



CIEE Global Institute – Paris

Course name:	Business Ethics and Leadership
Course number:	(GI) MGMT 3001 PAFR
Programs offering course:	Open Campus
Open Campus track:	Business
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Spring 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 in France. 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 in such areas as the French pharmaceutical industry, the privatization of French highway systems, choices made in the energy production industry, and debates around the French and EU agricultural model, to name a few. Students also consider the particular responsibilities of French business leaders in fostering ethical awareness and community-based practices within the corporate context.

Learning Objectives

By the end of the course, students will be able to:

- Define the role of ethics as part of a business's operating principles
- 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
- Identify core Western ethical concepts in the context of business decisions through the analysis of case studies
- Identify complex (on the surface or latent) moral issues in a variety of business scenarios



- Identify how morality intersects with the management of specific problem areas of business
- Demonstrate sensitivity to and awareness of how business ethics may vary relative to US and French ideas of ethical and moral conduct and to the corresponding business cultures
- Identify behaviors of successful leaders managing toward an ethical business culture.

Course Prerequisites

None.

Methods of Instruction

This course will combine lectures, class debates, business site visits, conversations with guest speakers and creative activities and scenarios.

Assessment and Final Grade

Classroom Discussion Lead	15%
Written Assignment:	10%
Discussion Posts (x3):	15%
Group Presentation:	20%
Final Exam:	20%
Course Participation:	20%

Course Requirements

Classroom Discussion Lead

As an individual or in pairs (two people maximum), students will lead discussions based on the industry and theory discussed during one session of their choice. During this discussion, students will present the idea and provide international examples of businesses impacted by the theory. Individuals or pairs are expected to speak for 5-10 minutes on the topic and will be supported by the instructor to engage their peers. Students are encouraged to provide the class with any outside resources such as articles, case studies, etc. Examples of some topics for discussion are:

- Disruptive innovation in dealing with death: how AI is applied to such a sensitive topic



- International agricultural models and how they differ (using country-specific examples for analysis)
- Autonomous vehicles and liability/accountability

A full list will be presented to students during the first session, as well as extensive guidelines on what the expectations are.

Written Assignment

Students will have to deliver one written assignment. The assignment will consist of an analysis of a given topic through the lens of ethics. The minimum length is 1,500 words and the assignment will be delivered by the end of the 4th week. Students will choose an industry and an ethical issue of their choice related to the industry/international business. This issue should be of significant importance for the ethics and morality of business. Students will analyze and evaluate why this issue exists in the industry, as well as provide concrete solutions that can be applied to businesses in the industry. Students will receive guidelines for the assignment during the first session.

Discussion Posts

Students will have discussion post topics related to topics in ethics and leaderships due on weeks 2, 3 and 4. Please note that students will need to generate one original comment (based off of the prompt) as well as generate a comment to a response from one of their peers in the course. This will need to be completed by 8:00AM before the Thursday of each week, as we will wrap up the discussion during the class.

Week 2 Topic: Corruption within international business

Week 3 Topic: Privatization of “public resources”

Week 4 Topic: Country analysis of immigrant and refugee populations

Group Presentation

Students will be broken up into groups. Your group will come up with a critical comparison of the two companies/organizations in which you apply relevant business ethics theories and concepts. Use perspectives and ethical standards described in the class such as utility, rights, justice, and caring in your analysis. Your group can explain and analyze the relevant ethical differences between the two organizations; or, your team can do a mock



negotiation/conflict resolution between the two organizations using ethical and unethical terms, then debrief using topics previously discussed in class. Group presentations will last a minimum of 15 minutes.

Final Exam

Students will take a final exam at the end of the course. The exam (short and long essays) will cover all topics discussed and analyzed in class. The exam will be a take-home exam that students will receive at the end of week 4. Rubrics will be used to assess the assignment.

Course 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.

It is expected that students attend and participate actively in class. Assigned texts and case studies should be carefully read before the sessions in order for the students to be able to contribute to a coherent and interesting discussion. I do not assign too many readings, but it is vital to read and understand the case studies for each class, as they will be discussed heavily and it will impact the students' class participation score if they are not prepared.

Participation in the course will be assessed and graded at the end of weeks 2, 3, 4, 5 and 6 so that students can track their progress.

It is strongly encouraged that you bring an electronic device to class with you each day for the purpose of note-taking (laptop, tablet device, etc). Please note that if pop quizzes are given, they will be sent electronically as class begins.

Course Attendance and Punctuality



Regular class attendance is required throughout the program, and all unexcused absences* may 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 and the final grade for the course will be lowered by 3 percentage points.

*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 will 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.*

*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.

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.*

An absence in a CIEE course will only be considered excused if:

- a doctor’s note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- satisfactory evidence is provided of a family emergency.

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	Possible reduction of participation grade
10 – 20%	2	Written warning; reduction of final grade by 3%
More than 20%	3	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

Session 1.1: Introduction to the course / Introduction to challenges to Ethical Behavior

The syllabus will be presented and reviewed, with emphasis on assessment methods and course requirements. Students will become familiar with the basic constructs that characterize the contemporary debate in business ethics, with particular attention given to the role of capitalism in business ethics. Questions that will be addressed are “What is Business Ethics and Why Study It?” and “Business Ethics & Politics: A focus on the US, England, and France and why it matters today.”

Reading

Business Ethics & Leadership syllabus

Week 2: The Challenges to Ethical Behavior

Session 2.1: The Challenges to ethical behavior



During this second week, students will learn about the challenges posed by the overall economic situation of our time. Growing economic inequality and global connectedness have reshaped traditional business interactions; contemporary managers must be informed about these new forms of interactions and should have the skills to face them in ethical ways. We will discuss the Ethical Decision Making model, and apply it to current political situations in the U.S., the U.K. and France.

Readings

Nestlé: The Infant Formula Controversy
Ethics & Business, Jeurissen, 2007: Chapter 1.

Session 2.2: Inside information and final responsibility

The Web 2.0 era is nourished by the emergence of collaboration-conducive web applications, such as blogs, social networks, and wikis. Among these, Wikipedia has particularly revolutionized the way information is created and is shared within a wide variety of organizations: educational institutions, research centers, business enterprises. The technically undemanding nature of Wikipedia alleviates the burden of mastering cumbersome or complicated technologies, thereby encouraging personnel to share and archive valuable tacit knowledge with other members of the organization. The focus will be on the growing trend of transparency in business, with examples of mergers, acquisitions, and financial trading being used.

Readings

Was Insider Trading Ahead of Takeovers a Problem? (Case Study)

Session 2.3: Corruption within international Business

If there's been one topic that has entirely dominated the 2016 post-election landscape, it's the fiscal cliff. Will taxes be raised? Which programs will be cut? Who will blink first in negotiations? Focus of the session will be given to the U.S, Russia, and Nigeria as baselines of government and business practices with either obvious or underlying forms of corruption. Also, we will research businesses in Egypt, Zimbabwe and India and prove that organizations should view the prospect of building a strong ethical reputation in such environments as an opportunity, and consider the costs of resisting corruption as an



investment in building such a reputation.

Readings

Corruption in International Business (case study)

Corruption in Russia: IKEA's Expansion(Case Study)

Corporate Sustainability at a Crossroads (Case Study)

Assignment due: Discussion Post #1

Week 3: Justice, Morality and Ethics in the Workplace

Session 3.1: Site visit. The Intercontinental Hotel Group.

Session 3.2: The nature of morality versus integrity: normative theories in ethics

This session will allow us to go further in our discussion and analysis of ethics, and how organizations and people function on a “moral” level. We will define 'integrity' and explain how it differs from morality and ethics, and will look into how the effects of a behavior without integrity are significantly more damaging than most of us believe. We will discuss how people are not the only ones that can have integrity: objects and systems can have it too—indeed, they can only obtain maximum performance by maintaining integrity.

Readings

The Moral Consequences of Group Identity (Case Study)

Morality and Marketing scenarios (Case Study)

Session 3.3: Ethics in the workplace

This session identifies the importance of employee/moral voice in organizational functioning. Yet despite the many benefits of employee/moral voice for effective organizational functioning, the process of speaking up about ethical matters can be difficult for both employees and their managers. Students will be presented with case studies, will perform role-playing scenarios, and will interact with a guest speaker.

Readings



N/A

Assignment due: Discussion Post #2

Week 4: The Ethical Leader with an Individualistic Focus

Session 4.1: Negotiation & conflict resolution

Persuade others to do what you want—for their own reasons! Negotiation skills are the key to professional and personal success. Conflict is an inevitable part of negotiation, interpersonal and group relations. If badly handled, conflict can destroy relationships, reduce productivity and prevent a team from reaching its goals. We need to understand how we and others deal with conflict, so that we can handle it better and make it a catalyst for change. This session will focus on the ethical handling of negotiations with hands-on scenario practice in the classroom.

Session 4.2: The role of leadership for the development of an ethical corporate environment.

During this session, the focus will move from the collective level (society and organization) to the individual level. In particular, students will discuss actions taken by current leaders of existing organizations. The objective is to understand the role of leadership and foresee what kind of actions may lead to unethical consequences; and how to implement change as an ethical leader. Specific focus will be given to leadership and changing political climates in France and Africa.

Readings

What Kind of Leader Will Thrive in Africa? (Case study)

Leadership that gets results (Case study)

What is Martin Shkreli (Case study)

Session 4.3: Whistleblowing

Most of us are likely at some point to observe wrongdoing in our organizations, and some of us will blow the whistle to someone with the authority to put a stop to the wrongdoing. Or we may be managers, inspectors, or auditors who serve as the official



'complaint recipient' when one of our colleagues wants to report wrongdoing in the organization. Whether we blow the whistle or are tasked with cleaning up after someone else does so, we are better off knowing in advance how the whistleblowing process usually plays out. Particular attention will be given to Edward Snowden with partial clips shown from the film *Citizen 4*, followed by discussions.

Readings

Hero or Traitor? Edward Snowden and the NSA Spying Program.

Assignment due: Written Assignment

Assignment due: Discussion Post #4

Week 5: The Ethical Leader with a Collective Focus

Session 5.1: The relationship between employer and employee.

This session of this week will continue the debate on the role of leadership but will concentrate on the relational aspects of ethical leadership; in particular, attention will be devoted to the interactions between top management and lower-level employees, and between top management and the local political environment. We will do a review of the French state's ethical business standards, and of how employee & labor policies/laws in Europe compare to those in the US, Middle East, and Asia. This session will be hosted at a French company which will be announced at the beginning of the course.

Session 5.2: Group presentations

Session 5.3: Ethical considerations in the "digital era" (collective focus)

With previous sessions focusing on the Web 2.0 and the evolution of managers, organization and leaders in the digital world, we will focus on ethical issues in the digital sphere. Most examples will be from the telecommunications sector. We will look at multinational corporations such as Apple, Amazon and Google as examples for benchmarking.

Readings



iPhone and the backdoor (Case study)

Vodafone Egypt and the Arab Spring: When Government and Business Collide (Case study)

Assignment due: Group Presentations

Week 6: Ethics and Business of the (Internet) Society

Session 6.1: Site Visit. AXA.

Session 6.2 & 6.3: Ethical considerations in the “digital era” (individual focus)

This session will focus on the peculiar consequences of the digital era; fast and consistent earnings, associated with a lack of physical interactions, have created special “digital districts” where socio-economic inequality has taken a very unique configuration. Students will identify this configuration and discuss how to turn such inequality into a more sustainable and fair community. Clips from Netflix’s *Black Mirror* episode “Be Right Back” will be shown to engage in discussion on the ethical component of your digital identity after death.

Assignment due: Final Exam.

Course materials

Readings

Ferrell, O. C., Linda Ferrell and John Fraedrich. *Business Ethics: Ethical Decision-Making and Cases*. 12th ed. (Boston: Cengage Learning, 2018).

Velasquez, Manuel G. *Business Ethics: Concepts and Cases*. 8th ed. (London: Pearson, 2017).

Academic Integrity

CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment



or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the U.S. American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will prevail.

Three important principles are considered when defining and demanding academic honesty. These are related to *the fundamental tenet that one should not present the work of another person as one's own.*

The first principle is that *final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information* (unless the professor has explicitly announced that a particular test is to be taken on an “open book” basis).

The second principle applies specifically to course work: *the same written paper may not be submitted in more than one course. Nor may a paper submitted at another educational institution be submitted to satisfy a paper requirement while studying abroad.*

The third principle is that *any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another's work or including information told to you by another person* (the general rule in U.S. higher education is that if you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it).

There are three levels of escalation establishing the seriousness of the plagiarism in question.

- **Level one plagiarism:** minor or unintentional plagiarism; leading to passable grade/failing grade on the assignment, depending on perspective of lecturer. No opportunity for resubmission.



- **Level two plagiarism:** significant plagiarism, but potentially due to poor referencing rather than intellectual property theft. This leads to a failing grade (potentially zero points) on the assignment. No opportunity for resubmission.
- **Level three plagiarism:** significant plagiarism, requiring investigation by the Center/Resident/Academic Director, and subsequent disciplinary panel.

Faculty will report any suspected circumstances of plagiarism to the Center/Resident/Academic Director immediately. Faculty can, if they deem it appropriate, require students to submit the Plagiarism Declaration Form (Appendix D) with each assignment as it is submitted.

In any case where Academic Honesty is in question while the student is still onsite at the program, and will impact the grade for the assignment in question, the CIEE Academic Honesty form (Appendix E) will be completed by the Center/Resident/Academic Director, signed by the professor, delivered to the student for signature and added to the student's permanent records. For any Level three violation, or repeated lower level violation, the Center/Resident/Academic Director will inform the student's home institution of the infraction and subsequent penalty.