



CIEE Global Institute - Rome

Course name:	Business Ethics and Leadership
Course number:	(GI) MGMT 3001 ROIT
Programs offering course:	Rome Open Campus
Open Campus Track:	Business
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Fall 2019

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 be able to:

- 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. Written Assignments:	20%
2. Quizzes	20%
3. Group Presentation:	15%
4. Final Exam:	25%
5. Class participation:	20%

Course Requirements

Films

Students will have the opportunity to watch six different films during the course: *Invictus*, “*The Jewel*” (2011), *Civil Action*, *Food, Inc.*, *Michael Clayton* and *North Country*. Two different components of your grades will have to do with these films: the first paper, (see written assignments, below) and the group presentation (again, see below.) Quizzes and the final exam may also contain questions regarding these films. As you watch them, you should take notes of key lines, concepts, turning points, etc. in the plot.

Written Assignments

Students will deliver two written assignments, containing between 2000 to 2500 words each. Organization, grammar, concise and accurate expression of concepts, and overall impact of the papers will contribute to these assignments’ evaluations. In each paper, reference both to the **ethical theories and the corporate codes of ethics** discussed throughout the Teays text must support and supplement your arguments and the papers’ structure. You should refer to the material and use the method used in “Apply the Models” on pages 93-105. In both papers, you must use (footnote) references, citing to at least FIVE (5) different sources (including the text book by Wanda Teays, and/or references she herself provides in the text) and properly footnote them as authority for your observations. You must use the Chicago Citation Style (see [this link](#) for a quick summary) for your notes and bibliography.

- 1) The first will focus on **one of the required films. It can focus on one of the following issues and concepts:**
 - a. identify and discuss the ethical issue(s) presented in one of the films viewed in the course and the way those issues might be addressed by a code of ethics of a



corporation of their choice. Which ethical theories we studied are relevant? Refer to specific instances where decisions taken by management or the leading governmental body or figure in the movie influenced the plot, and analyze what would have occurred (differently?) if certain ethical policies had been included and followed. Did the ethical qualities of the protagonist work in some way to make positive change? What were the key elements that allowed that to happen?

OR

- b. identify and discuss the leadership qualities demonstrated in one of the films viewed in the course, and the way those qualities were developed, nurtured and tested through the plot. How did the characters meet or fail to meet the challenges encountered? Which personal qualities were required, or lacking, in doing so? What would have happened if a certain character had behaved differently? How does a personal set of ethics influence the protagonist(s) (leader(s)) and antagonist(s) (villain(s)) of the story? Which ethical theories we studied are relevant? Does the geographical/cultural/political climate have an influence on the characters and the story? How? How is change effected through the leadership qualities in this movie?

The first paper is due at the end of the third week of the course.

- 2) The second paper will describe and discuss the ethical issues inherent to the **Retake**. How can/should businesses contribute to the maintenance and “décor” of the neighborhood or city that hosts them? Why? What is the role of businesses *vis a vis* the local government and the citizens (its clients) living in the city where it operates? The second paper is due on the last day of the course. Again, which ethical theories and corporate codes of ethics we studied might be relevant?

Group Presentation

Teams of 2-3 people will be formed, and each team will develop a 15-minute presentation on the film they are assigned. They will each describe and discuss the role of a different character of the movie (i.e., lawyer, the CEO, the CFO...). The various teams will present and discuss the conditions favoring the ethical and unethical behaviors from the film, providing explanations. You may (and are encouraged to use) role-play, presentations, video clips or audio recordings and other creative methods of presenting your work. Make examples of similar cases and suggest how society can better educate citizens, in particular managers, to make ethical decisions. Even here, you should point out which ethical theories and corporate codes of ethics we studied might be relevant.

Quizzes

Two quizzes will be given during the course to test understanding of the text, lectures and films viewed to allow students to provide written feedback on topics discussed and material covered thus far in the text, lectures and movies. The second quiz will not be cumulative, but only testing that material covered since the first quiz.

Final Exam



Students will take a final written exam on the last day of the course. The exam (multiple choice test and short essays) will include all topics analyzed in class during the entire Block.

Rubrics will be used to assess each assignment.

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 Policy

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused 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 and unexcused. 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.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language	Participation graded as per class requirements.



	classes	
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion

Week 1 Orientation Week

Please note this schedule is subject to change if opportunities arise to enhance the curriculum

Class 1:1 During this first week students will be introduced to the course, review the syllabus and read and discuss the first short chapter of the book.

Front Matter and Introduction to the Text. Syllabus is presented and reviewed, with emphasis on assessment methods and course requirements.

Reading: Teays pp. 1-10, Wanda. *Business Ethics Through Movies: A Case Study Approach*. Wiley-Blackwell, 15/2016. VitalSource Bookshelf Online.

“A Civil Action” film screening (based on a true story of a court case about environmental pollution that took place in Woburn, Massachusetts, in the 1980s.)

Week 2

Class 2:1 Students will become familiar with the basic constructs that characterize the contemporary debate in Business ethics, with particular attention to the role of capitalism in business ethics. **Movies: “Big Men” and “Wall Street”**

Readings: Tools for the Journey and 1.2. The Moral Compass: Business Ethics and Society; Teays pp. 11-46. “A Civil Action” film screening.

Class 2:2 **Show Me the Money: Greed is Not Good.** Guest Lecture: Lisa Tucci: Quantum Learning Italy licensee, who will share the 8 Keys of Excellence - Life skills for students and discuss how we "show up" in our lives - at school - in the world.



Readings: Teays pp. 47 – 64.

Week 3

Class3:1

During this third week students will learn about the challenges posed by the current economic scenario. Growing economic inequality and global connectedness have reshaped the traditional business interactions; contemporary managers must be informed about these new interactions and should have the skills to ethically face them. They will also begin to acquaint themselves with the theoretical basis of the business ethics debate, beginning with Teleological Ethics.

Movies: “Park Avenue: Money, Power and the American Dream” and “Food, Inc.”

Class3:2

Talk to Me: The Impact of Technology. We will learn about Retake Roma and its goals of empowering Romans to become active participants through “Speak up and Clean up” in Roman neighborhoods. We’ll discuss the ethical and leadership issues connected to these goals, as they relate to the personal, corporate and community levels. We will do a pre-Retake site visit and inspection in the residential neighborhood where the students live to prepare for our Retake there.

Readings: Teays pp.47-85; Film Screening “Invictus”

Quiz 1

Class3:3

On-site class: Retaking session.

Readings: Teays pp. 89 – 105; 106 - 126

2.1 Aerial Surveillance: Ethical Theory; Part 2.2 The Ends Justify the Means: Teleological Ethics

Week 4

Class 4:1

During this week, the focus will be on three more ethical theories, Deontological Ethics, Virtue Ethics and Feminist Ethics.

Readings: Teays pp. 126 - 164. Parts 2.3 Duties Rule. Movies: “The Jewel” and “North Country”.

Due date for submission of Written Assignment I



Deontological Ethics and 2.4 Moral Character: Virtue Ethics. Part 2.5 The Caring Community: Feminist Ethics

Readings: Teays pp. 164 - 187 Teays.

Quiz 2

Week 5

Class 5:1

This week we will start Unit 3 of the text, “Moral Reflection: Thorny Questions,” addressing powerful issues that face managers today, all of which encompass legal issues as well: workplace violence, inequities, harassment, justice and human rights. We will also focus on the potential each individual has to make a positive mark, through empowerment and personal transformation.

Guest speaker, Kristin Engvig, Founder of the [Win Conference](#) will address class.

Parts 3.1 Finding the Balance: Addressing Environmental Disasters and 3.2 Going Postal: Addressing Workplace Violence

Readings Teays pp 187 - 222.

Movies: “Civil Action” and “Invictus”

Class 5:2

On Site Class: Meeting at Federalberghi Roma headquarters with its Director, who will discuss his leadership role in this consortium of Roman hotels and the strategic decisions it takes to implement good business practices that incorporate ethical policies in the tourism industry in the Eternal City.

Part 3. 3.3 Stand By Me: Addressing Workplace Inequities

3.4 Enough Already: Addressing Workplace Harassment

Readings Teays pp 187 - 222.

Due date for submission of Written Assignment II

Week 6

Class 6:1

This last week we’ll conclude Unit 3, focusing on the idea that “power over others can bring short-term gains; but power over oneself is where long-term benefits can accrue.”

Readings: Teays p. 273. Part 3.6 Transformation: The Art of Personal Power.



Class 6:2 **Oral Presentations and debate**

Class 6:3 **Final Exam**

Course Materials

Readings

Teays, Wanda. *Business Ethics Through Movies: A Case Study Approach*. Wiley-Blackwell, 15/2016. VitalSource Bookshelf Online.

Movies: "The Jewel," "North Country," "Civil Action," "Invictis," "Michael Clayton" and "Food, Inc."

Online sources:

The Teays textbook contains a wealth of online resources, especially the corporate codes of ethics.

Additionally, students may want to see:

Ethical Meltdown, Santa Clara University:

<http://www.scu.edu/ethics/practicing/focusareas/business/red-flags.html>

Italy's influx of immigrants is a domestic problem, too, The New York Times,

http://www.nytimes.com/2015/07/28/world/europe/italys-influx-of-immigrants-is-a-domestic-problem-too.html?_r=0

Sylicon Valley spotty ethical record. The Guardian:

<http://www.theguardian.com/commentisfree/cifamerica/2012/feb/02/silicon-valley-spotty-ethical-record>

The ethical mind, Harvard Business Review: <https://hbr.org/2007/03/the-ethical-mind>

The prince of Solomeo, The New Yorker: <http://www.newyorker.com/magazine/2010/03/29/the-prince-of-solomeo>

Videos (besides those noted above and cited in the text):

Adriano Olivetti: <https://focusadrianoolivetti.wordpress.com/2013/12/30/in-me-non-ce-che-futuro-english-version/>

Case Studies:

Bartlett, Christopher A. "Questionable Payments Abroad: Gulf in Italy." Harvard Business School Case 382-080, November 1981.

Further reading materials may be assigned.

