CIEE Rome, Italy

Course title:	Business Ethics and Leadership
Course code:	(GI) MGMT 3001 ROIT
Programs offering course:	Rome OC
Open Campus Track:	Business
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Spring Block III 2020

Course Description

This course examines the philosophical foundations and basic principles of ethics as they apply to businesses and the environments in which they operate. Real-world case studies are used to provide students with insight into how businesses and organizations manage – and in some cases fail to manage – challenging ethical and moral dilemmas. Students also consider the particular responsibilities of business leaders in fostering ethical awareness and practices within the corporate context.

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 Response Papers	25%
2.	Essay	20%
3.	Group Presentations	25%
4.	Final Essay	10%
5.	Participation	20%
	TOTAL	100%

Course Requirements

Case Study Response Papers

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 exactly.

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

Regular class attendance is required throughout the program, and all absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for short-term programs, absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Absences will lead to the following penalties:

Percentage of Total Course Hours Missed	Equivalent Number of Open Campus Semester classes	Minimum Penalty
Up to 10%	1 content class, or up to 2 language classes	Participation graded as class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as class requirements; **written warning**
More than 20%	3 content classes, or 5 language classes	Automatic **course failur** and possible expulsion

N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.

<u>Weekly Schedule</u>

Week 1

Class   1.1   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 2.1 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 2.2 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 2.3 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   3.1   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   3.2   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 Site Visit
   3.3

Reading:

https://www.autodesk.com/redshift/doing-their-part-3-excellent-examples-of-corpc

Due Date for Submission of Week Three Case Study Response

Week 4

Class   4.1   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 Linked Consumers and the Electronic Environment
4.2

Students will Identify the role that technology plays in contemporary and current b lives. They will gain an understanding of the technological environment and the characteristics of technology that influence business ethics and stakeholders. As explore various case studies and dilemmas, they will identify the benefits and side of technology in business in order to develop their understanding and appreciatio 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

Class Leaders and Followers in the Age of Social Media and Big Data
4.3

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

Readings:

Marshall, P. (2016). Technology and Business Ethics.
http://businessresearcher.sagepub.com/sbr-1775-98200-2717708/20160215/tech

Monnappa, M. (2018). How Facebook is using Big Data- The Good, The Bad ad t
https://www.simplilearn.com/how-facebook-is-using-big-data-article

Due Date for Submission of Week Four Case Study Response

Week 5

Class   5.1   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   5.2   Application of Knowledge

Group Presentations

Due Date for Submission of Group Presentation Assessment

Class Site Visit
  5.3

During this site visit, students will examine definitions of a creative economy in pra a digital economy.

Reading:

The Conversation (2018).

https://theconversation.com/vital-signs-online-retailing-is-changing-our-lives-whet

Due Date for Submission of Week Five Case Study Response

Week 6

Class   6.1   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

Class 6.2   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:

Due Date for Submission of Week Six Case Study Response

Class 6.3   Site Visit

Non-for-profit organizations are discussed and the management of employees, governance, volunteers, funding and support networks are discussed.

Readings:

WaySide Chapel, Accessed at https://www.waysidechapel.org.au/

Due Date for the Submission of the Final Essay Assessment

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

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

Retailing businesses online

https://theconversation.com/vital-signs-online-retailing-is-changing-our-lives-whether-we

Ethical Businesses with a global view

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

Not-for-profit businesses

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