



CIEE Global Institute - Rio de Janeiro

Course name:	Business Ethics and Leadership
Course number:	(GI) MGMT 3001 RDJO
Programs offering course:	Rio de Janeiro Open Campus
Open Campus Track:	Business
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	January 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 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 organisation. 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

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 lessons, 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 video in class and discuss the application of CSR principles with local examples:

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

Readings:

- <https://awc.ashford.edu/tocw-guidelines-for-writing-a-case-study.html>
- http://up.mackenzie.br/fileadmin/ARQUIVOS/PUBLIC/user_upload/corporate_social_responsibility_practices_at_brazilian_firms.pdf
- <https://www.opendemocracy.net/ourkingdom/kerry-anne-mendoza/is-there-such-thing-as-ethical-capitalism>



Class 1:2 Sustainability and Corporate Responsibility

Business site visit: Vale S.A.

Vale S.A. is a Brazilian multinational corporation engaged in metals and mining and one of the largest logistics operators in Brazil. Vale is the largest producer of iron ore and nickel in the world. Vale also produces manganese, ferroalloys, copper, bauxite, potash, kaolin, and cobalt. We will visit the Vale global headquarters in Rio de Janeiro, where Alberto Ninio, Director of Sustainability and Corporate Responsibility, will explain the company's sustainability and corporate responsibility strategy.

- Submit 3 – 5 questions for the business site visit via Canvas prior to the visit.

Week 2

Class 2:1 Moral Philosophy and Business

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 include: ethics and the “nature” of morality; normative relativism and absolutism; justice and wealth (of nations). This lecture will introduce students to these key concepts of morality and ethics in life and in business.

- ❖ This is a four hour-long class, instead of the usual three hours. The last hour is an opportunity for students to revise their first case study response paper with the help of the instructor.
- The submission of the first case study response paper, via Canvas, is due by this class

Reading:

- Carroll & Buchholtz (2015), Chapters 1, 7, 8 & 10.

In-class film clips from Enron: The Smartest Guys In The Room; The Big Short; Let's Make Money

Class 2:2 Environmental legislation

Business site visit: Rio de Janeiro Environmental Exchange (BVRio)

BVRio (Institute BVRio and BVRio Environmental Exchange) were idealized in conjunction with the business sector, public sector and the third sector, based on the view that market mechanisms are efficient instruments for the implementation of environmental public policies and the promotion of sustainable development.



Environmental legislation worldwide is increasingly introducing obligations for companies and individuals (waste recycling, forest protection, emission reductions, clean supply chains, etc.). By allowing these obligations to be fulfilled through the use of market mechanisms (tradable credits or quotas), greater efficiency and gains can be obtained by the private sector, individuals, and governments.

- Submit 3 – 5 questions for the business site visit via Canvas prior to the visit.

<http://www.bvrio.org/en/>

Class 2:3 Ethical decision making and the institutionalization of business ethics into practices

Students will continue to analyze the concepts of morality and ethics in business and cover the following topics: ethical decision making, ethical leadership and the institutionalization of ethics into corporate practices. Students will engage in an in-depth discussion about the topics covered in the previous two classes and work on a Case Study Response Paper in-class.

Main Reading:

- Shaw, Business Ethics: part 1, chapter 2, 3

Additional readings:

- <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/>
- <http://www.unesco.org/new/en/brasil/social-and-human-sciences/ethics/>
- <https://static1.squarespace.com/static/55b6412be4b0db2e41d0b473/t/55b68b72e4b026662ef64756/1438026610442/JWN.pdf>
- <http://newsroom.ucla.edu/stories/what-s-behind-brazil-s-economic-and-political-crises>
- <http://www.bbc.com/news/world-latin-america-35810578>
- <http://www.bbc.com/news/business-39194395>

Class 2:4 Small businesses, social impacts and ethical implications

Business site visit: Brazilian Micro and Small Business Support Service (SEBRAE)



The Brazilian Micro and Small Business Support Service (SEBRAE) has a centre in Rio de Janeiro dedicated to arts and handicrafts (SEBRAE/CRAB). Students will visit this centre for a guided tour in order to understand the social impacts and ethical implications of small businesses.

- Submit 3 – 5 questions for the business site visit via Canvas prior to the visit.
- The submission of the second case study response paper, via Canvas, is due by this class

Class 2:5 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, such as moral philosophies and values; organizational factors, such as the role of ethical cultures and relationships. These topics are relevant to the development of effective ethics programs in corporate and organizational contexts. Students will work on a Case Study paper in class.

- ❖ This is a four hour-long class, instead of the usual three hours. The last hour is an opportunity for students to review all notes and readings with the help of the instructor in order to prepare for the Midterm Essay, which is due by Class 3:1.

Main reading:

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

Further readings and videos:

- Shaw, Business Ethics, 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_good_at_solving_social_problems/transcript?language=en
- http://www.aboutbrasil.com/modules/brazil-brasil/business_brasil_business_brazil.php?hoofd=2&sub=9&art=1389
- <http://www.mondaq.com/brazil/x/287412/Corporate+Governance/Social+Corporate+Responsibility+In+Brazil+Making+A+Difference>

Week 3

Class 3:1 Business Ethics and 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 its impact on digital companies, before attempting to answer the following questions: do ethical practices change with the shift from traditional to internet workplaces and to high-tech business models? What is the digital workplace? How does the electronic environment affect consumers?

Scenes from the movies “The Social Network” and “The Net” will be shown as examples of ethical issues in a digital environment. Students will work on a Case Study Response Paper in-class.

- The submission of the Midterm Essay, via Canvas, is due by this class

Readings:

- Carroll & Buchholtz (2015), Chapter 9.
- Shaw, Business Ethics, Chapters 8 and 9
- Barbrook & Cameron (1996) “The Californian Ideology”

Further readings:

- <https://www.forbes.com/sites/ciocentral/2013/09/12/the-future-of-social-media-forget-about-the-u-s-look-to-brazil/#533cfff93c9a>
- <https://www.thestreet.com/story/13952886/1/international-markets-key-to-netflix-s-long-term-success.html>

Class 3:2 Businesses and local community

Business site visit: the FIRJAN System

FIRJAN represents all industries in the state of Rio, which has 101 unions and about 5,500 employees and interns. Its mission is to ensure the sustainable growth of local industries. The following organizations are part of the FIRJAN System: Firjan SENAI (National Industrial Apprenticeship Service), Firjan SESI (Industry Social Service), Firjan IEL (Euvaldo Lodi Institute) and Firjan CIRJ (Industrial Center of Rio de Janeiro). These organisations operate in key areas such as business competitiveness, education and the quality of life of workers and their families.

- Submit 3 – 5 questions for the business site visit via Canvas prior to the visit.

Class 3:3 Ethics in the age of Social Media and Big Data

During this class students will examine the role of technology in corporate

environments and answer the following questions: how is ethical leadership affected in the age of social media and big data? What is digital marketing today? What is the connection between ethics within a company and its linked or electronic customers? Should there be limits on monitoring of employees and of customers? Government regulation and private sector self-regulation should be key factors in any attempt to answer these questions.

- The submission of the third case study response paper, via Canvas, is due by this class

Main reading: Marshall (2016) “Technology and Business Ethics”, Sage Business Researcher

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

Class 3:4 Sustainable Finance

Business site visit: SITAWI Finance for Good

SITAWI is a pioneer organization in the development of financial solutions for social impact and in the analysis of the social and environmental performance of companies and financial institutions. Founded in 2008, SITAWI has offices in Rio de Janeiro and São Paulo. The Social Finance program is responsible for the development of Social Impact Bonds (SIBs) in Brazil and for the management of the Philanthropic Funds (FF) and the Social and Environmental Revolving Funds (FSR). The Sustainable Finance program is responsible for advancing the inclusion of social and environmental issues into investment decisions of development and commercial banks, pension and private equity funds, asset managers, insurance companies, philanthropic foundations, NGOs, associations, think-tanks and large companies.

- Submit 3 – 5 questions for the business site visit via Canvas prior to the visit.

Class 3:5 Leadership I, followed by *Group Presentations*

This class is divided into two sections, a lecture on leadership will be followed by students’ group presentations. The first section will focus on leadership skills as they pertain to implementing organizational change in order to achieve an ethical business culture. Students will examine leadership skills and answer the following questions: what makes for successful leadership and how can good leadership be distinguished from bad leadership? The second section of the class will be dedicated to the group presentations, described above as part of the course requirements.



- In addition to the group presentations, the submission of the fourth case study response paper, via Canvas, is due by this class

Main reading:

- Stippler et al. (2011) *Leadership. Approaches – Developments – Trends*

Further readings and videos:

- <http://www.marcopolis.net/top-business-leaders-in-brazil.htm>
- <https://www.forbes.com/sites/andersonantunes/2013/05/29/the-10-most-powerful-businesswomen-in-brazil/>
- 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

Week 4

Class 4:1

Leadership II

The course concludes with a discussion of leadership 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 relationship between leadership and entrepreneurial cultures, focusing in particular on start-ups and innovative businesses with positive social and environmental impacts beyond mere financial sustainability.

- ❖ This is a four hour-long class, instead of the usual three hours, the last hour is an opportunity for students to review all notes and readings with the help of the instructor in order to prepare for the Final Exam.

Main reading:

- Adler, Nancy (2011) “Leading beautifully: The Creative Economy and Beyond”

Further readings:

- <http://www.geektime.com/2015/09/23/8-key-entrepreneurial-leaders-from-brazils-startup-scene/>
- <https://www.inbrazil.net/single-post/2016/04/14/THE-BRAZILIAN-WHISTLEBLOWER-WAY-OF-LIFE>
- <http://www.reuters.com/article/us-brazil-corruption-food-whistleblower->

idUSKBN16V2FO

- Global Guide to Whistleblowing Programs 2016:

<http://ariaslaw.com/en/press/publications/98/global-guide-to-whistleblowing-programs-second-edition.pdf>

- <https://www.fastcompany.com/3016259/brazils-growing-startup-scene-works-inside-a-real-life-metaphor-abandoned-mansions>

- <https://www.fastcompany.com/1738946/brazils-10-most-innovative-companies>

- <https://www.export.gov/article?id=Brazil-openness-to-foreign-investment>

- <https://techcrunch.com/2017/05/13/brazils-fintech-boom-offers-new-vertical-opportunities-for-investors/>

Class 4:2 Final Exam

Students will sit an essay-based exam, as explained in the course requirements above, answering three questions of equal value in the allotted time.

- The submission of the fifth case study response paper, via Canvas, is due on the day of the Final Exam

Readings

Adler, N. J. (2011). Leading beautifully: The creative economy and beyond. *Journal of Management Inquiry*, 20(3), 208-221.

Barbrook, R., & Cameron, A. (1996). The californian ideology. *Science as Culture*, 6(1), 44-72.

Carroll, Archie B.; Bucholtz, Ann K. (2015) *Business & Society: Ethics, Sustainability, and Stakeholder Management*. 9th Edition. Cengage.

Lanier, Jaron (2014) *Who Owns the future?* Simon & Schuster

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

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

Stippler, Moore, Rosenthal & Doerffer (2011) *Leadership. Approaches - Developments - Trends*. Bertelsmann Stiftung Leadership Series. Bertelsmann.

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>
http://up.mackenzie.br/fileadmin/ARQUIVOS/PUBLIC/user_upload/corporate_social_responsibility_practices_at_brazilian_firms.pdf
<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/> <http://www.unesco.org/new/en/brasilia/social-and-human-sciences/ethics/>
<https://static1.squarespace.com/static/55b6412be4b0db2e41d0b473/t/55b68b72e4b026662ef64756/1438026610442/JWN.pdf> <http://newsroom.ucla.edu/stories/what-s-behind-brazil-s-economic-and-political-crises> <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
http://www.aboutbrasil.com/modules/brazil-brasil/business_brasil_business_brazil.php?hoofd=2&sub=9&art=1389
<http://www.mondaq.com/brazil/x/287412/Corporate+Governance/Social+Corporate+Responsibility+In+Brazil+Making+A+Difference>
<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.forbes.com/sites/ciocentral/2013/09/12/the-future-of-social-media-forget-about-the-u-s-look-to-brazil/#533cfff93c9a>
<http://www.marcopolis.net/top-business-leaders-in-brazil.htm>
<https://www.forbes.com/sites/andersonantunes/2013/05/29/the-10-most-powerful-businesswomen-in-brazil/>
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.geektime.com/2015/09/23/8-key-entrepreneurial-leaders-from-brazils-startup-scene/> <https://www.inbrazil.net/single-post/2016/04/14/THE-BRAZILIAN-WHISTLEBLOWER-WAY-OF-LIFE> <http://www.reuters.com/article/us-brazil-corruption-food-whistleblower-idUSKBN16V2FO> <https://www.fastcompany.com/3016259/brazils-growing-startup-scene-works-inside-a-real-life-metaphor-abandoned-mansions> <https://www.fastcompany.com/1738946/brazils-10-most-innovative-companies> <https://www.export.gov/article?id=Brazil-openness-to-foreign-investment> <https://techcrunch.com/2017/05/13/brazils-fintech-boom-offers-new-vertical-opportunities-for-investors/>