4         | 4                           | Film discussion, presentations, situation analysis<br><br>Reading: Crane, Matten, 2016, p. 338-386 |
| 9. Environmental ethics.<br><br><i>Seminar:</i> stakeholder dialogue management and cooperation in the context of international business. Botnia case.  | 4         |  | 2         |  |  |  |  |  | 6         | 8                           | Literature analysis, case analysis, discussion<br><br>Reading: Heikkinen et al., 2013              |
| 10. Suppliers, Competitors, and business ethics (ethical issues of suppliers and competitors, challenges of global business)  | 4         |  | 2         |  |  |  |  |  | 6         | 6                           | Information analysis, debates<br><br>Reading: Reading: Crane, Matten, 2016,                        |
| 12. Preparation for the examination   |           |  |           |  |  |  |  |  |           | 10                          | Individual learning, reflection of the study material  |
| <b>Total</b>  | <b>32</b> |  | <b>16</b> |  |  |  |  |  | <b>48</b> | <b>82</b>                   |  |

| Assessment strategy           | Weight, % | Deadline                   | Assessment criteria  |
|-------------------------------|-----------|----------------------------|--|
| Participation in the seminars | 20        | During the semester        | Preparation and accomplishment of tasks for the seminar. Every seminar is assessed by 1 point. The final grade will be calculated at the end of the semester, considering the maximal number of the seminars in which a point could be gained and the student’s factual active participation in the seminars and tasks completed, e.g. questions answered based on readings.   |
| Reflection                    | 10        | 7-8th week of the semester | Groups of 2-3 students. Watch a documentary together, discuss what is the main idea of the documentary, what kind of message it sends to our society, relate given information to ethical theories with solid reasoning why would you relate certain action to specific theory. After identifying write it down and submit. A short reflection (2 pages/3000-3500 words). Evaluation criteria: <ul style="list-style-type: none"> <li>• following the instructions – 15%</li> <li>• Reasoning – 30 %</li> <li>• Correctly identified ethical theories (at least 3 examples) which are provided with examples from the documentary. – 40%</li> <li>• Appearance of submitted task – 15% (text alignment, spacing, font size, structure of paragraphs etc.)</li> </ul> Submit in word text doc., name of your submitted doc. as: course_names/surnames_Reflection<br><b>Submit in emokymai system by Dec 1. All later submissions are not going to be evaluated.</b> |

|  |                  |                           |   |
|--|------------------|---------------------------|---|
| Analytical applied work in groups (solution of a business problem) and presentation of its results | 30               | 14th week of the semester | <p>At the beginning of the semester students will have to pick one enterprise which is engaged in socially responsible activities. from their home country and to organize an interview with the founder/manager. The aim of the interview is to solve a definite problem, e.g. they will analyze possible international markets and argue selection of one; analyze communication channels and propose improvements to their contents and/or form, identify and analyze possible partners for business development and social impact making etc.</p> <p>The scope of work is 8-10 pages without the title page, in 12pt Times New Roman font and 1,5 line spacing. The students should argue the choice of the problem, analyze potential solutions in other businesses or societies, propose one solution and elaborate on its realization, arguing the choice of means/instruments etc.</p> <p>The following aspects will be evaluated:<br/> <u>)analysis of the identified problem and proposed solution (80% of the overall grade):</u> analysis is concise and cohesive, based on information sources and research papers, clear and logical, related to the definite business, considering the context of its activities; the proposal addresses and combines both ethical and economic aspects.<br/> <u>)Presentation (20% of the overall grade):</u> the presentation is well-argued and clearly communicates the findings of the work and proposal to the business; the presenters maintain contact with the audience, question and time management – 10 min., clarity of speech.</p> |
| Examination  | 40               | During the session        | The examination will consist of open and closed questions of diverse complexity, ranging from understanding to analytical evaluation. Questions are evaluated by 0,5 point,. The examination will be taken on Moodle (VMA) platform.  |
| <b>The assessment strategy for an external exam</b>  | <b>Weight, %</b> | <b>Deadline</b>           | <b>Assessment criteria</b>  |
| Case study analysis  | 30               |                           | <p>The analysis (up to 4-5 p.) must meet following requirements:</p> <ul style="list-style-type: none"> <li>• Identification of the stakeholders and their position within the case (e.g.: decision makers, people responsible for certain actions, whistleblowers etc.).</li> <li>• Identification and analysis of the main problem and outcomes within the case by employing ethical theories logically related to the case.</li> <li>• Analysis of the solution (if given in the case if not given then proposal of a solution) and reasoning.</li> </ul> <p>The following aspects will be evaluated:</p> <ul style="list-style-type: none"> <li>• analysis is concise and cohesive, based on information sources and research papers, clear and logical (50% of the grade).</li> <li>• analysis meets the requirements; statements are well-argued and supported by ethical theories (50% of the grade).</li> </ul>   |
| Reflection on a paper  | 20               |                           | Extensive reflection on a given paper (1,5 - 2 p.) by identifying the main takeout related to ethical and CSR context from the paper and giving your own well-argued, critical opinion (e.g. how the situation has changed over two years or it hasn't and why is it so? What are the reasons for developed problem?)   |

|             |    |  |   |
|-------------|----|--|---|
|             |    |  | <p><u>Open-source publication:</u><br/> Hongwei He, Lloyd Harris (2020)<br/> <i>The impact of Covid-19 pandemic on corporate social responsibility and marketing philosophy</i>,<br/> Journal of Business Research,<br/> <a href="https://doi.org/10.1016/j.jbusres.2020.05.030">https://doi.org/10.1016/j.jbusres.2020.05.030</a>.</p> <p>The following aspects will be evaluated:</p> <ul style="list-style-type: none"> <li>provided takeout is relevant, related to ethics and CSR, the reason of selection is well-argued (50% of the grade).</li> <li>provided insight is well structured, cohesive, supported with argumentation based on knowledge of ethics and CSR (50% of the grade).</li> </ul> |
| Examination | 50 |  | The examination will consist of open and closed questions of diverse complexity, ranging from understanding to analytical evaluation. Questions are evaluated by 0,5 point. The examination will be taken on Moodle (VMA) platform.   |

| Author                                    | Year of publication | Title   | Issue of a periodical or volume of a publication                               | Publishing place and house or web link  |
|---|---------------------|---|--|---|
| <b>Compulsory reading</b>                 |                     |   |  |   |
|   | 2021                | Edward Snowden: traitor or hero (case study)  |  | <a href="https://ethicsunwrapped.utexas.edu/case-study/edward-snowden-traitor-hero">https://ethicsunwrapped.utexas.edu/case-study/edward-snowden-traitor-hero</a>   |
| Bandura, A., Caprara, G.V., Zsolnai, L.   | 2002                | Corporate Transgressions.   | In Zsolnai, L. (ed.) Ethics in the Economy. Oxford, p. 151-164                 | Bern: Peter Lang  |
| <b>Crane, Matten</b>                      | <b>2016</b>         | <b>Business ethics: Managing corporate citizenship and sustainability in the age of globalization</b> | <b>4th ed.</b>   | <b>Oxford University Press</b>  |
| Heikkinen, A., Kujala, J., Lehtimäki, H.  | 2013                | Managing stakeholder dialogue: The case of Botnia in Uruguay  | South Asian Journal for Business and Management Cases, 2(1): 25–37.            |   |
| Lamsa, A.-M., Jyrkinen, M., Heikkinen, S. | 2010                | Women in managerial careers. “Why is she getting annoyed with minor issues?” The Nina Case            | In Pučėtaitė, R. (sud.) Cases in Organizational Ethics, p. 17-22               | Vilnius: VUKHF  |
| Maas, K., Liket, K.                       | 2011                | Social Impact Measurement: Classification of Methods  | In Environmental management accounting and supply chain management, p. 171-202 |   |
| Premachandra, B., Filabi, A.              | 2018                | Under pressure: Wells Fargo, misconduct, leadership and culture                                       |  | <a href="https://www.ethicalsystems.org/wp-content/uploads/2013/07/files_WellsFargoCaseStudy_EthSystems_May2018FINAL.pdf">https://www.ethicalsystems.org/wp-content/uploads/2013/07/files_WellsFargoCaseStudy_EthSystems_May2018FINAL.pdf</a> |

| <b>Supplementary reading</b>   |      |   |   |   |
|--|------|---|---|---|
| Enderle, G.  | 2015 | Exploring and Conceptualizing International Business Ethics   | Journal of Business Ethics, 127 (4): 723-735  |   |
| O'Sullivan, P., Ngau, O.   | 2014 | Whistleblowing: a critical philosophical analysis of the component moral decisions of the act and some new perspectives on its moral significance.        | Business Ethics: A European Review, 23 (4): 401-415   |   |
| Pučėtaitė, R., Novelskaitė, A., Pušinaitė-Gelgotė, R., Rusteikienė, A., Butkevičienė, E. | 2019 | Understanding the Role of Social Enterprises in Attaining the Sustainable Development Goals through the Human Capability Approach. The Case of Lithuania. | In Implementing the sustainable development goals: what role for social and solidarity economy? UN Inter-Agency Task Force on Social and Solidarity Economy, p. 1-16. | <a href="https://knowledgehub.unsse.org/publication_authors/raminta-pucetaite/">https://knowledgehub.unsse.org/publication_authors/raminta-pucetaite/</a> |
| Shaw, W.H. and Barry, V.   | 2010 | Moral Issues in Business  | 11th ed.  | Belmont: Wadsworth Cengage Learning   |