

BUSINESS ETHICS
22-MGMT-715 - Summer Quarter 2009
Thursday 4-00 -5:45pm. Room 110

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Office Hrs: by appointment Mon Wed 1-2PM Telephone: 556-7074

Course Description:

The primary objective of this seminar is to develop a basic understanding of the challenges related to business ethics and corporate social responsibility facing a manager in a global market. This course involves investigation of the ethical issues involved in business and society. Students in the course will:

Develop philosophical approaches to ethical problem-solving in business conduct. We shall consider what these problems are, how they arise, and possibilities for how they may be solved.

Understand the principles of moral decision-making in global business,

Understand the concept of corporate social responsibility,

Identify the trade-offs that face an ethical manager,

Expose participants to the leading thinkers in ethics and corporate responsibility

Expose participants to recent corporate examples of the challenges in this area.

Course Learning Outcomes (Objectives):

- to acquire a basic and clear understanding of philosophical ethics
- to acquire an ethical framework, so as to attack moral problems critically and comprehensively
- to get experience in presenting and evaluating arguments in both oral and written formats
- to examine and discuss competing positions on a range of issues facing business and society

1. REQUIRED COURSE MATERIALS:

The required course material is a course packet containing items from the Harvard Business School available at www.study.net (see BlackBoard).

2. COURSE FORMAT AND GRADING PROCEDURES

There will be some lecture the purpose of which will be to get everyone comfortable with some of the history and terminology that brings us to the post modern age of confusion because of pluralism and uncertainty which has produced the widespread belief that all values are merely subjective (matters of individual preference) and that all values are relative (good only for some persons or from some points of view, but not for all persons and from all points of view). This is an incorrect belief. Right versus wrong dilemmas are usually easily resolved. Right versus right dilemmas are the real challenge but these can also be resolved but your personal resolution will be based upon the core values that are most important to you. There will be readings. There will be a many group discussion since the best way to achieve the course objectives will be through conversations and questions about real ethical dilemmas.

Attendance is a critical component for achieving success in this course. The attendance policy is as follows: Pursuant to both university policy and my own personal belief regarding the importance of class attendance, I have a no-fault attendance policy which will hopefully ensure your attendance for classes. Out of the 10 class sessions, you will be allowed to miss 1 class provided it is not on the day of a presentation by any student group. With your 2nd absence, your grade will be dropped ½ grade, 3rd absence, another ½ grade. Your participation grade will be determined partly by your peers, and partly by me. What I'll be looking for, besides regular attendance, and encourage each of you to look for as well, are the following: conscientious class presentations, contribution to discussion, effort to improve and grow, attentiveness to the course materials and to each other, responsible attitude towards learning and respectful treatment of your peers.

3. **STUDENT BEHAVIOR IN THIS COURSE**

As a student taking coursework in this College, you have an obligation to maintain the highest standards of ethical conduct. This involves avoiding acts of academic dishonesty. The reason for requiring the highest standards of ethical conduct is to ensure fairness, honesty and integrity in the evaluation of student performance. Evaluation of student performance should not be invalidated by students intending or attempting to misrepresent the skill, achievement or ability of either themselves or others.

To achieve this purpose, the College has enacted a Code of Student Academic Conduct. This Code sets forth specific types of academic misconduct which will not be tolerated. If there is any evidence of any of these types of academic misconduct in this course, charges will be filed against the student or students involved. Along with the Code, the College has also enacted a Student Academic Grievance Procedure. The purpose of this grievance procedure is to provide the exclusive method by which a student can file a grievance if he/she believes that the charge of academic misconduct is false or to grieve a final course grade which he/she believes has been unfairly or erroneously assigned.

Both the Code of Student Academic Conduct and the Student Academic Grievance Procedure can be reviewed on the College of Business Administration website. The form to be used when filing a grievance is also available on the website.

4. **COURSE GRADES:**

Class Participation	20%
Quiz /Assignments	25%
Case Critique	20%
Presentation	30%

Classroom activity will include lectures, instructor-led discussions, group presentations and group discussions. We will rely on open, in-depth discussions of the assigned topics. Active participation in class and regular attendance are important determinants of the value delivered in this seminar.

Students are expected to have previously read and prepared the assigned material and should be ready to present their thoughts in class. Preparation should include written notes that identify the major themes in the material, list the salient points, and provide quick reference to critiques and questions. Students may be called on to brief the class on their assessment of issues, discuss their analysis of the reading, debate issues, role-play managers in the case, act as outside consultants on the problems, or to participate in short written exercises related to the topics or the cases.

The course format is pragmatic and action-oriented. Participants are exposed to the state-of-the-art conceptual models and obtain hands-on experience in using these models to analyze some of the best cases that are available today.

5. CLASS PARTICIPATION

The class participation portion of your grade is designed to build your skills in effective, interactive, professional discourse. In addition to reading and internalizing the assigned reading material, a good way to be mentally prepared for this activity is to answer the questions: (1) what is the central theme of this case/reading? (2) What insight about ethical strategy did I gain from this case/reading? (3) How does this reading contribute to my learning in this course?

At the beginning of the appropriate session (Session 6, see course schedule), each course participant is required to submit a 1-page self-evaluation of his / her class participation. This self-evaluation will include:

- An overall score on a scale of 1 (Poor) to 10 (Excellent) reflecting your evaluation of your participation over the quarter.
- The score you assign yourself should be governed by the following standards:

Occasionally prepared for class, no participation – score 6.5 to 7.5

Consistently prepared, all readings covered, minimal or no participation – score 7.6 to 8.5

Consistently prepared, occasional participation, focus on facts of case/reading – 8.6 to 9

Occasional participation, focuses on analysis, takes a position and supports it – 9.1 to 9.5

Consistent participation, comprehensive analysis – 9.5 to 10

-A qualitative summary describing the nature of your participation and an assessment of its value and contribution to the specific session in which you participated. We will try to maintain the highest professional standards in our class discussions: show concern and care for your fellow-students; avoid aggressive monopolization of “air time”. Your self-evaluation sets the stage for my evaluation of your class participation. The final score that you earn for class participation will be based on your self-evaluation and my evaluation of your performance in class.

6. QUIZ/ASSIGNMENTS

Quizzes will be on readings, cases and classroom material. A list of readings and the schedule will be posted on BI board for you. Assignments could include short submissions or posting on discussion board. Details will be posted on BI board for you.

7. CASE PRESENTATION

At the beginning of Session 1 all course participants are assigned groups of no more than 4 individuals. Each group will be assigned a group number. Each group will read, analyze, and present.

Suggestions for group. Consider using role play in your presentations, even if you are assigned a reading. Group members are expected to work together. Presentations can be made by one or more persons.

8. CRITIQUE OF CASE ANALYSIS

Each course participant is required to sign up for doing a critique of a specific case presentation other than the case your team presents. Please let the instructor KNOW your preference by session 2.

Each course participant is required to submit a critique of the assigned case on Friday of the week that it was presented. You may drop it in my office.

The critique must address the content of the presentation, the style of delivery, the handling of Q&A, and must end by assigning a score to the presentation (0-100). Page limit 1page or 2 pages max.

EVALUATION:

The final grade awarded will be based on the percentage of the total possible points awarded as follows:

A	= Greater than 90%
B+	= From 87 to 89.9%
B	= From 83 to 86.9%
B-	= From 80 to 82.9%
C+	= From 77 to 79.9%
C	= From 70 to 76.9%

FEEDBACK:

A formal evaluation of the course will be requested at the end of the term. However, your comments, suggestions, and criticism are welcome at any time during the course - the earlier the better.

PREREQUISITES & DROPS:

You are expected to have successfully completed all the courses that are listed in the college bulletin as prerequisites. If you do not meet these requirements you should drop the course immediately in order to add a substitute course. If you do not voluntarily drop, you may be administratively withdrawn from the course and you may be unable to add a substitute course.

You may drop this course with a "W" anytime before Session 4. No drop requests will be signed after this date.

REQUIRED READING:

(1) You are expected to read and analyze each case according to the course schedule provided below.

(2) You are expected to read any other material assigned by the instructor

IMPORTANT:

- (1) You are expected to maintain copies of all papers, assignments, and projects that you turn in for evaluation. You are also responsible for maintaining copies of any graded work that is returned during the quarter. You should keep these copies until the final grades are posted.
- (2) It will not be possible to offer make-up sessions for individuals who miss video segments shown in the classroom.

<http://www.business.uc.edu/Ratee-Apana>

Session 1 22 June MONDAY

Introduction
Group Formation

A Decent Factory (V)
Discussion

Session 2 24 June WEDNESDAY

What is Ethics/ right vs. right?
Defining Moments
Discussion

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A Decent Factory (V)
Discussion/ Presentation

Session 3 29 June MONDAY

Student presentation group 1

“Tax me if you can” video. What are tax shelters? How can you tell the difference between legitimate and illegitimate tax shelters? How do abusive tax shelters affect the honest citizen's tax return?

What drove the tax shelter epidemic of the 1990's?
What is the situation now?

Session 4 1 July WEDNESDAY

Corporate Social Responsibility (V)
Discussion

Student Presentation group 2:

Corporate Social Responsibility at CANTV Case
Corporate Social Responsibility (V)
Discussion

Corporate Social Responsibility at CANTV

1. How would you define CAN TV's social investment strategy?
2. In what direction would you move forward CANTV's social initiatives? Or if you were Gustavo Roosen, how would you redesign the social investment portfolio?
3. Why does Gustavo climb Mt Avila thinking about CANTV's social investment? How does top management view CANTV social investment?
4. If you were Rosen, to what organizational issues would you assign priority for alignment of social and economic value?

Session 5 6July MONDAY

Student Presentation group 3

Case Presentation 5: Cameco in Kyrgyzstan Corporate Social Responsibility Abroad

Cameco in Kyrgyzstan Corporate Social Responsibility Abroad

1. Who are the stakeholders, and what are their interests?
2. Given the recent evidence that the toxicity of the cyanide spill was relatively insignificant, what can and should Duret do to diffuse the negative reactions of the Kyrgyzstani people? What actions should Duret take immediately to address the crisis?
3. What could Cameco do to rebuild its relationship with the nearby communities and the country?
4. Will the activities that Cameco initiated in Saskatchewan be as effective in Kyrgyzstan? Why or why not?
5. Is Cameco's corporate social responsibility policy adequate for northern Saskatchewan, Kyrgyzstan, or any other future operations?
6. Does Cameco get good value for its investment in corporate social responsibility? Are the shareholders' interests being looked after? What are the key lessons that Cameco management-- and you -- have taken from this experience

Session 6

8 July

WEDNESDAY

Student Presentation group 4

Session 4: IKEA's Global Sourcing Challenge: Indian Rugs and Child Labor

Cultural relativism and gender /diversity issues in ethics

IKEA's Global Sourcing Challenge: Indian Rugs and Child Labor

. The following are potential assignment questions for the (A) case:

1. How should Marianne Barner respond to the invitation for IKEA to have a representative appear on the upcoming broadcast of the German video program?
2. What actions should she take regarding the IKEA supply contract with Rangan Exports?
3. What long-term strategy would you suggest she take regarding IKEA's continued operation in India? Should the company stay or should it exit? (Be prepared to describe the impact of such a decision and how you would manage it.)
4. For those recommending that IKEA continue to source carpets in India, would you suggest that she:
 - a) Continue IKEA's own monitoring and control processes or sign-up to Rugmark?
 - b) Continue to focus only on eliminating the use of child labor in IKEA's supply chain Or engage in broader action to address the root causes of child labor as Save the Children is urging?
5. In all this talk of brand image, public relations, sourcing contracts, control systems, and Consumer boycotts, where is our discussion about the children? What is IKEA's responsibility here? Shouldn't we be trying to have an impact on the underlying situation?

What does the Indian legislation require of employers in this industry?

6. What do you do now? . What are the key lessons that IKEA management -- and you -- have taken from this experience

Session 7 13July MONDAY

Student Presentation group 5

Presentation 2: Nestlé's Nescafe Partners' Blend: The Fair trade Decision (A) 1. Is fair trade an attractive segment for Nescafe and Nestle as a whole? Why or Why not?

2. If you were Nestle's SA's chief executive officer, would you launch the line? Would you launch it with or without the Fair-trade mark? What are the implications?

Session 8 15 July WEDNESDAY

Student Presentation group 6

Case Presentation 4: Genzyme and the Research Ethics Questions Associated with Its Neuro Cell-PD (TM) Trials

1. Should the company proceed with the clinical trials that include placebo brain surgery? Why or why not?

2. If the company proceeds, how should the consent form be worded and how should subjects be recruited for the studies?

3. What responsibility does the company have to those subjects who are harmed from study participation?

4. How should the company react to those medical practitioners who protested the company's research program? What are the key lessons that Genzyme management-- and you -- have taken from this experience

Session 9 20July MONDAY

Student Presentation group 7

Ethics Reading (to be announced)

Session 10 22 July WEDNESDAY

Wrap up.

Any left over presentations will be moved to this date

Wrap up.

Session 11 27July MONDAY

