



CIEE Global Institute – Santiago de Chile

Course name:	Business Ethics and Leadership
Course number:	(GI) MGMT 3001 STCH
Programs offering course:	Santiago 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. Class Participation	20%
2. Case Study Response Papers	25%
3. Midterm Essay	10%
4. Group Presentations	20%
5. Final Exam	25%
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 set at 450 words (2250 words total).

Midterm Essay

Students are expected to write a critical essay evaluating the benefits and drawbacks of a rigorous culture of business ethics within a multinational organization. The paper should reference readings from the course. The minimum word count is 1500 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: (1) examine and evaluate examples of good and bad leadership; or (2) evaluate, using examples, business ethics in a global economy.

Final Exam

Students will sit an essay-based exam, answering three questions of equal value in the allotted time. This exam will be an 'Open Book' exam, requiring students to demonstrate the highest levels of familiarity of case studies and readings in advance of the exam. Students will be expected to write a minimum average of 1000 words per essay question (3000 words total). This exam 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. Students are also expected to prepare 3 – 5 questions to ask guest speakers in class and during business visits. Questions should be submitted via Canvas beforehand.

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 classes	Participation graded as per class requirements
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
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Weekly Schedule

NOTE: This schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

Week 1 Orientation Week

Class 1:1 Introduction to class
What do we mean when we say, “ethical business practices?” 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.
We will watch the following videos in class and discuss the application of CSR principles with local examples:
<https://www.youtube.com/watch?v=wzicXbnmllc>
<https://awc.ashford.edu/tocw-guidelines-for-writing-a-case-study.html>
<https://www.opendemocracy.net/ourkingdom/kerry-anne-mendoza/is-there-such-thing-as-ethical-capitalism>

Week 2

Class 2:1 Moral Philosophy and Business I

Students will attend a lecture on Western concepts of ethics and morality, and their place in modern business practices. Topics covered in this lecture will be: Ethics and the “nature” of morality; Relativism and absolutism / normative; Justice and wealth (of nations). This lecture will introduce students to these key concepts of morality and ethics in life and in business.

Readings: Carroll & Buchholtz (2015), Chapters 1 & 7.

Class 2:2 Ethical Decision Making and Ethical Leadership

Readings: Carroll & Buchholtz (2015), Chapter 8.

Class 2:3 Institutionalization of business ethics into practices

In-class film clips from *Margin Call*, *Let’s Make Money*, and *Yella*.

Readings: Carroll & Buchholtz (2015), Chapter 10.

❖ Response paper due

Week 3

Class 3:1 Moral Philosophy and Business II

Students will continue to analyse the concepts of morality and ethics in business and cover the following topics: Ethical decision making and ethical leadership; Institutionalization of business ethics into practices. Students will have in-depth discussion on the topics covered in the previous two classes and work on a Case Study paper in-class.

- Case Study Paper: TBC

Reading Assignments:

- Shaw, *Business Ethics*: part 1, chapter 2, 3
- <https://beardchronicles.wordpress.com/2013/10/15/relativism-and-absolutism-strengths-and-weaknesses/>
- <http://www.unesco.org/new/en/brasilgia/social-and-human-sciences/ethics/>
- <https://static1.squarespace.com/static/55b6412be4b0db2e41d0b473/t/55b68b72e4b026662ef64756/1438026610442/JWN.pdf>
- <http://www.bbc.com/news/world-latin-america-35810578>
- <http://www.bbc.com/news/business-39194395>
- Submit case study paper response via Canvas prior visit by this due date.

Class 3:2 Developing an Effective Ethics Program

Students will continue on the subject of morality in business practices and cover the following topics: Moral philosophy, corporate social responsibility, and their applications in complex workplaces; Individual factors: moral philosophies and values; Organizational factors: The role of ethical culture and relationships; Developing an effective ethics program. Students will work on a Case Study paper in class.

- Case Study Paper:
<http://www.emeraldinsight.com/doi/abs/10.1108/17515631211264104>

Reading Assignments:

- Shaw, *Business Ethics*, part 2, chapter 5
- https://www.ted.com/talks/ray_anderson_on_the_business_logic_of_sustainability
- https://www.ted.com/talks/michael_porter_why_business_can_be_go



[od_at_solving_social_problems/transcript?language=en](#)

Class 3:3 Business Site Visit: Corporate Communications Manager

Students will visit a local corporate social responsibility institution and attend a lecture on how companies formulates and rolls out its ethics and compliance program to all staff members – from executives to line operations staff members.

- Submit 3 – 5 questions for guest speaker and case study paper response via Canvas prior visit by this due date.

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.” Students will analyze the “Californian Ideology” and discuss how it is are implemented in Digital Companies. Students will attempt to answer the following questions: Do ethical practices change with the shift from traditional to Internet workplaces and tech business models? What is the digital workplace? How are consumers link through the electronic environment? How is leadership affected in the age of social media and big data? Scenes from the movies *The Social Network* and *The Net* will be shown as examples of discussion of ethics in a digital environment. Students will work on a Case Study paper in-class.

- Case Study Paper:
<https://www.thestreet.com/story/13952886/1/international-markets-key-to-netflix-s-long-term-success.html>
- Readings:
- Shaw, *Business Ethics*, part 4, chapters 8 and 9
 - Barbrook & Cameron: *The Californian Ideology*; Lanier: “Who owns the future?”

Class 4:2 Linked Consumers and the (Electronic) Environment

Students will critically evaluate what is the digital workplace. How do leadership and ethics present themselves in the areas of social media and digital marketing? What is digital marketing in the world today? What is the connection between ethics within a company and its linked or electronic customers?

Readings: Carroll & Buchholtz (2015), Chapter 9.

Class 4:3 Leaders and Followers in the Age of Social Media and Big Data



In-class film clips from *The Social Network*.

Readings: Sage Business Researcher: Technology and Business Ethics
<http://businessresearcher.sagepub.com/sbr-1775-98200-2717708/20160215/technology-and-business-ethics>

❖ Response paper due

Week 5

Class 5:1 Leadership I

This week focuses on leadership skills as they pertain to creating an ethical environment and implementing change needed to achieve a cultural of business ethics. Students will be examining leadership skills. What makes for successful leadership? How can one discern good and bad leadership? What are business ethics in a global economy?

- Case Study Paper: TBC
Readings:
- Leadership Approaches – Developments – Trends, part 1, ch 2; part 3, chapters 5,6,7; part 4
- https://www.ted.com/talks/roselinde_torres_what_it_takes_to_be_a_great_leader/up-next
- <https://ed.ted.com/on/aAWuqQKD#review>
- <http://chiefexecutive.net/6-key-traits-ethical-leader/>
- http://www.walkthetalk.com/media/solution_finder/pdf/top_10_characteristics_of_ethical_leaders.pdf

Class 5:2 Group presentations

Class 5:3 What it takes to be a Good and Strong leader in Chile

During this class, students will tour, examine, and evaluate a business site and talk in depth with a business leader in community of Santiago.

- Submit 3 – 5 questions for guest speaker and case study paper response via Canvas prior visit by this due date.

Week 6

Class 6:1 Leadership II - Guest Speaker: Entrepreneurship in Santiago

The course concludes with a discussion of leadership in corporate ethical culture, placing special emphasis on the challenges of contemporary business

environments. The discussion will address the topics of Whistleblowing, Responsibility & Trust. Students will also discuss the topic of new leadership culture using the example of Steve Jobs and start-ups. Students will work on a Case Study paper in-class. Students will then watch a lecture from a guest speaker, an Entrepreneur in Santiago, who will discuss the landscape of the Santiago startup/entrepreneurial scene and new ideas and opportunities within it.

- Submit 3 – 5 questions for guest speaker and case study paper response via Canvas prior visit by this due date.
- Case Study Paper: TBC
- Reading Assignments:
 - Leadership Approaches – Developments – Trends, part 5
 - Shaw, *Business Ethics*, part 4, chapter 10
 - Adler, Nancy, J: “Leading beautifully: The Creative Economy and Beyond”, *Journal of Management Inquiry*, published online 31 May 2011
 - Global Guide to Whistleblowing Programs 2016
: <http://ariaslaw.com/en/press/publications/98/global-guide-to-whistleblowing-programs-second-edition.pdf>

Class 6:2 Site Visit to a Chilean company
This visit will examine start-ups and the art of leadership. Review all notes, readings, and article to prepare for Final Exam.

❖ Response paper due

Class 6:3 Final Exam

Readings

Adler, Nancy, J: *Leading beautifully: The Creative Economy and Beyond*, *Journal of Management Inquiry*, published online 31 May 2011

Barbrook, Richard & Andy Cameron: “The Californian Ideology.” *Mute*. No.3, Autumn 1995.

Carroll, Archie B.; Bucholtz, Ann K.: *Business & Society.: Ethics, Sustainability, and Stakeholder Management*. Ninth Edition. Cengage, 2015.

Carse, James P.: *Finite and Infinite Games*. Ballantine Books, 1986.

Lanier, Jaron: *Who Owns the future?* Simon & Schuster, 2014.

Robinson, Dave & Chris Garratt: *Introducing Ethics – A Graphic Guide*. Icon Books, 2005.

Shaw, William H.: *Business Ethics – A Textbook with Cases*. 7th Edition. Wadsworth, 2011.

Stippler/Moore/Rosenthal/Doerffer: *Leadership. Approaches - Developments - Trends: Bertelsmann Stiftung Leadership Series*. Bertelsmann, 2011.

Online Resources

<http://geert-hofstede.com/the-hofstede-centre.html>
<http://www.worldbank.org/en/country/brazil>

<https://link.springer.com/article/10.1023/A%3A1022200702149>
<https://www.youtube.com/watch?v=wzicXbnmlc>
<https://awc.ashford.edu/tocw-guidelines-for-writing-a-case-study.html>
<https://www.opendemocracy.net/ourkingdom/kerry-anne-mendoza/is-there-such-thing-as-ethical-capitalism>
<https://www.omicsonline.org/open-access/leadership-and-power-in-public-organizations-crosscountry-analysisfrom-the-brazilian-perspective-2315-7844-1000194.php?aid=82502>
<http://www.aljazeera.com/video/news/2017/06/brazilians-struggle-survive-corruption-crisis-170602095105021.html>
<https://beardchronicles.wordpress.com/2013/10/15/relativism-and-absolutism-strengths-and-weaknesses/>
<https://static1.squarespace.com/static/55b6412be4b0db2e41d0b473/t/55b68b72e4b026662ef64756/1438026610442/JWN.pdf>
<http://newsroom.ucla.edu/stories/what-s-behind-brazil-s-economic-and-political-crisis>
<http://www.bbc.com/news/world-latin-america-35810578>
<http://www.bbc.com/news/business-39194395>
<http://www.emeraldinsight.com/doi/abs/10.1108/17515631211264104>
https://www.ted.com/talks/ray_anderson_on_the_business_logic_of_sustainability
https://www.ted.com/talks/michael_porter_why_business_can_be_good_at_solving_social_problems/transcript?language=en
<https://www.thestreet.com/story/13952886/1/international-markets-key-to-netflix-s-long-term-success.html>
<http://www.hrc.wmin.ac.uk/theory-californianideology-main.html>
<http://www.cmswire.com/digital-workplace/what-the-heck-is-a-digital-workplace-anyway/>
<https://atos.net/en/solutions/atos-digital-workplace>
https://www.ted.com/talks/roselinde_torres_what_it_takes_to_be_a_great_leader/up-next
<https://ed.ted.com/on/aAWuqQKD#review>
<http://chiefexecutive.net/6-key-traits-ethical-leader/>
http://www.walkthetalk.com/media/solution_finder/pdf/top_10_characteristics_of_ethical_leaders.pdf
<http://www.businessinsider.com/why-steve-jobs-was-such-a-smart-leader-2016-6>
<http://www.reuters.com/article/us-brazil-corruption-food-whistleblower-idUSKBN16V2FO>
<https://techcrunch.com/2017/05/13/brazils-fintech-boom-offers-new-vertical-opportunities-for-investors/>