



CIEE Paris, France

Course title:	Business Ethics and Leadership
Course code:	(GI) MGMT 3001 PAFR
Programs offering course:	Arizona State University Global Flex - Course + Internship, Arizona State University Global Flex - 3 Credit, Arizona State University Global Flex - 6 Course Credits, Paris Open Campus Block
Open Campus Track:	Business
Language of instruction:	English
U.S. semester credits:	3.00
Contact hours:	45.00
Term:	Spring Block I 2023

Learning Objectives

By completing this course, students will:

- Understand and articulate (orally and in writing) the “business case” for ethical decision making, i.e. how one shows that ethical practices make for good business practices.
- Assess and apply core ethical concepts in the context of business decisions through the analysis of case studies, film scenes and/or improvisation theatre plays.
- Critically assess and evaluate in real-time (on the surface or latent) moral issues in a variety of business scenarios and role plays being acted out, e.g. in negotiation, communication and leadership situations.
- Apply sensitivity and awareness tactics and strategies of how business ethics may vary relative to a culture’s ideas of ethical and moral conduct, and to the corresponding business practices.
- Execute and model the behaviors of successful leaders managing toward an ethical business culture in further business practices.

Course Prerequisites

Students are highly recommended to have completed a level 2000 course in philosophy, critical theory, or business administration before completing this course.

Methods of Instruction

Through lectures and discussion, students will engage in core philosophical and moral concepts from our shared Western tradition and practice identifying and articulating them in business settings. Readings are assigned to help students gain familiarity with key ideas and terms, which they will then be expected to integrate into their oral and written work (including term paper and a final exam). Clips from films and TV that model intersections between ethical concepts and business will be used in class to provoke discussion and debate.

Assessment and Final Grade

1.	Case Study Responses	25%
2.	Essay	20%
3.	Group Presentations	25%
4.	Final Essay	10%
5.	Participation	20%
	TOTAL	100%

Course Requirements

Case Study Responses

Students will write five reflective response papers to case studies from weeks two through to six. Each response paper is to be 450 words exactly (2250 words total). Work will be graded on the students’ ability to identify, examine and critically reflect on most significant aspects in various cases studies, drawing on the readings and lecture content.

Essay

Students are expected to write a critical essay that evaluates the benefits and drawbacks of a rigorous culture of business ethics within a multi-national organization. The paper should reference readings from the course. The word count is 750 words.

Group Presentations

Students will form small groups and conduct presentations on 15-minutes in length on topics to be determined by the instructor. Student groups can choose one of two prompts to either examine and evaluate examples of good and bad leadership; or to evaluate business ethics in a global economy using examples.

Final Essay

Students will respond to essay-based essay, answering one of three questions of equal value. Their chosen response will be completed as an 'Open Book' response, requiring students to demonstrate the highest levels of familiarity of case studies and readings from over the course. Students will be expected to write a 1000-word response to their selected question. This assessment will be conducted through Canvas. All students must ensure their equipment is fully functional.

Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Attendance

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over 20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

Academic Integrity

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.

Weekly Schedule

Week 1

Class: 1.0 Introduction to Business Ethics

In this introductory lesson, students will explore questions relating to the importance of business ethics (the “business case” argument), realms where ethics and business intersect (stakeholder relationships, corporate social responsibility (CSR), and corporate governance), and discuss the idea of the “Nature” of Capitalism. In-class film clips from Inside Job and The Corporation.

Reading

Enderle, G. (2018). How Can Business Ethics Strengthen the Social Cohesion of a Society? *Business Ethics*, 150(3), pp 619-629.

Week 2

Class: 2.0 Moral Philosophy and Business I

Students will examine Western concepts of ethics and morality, and their place in modern business practices. Additionally, ethics and the “nature” of morality, relativism and absolutism / normative, and justice and wealth (of nations) will be discussed.

Readings

Ruggie, J. G. (2013). *Just business: Multinational Corporations and Human Rights*. New York, NY: Norton.

World Bank. (2011). *The Changing Wealth of Nations: Measuring Sustainable Development in the New Millennium*. Washington, DC: World Bank.

Class: 3.0 Ethical Decision Making and Ethical Leadership

Students will differentiate between consequence-based and duty-based principles of ethics. They will enumerate and discuss principles of personal ethical decision making and ethical tests for screening ethical decisions. They will identify the factors affecting an organization’s moral climate and provide examples of these factors at work. By looking at case studies, they will describe and explain actions, strategies, or “best practices” that management may take to improve an organization’s ethical climate.

Reading:

Carroll, A. B.; Buccholtz, A. K (2017). *Business & Society. Ethics, Sustainability, and Stakeholder Management*. 10th Ed., Ch. 8, pp 224-271, Cengage Learning: Boston, USA.

Class: 4.0 Institutionalization of Business Ethics into Practices

In this class, students will review the Affleck example of a Code of Conduct. In addition, students will examine the role of the Ethics and Compliance Officer Association, and the Society of Corporate Compliance and Ethics, and Understand the different levels at which business ethics may be addressed. In-class film clips from ‘Margin Call; Let ´s Make Money’ and ‘Yella’ will be viewed and discussed.

Reading:

Swanson, D.L. (2017). *CSR Discovery Leadership: Society, Science and Shared Value Consciousness*, Palgrave Macmillan: USA.

Due Date for Submission of Week Two Case Study Response

Week 3

Class: 5.0 Moral Philosophy and Business II

Moral philosophy, corporate social responsibility and their applications in complex workplaces are discussed.

Reading:

Fisher, C. (2013). Business Ethics Matters: What it is and Why Does It Matter? Ch. 2. Pp 41-98. Pearson: Australia.

Due Date for Submission of Week Three Case Study Response

Class: 6.0 Developing an Effective Ethics Program

In this class, students will examine individual factors (such as moral philosophies and values) and organizational factors (such as the role of ethical culture and relationships). In-class TV clips from: The Office (BBC & NBC), Stromberg (German version of The Office) will be viewed as stimulus for discussions and references to the concepts in the readings.

Reading:

Jondle, D. Ardinchvili, A., & Mitchell, J. (2014). Modeling Ethical Business Culture: Development of the Ethical Business Culture Survey and Its Use to Validate CEBC Model of Ethical Business Culture, Journal of Business Ethics 119(1), pp 29-43.

Due Date for Submission of the Essay Assessment

Class: 7.0 Site Visit to a Company

Reading:

<https://www.autodesk.com/redshift/doing-their-part-3-excellent-examples-of-corporate-social-responsibility/>

Due Date for Submission of Week Three Case Study Response**Week 4**

Class: 8.0 Ethics and Business of the (Internet) Society

The course continues with an examination of the concepts discussed so far in light of the "digital workplace." Changes in ethical practices with the shift from traditional to Internet workplaces and tech business models will be debated and the impact for businesses in this contemporary landscape are discussed.

Reading:

Carroll, A. B.; Buccholtz, A. K (2017). Business & Society: Ethics, Sustainability and Stakeholder Management. 10th Ed., Ch. 9, pp 272-304, Cengage Learning: Boston, USA.

Class: 9.0 Linked Consumers and the Electronic Environment

Students will Identify the role that technology plays in contemporary and current business lives. They will gain an understanding of the technological environment and the characteristics of technology that influence business ethics and stakeholders. As they explore various case studies and dilemmas, they will identify the benefits and side effects of technology in business in order to develop their understanding and appreciation of society's intoxication with technology and the consequences of this intoxication.

Reading:

Gartner (2018). <https://www.gartner.com/smarterwithgartner/kick-start-the-conversation-on-digital-ethics-2/>

Class: 10.0 Leaders and Followers in the Age of Social Media and Big Data

In-class film clips from The Social Network and The Net are used as stimulus for discussion. The contemporary issues around Facebook's use and sharing of big data is also discussed.

Readings:

Marshall, P. (2016). Technology and Business Ethics. <http://businessresearcher.sagepub.com/sbr-1775-98200-2717708/20160215/technology-and-business-ethics>

Due Date for Submission of Week Four Case Study Response

Week 5

Class: 11.0 Leadership Module One

This class focuses on leadership skills as they pertain to creating an ethical environment and implementing change needed to achieve a cultural and ethical business that is context sensitive. Students will engage in an introduction to leadership skills and what makes a successful leader in business.

Reading:

Wilson, S., Cummings, S., Jackson, B. (2018). Revitalizing Leadership: Putting Theory and Practice into Context, Ch. 1, 5, 6 and 8. Routledge Studies in Leadership Research: New York.

Class: 12.0 Application of Knowledge

Group Presentations

Due Date for Submission of Group Presentation Assessment

Class: 13.0 Site Visit to a Technical Based Company

During this site visit, students will examine definitions of a creative economy in practice within the context of a digital economy.

Reading: The Conversation (2018).

<https://theconversation.com/vital-signs-online-retailing-is-changing-our-lives-whether-we-use-it-or-not-102338>

Due Date for Submission of Week Five Case Study Response

Week 6

Class: 14.0 Leadership Module Two

The course concludes with a discussion of leadership in corporate ethical culture, placing special emphasis on the challenges of contemporary business environments. In this class, students will discuss leadership concepts such as whistleblowing, accountability, trust-building, confidence, reliability and genuineness.

Readings:

Adler, N., J. (2016). Leading beautifully: The Creative Economy and Beyond <https://www.youtube.com/watch?v=ajjDvahFG-o>

Auty, K. (2017). <https://theconversation.com/australia-doesnt-get-the-environmental-challenges-faced-by-pacific-islanders-81995>

Class: 15.0 Site Visit to a Sustainability Company

Students will investigate a local successful startup where ethical and sustainable leadership are supported in its core mission.

Reading:

O'Brien, S. (2018). 52 Top Sydney Startups to Watch, accessed at: <https://www.themartec.com/insidelook/50-top-startups-sydney>

Due Date for Submission of Week Six Case Study Response

Course Materials

Readings

Carroll, A. B.; Buccholtz, A. K (2017). *Business & Society. Ethics, Sustainability, and Stakeholder Management*. 10th Ed., Cengage Learning: Boston, USA.

Enderle, G. (2018). How Can Business Ethics Strengthen the Social Cohesion of a Society? *Business Ethics*, 150(3), pp 619-629.

Fisher, C. (2013). *Business Ethics Matters: What it is and Why Does It Matter?* Ch. 2, pp 41-98. Pearson: Australia.

Jondle, D. Ardinchvili, A., & Mitchell, J. (2014). Modeling Ethical Business Culture: Development of the Ethical Business Culture Survey and Its Use to Validate CEBC Model of Ethical Business Culture, *Journal of Business Ethics* 119(1), pp 29-43.

McDonald, C., Craik, C., Hawkins, L., Williams, J. (2011). *Professional Practice in Human Service Organisations: A Practical Guide for Human Resource Workers*, Ch. 2. Allen & Unwin: Australia

Ruggie, J. G. (2013). *Just business: Multinational Corporations and Human Rights*. New York:

Swanson, D.L. (2017). *CSR Discovery Leadership: Society, Science and Shared Value Consciousness*, Palgrave Macmillan: USA.

Wilson, S., Cummings, S., Jackson, B. (2018). *Revitalizing Leadership: Putting Theory and Practice into Context*, Ch. 1, 5, 6 and 8. Routledge Studies in Leadership Research: New York.

World Bank. (2011). *The Changing Wealth of Nations: Measuring Sustainable Development in the New Millennium*. Washington, DC: World Bank.

Online Resources

Adler, N., J. (2016). *Leading beautifully: The Creative Economy and Beyond*

<https://www.youtube.com/watch?v=ajjDvahFG-o>

Digital Ethics

<https://www.gartner.com/smarterwithgartner/kick-start-the-conversation-on-digital-ethics-2/>

Facebook and Big Data- The Good, the Bad and the Ugly

<https://www.simplilearn.com/how-facebook-is-using-big-data-article>

Marshall, P. (2016). *Technology and Business Ethics*.

<http://businessresearcher.sagepub.com/sbr-1775-98200-2717708/20160215/technology-and-business-ethics>

Retailing businesses online

<https://theconversation.com/vital-signs-online-retailing-is-changing-our-lives-whether-we-use-it-or-not-102338>

Ethical Businesses with a global view

Auty, K. (2017). <https://theconversation.com/australia-doesnt-get-the-environmental-challenges-faced-by-pacific-islanders-81995>

Sustainability-based businesses

<https://www.themartec.com/insidelook/50-top-startups-sydney>

Not-for-profit businesses

<https://www.waysidechapel.org.au/>