



Unit Outline

MGMT8506 Ethical Dimensions of Organisations, Management and Leadership

Manila
TS-OFF-D5
(Quarter 2)
2009



Business School

www.business.uwa.edu.au

Increasingly, effective leaders and organisations understand that ethics are an integral component of sound business and organisational functioning. All facets of the unit will ensure that students are better placed and prepared to respond ethically as organisational members to such mega-trends. The unit is based on the belief that managers at all levels require specific knowledge, skills and abilities to identify and effectively respond to ethical challenges. The focus is on equipping students to make better decisions, as individuals and as practicing managers. Regardless of setting, participants in the unit will be well positioned to appropriately serve both the goals of organisations and the needs of society and the environment both in the short and long run, giving all consideration to the ethical challenges in question.

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CONTACT DETAILS

We strongly advise students to regularly access their student email accounts. Important information regarding the unit is often communicated by email and will not be automatically forwarded to private email addresses.

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Lecture Times	See seminar schedule
Lecture Venue	Manila Campus

Your Lecturer

Chris Perryer is a lecturer at UWA's Business School, where he teaches in the areas of international management, business ethics and organizational theory. He has taught on UWA's MBA programs in Perth, Singapore, Jakarta, Shanghai and Manila, and is director of the Singapore and Manila MBA programs. Prior to joining UWA he was a sessional lecturer at Curtin University's Graduate School of Business, where he completed his MBA. Chris also has a Graduate Certificate in Public Sector Management from Griffith University in Queensland, as well as Master of Management Research and Doctor of Business Administration degrees from UWA. His doctoral thesis examined the transfer of customer orientation training to the workplace. Chris is an active researcher, having recently published journal articles on a range of current management issues such as cross-cultural business ethics, managing change and leadership. He has also presented papers on his research at conferences in Australia, Asia, Europe and the United States. His research publications relating to business ethics and corporate social responsibility include two refereed journal articles, four refereed papers presented at international conferences (won award for best paper in the stream of corporate governance and ethics at the 2005 ANZAM Conference), and a soon to be released book chapter on public sector ethics in Australia. Several of these papers relate to cross cultural business ethics in the Asia Pacific region. Chris began his career as a civil engineering draftsman, but soon found administration and management more to his taste. He has subsequently acquired more than twenty year's experience as a manager in the private and public sectors, and has worked in Australia, Papua New Guinea and the United Kingdom. He has also undertaken numerous consulting projects in Australia and the Asia-Pacific region, mainly in the area of HRM and management development training. These projects have involved working with organisations in the public and private and not for profit sectors, including the Australian Public Service the Western Australian Public Service, the Singapore Armed Forces, the Australian Centre for Natural Gas Management, CBH Group, Braemar Presbyterian Homes, and the Fiji Employers Federation. Chris has also addressed professional audiences in Australia and the Philippines. He is a member of the Academy of International Business, the Australian and New Zealand Academy of Management and the Australian Institute of Management. His industry qualifications include workplace trainer and workplace assessor accreditation.

UNIT DESCRIPTION

Introduction

Welcome to the unit titled 'Ethical Dimensions of Organisations, Management and Leadership.' This unit forms part of the required curriculum at the UWA Business School for all post-graduate students as of 1 January 2009. This change in the curriculum is in response to a world-wide recognition that management education must equip students with more than functional expertise, as has been traditional in many business schools to date. Rather, managers also require training in ethical reasoning to identify, deconstruct and navigate the complex maze of organizational life effectively.

The last decade of the twentieth century was variously described as 'the age of chaos', 'the tech-decade', 'the decade of blur', 'the age of surprises' and 'the age of uncertainty'. These surprises and uncertainties include the challenges of globalisation, the breath-taking pace of technological innovation, and mergers and 'rationalisation' in many organisations. In addition to these developments; we also witnessed the financial meltdown of several East-Asian economies in the late 1990s. More recently, we witnessed numerous terrorist acts around the world and war in the Middle East. In recent years there have also been numerous cases of large-scale corporate corruption and fraud in many countries and, perhaps surpassing all of these, continuing and often heated debates about the impact that business and humanity are having on individual rights and the fragile ecology of our planet. Over the last twelve months, the failure of major financial institutions around the world and the ensuing decline in business and consumer confidence has led to the most severe global economic crisis in eighty years. Governments are responding to demands to curb the salaries and bonuses of executives in a number of countries that are pleading for tax payer subsidy, but doing little to address the balance sheet problems of their companies.

Coping with these developments, challenges and uncertainties, while at the same time addressing the imperatives of a rapidly changing and evolving global business environment, requires new organisational skills and mindsets that transcend traditional approaches to doing business.

This MBA unit focuses on the interface between organisational processes and the multi-faceted environments that now influence the management of domestic and international businesses. It explores the effects of a variety of influencing factors, including the increasing influence of stakeholders and pressure groups, on the way that organisations do business. It looks at how organisations are managed, how they treat their employees, and how they interact with the people and the environments in which they operate. In a dynamic, fast-moving and uncertain global environment, traditional responses and remedies are becoming less effective, and this unit will prepare you to take into account this broader context when making decisions in organisations and developing corporate policies in the future.

Unit Content

This unit responds to a growing demand for business students to receive a rigorous training in ethical decision making. In this unit students will:

- Explore relationships between the economic, social and environmental responsibilities of business and their influencing environments
- Practice and develop critical thinking and communication skills that enable effective participation in ethical business dialogue
- Build knowledge of diverse moral and ethical theories and ethical frameworks
- Apply ethical theories, frameworks and multidisciplinary perspectives in business decision making
- Build capacity to create discussion of issues and concepts of an ethical nature
- Reflect upon their personal ethical framework for their ongoing practice

The Goal of the Unit

The specific goal of this unit is to raise students' consciousness and capacity to act effectively relative to ethical conflicts at the individual, interpersonal, organizational and global level. This includes managing the conflicting expectations of a range of stakeholders, all of whom are important to organizational success. This unit is consistent with UWA's education principles and is intended to enable students to:

- acquire the skills required to learn, and to continue through life to learn, from a variety of sources and experiences;
- adapt acquired knowledge to new situations;
- communicate in English clearly, concisely and logically;
- think and reason logically and creatively;
- undertake problem identification, analysis and solution;
- question accepted wisdom and be open to new ideas and possibilities;
- acquire mature judgment and responsibility in ethical, moral, social, and practical, as well as academic matters;
- work independently and in groups; and
- acquire cross-cultural and other competencies to take a citizenship and leadership role in the local, national or international community.

Learning Outcomes

On successful completion of this unit **students will be able to:**

- Demonstrate a broad understanding of diverse moral and ethical theories and be able to apply them in a decision making capacity
- Participate in ethical dialogue on a number of levels (intra, inter etc.) giving consideration to the needs of multiple stakeholders
- Demonstrate through critical reflection an ability to describe, explain and justify a personal or organisational ethical position and know what to do to act on it.
- Research and analyse the business environment, and develop ethical management strategies to deal with the forces that impact on organisational effectiveness
- Use theories and conceptual frameworks to diagnose organisations and the environments in which they operate, and plan and implement ethical organisational change

Throughout the remainder of the MBA, students will be encouraged to transfer their learning from this unit across other units taken as part of their studies and vice versa.

Prerequisites

The prerequisites for this unit are:

- A good command of English and related communication skills – students are expected to understand and follow the principles of accepted expression and style.
- Basic mathematical and statistical skills – students are expected to possess basic numerical skills.
- Library research skills.

If you are not well prepared in any of the above areas you should make every effort to remedy the situation through undertaking additional reading and/or practice. Do not hesitate to ask for advice from the unit coordinator. You may also find 'student services' a useful source of advice in these areas.

<http://www.studentservices.uwa.edu.au/ss/students/learning>

In addition, many useful support courses and workshops are available through the Reid Library.

http://www.library.uwa.edu.au/education_training_and_support/online_courses

UNIT STRUCTURE

Block I

Date	Time	Topics	Readings	Format
Sunday 29 March	9am – 6pm	Introduction & overview Business Society and Stakeholders <ul style="list-style-type: none"> The business and society relationship <i>Video – Lockheed Martin Inc</i> <i>Case 2 – The Body Shop: Pursuing Social and Environmental Change</i>	<ul style="list-style-type: none"> Text Ch. 1 	Block Teaching
		<ul style="list-style-type: none"> Corporate citizenship: social responsibility, responsiveness and performance <i>Video – PricewaterhouseCoopers & CSR</i> <i>Class debate – Social responsibility</i> <ul style="list-style-type: none"> The stakeholder approach to business, society and ethics <i>Case 5 – The HP Pretexting Predicament</i>	<ul style="list-style-type: none"> Text Ch. 2 Readings 1 & 2 Text Ch 3 	
		Corporate Governance and Strategic Management Issues <ul style="list-style-type: none"> Corporate Governance: Foundational Issues Strategic Management and Corporate Public Affairs Issues management and crisis management <i>Case 4– The Body Shop international PLC (1998-2007)</i>	<ul style="list-style-type: none"> Text Ch. 4 Text Ch. 5 Text Ch.6 	
Monday 30 March	6pm – 9pm	Business ethics <ul style="list-style-type: none"> Business ethics fundamentals Personal and organisational ethics <i>Case 13 – Does cheating in golf predict cheating in business?</i>	<ul style="list-style-type: none"> Text Ch. 7 Text Ch. 8 	Block Teaching
Tuesday 31 March	6pm – 9pm	Applied Business ethics <ul style="list-style-type: none"> Business ethics and technology Ethical issues in the global arena <i>Video - Global Business and ethics</i> <i>Case 20 – Something's rotten in Hondo</i>	<ul style="list-style-type: none"> Text Ch. 9 Text Ch. 10 Reading 3 	Block Teaching
		Assignment: Submit list of team members for Assignment 1		
Thursday 16 April	6pm – 9pm	<ul style="list-style-type: none"> Business Society and Stakeholders Strategic management for corporate stakeholder performance 		Tutorial
Monday 27 April	6pm – 9pm	<ul style="list-style-type: none"> Business ethics Applied business ethics Assignment: Submit Assignment 1 (by email on 18 April) 		Tutorial

Block II

Date	Time	Topics	Readings	Format
Thursday 7 May	6pm– 9pm	External Stakeholder Issues <ul style="list-style-type: none"> • Business, government and regulation • Business influence on government and public policy Case 21 – Sweetener gets bitter reaction	<ul style="list-style-type: none"> • Text Ch. 11 • Text Ch. 12 	Block Teaching
Friday 8 May	6pm – 9pm	External Stakeholder Issues (contd) <ul style="list-style-type: none"> • Consumer stakeholders: information issues and responses • Consumer stakeholders: product and service issues Case 31 – McDonald’s: The coffee spill heard ‘round the world	<ul style="list-style-type: none"> • Text Ch. 13 • Text Ch. 14 	Block Teaching
Saturday 9 May	9am – 6pm	External Stakeholder Issues (cont’d) <ul style="list-style-type: none"> • The natural environment as stakeholder • Business and community stakeholders Case 35 – Little enough or too much?	<ul style="list-style-type: none"> • Text Ch. 15 • Text Ch. 16 	Block Teaching
		Student Presentations Internal Stakeholder Issues <ul style="list-style-type: none"> • Employee stakeholders and workplace issues • Employee stakeholders: privacy, safety and health Case 40– The case of the fired waitress	<ul style="list-style-type: none"> • Text Ch. 17 • Text Ch 18 	
		Internal Stakeholder Issues (cont’d) <ul style="list-style-type: none"> • Employment discrimination and affirmative action Case 43 – Tattoos and Body Jewelry: Employer and Employee rights Summary and exam briefing	<ul style="list-style-type: none"> • Text Ch. 19 	
Thursday 14 May	6pm– 9pm	External Stakeholder Issues		Tutorial
		Internal Stakeholder Issues		Tutorial
Tuesday 2 June	6pm – 9pm	Internal Stakeholder Issues Assignment: Submit Assignment 2 (by email on 3 June)		Tutorial
Saturday 13 June	TBA	2 Hour Examination		Closed Book

Attendance

Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process. For this reason the Business School has decided not to move to online teaching. It is, therefore, important that you attend classes (and be on time).

More formally, the University regulations state that 'to complete a course or unit, students shall attend prescribed classes, lectures, seminars and tutorials'. Students should not expect to obtain approval to miss more than two classes per unit, unless there are exceptional circumstances.

Students should not expect to obtain approval to miss more than two classes per unit, unless there are exceptional circumstances. Only under exceptional circumstances will you be permitted to miss a block session, and additional work would be allocated if permission was granted.

Your tutor has responsibility for the allocation of part of your final grade, so attendance at tutorials is highly advisable, notwithstanding the University regulations.

TEXTBOOKS AND RESOURCES

Recommended/Required Text(s)

Carroll, A. & Buchholtz, A. 2008, *Business and society: Ethics and Stakeholder Management*, 7th Edition, South-Western Cengage Learning, Mason, Ohio.

Additional/Suggested/Alternate Text(s)

1. Friedman, M. 1984, "The social responsibility of business is to increase its profits" in W. Hoffman and J. Moore (eds), *Business ethics: Readings and cases in corporate morality*, McGraw-Hill, New York, pp.126-131.
2. Huehn, M. 2008, "Unenlightened Economism: The antecedents of bad corporate governance and ethical decline", *Journal of Business Ethics*, vol. 81, pp. 823-885.
3. Donleavy, G. Lam, K. & Ho, S. 2007, "Does East meet West in business ethics: An introduction to the special issue", *Journal of Business Ethics*, vol. 79, pp. 1-8.

Software Requirements

Students are expected to have access to word processing software, as well as email and internet services for research and assignment purposes throughout the term.

Additional Resources and Reading Material

Additional readings may be provided in class if required.

Reference List

The following list of books are suggested for further exploration on the subject. These references are provided for your information and are not included in the examinable portion of this unit.

Applied Ethics:

- Boatright, J., 2003, Ethics and the Conduct of Business 4th Edition, Prentice Hall, Upper Saddle River, New Jersey.
- Desjardins, J., 2007, Business Ethics and the Environment, Pearson Prentice Hall, Upper Saddle River, New Jersey.
- Fisher, C. & Lovell, A. 2006, Business ethics and values: Individual, corporate and international perspectives, Prentice Hall, Sydney.

- Friedman, D., 2008, Morals and Markets: An evolutionary account of the modern world, Palgrave MacMillan, New York.
- Lennick, Doug and Kiel, Fred (2005). *_Moral Intelligence: Enhancing Business Performance and Leadership Success_*. Wharton School Publishing. ISBN: 0-13-149050-8
- Shaw, W. Barry, V. & Sansbury, G., 2009, Moral Issues in Business, Cengage Learning, Melbourne.
- Stanwick, P. & Stanwick, S., 2009, Understanding Business Ethics, Pearson Education International, Australia.
- Weiss, J., 2006, Business Ethics: A stakeholder and issues management approach, Thomson South-Western, Australia.
- Zak, P., 2008, Moral Markets, The Critical Role of Values in the Economy, Princeton University Press, Princeton.

- **The Journal of Business Ethics:**
<http://www.springer.com/philosophy/ethics/journal/10551>

- **Business Ethics Quarterly:** <http://www.pdcnet.org/beq.html>

- **Business and Professional Ethics Journal:** <http://www.nlx.com/Journals/bpe.htm>

Websites/Weblog/Webzines:

- **Ethikos and Corporate Conduct Quarterly**
<http://www.singerpubs.com/ethikos/index.html> The newsletter's full title is "ethikos and Corporate Conduct Quarterly," with the subtitle: "Examining Ethical and Compliance Issues in Business." It is a semi-monthly newsletter, 16-pages long, published by Ethics Partners, Inc. The annual subscription rate is \$185, with a discount for universities and government agencies: \$125. Each issue typically contains five stories, ranging from exposés of exemplary ethics and compliance programs at well-known businesses to features focusing on little-known companies or specific topics of interest to a smaller portion of the readership. Andrew W. Singer and Joseph E. Murphy, *ethikos'* co-editors, are well known in the business ethics and compliance community, as is Jeffrey Kaplan, the newsletter's co-publisher and executive editor. Numerous others enhance the newsletter as contributing editors (authors), such as Ed Petry, Jay A. Sigler, Winthrop Swenson, and others.
- **Business in the Community**
http://www.bitc.org.uk/about_bitc/index.html Business in the Community is a membership organisation that mobilises business for good. We are one of The Prince's Charities, and we inspire, engage, support and challenge our member companies to improve their positive impact on society
- **Intelligence Squared, Australian Debate Series**
<http://www.iq2oz.com/> IQ2 provides a forum for debate on the crucial issues of the day – debates that are consistently exciting, witty and provocative .Best of all, you are invited to
- **Chris MacDonald's Business Ethics Blog**
<http://www.businessethics.ca/> Business Ethics is the study of ethical dilemmas, values, and decision-making in the world of commerce. This website is an independent, non-affiliated source of information, authored and administered by business ethics scholar, Chris MacDonald. The daily email by Chris is usually insightful and interesting.

The Inner Journey:

- Johnson, Craig, 2009, Meeting the Ethical Challenges of Leadership: Casting Light or Shadow, Sage Publications, Singapore.
- Palmer, Parker J. 2004, A Hidden Wholeness: The Journey Toward an Undivided Life, John Wiley & Sons, ISBN: 0-7879-7100-6

Approved calculators for examinations

The University only permits the use of calculators in examinations when the calculator has an approved sticker. If the student does not have an approved sticker on their calculator, they will not be permitted to use the calculator. Since this is a University wide policy it is not possible for unit coordinators to grant on the spot exemptions. Calculators can be approved at the Business School Postgraduate Student Centre. Further information is available on the Business School web site, see <http://www.business.uwa.edu.au/studentnet/assessments>.

TEACHING AND LEARNING RESPONSIBILITIES

Teaching and Learning Strategies

This Unit uses a number of different methods in order to accommodate the differing learning behaviours of individual students. Methods may include lectures, article reviews, case studies, role plays, class debates, incident studies, field work and guided discussion. The teaching strategy is designed to provide the variety of experiences needed to understand the complexities of the business environment and the wide choice of information sources available to those who want to study the topics in more detail. While some methods may not appeal to you, you should be prepared to participate in each of them in order to not lose the learning opportunities inherent in their use. Do not let teaching style or method inhibit your chances to absorb the substance of the Unit.

Charter of Student Rights and Responsibilities

This Charter of Student Rights and Responsibilities upholds the fundamental rights of students who undertake their education at the University of Western Australia.

It recognises that excellence in teaching and learning requires students to be active participants in their educational experience. It upholds the ethos that in addition to the University's role of awarding formal academic qualifications to students, the University must strive to instil in all students independent scholarly learning, critical judgement, academic integrity and ethical sensitivity.

Please refer to the guild website the full charter of student rights, located at <http://www.secretariat.uwa.edu.au/home/policies/charter>

Teaching and Learning Evaluation

You may be asked to complete two evaluations during this unit. The Student Perception of Teaching (SPOT) and the Student's Unit Reflective Feedback (SURF). The SPOT is optional and is an evaluation of the lecturer and the unit. The SURF is completed online and is a university wide survey and deals only with the unit. You will receive an email from the SURF office inviting you to complete the SURF when it is activated. We encourage you to complete the forms as your feedback is extremely important and can be used to make changes to the unit or lecturing style when appropriate.

Both SPOT and SURF data are valued by lecturers for the evolution and development of the unit. As stated above, we believe the success of this unit will rest on how relevant it is to students and so your feedback through these processes will be invaluable to us.

Use of Student Feedback

Student feedback is an important factor in reviewing the course each year and I would appreciate your feedback at the completion of the unit.

ASSESSMENT MECHANISM

The Purpose of Assessment

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work then gives you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

Assessment Details Summary

Assessment		Weight
1 (a)	Group Report	20%
1 (b)	Group Presentation	10%
2	Individual Assignment	35%
3	Examination	25%
4	Preparation & Participation	10%

Supplementary exams are not available in this unit.

Assessment Components

Assessment 1

This assignment requires a group written case analysis report and a group presentation. Student groups may choose from Case 1 (Wal-Mart, p.771), Case 22 (Nike, p.845), Case 23 (Coke and Pepsi, P. 855), Case 30 (Firestone & Ford, p.883), or Case 38 (Wal-Mart, p.913). The two components cover all five broad learning outcomes for the unit.

Your **report** should begin with a paragraph or two (maximum 1 page) to introduce the organisation and the issues, and then go on to answer the questions posed at the end of the case. Finally you should provide one or two paragraphs summarising your conclusions regarding the case (maximum 1 page). Your grade will be based on how well each question is answered in regard to comprehension of the situation, the use and analysis of evidence and logic to justify your answers, and the persuasiveness and readability of your writing. Some additional guidelines on case analysis are provided on page 770 of your text. Your report should be professionally presented using standard MS Word margins and 1½ line spacing. Please provide a word count. You will be penalised *pro rata* for excessive length. A marking guide for this assignment is on the following page.

Your **presentation** should briefly describe the issues covered in the case, but should be primarily focused on your interpretation of the events, your recommendations for resolving the issues, and the insights and learning you obtained from your case analysis. Use of PowerPoint or overhead transparencies is optional, but your presentation must be structured and informative. You should also be prepared to answer questions from the instructor and other students. Please provide the instructor with a copy of any slides you use in your presentation, as they will be used in determining your final grade for the assignment. You should practice your presentation at least once to ensure that you stay within the allowable time.

Students will be responsible for forming their own teams of 3 to 5 members, and submitting the team list to the instructor either in class or via email by the due date. Students will receive peer evaluations from other team members, and the individual's project grade may be adjusted up or down based on those evaluations.

In order to have assignments marked prior to the second set of block teaching seminars, students should send an electronic copy of their paper to the instructor in Perth by the due date.

Word Limit for Report: 4,000 words
Time Limit for Presentation: 15 minutes

GROUP ASSIGNMENT CASE ANALYSIS FEEDBACK SHEET							Mark
Introduction							
• The business is clearly described	HD	D	CR	P	N+	N	
• Relevant stakeholders are identified	HD	D	CR	P	N+	N	
• Relevant features of the social, political and natural environment are identified	HD	D	CR	P	N+	N	
• Observations are clearly distinguished from facts	HD	D	CR	P	N+	N	/10
Answers to individual questions							
• Analysis is methodical	HD	D	CR	P	N+	N	
• Analysis is logical	HD	D	CR	P	N+	N	
• Analysis is objective	HD	D	CR	P	N+	N	
• Assertions are supported by evidence/reasoning/reference	HD	D	CR	P	N+	N	
• The explanation makes sense	HD	D	CR	P	N+	N	
• Argument is convincing	HD	D	CR	P	N+	N	
• Sources are correctly cited throughout and reference list of correctly formatted references provided	HD	D	CR	P	N+	N	/80
• Sources are correctly cited throughout and reference list of correctly formatted references provided	HD	D	CR	P	N+	N	/80
Conclusions							
Summary of key findings from the analysis:							
• Clarity	HD	D	CR	P	N+	N	
• Adequacy	HD	D	CR	P	N+	N	/10
OVERALL TOTAL MARK							/100
Comments							

Assessment Criteria

Assessment 2

You have a choice for the second assignment. You can **either** conduct an environmental scan of your own organization **or** you can prepare a digest of current research on a topic of your choice relevant to this unit. Whichever option you choose, this assignment must be completed individually.

Option 1

Environmental Scan for Your Organisation

The purpose of this assignment is to engage you in developing and using a descriptive and analytic framework to conduct a preliminary exploration of the environment in which your organisation operates and a preliminary analysis of the implications for your business. It relates to the third, fourth and fifth of the five broad learning outcomes for the unit.

- Your scan should include description and analysis of matters such as Public policy issues: what they are and their implications for the way you conduct your business
- Stakeholders: who they are, their views and expectations of the industry (sector) and the organisation, and the implications for the way you conduct your business especially in regard to:
 - Social Responsibility: how does your board/management define/view this and how does that compare with the views of the community/communities in which you operate; what is the degree of alignment between organisation and community views, and what are the implications for the way you conduct your business
 - Environmental Responsibility: how does your board/management view this and how does that compare with the views of the community/communities in which you operate; what is the degree of alignment and the implications for the way you conduct your business

Your submission should be structured into three sections:

1. Observations and Description of

- The business
- The environment/s in which it operates
- Stakeholders and their views, expectations, importance, resources etc

You should draw on (and reference) internal company documents, newspaper, magazine and web articles, your text and the assigned readings for this section of your paper.

2. Reflection and Preliminary Analysis of what this means for the way in which you do business – the degree of awareness/understanding, alignment, collaboration/competition, goodwill/antipathy, trust/distrust etc and the potential risks/costs/benefits in addressing/ignoring them.

This section should contain your thoughts and feelings about these matters as well as your analysis. You should draw on (and reference) relevant material in your text and other relevant literature to support your assertions and reasoning in the analysis.

3. Your Conclusions as to the key social, political and environmental issues confronting your business. These conclusions should be based on/supported by your analysis in the previous section and should contain no new material.

Word Limit:

2,500 words

ENVIRONMENTAL SCAN FEEDBACK SHEET						
Observations & Description						
• The business is clearly and comprehensively described	HD	D	CR	P	N+	N
• Internal and external stakeholders are clearly identified	HD	D	CR	P	N+	N
• The views and expectations of the stakeholders are clearly described	HD	D	CR	P	N+	N
• Relevant features of the social, political and natural environment are identified	HD	D	CR	P	N+	N
• Material is organised in a logical manner	HD	D	CR	P	N+	N
• Sources are correctly cited throughout	HD	D	CR	P	N+	N
• Argument is supported by evidence/references/reasoning	HD	D	CR	P	N+	N
• Observations are clearly distinguished from facts	HD	D	CR	P	N+	N
Analysis						
• An analytic framework is clearly described	HD	D	CR	P	N+	N
• The analytic framework is explained	HD	D	CR	P	N+	N
• The explanation makes sense	HD	D	CR	P	N+	N
• Analysis is methodical	HD	D	CR	P	N+	N
• Analysis is logical	HD	D	CR	P	N+	N
• Analysis is objective	HD	D	CR	P	N+	N
• Assertions are supported by evidence/reasoning/reference	HD	D	CR	P	N+	N
• Analysis is convincing	HD	D	CR	P	N+	N
• Sources are correctly cited throughout and reference list of correctly formatted references provided	HD	D	CR	P	N+	N
Conclusions						
Summary of key findings from the analysis:						
• Clarity	HD	D	CR	P	N+	N
• Adequacy	HD	D	CR	P	N+	N
OVERALL TOTAL MARK						/100%

Comments

Option 2

Compile a Research Digest on a topic of your choice relevant to this unit

This assignment relates to the third and fourth of the five broad learning outcomes of the unit. In particular, it builds on and extends your ability to research and analyse the business environment. By completing this assignment, you will demonstrate that you are able to:

- define a topic of interest and concisely explain its relevance and significance to managers of contemporary organisations;
- find information and commentary on the defined topic in academic journals and more general media;
- summarise relevant content from academic articles and general commentary;
- critically appraise the material you have found and summarised;
- identify common themes and conflicting viewpoints in the material and explain their significance for managers in contemporary organisations.

Digest Content

The digest should include an introduction, details of your search strategy, summaries and critical evaluations of **five items**, a conclusion, a reference list, and an appendix containing the first page of each item selected. My preference for the appendix is that you would scan each page and submit them as a PDF document. An acceptable alternative would be to provide a link to a web page where the article can be viewed. Word limits apply to each section of your paper.

The items you select must include in-depth analysis or comment on issues related to the topic, rather than just factual information. Your selection **must include**

- at least **two articles from peer-reviewed academic journals**
- at least **two articles from non-academic publications.**
- **another item** selected from **either** an academic journal or a non-academic publication.

Your paper should be constructed as follows:

Introduction - (maximum 300 words)

The introduction should identify and define the topic you have selected, and provide a short explanation of its relevance and significance. It should also define the scope of the topic for the purposes of the assignment. You might choose to consider your topic from a broad or narrow perspective. For example, if the topic selected is social responsibility the scope might be restricted to responsibility in regard to the organisation's own members and their immediate families or you might choose to look at responsibility to people in the broader community. An example of the former might be to seek out material on corporate approaches to employee health and well being, while the latter approach would be to seek out material on corporate approaches to community health and well-being.

If you chose a very broad perspective, the introduction might read along the following lines. Please note that the following example is for illustrative purposes only. It deliberately does not address a topic covered in this unit:

Introduction

This paper relates to organisational culture, a concept that has been defined in a number of different ways. The definition proposed by Schein (1985) is widely accepted, as it provides insights into how culture is formed and why it has a strong influence on behaviour in organisations. Schein (1985 p.9) defined culture as:

'A pattern of basic assumptions - invented, discovered or developed by a given group as it learns to cope with its problems of external adaptation and internal integration - that has worked well enough to be considered valid and, therefore, to be taught to new members of the group as the correct way to perceive, think and feel in relation to those problems.'

The basic survival tasks of any group are to adapt to the external environment and to integrate internally, for if a group does not integrate it will disintegrate. The recent demise of organisations such as HIH Insurance, Ansett and ENRON has provided good examples of groups experiencing problems with their culture. It seems that the basic assumptions held by members of sub-groups within those organisations were creating behaviours likely to substantially damage the organisations. These examples underline the importance of culture to organisational performance. The significance of culture to the survival of an organisation makes it an important subject of study for managers and academics alike.

In considering the significance of organisational culture, I have chosen to look at the subject in a very broad context. Not only is culture relevant to all organisations and groups, but also organisations can draw useful lessons from the experience of a wide range of others. The issues and difficulties involved in managing and maintaining culture are not specific to any particular industry or organisation.

Two aspects of the introduction will be considered in assessment of your assignment. These are the definition of the topic (including any key terms) and scope; and your explanation of the topic's significance to managers. These are equally weighted.

Search Strategy - (maximum 300 words)

The strategy used should enable you to find high-quality, relevant material on the topic. Do not select articles only on their length. I expect that you would use several approaches – perhaps a number of key word searches across several databases, and a search of recent editions of several journals specifically relevant to your topic. You may also use strategies such as consulting the Social Sciences Citation Index to find articles that refer to works that you believe are particularly significant or interesting. Below is an example of part of a possible search strategy. Again, please note that this example is provided for illustrative purposes only, and does not match the menus or options in the UWA Library website:

Search Strategy

From the UWA library web site, I selected the 'Information Toolbox', then resources for 'Business and Economics'. In PROQUEST 5000 I selected the current database (1999 to present), then searched in 'citations' and 'abstracts', stipulating full text and peer-reviewed articles only. I first searched using the key word 'culture' in the basic search option, but this returned over 10,000 results. I narrowed the search using the key words 'Schein' 'organization' and 'culture' in the guided search option. This search returned nine articles. Four articles seemed relevant, based on their titles and the journals concerned. I investigated them by reading the abstracts and skimming the full text. Two items were found to have limited relevance to my topic. One item (Sims, 2000) was selected for inclusion in the digest.

Two aspects of your search strategy are relevant, and equally weighted, in the assessment of your work. The two aspects are the variety of approaches you use and the way in which you discriminate in the selection of items for inclusion in your digest.

Digest- (maximum 400 words in total per article)

AVOID QUOTATIONS FROM THE ARTICLE TEXT, ABSTRACT OR CONCLUSIONS IN THIS PART OF THE ASSIGNMENT.

You should identify then summarise each item, focussing on aspects relevant to your topic. You should then provide a brief critical evaluation of the item. This evaluation should make clear the reasons why you believe the article is useful in understanding the topic you have selected. It should also point to the strengths, weaknesses and any inconsistencies in the author's assumptions, methodology or conclusions. It should not include further summary of the article content.

An example, again for illustrative purposes only, is:

Item 1

Sims, R. 2000, 'Changing an organization's culture under new leadership', *Journal of Business Ethics*, vol.25, pp. 65-78.

Summary

This article describes the cultural transformation achieved at Salomon Brothers under the stewardship of Warren Buffett in the early 1990's. Salomon's survival was threatened by disclosures of illegal bidding in bond tenders. Unethical and illegal behaviour were endemic in the firm. An organisational culture that emphasised short-term results and focused on ends rather than means was a significant part of the problem. The article examines Buffett's actions based on Schein's (1985) five primary mechanisms for embedding and reinforcing culture. The author notes that reforming the system for allocation of rewards was difficult and perhaps counter-productive, and that introducing new criteria for selection and dismissal produced mixed results. The author concludes that Buffett achieved clear positive effects on Salomon Brothers' culture through the mechanisms of attention, reactions to crises and role modelling.

Critical Evaluation

Although the primary focus of this article is on ethical behaviour, it makes a useful contribution to the literature on organisational culture by making the link between cultural assumptions and employee behaviour. The article is valuable because it shows that managers need to monitor and manage their own behaviours if they hope to influence the behaviour of others and emphasises the importance of leader behaviour in the formation and maintenance of organisational culture. It also provides a good example of the application of the analytical framework it employs. While Sims is generous with his praise for Buffett, there are some inconsistencies in his analysis and conclusions. For example, he points to the success of Buffett's efforts to change the culture, but also notes that it was not possible for planned change to occur because of the need for quick action. If favourable outcomes were not

planned, perhaps they were the result of other factors, and can not definitely be attributed to Buffett's actions.

Conclusion - (maximum 400 words) 8 marks

This section should compare and contrast themes or ideas common to the five articles; draw some general conclusions about the topic; and discuss implications for managers arising from your conclusions. Those three aspects of the conclusion will be equally weighted and considered in assessment of your assignment.

Presentation

Presentation has two major elements, best summarised as setting out and style.

Setting out concerns the way in which you use headings, page breaks, paragraphs, spacing and the like to make your paper reader-friendly; and whether or not your paper contains all elements of the assignment. Good setting out will make it easy for the person who is assessing your paper to confirm that you have fully completed the assignment and to apply each aspect of the assessment criteria in the marking keys.

Style includes such things as vocabulary, fluency, clarity of expression, grammar, punctuation and spelling. The general style used should be appropriate to the academic context.

Reference List

A reference list containing all items cited in the body of the assignment, and should be included at the end of the paper. All sources, including the items in the digest, should be listed using the Harvard Referencing System. This is an important aspect of the mark for presentation.

Reference list for the examples given above:

Schein, E. H. 1986, *Organizational Culture and Leadership*, Jossey-Bass, San Francisco.
Sims, R. 2000, 'Changing an organization's culture under new leadership', *Journal of Business Ethics*, vol.25, pp. 65-78.

Appendix

An appendix containing a copy of the first page of each article (including the abstract) should be attached.

Marking Key

The marking key and feedback sheet for this assignment is shown below.

RESEARCH DIGEST FEEDBACK SHEET							
Introduction							
• Definition of topic and key terms	HD	D	CR	P	N+	N	
• Significance to managers	HD	D	CR	P	N+	N	
Search Strategy							
• Variety of reasonable approaches	HD	D	CR	P	N+	N	
• Discrimination in selection	HD	D	CR	P	N+	N	
Articles							
Item 1							
• Summary	HD	D	CR	P	N+	N	
• Critical evaluation	HD	D	CR	P	N+	N	
Item 2							
• Summary	HD	D	CR	P	N+	N	
• Critical evaluation	HD	D	CR	P	N+	N	
Item 3							
• Summary	HD	D	CR	P	N+	N	
• Critical evaluation	HD	D	CR	P	N+	N	
Item 4							
• Summary	HD	D	CR	P	N+	N	
• Critical evaluation	HD	D	CR	P	N+	N	
Item 5							
• Summary	HD	D	CR	P	N+	N	
• Critical evaluation	HD	D	CR	P	N+	N	
Conclusion							
• Discussion of themes and ideas	HD	D	CR	P	N+	N	
• General conclusions	HD	D	CR	P	N+	N	
• Implications for managers	HD	D	CR	P	N+	N	
Conclusions							
• Setting out	HD	D	CR	P	N+	N	
• Style	HD	D	CR	P	N+	N	
• Reference list complete	Y	N					
• First page of all articles attached	Y	N					
OVERALL TOTAL MARK							/100%

Comments

Final Exam

The examination may include any topic covered in the unit. The examination will consist of case studies or short questions, each requiring synthesis, analysis, explanation or recommendations. The paper will offer a degree of choice appropriate for graduate students.

Submission of Assignments

In order to have assignments marked prior quickly, students should send an electronic copy of their paper to the instructor in Perth by the due date.

Late assignments will attract a penalty of 5% per day. This penalty will be waived by the lecturer only in exceptional circumstances. No marks will be awarded to assignments submitted after other students in the class have had their assignments returned.

Papers of excessive length will also attract a penalty. The penalty will be 5% for each 300 words, or part thereof, over the word limit.

Assignments will be returned in class or via the administrative staff. It is the intention that the marked assignments will be returned within two weeks of submission.

Please remember to attach an Assignment Cover Sheet to the front of your assignment. You can download and print your Assignment Cover Sheet from the StudentNet web page <http://www.business.uwa.edu.au/studentnet/assessments>

All cover pages printed from this website contain a barcode unique to each student. Once submitted through the pigeon hole at the Postgraduate Student Centre, the barcode will be scanned and recorded electronically. An automatic email will be sent to your UWA email address, notifying you that your assignment has been submitted and recorded successfully. If you do not receive this acknowledgement email, please contact the Student Centre (email studentcentre-pg@biz.uwa.edu.au ph 6488 3980).

Note: All assignments submitted through the pigeon hole at the Student Centre must have a cover sheet containing a barcode attached. Use of the barcode cover sheet is not necessary if you submit your assignment electronically or hand it directly to your lecturer in class.

Late assignments will attract a penalty of 5% per day. This penalty will be waived by the lecturer only in exceptional circumstances. No marks will be awarded to assignments submitted after other students in the class have had their assignments returned.

Papers of excessive length will also attract a penalty. The penalty will be 5% for each 300 words, or part thereof, over the word limit.

Assignments will be returned in class or through the Postgraduate Student Centre.

It is the intention that the marked assignments will be returned within two weeks of submission.

The Standard of Assessment

The Business School must ensure that the processes of assessment are fair and are designed to maintain the standards of the School and its students. The School follows the University of Western Australia's grading system.

HD (Higher Distinction)	80-100%
D (Distinction)	70-79%
CR (credit Pass)	60-69%
P (Pass)	50-59%
N+ (Fail)	45-49%
N (Fail)	0 -44%
FC (Failed component)	

The School awards marks leading to these grades by using the following general criteria which are presented here as an indication of the School's expectations. These general criteria may be supplemented by specific standards provided with regard to a particular assignment.

- HD The student has a clear understanding of theory, concepts and issues relating to the subject and is able to adopt a critical perspective. The student is able to clearly identify the most critical aspects of the task and is able to offer a logically consistent and well articulated analysis within the analytical framework presented in the course. The student is able to draw widely from the academic literature and elsewhere, but maintains relevance.
- D The student has a clear understanding of theory, concepts and issues relating to the subject. The student is able to develop an analysis of an issue using the analytic framework presented in the course and is able to identify and evaluate the critical issues. The student is able to draw upon relevant academic and other material.
- CR The student demonstrates an understanding of the analytic framework developed in the course and a partial understanding of concepts and issues. The student is able to identify some key issues and is able to present a logical discussion, but with some conceptual errors or gaps between analysis and conclusions shortcoming. The student is able to draw upon an adequate range of references and other materials.
- P The student generally takes a descriptive rather than analytic approach to the subject. The student is able to demonstrate some understanding of the issues involved but does not demonstrate the ability to apply the analytical framework which had been developed in the course. Draws primarily upon course materials for referencing.
- N+ The student is unable to demonstrate that he or she understands the core elements of the subject matter. The student is able to provide some insight into issues but misapplies analytic framework developed in the course, omitting key factors and, for example, drawing conclusions which are not related to the preceding discussion.
- N The student is unable to demonstrate any understanding of the subject matter. Material presented for assessment is unrelated to course framework and shows no effort to identify or address critical aspects of the topic.
- FC Failure of the unit due to failure to complete an identified essential assessment component.

The scaling of marks to ensure comparability between classes is an acceptable academic practice. The Business School and Board of Examiners has the right to scale marks where it is considered necessary to maintain consistency and fairness.

Special Consideration and Deferred Exams

If something exceptional and beyond your control has interfered with your ability to study in the normal way you should consider completing an application for special consideration. The forms can be obtained at the Postgraduate Student Centre or from the Student Administration website <http://www.studentadmin.uwa.edu.au/welcome/forms>

In exceptional circumstances you can also apply for a deferred mid-semester exam or a deferred end of semester/trimester exam within three (3) university working days from the date of the exam. Application forms can be obtained at the Undergraduate or Postgraduate Student Centres.

A student may be granted a deferred examination in one or more of their units if the Sub-Dean of the UWA Business School is satisfied that on the basis of medical or other exceptional reasons the candidate was either:

- substantially and unusually hindered in their preparation for an examination; or
- unavoidably absent from or unable to complete an examination.

Further information concerning Special Consideration and Deferred Examinations is available on the Business School website <http://www.business.uwa.edu.au/studentnet/assessments>

Ethical Scholarship, Academic Literacy and Academic Misconduct

Ethical Scholarship is the pursuit of scholarly enquiry marked by honesty and integrity.

Academic Literacy is the capacity to undertake study and research, and to communicate findings and knowledge, in a manner appropriate to the particular disciplinary conventions and scholarly standards expected at university level.

Academic misconduct is any activity or practice engaged in by a student that breaches explicit guidelines relating to the production of work for assessment, in a manner that compromises or defeats the purpose of that assessment. **Students must not engage in academic misconduct.** Any such activity undermines an ethos of ethical scholarship. Academic misconduct includes, but is not limited to cheating, or attempting to cheat, through:

- collusion
- inappropriate collaboration
- plagiarism (see more details below)
- misrepresenting or fabricating data or results or other assessable work
- inappropriate electronic data sourcing/collection
- breaching rules specified for the conduct of examinations in a way that may compromise or defeat the purposes of assessment.

Penalties for academic misconduct vary according to seriousness of the case, and may include the requirement to do further work or repeat work; deduction of marks; the award of zero marks for the assessment; failure of one or more units; suspension from a course of study; exclusion from the University; non-conferral of a degree, diploma or other award to which the student would otherwise have been entitled. Refer to the Ethical Scholarship, Academic Literacy and Academic Misconduct and individual Faculty policies. For further information on the rules and procedures in respect of appropriate academic conduct you should visit:

http://www.teachingandlearning.uwa.edu.au/tl4/for_uwa_staff/policies/student_related_policies/academic_conduct

Academic Conduct Essentials (ACE)

All newly enrolled students in Postgraduate programs are required to complete a short compulsory online module called *Academic Conduct Essentials (ACE)* within the first 10 weeks of trimester/semester. ACE introduces students to essential knowledge regarding ethical scholarship, helps prepare them for the expectations of their university career and informs them of correct academic conduct.

The unit can be accessed via WebCT (<http://webct6.uwa.edu.au>). The unit quiz must be completed with a mark of 80% or greater. Students may attempt the quiz as many times as they wish to gain the required pass mark. Completion of the unit will be recorded as an Ungraded Pass (UP) on students' academic records. Non-completion (NC) within the required timeframe will also be documented on formal academic records. More information on ACE is available at <http://ace.uwa.edu.au>

Acknowledging sources of information

In the course of your individual and team work assignments, you will encounter ideas from many sources. These will include journal and newspaper articles, commentaries, books, web sites and other electronic sources, original case sources, lecture materials. All assignments that you submit **must** acknowledge all the different sources you have used. Not to acknowledge your sources is plagiarism, a form of dishonesty. Plagiarism is the misappropriation of the work or ideas of others and presenting them as your own. This is reprehensible from both an ethical and legal viewpoint. Neither the School nor the University accepts ignorance or the fact that a student's previous acts of plagiarism had been undetected as a defence.

In order to avoid engaging in plagiarism it is **your** responsibility to acknowledge all of your sources in any work submitted for assessment and it is essential that you reference the work of others correctly. Where you quote directly from a source, you must ensure that any direct quotations are placed in quotation marks and are fully referenced. Even when you do not quote directly and are just referring to or expanding on the work of others, you must still acknowledge the sources of your information and ideas. Close paraphrasing in which you change a few phrases around, leave a clause out of a long sentence or put the original sentences in a different order is still plagiarism. To mark words as a quotation the entire text that has been copied should be enclosed within the quotation marks. If the copied text is four or more lines in length, it may be more appropriate to set it as a separate and indented paragraph. Each time that text is copied, the source must be acknowledged with a reference citation, including the page number.

Advice on proper referencing is given below. If you have any doubts concerning appropriate referencing formats or how to acknowledge the work of others correctly, you should seek the advice of your lecturer.

The UWA Business School has the following regulation on Plagiarism:

"The Faculty will promote the highest levels of probity and honesty amongst students and will provide instruction on ethical conduct. By submitting assignments and other work for assessment, students acknowledge Faculty's duty to guard against plagiarism, including by electronic means such as Turnitin or Mydropbox. A lecturer may require students submitting written or electronic work to sign a Plagiarism Declaration Form indicating that the work is original."

Referencing

It is important that the referencing of any sources used in your written work is done properly, if only to substantiate the points you are making in your assignment or project. The Harvard style is the preferred and there are some notes for guidance which have been prepared by the library staff: 'Citing your Sources Harvard Style'

www.library.uwa.edu.au/education_training_and_support/guides/how_to_cite_your_sources/citing_your_sources_-_harvard_style

EndNote is a really good system for building up a database of references. Not everyone will want to invest the time in using this system but you should consider it if you intend to build up resource materials or plan to undertake extensive research in a particular area. The library staff have also developed a tutoring package: 'A Quick Guide to Using EndNote' which provides the basics for using EndNote with an essay

http://www.library.uwa.edu.au/education_training_and_support/guides/endnote

This is linked to the 'How to Use EndNote' page

http://www.library.uwa.edu.au/education_training_and_support/guides/endnote/endnote_manuals which provides more comprehensive information.

Taping of Lectures

Postgraduate classes are not usually recorded, however if you do wish to tape record a lecture, then as a matter of courtesy you should obtain the permission of the lecturer first.

Appeals Against Academic Assessment

In the first instance, students are strongly advised to talk informally to the lecturer about the grade awarded. The University provides the opportunity for students to lodge an appeal against any mark which he or she feels is unfair. Any student making an appeal is under an obligation to establish a prima facie case by providing particular and substantial reasons for the appeal. It is recommended that students contact the Guild Education Officers to aid them in the appeals process.

There is a 20 day time limit for making any such appeal. An appeal against academic assessment may result, as appropriate, in an increase or decrease in the mark originally awarded. The University regulations relating to appeals and the form on which the appeal should be lodged can be found at

<http://www.secretariat.uwa.edu.au/home/policies/appeals>

Student Guild contact details

The University of Western Australia Student Guild
35 Stirling Highway
Crawley WA 6009
Phone: (+61 8) 6488 2295
Facsimile: (+61 8) 6488 1041
E-mail: enquiries@guild.uwa.edu.au
Website: <http://www.guild.uwa.edu.au>