

**ANDREWS UNIVERSITY  
SCHOOL OF BUSINESS  
DEPARTMENT OF MANAGEMENT, MARKETING & INFORMATION SYSTEMS**

**COURSE OUTLINE  
(Trinidad & Tobago, May 11-25, 2008)**

|                          |  |
|--------------------------|--|
| <b>COURSE TITLE:</b>     | BSAD620: Christian Ethics, Service, & Society  |
| <b>SEMESTER CREDITS:</b> | Three  |
| <b>INSTRUCTOR:</b>       | Ben A. Maguad, MA Econ, MBA, PhD ( <i>Business &amp; Management</i> )<br>Associate Professor of Management<br><br><u>Office:</u> Room 218 B, Chan Shun Hall<br><u>Phone:</u> (269) 471-3103<br><u>E-mail:</u> maguad@andrews.edu |
| <b>TEXTBOOK:</b>         | Carroll, A. B. and Buchholtz, A. K. (2009). <i>Business &amp; Society: Ethics and Stakeholder Management</i> , 7 <sup>th</sup> Ed. Mason, Ohio: South-Western Cengage Learning. (ISBN-13: 978-0-324-56939-1)                     |

### **COURSE DESCRIPTION**

An exploration of the interrelationship among business, government, and society. Stakeholder management, the analysis of legal and regulatory environment, and the responsiveness of business in its service to society. A study of ethical problems encountered in business and the management of moral dilemmas.

The course introduces students to the interplay between organizations and their social, political, legal, and cultural environments. It also equips them with a basic knowledge of issues in organization-environment relations, which they are likely to face as managers, and introduces them to timely pragmatic, problem-solving approaches for dealing with such relations.

### **COURSE OBJECTIVES**

The objectives of the course are to:

1. Identify the issues and demands made by stakeholders upon the business firm.
2. Seek to understand the responsibilities that businesses have with regard to society, its environment, and its needs.
3. Describe the various ethical issues that influence business and management decision-making.
4. Analyze the total impact of the macroenvironment on business today, and to consider ways in which potential external threats may be changed into opportunities.
5. Identify the various regulations and regulatory bodies that relate to business in the United States and in other countries of interest.
6. Address ethical problems and other applicable business and society issues from a Seventh-day Adventist perspective.

### **COURSE PROCEDURES**

1. Class attendance is critical to fully understanding business and society concepts and applications. Therefore, sign-in sheets will be provided for each period to document this. If you miss a class period, you are responsible for finding out what you missed from a classmate. Please note that, per university policy, class absences must not exceed 10% (2 class periods for this summer course) of the total attendance requirements for graduate classes. Excessive absences may result in a failing grade.
2. **Participation ► individual/group <10%>**
  - a. Individual. Attendance alone is not sufficient to receive full credit in this category. Therefore, you must also come to class prepared to listen actively, to discuss the assigned topics, to participate in the

scheduled activities, and to make good use of the class time allotted. Classroom professionalism is to be maintained at all times. This means that when your professor is speaking or when your colleagues are presenting their work, the classroom should be silent, with the exception of invited questions. As in any academic environment, questions are welcome, but informal chatter or communication among class members becomes a distraction for those in attendance and should be avoided. Cellular phones should be “turned off” during class.

- b. **Group.** During these class periods, your class will divide into groups to discuss a case. Be sure to read the assigned cases before you come to class. Be prepared to participate actively in the discussions by sharing ideas, insights, and experiences with your group members. During the last 15-20 minutes, a lead group (to be assigned) will discuss the case, present it to the class, pose questions, and solicit opinions.

*Note: Your participation grade will be based on the following criteria: department – 2%; attendance – 3%; individual/group participation – 5%*

3. **Group Exercises <20%>.** During these class periods, your class will divide into groups to discuss a case. Your group will then prepare a *typed (12-point font, Arial or Times New Roman), double-spaced, stapled, 3-5 page report* (use the guidelines for analyzing cases found on page 770 of your text) and submit it on the date designated in the course schedule. Be sure to read the assigned cases before you come to class. Also participate actively in the discussions by sharing ideas, insights, and experiences with your group members.
4. **Journal Article Report ► individual <10%>.** Visit the library or explore the worldwide web and select one article from a recognized academic - professional or refereed - journal (not from a magazine) that deals with current business and society issues. The source article should be at least 5 pages long and relatively recent (published during the last 3 years). Prepare and submit a *typed (12-point font, Arial or Times New Roman), double-spaced, stapled, 3-5 page report*, which includes the following two sections:
- a. **Article summary.** Describe and summarize what the paper is all about. Be sure to include a complete *bibliography* of the article you selected, i.e., author(s), date, title, name of journal, volume, and pages. Also attach a *photocopy* of the article.

Examples of references (APA style)

*From a library journal:*

Maguad, B. A. (2007). "Identifying the Needs of Customers in Higher Education." *Education*. Spring, 127, 3, 332-343.

Maguad, B. A. (2007). "Using Process Variation Analysis to Monitor Teachers' Performance" *The Journal of Adventist Education*. April/May, 69, 4, 26-32.

*From an on-line journal:*

Martin, X. & Salomon, R. (2003). Knowledge transfer capacity and its implications for the theory of the multinational corporation. *Journal of International Business Studies*, 34 (4), 345-355. Retrieved August 4, 2003, from <http://www.palgrave-journals.com/jibs/journal/v34/n4/index.html>

- b. **Personal reaction.** Evaluate the strengths and weaknesses of the article in terms of the concepts you learned in class. Also evaluate its significance, its practical implications and the effectiveness of its author(s) in communicating and accomplishing its purpose. Be sure to justify your personal points of view. This section should comprise from one-half to two-thirds of your report.

The article report will be assessed as follows:

|                             |            |
|-----------------------------|------------|
| <i>Article summary</i>      | 3%         |
| <i>Personal reaction</i>    | 5          |
| <i>Bibliography</i>         | 1          |
| <i>Photocopy of article</i> | 1          |
| <i>Total</i>                | <u>10%</u> |

*Note: You are encouraged to start working on this assignment before classes start.*

5. **Case Analysis ► individual or group (max=2) <10%>**. You will study and analyze a case found at the end of the textbook. You must answer the assigned questions at the end of the case. Each question carries equal weight. Be sure to *give strong theoretical support* for your answers. Your assigned case is as follows:

Case #31: McDonald's: The Coffee Spill Heard 'Round the World (pp. 892-896)  
(Answer all questions at the end of the case.)

The written report *should not be more than 5 typed (12-point font Arial or Times New Roman) pages, stapled, and double-spaced.*

6. **Examinations. The mid-term <25%> and final <25%>** examinations will consist of multiple-choice and essay questions. The final examination will include at least one comprehensive question. *Use only permitted writing implements and materials when taking the examinations.*

You may be able to make up an examination provided you have an acceptable reason (e.g., serious illness, death in the family, etc.) for missing it. A written proof is usually required before you request for a make-up examination.

### 7. Other Requirements

- Academic Honesty. Academic dishonesty of any type will not be tolerated. This includes, but is not limited to, plagiarism (copying other's work as your own – in part or total – without the appropriate citations) and copying others' responses during examinations.
- Deadlines. Serious management scholars know that the real world of business is not very forgiving; therefore, DEADLINES MUST BE MET. Any exception this rule can only be made at the discretion of the instructor. Penalties may apply for late submissions.
- Preparation of Assignments/Reports. Written reports should be prepared professionally. They will be evaluated in terms of grammatical structure, content flow, neatness, and readability.
- Continuous Improvement. You are encouraged to assess course instruction and delivery to improve the quality of the classroom learning experience for future students.

## GRADING AND EVALUATION

Your grade will be calculated as follows:

|                        |             |                              |
|------------------------|-------------|------------------------------|
| Participation          | 10%         |                              |
| Journal Article Report | 10          | (individual)                 |
| Case Analysis          | 10          | (individual or group: max=2) |
| Group Exercises        | 20          | (max=tba)                    |
| Mid-term Examination   | 25          |                              |
| Final Examination      | <u>25</u>   |                              |
| Total:                 | <u>100%</u> |                              |

## GRADING SCALE

The grade distribution will be prepared according to the following scale.

|    |        |    |        |    |        |   |       |
|----|--------|----|--------|----|--------|---|-------|
| A  | 95-100 | B  | 80- 84 | C  | 65- 69 | F | 0- 49 |
| A- | 90- 94 | B- | 75- 79 | C- | 60- 64 |   |       |
| B+ | 85- 89 | C+ | 70- 74 | D  | 50- 59 |   |       |

## REFERENCES

Beauchamp, T.L. and Bowie, N.E. (2001). *Ethical Theory and Business*. 6<sup>th</sup> Ed. Upper Saddle River, New Jersey: Prentice-Hall, Inc.

Lesser, L. M. (2000). *Business, Public Policy, and Society*. Orlando, Florida: Harcourt College Publishers.

Maidment, F. and Eldridge, W. (2000). *Business in Government and Society: Ethical, International Decision-Making*. Upper Saddle River, New Jersey: Prentice-Hall, Inc.

Thorne McAlister, D., Ferrell, O.C., and Ferrell, L. (2008). *Business and Society: A Strategic Approach to Social Responsibility*, 3<sup>rd</sup> Ed. Boston, Massachusetts: Houghton Mifflin Company.

Velasquez, M.G. (2002). *Business Ethics: Concepts and Cases*. 5<sup>th</sup> Ed. Upper Saddle River, New Jersey: Prentice-Hall, Inc.

**TENTATIVE CLASS SCHEDULE (BSAD620)  
(May 11-25, 2008)**

CX class exercise (for discussion purposes only)

| DATE               | CH         | TOPIC/TITLE   | ASSIGNMENT/<br>ACTIVITY                    |
|--------------------|------------|---|--|
| 05-11 AM<br>Sunday | -<br>1     | <i>Course Introduction</i><br>The Business and Society Relationship   | <i>Mid-Term Exam<br/>Review Sheet</i>      |
| PM                 | 2<br>3     | Corporate Citizenship: Social Responsibility, Responsiveness, and Performance<br>The Stakeholder Approach to Business, Society, and Ethics<br><br><u>DVD:</u><br><br><u>CX:</u> Look at local or national business periodicals or the Internet for examples of businesses, which have abused their power and encountered the wrath of social interest groups or the government.<br><br><i>Case 1: Wal-Mart: The Main Street Merchant of Doom (pp. 771-783)</i>  | Case Discussion #1<br>(in class)           |
| 05-12<br>Monday    | 7<br><br>8 | Business Ethics Fundamentals<br><br><u>CX:</u> <i>Sources of ethical norms</i><br><i>Faith and religious beliefs - What unique ethical norms does the Seventh-day Adventist (SDA) faith contribute to the moral development of individuals?</i><br><br><u>Sources of manager's values</u><br><i>Religious values – What is the Seventh-day Adventist stance on the importance of work, the concept of fairness, and the dignity of the individual? How do the SDA beliefs and doctrines shape management behavior and action?</i><br><br>Personal and Organizational Ethics<br><br><u>DVD:</u><br><br><i>Case 10: Martha Stewart: Free Trading or Insider Trading (pp. 814-819)</i>   | Group Exercise #1<br>(in class: due 05-14) |
| 05-13<br>Tuesday   | 8<br><br>9 | [continued]<br><br><u>CX:</u> <i>Isn't it a bit ironic that executives found guilty of criminal activity could serve less time in prison if their firm has developed a comprehensive ethics program? How effective was the program if criminal activity was discovered?</i><br><br><i>Develop an SDA guides to ethical decision-making: conventional, principle, and ethical-test approaches. How does the SDA faith shape the use of these three major approaches?</i><br><br>Business Ethics and Technology<br><br><u>DVD:</u><br><br><u>CX:</u> <i>Compare access to technology for a first-grader, seventh-grader, high school student, and a college student. Besides access to computers, how is technology influencing your educational opportunities?</i><br><br><i>On biotechnology – Discuss the SDA views on ethical issues surrounding genetic engineering: stem cell research, cloning, genetically-modified crops, xeno-transplantation, etc.</i><br><br><i>Case 18: This Little Piggy: Should the Xeno-Pig Make it to Market? (pp 837-839)</i> | Case Discussion #2<br>(in class)           |

CX class exercise (for discussion purposes only)



CX class exercise (for discussion purposes only)

|                    |    |  |  |
|--------------------|----|--|--|
| 05-19<br>Monday    | -  | ▶▶▶ <b>MID-TERM EXAMINATION</b> ▶▶▶  | (Chapters 1-3, 7-13)<br>(2 hours)  |
| 05-21<br>Tuesday   | 18 | Employee Stakeholders: Privacy, Safety, and Health<br><br><u>CX</u> : Should employers have access to employees' email or Internet surfing history? Should businesses adopt privacy policies for employees or customers or both, and if so, how should these policies be communicated to the affected stakeholder? | <i>Final Exam Review Sheet</i>   |
|                    | 19 | Employment Discrimination and Affirmative Action<br><br><u>CX</u> : Do employees have a duty to blow the whistle on corporate misconduct, or should employees always be loyal to their employer?<br><br><u>DVD</u> :<br><br><u>Case 40</u> : <i>The Case of the Fired Waitress</i> (pp. 926-928)                   | <b>Group Exercise #3 Due</b><br><br>Group Exercise #4<br>(in class: due 05-23)   |
| 05-22<br>Wednesday | 4  | Corporate Governance: Foundational Issues<br><br><u>CX</u> : Are top corporate executives paid too much? Obtain some figures from the library and/or the Internet.   |  |
|                    | 5  | Strategic Management and Corporate Public Affairs<br><br><u>DVD</u> :<br><br><u>Case 4</u> : <i>The Body Shop International PLC (1998-2007)</i> (pp. 797-801)  | Case Discussion #5<br>(in class)   |
| 05-23<br>Thursday  | 6  | Issues Management and Crisis Management<br><br><u>DVD</u> :<br><br><i>Course Evaluation</i><br><i>Group Evaluation</i>   | <b>Case Analysis Due</b><br>(Case 31: McDonald's: The Coffee Spill Heard 'Round the World – pp. 892-896)<br><br><b>Group Exercise #4 Due</b> |
| 5-25<br>Sunday     |    | <b>FINAL EXAMINATION</b><br><b>(or TBA)</b>  | (Chapters 4-6; 14-19) plus a comprehensive question  |

CX class exercise (for discussion purposes only)