

B3 Business ethics – Solutions

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- a integrative, as the commercial activity is oriented around service to society, independent of profit opportunities
- b charitable, as immediate profit maximization is the main goal and providing a portion of the profits to good causes comes second
- c instrumentalist/charitable, as “do good” is not most important for its own sake but contributes to a positive image when the enterprise works to “talk about it!”
- d instrumentalist, as moral behavior is seen not as an end in itself but as an object (investment) to remain in the society
- e instrumentalist, as moral behavior is seen not as an end in itself but as a means for acquiring capital

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- a Ethics and business are incompatible, much like a ski lift does not belong in East Friesland. Moreover, one cannot prohibit the maximization of economic profit, just like one cannot forbid locusts to eat.
Hinrichs regards ethics as incompatible with commercial activities, as constraint and as something useless.
- b Commercial activity and ethics are not a matter of “either/or” but of cooperation. It is through commercial activity that value should be created. However, ethics raises the question of what value should be created and for whom, to what extent and according to what priorities. In this case, the realization of investor profits represents an important value in business decisions – but not the only one. The question of what is reasonable for an enterprise that must hold its ground in market-based competition is valuable. To return to the example: Locusts acting in an ethical manner would not abstain from eating. They would, however, take into account the legitimate claims of other animals for nourishment when deciding.

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- a The enterprise opts to dispose of toxic solvents in the lake. It justifies this decision by focusing on profit maximization as the only relevant maxim. The enterprise feels that it is obliged only to investors and therefore chooses the cheaper disposal alternative.
- b The enterprise opts to dispose of toxic solvents in the lake. It bases this decision on the weak power that the fishermen and the environmental protection association hold over the enterprise, as well as the demand that the enterprise make a profit while disposal in the special waste landfill has cost consequences for the enterprise.
- c The enterprise opts to dispose of the toxic solvents in the hazardous waste landfill. It bases this decision on the legitimate claims of the fishermen and the general public on healthy fish as well as the demands of the environmental protection association and the population for an intact environment. These claims are more highly valued by the enterprise than the additional costs of fee-based disposal.

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a Stakeholder(s)	b Type of relevance	c Measures
<p>Teaching staff Students Parents</p> <p>The stakeholders have significant influence on the school itself but can also be influenced by the school. There is a mutual dependency.</p>	A	<p>The school should work toward an open communications and information policy for both stakeholders. In addition, these two groups should be as involved as possible in what goes on at the school.</p> <p>Teaching staff:</p> <ul style="list-style-type: none"> - Decision-making power (teachers' organization) - Staff meetings - Freedom in the design of instruction <p>Students:</p> <ul style="list-style-type: none"> - Student organization - Have a say in the drafting of examination regulations - Student newspaper - Regular student surveys (course evaluations, satisfaction with the cafeteria, general atmosphere, etc.) - Extracurricular activities (theater, choir, orchestra, etc.) - Free choice of project and special weeks <p>Parents:</p> <ul style="list-style-type: none"> - Parents' nights - Open house - Invitations to extracurricular activities at the school
<p>Nation/canton</p> <p>This stakeholder has the power on its side and therefore has a huge impact on the school.</p>	B	<p>This stakeholder demands from the school accountability for its activities. Close collaboration with the education department is recommended.</p>
<p>Other employees at the school, such as janitors</p> <p>This stakeholder depends on the school.</p>	C	<p>These workers should be informed and involved.</p> <ul style="list-style-type: none"> - Participation in the use of areas - Create house rules
<p>Other public education institutions</p> <p>No school is critically dependent on another school. The competition is low.</p>	D	<p>Exchange of information and opinions</p>

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a Strategic-stakeholder concept

Criterion	Reason
Employee productivity	Significant contributor to current enterprise value added
Employee know-how and ability	Significant contributor to current enterprise value added
Employee development potential	Expected to be a significant contributor to enterprise value added in the future
Employee mobilization potential (close contacts with trade unions, possibility of stirring up other employees against management)	Employee power or influence potential, which could pose a serious problem to the enterprise

b Normative-critical stakeholder concept

Criterion	Reason
Past performance	Not only the current or future performance but the past performance of persons whose performance has been declining (e.g., due to age or illness) should be considered.
Presence of a second income through life partner	Testing the existential reasonableness of dismissal
Opportunity to find a new job elsewhere	Setting the goal that all previous employees have or find a new job
Ability to educate or retrain themselves	Setting the goal that all previous employees have or find a new job
Mental stability	Testing the psychological reasonableness and "ability to handle" a dismissal
Effects on third parties (such as family)	Testing the impact of a dismissal on other affected persons

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a Individual solutions. Suggestion:

Apart from general school rules, we would act as snackbar operators according to the following principles:

Careful supplier and product selection

When selecting our suppliers and their products, we look, for environmental and social reasons, for the shortest possible transport routes and biological products from fair trade. In addition, the snackbar will add no additional garbage to the playground.

No discrimination

In the service of our customers, we will make sure to treat all customers equally, regardless of their appearance, nationality, age or gender. Any student who was here first will be served first. The prices are the same for all students. There are no friendship discounts. The non-discrimination principle also applies to the selection of the students who will run the snackbar.

No corruption

We will accept no gifts that are linked to the expectation of cheaper delivery of our products.

b Individual solutions. Suggestion:

- Include the Code of Conduct on the website/intranet
- Hang the Code of Conduct in the school building
- Make the Code of Conduct part of contracts with employees and suppliers
- Violations of the Code of Conduct must be able to be directly reported the snackbar operators

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Individual solutions. Suggestion:

- Pay attention to origin: Locally manufactured products have shorter transport routes and are, in the case of foods, seasonal (example: You cannot buy Swiss strawberries at Christmas, only those imported from South Africa).
- Buy organic products: Organic products, such as fruits, vegetables and cotton, are produced in a way that is more environmentally friendly than conventional products.
- Buy fair trade products: Producers of fair-trade goods pay attention to the social sustainability of their businesses. The additional cost of fair trade products is beneficial to suppliers in the production countries.

These measures will help to enlarge the market share of sustainably produced goods: The greater the demand for such products, the greater the incentive for companies to consider social and environmental criteria when selecting their product ranges.