

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

**COURSE OUTLINE
(Portland, Oregon, March 12-26, 2006)**

COURSE TITLE:	BSAD620: Christian Ethics, Service, & Society
SEMESTER CREDITS:	Three
INSTRUCTOR:	Ben A. Maguad, MA Econ, MBA, PhD (Business & Management) Associate Professor of Management <u>Office:</u> Room 218 B, Chan Shun Hall <u>Phone:</u> (269) 471-3103 <u>E-mail:</u> maguad@andrews.edu
TEXTBOOK:	Carroll, A. B. and Buchholtz, A. K. (2006). <i>Business & Society: Ethics and Stakeholder Management</i> , 6 th Ed. Mason, Ohio: Southwestern.

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. **Attendance.** Class attendance is critical to fully understanding business and society concepts and applications. Therefore, sign-in sheets will be provided for each class period to document this. Please note that, per university policy, class absences must not exceed 10% of the total attendance requirements for graduate classes. Excessive absences may result in a failing grade.
2. **Participation ► individual/group <5%>**
 - a. Individual. Attendance alone is not sufficient to receive full credit in this category. Therefore, you must also come to class prepared to discuss the assigned topics and cases as well as participate in the scheduled activities.

- 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: attendance – 2%; individual/group participation – 3%

3. **Group Exercises <15%>.** 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, 3-5 page report* (use the guidelines for analyzing cases found on p. 632 of your text) and submit it at 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. **Ethical Issues ► individual <5%>.** Give an example of an ethical dilemma that you have experienced as a member of an organization. Identify one or more of the guides to personal decision-making or ethical tests (check the relevant chapters in your text) that you think would have helped to resolve your dilemmas. Describe how it/they would have helped.

Alternatively, you may select a current article (published during the last three months) from the “popular press” (Wall Street Journal, Business Week, Fortune, etc.) that deals with organizational ethical issues and:

- Share a brief summary of the article to the class.
 - Show how the article demonstrates a textbook concept.
 - Apply the lessons you learned from the article in your own personal development as a business ethics advocate.
5. **Journal Article Report ► individual <5%>.** Visit the library or explore the worldwide web and select one article from a recognized academic (professional or refereed) journal 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, 3-5 page report*, which includes the following two sections: *<written; individual – 5% >*
- 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:

Shrader, R.C. (2001). Collaboration and performance in foreign markets: The case of young high-technology manufacturing firms. *The Academy of Management Journal*, 44 (1), 45-60.

DeVader, C.L., Bateson, A., & Robie, C. (2000, Fall). Factors related to international adjustment: new findings, policy implications and future directions. *Journal of Business and Behavioral Sciences*, 7 (2), 46-56.

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>

- 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>	<u>2%</u>
<i>Personal reaction</i>	<u>3%</u>
<i>Total</i>	<u>5%</u>

Note: You are encouraged to start working on this assignment before the start of your class sessions.

6. **Case Construction ► individual <5%>**. Construct your own case, which includes at least 3 questions at the end. Use the examples at the back of the book as your guide. This report *should not be more than three typed pages (12-point font Arial or Times New Roman), and double-spaced*.
7. **Case Analysis ► individual <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 #25: The Coffee Spill Heard ‘Round the World (pp. 691-693)
(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, and double-spaced*.

8. **Examinations. The mid-term <25%> and final <25%>** examinations will consist of multiple-choice, essay, and current-events questions. The final examination will include at least one comprehensive question.

You may be able to make up an examination if you can provide an acceptable reason (e.g., serious illness) for missing it. Please take note that the make-up examination may not have the selections or bonus questions that are often provided in the regular examination.

Quality Improvement bonus (optional). You may receive bonus marks (up to a maximum of five points added to your final examination score) if you improve the course syllabus and turn in your recommendations on or before April 5, 2006 (e-mail to maguad@andrews.edu).

9. 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. Your suggestions and recommendations to improve this class are greatly appreciated.

GRADING AND EVALUATION

Your grade will be calculated as follows:

Participation	5%	
Ethical Issues	5	(individual)
Journal Article Report	5	(individual)
Case Construction	10	(individual)
Case Analysis	10	(individual or group: max=2)
Group Exercises	15	(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*. 6th 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. (2005). *Business and Society: A Strategic Approach to Social Responsibility*. Boston, MA: Houghton Mifflin Company.

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

**TENTATIVE CLASS SCHEDULE (BSAD620)
(March 12-26, 2006)**

EI ethical issue
CX class exercise (for discussion purposes only)

DATE	CH	TOPIC/TITLE	ASSIGNMENT/ ACTIVITY
03-12 Sunday	AM - 1 PM 2 3	<p><i>Course Introduction</i></p> <p>The Business and Society Relationship</p> <p>Corporate Citizenship: Social Responsibility, Responsiveness, and Performance</p> <p>The Stakeholder Approach to Business, Society, and Ethics</p> <p><u>Video</u>: <i>White Collar Criminals (1:55)</i></p> <p><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.</p> <p><u>Case 1</u>: <i>Wal-Mart: The Main Street Merchant of Doom (pp. 633-640)</i></p> <p>E1: _____ E2: _____</p>	<p><i>Mid-Term Exam Review Sheet</i></p> <p>Case Discussion</p>
03-13 Monday	4 5	<p>Strategic Management and Corporate Public Affairs</p> <p>Issues Management and Crisis Management</p> <p><u>Video</u>: <i>Selling Sensible Drinking (2:43)</i></p> <p><u>Case 3B</u>: <i>The Body Shop International PLC (1998-2004) (pp. 649-651)</i></p> <p>E1: _____ E2: _____</p>	<p>Group Exercise #1 (due 03-15)</p>
03-14 Tuesday	6 7	<p>Business Ethics Fundamentals</p> <p><u>CX</u>: <i>Sources of ethical norms</i> <i>Faith and religious beliefs - What unique ethical norms does the Seventh-day Adventist (SDA) faith contribute to the moral development of individuals?</i></p> <p><u>Sources of manager's values</u> <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></p> <p>Personal and Organizational Ethics</p> <p><u>Video</u>: <i>Fighting Corporate Fraud (1:54)</i></p> <p><u>Case 9</u>: <i>The Travel Expense Billing Controversy (pp. 660-662)</i></p> <p>E1: _____ E2: _____</p>	<p>Case Discussion</p>

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<p>03-15 Wednesday</p>	<p>7</p> <p>8</p>	<p>[continued]</p> <p><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></p> <p><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></p> <p>Business Ethics and Technology</p> <p><u>Video</u>: <i>DNA Discrimination (2:08)</i></p> <p><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></p> <p><i>On biotechnology – Discuss the SDA views on ethical issues surrounding genetic engineering: stem cell research, cloning, genetically-modified crops, xeno-transplantation, etc.</i></p> <p><u>Case 13</u>: <i>This Little Piggy: Should the Xeno-Pig Make it to Market? (pp 665-667)</i></p> <p>E1: _____ E2: _____</p>	<p>Group Exercise #2 (due 03-19)</p>
<p>03-16 Thursday</p>	<p>9</p> <p>10</p>	<p>Ethical Issues in the Global Arena</p> <p><u>CX</u>: <i>Can there ever be an international code of ethics? Locate the Caux Roundtable Principles (www.cauxroundtable.org) or find other international codes such as the Global Sullivan Principles for discussion.</i></p> <p>Business, Government, and Regulation</p> <p><u>Video</u>: <i>Corporate Taxes (1:39)</i></p> <p><u>CX</u>: <i>Select a business you know something about - a local restaurant, a retailer, a car dealer. How does the government affect that business? Name one or two specific ways. If a local or state government wants to change one of these rules or regulations, should the business manager become involved? How?</i></p> <p><u>Case 17</u>: <i>Nike, Inc.</i></p> <p>E1: _____ E2: _____</p>	<p>Journal Article Report Due</p> <p>Case Discussion</p>

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<p>03-19 AM Sunday</p> <p>11 12</p> <p>PM</p> <p>13 14</p>	<p>11 12</p> <p>13 14</p>	<p>Business's Influence on Government and Public Policy Consumer Stakeholders: Information Issues and Responses</p> <p><u>CX</u>: Split the class into two teams - Big Government and Little Government. Each team gets thirty seconds to state one reason why its approach is best. The other team responds or offers its own point. The point/counterpoint continues for several rounds. Keep a list on the board.</p> <p><u>Video</u>: Best Government Money Can Buy (3:06)</p> <p><u>Case 21</u>: When Spirits Collide: Liquor Vs. Beer (pp. 679-680)</p> <p>E1: _____ E2: _____</p> <p>Consumer Stakeholders: Product and Service Issues The Natural Environment as Stakeholder</p> <p><u>CX</u>: Who do you believe should be mainly responsible for protecting privacy on the Internet? Should it be the individual consumer, the companies that make Internet related technology or that gather or use information, or the consumer-protection agencies of government?</p> <p><u>Video</u>: GMO – Safe or Not? (2:52)</p> <p><u>Case 26</u>: The Hudson River Cleanup and GE (pp. 694-697)</p> <p>E1: _____ E2: _____</p>	<p>Group Exercise #3 (due 03-21)</p> <p>Case Discussion</p>
<p>03-20 Monday</p>	<p>-</p>	<p>▶▶▶ MID-TERM EXAMINATION ▶▶▶</p>	<p>(Chapters 1-10) (2 hours)</p>
<p>03-21 Tuesday</p>	<p>15</p> <p>16</p>	<p>Business and Community Stakeholders</p> <p><u>CX</u>: Draw two columns on the board. In the left column list the names of several companies or organizations that you are familiar with - an auto co, an insurance co, a local hospital, McDonalds, etc. List some special or unique "citizenship responsibilities" for each type of organization - list these in the right column.</p> <p>Employee Stakeholders and Workplace Issues</p> <p><u>CX</u>: How does the SDA view on labor union membership impact the current employee rights movement? Describe the SDA stance on other workplace issues such as privacy, compensation, and religious discrimination and accommodation. How practical are these views in the 21st century? Discuss the pros and cons of these views.</p> <p><u>Video</u>: Illegal Workers at Wal-Mart (1:51)</p> <p><u>Case 4</u>: Facing a Fire (p. 652)</p> <p>E1: _____ E2: _____</p>	<p><i>Final Exam Review Sheet</i></p> <p>Group Exercise #4 (due 3-23)</p>

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GROUP CONTRIBUTION EVALUATION FORM (BSAD620)

Name of Student: _____ Date: ____/____/2006

Use the following scale to rate each person (excluding yourself) in your group. Assign a number between 0 and 4 corresponding to each category.

4 Outstanding **3** Very Good **2** Acceptable **1** Fair **0** Fail **n/a** Not Applicable

Criteria	Names of Group Members (excluding yourself)	-----	-----	-----	-----	-----
Attendance and promptness at group meetings						
Quality of preparation for group meetings						
Skills in analyzing what to do						
Overall knowledge and understanding of the group project						
Quality of contribution to decisions						
Quality of contribution to plans and reports						
Has carried one's own share of the work-load						
Overall assessment of the contribution this person made to the group project						

Comments: