Honest Work 4th edition Ciulla Test Bank

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Instructor's Manual and Test Bank to Accompany

Honest Work: A Business Ethics Reader, Fourth Edition

Joanne Ciulla, Clancy Martin, and Robert Solomon

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Preface

This *Instructor's Manual* is provided for use in conjunction with *Honest Work*, Fourth Edition, edited by Joanne B. Ciulla, Clancy Martin, and Robert C. Solomon. The *Instructor's Manual* summarizes each chapter and selection. A test bank is also provided with sample test questions for each chapter.

For each of the fifteen chapters of the textbook, this *Instructor's Manual* includes a brief summary, several goals for the students, ten essay and discussion questions designed to encourage students to think more deeply about the material, and a bank of multiple-choice, true/false, and fill-in-the-blank test questions and answers. The instructor will note that the test questions are focused on the more technical readings in the chapter and more lightly on the cases. Each chapter of the *Instructor's Manual* concludes with a collection of recommended additional readings and Internet resources. The *Manual* is accompanied by several sample syllabi that can be adapted to suit the instructor's needs.

Chapter 1 touches on everyday ethical problems in the workplace, including how we treat coworkers, workplace freedom, responding to ethical transgressions, discrimination, and the responsibilities of an employer toward employees.

Chapter 2 focuses more specifically on issues of honesty and trust, such as the role of bluffing in business. Is bluffing an expected, even desirable, part of the business game? Under what circumstances is secrecy appropriate? What is trust, and what does it take to establish, preserve and restore it?

Chapter 3 examines the moral problems involved in accounting and investment, introducing the ideas of managed earnings and other "creative" accounting techniques. Moral issues around the stock market are also addressed, including how much risk investors should be asked—or allowed—to take. The financial crash of 2008 is examined and explored.

Chapter 4 considers issues of fairness and justice, asking questions of where wealth goes in our society and why. Why should we care about justice, and what would a just arrangement of wealth be? As businesspeople, is poverty something we should care about?

Chapter 5 discusses the controversy over whether businesses should have social responsibility. On one side, some believe that a business's only responsibilities are to obey the law and to be profitable. On the other side, many argue that a business must also consider the interests of employees, customers, suppliers, and the local community.

Chapter 6 explores the new ethical problems resulting from advancing technology. For example, the free exchange of information over the Internet can create moral problems if not thoughtfully handled.

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Chapter 7 is focused on sales, marketing, and advertising. Advertising not only shows us products that meet needs we already have, but also creates desires that we did not have previously. Is this a moral issue? Should advertising be more regulated?

Chapter 8 is concerned with product safety and liability. It is hard for us to calculate risk. Are tort law, a proliferation of lawsuits, and expensive liability insurance the best ways for us to deal with risk? The chapter includes articles focused on famous past cases (e.g., the case of the Ford Pinto) and emerging cases (who should be held liable if a driverless car injures someone).

Chapter 9 addresses whistle-blowing and company loyalty. When is whistle-blowing appropriate, and when do employees have a duty of loyalty to their employers? More generally, what is loyalty, and why do we cheat?

Chapter 10 considers issues raised by doing business globally. Different cultures have different ethics, and the businessperson may be torn between doing things the way they are done locally versus the way they are done "back home." In cases of corruption, sweatshop labor and human rights violations, these issues can become especially intense and difficult.

Chapter 11 deals with moral duties to the environment. Should political and business decisions be made purely with regard to economic impact? Do businesses have a special duty to conserve resources or to avoid polluting? Do nonhuman animals have moral status businesspeople should take into account?

Chapter 12 addresses problems related to leadership. What is good leadership? Can good leaders be both effective and morally good? Why do so many leaders fall into moral pitfalls once they are successful and powerful?

Chapter 13 explores the ethics of corporate governance. Some CEOs now see themselves as the sole rulers of powerful corporations, with no checks to their power. What are the proper roles of the CEO and the board of directors? Can employees have a greater voice in corporate decision making?

Chapter 14 takes a broader view of business ethics, asking big questions about capitalism and the free market. What role should the government take with regard to the market? Are capitalism and democracy compatible in principle? In practice? What is capitalism doing to our culture?

Chapter 15 considers the broader issue of the "good life." Many students taking a business ethics course may plan on a career in business soon. How will they balance their wants, needs, and values to figure out what they really want in life? How will they define success? How will they find meaning in their careers?

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Chapter 1
On the Job: Everyday Ethics at Work

Chapter Summary and Goals

Chapter 1 takes a close look at the problems posed by the real places we work. We all spend much of our waking lives in workplaces where we cultivate friendships (and, sometimes, enemies), develop shared responsibilities, make promises, and keep (or fail to keep) important commitments. What is the moral nature of the workplace?

Joanne B. Ciulla opens the chapter by discussing the need to treat people fairly and with respect in the workplace. Respect for our fellow humans is a basic ethical principle, but the work context can create some unique and difficult ethical problems.

Norman E. Bowie continues by explaining the Enlightenment German philosopher Immanuel Kant's notion that persons should always be treated as "ends in themselves." Because people are the source of moral authority, Bowie argues, they should be treated with respect at all times. One way to understand what it means to treat another person morally is to ask yourself: Am I respecting this person as another human being? Am I treating this person with dignity?

Arlie Hochschild explains how emotions play into the workplace. In many jobs, Hochschild writes, part of doing the job well is managing the emotions that one might express differently outside of the workplace. Think, for example, of the famous friendliness of the model flight attendant: always calm, always courteous, and always patient. Acting in this way is part of what makes a flight attendant a good flight attendant. But how does managing one's emotions affect one's sense of self-worth and humanity? When does managing one's emotions make a person "inauthentic"?

Bruce Barry considers the problem of freedom of expression in the workplace. Although freedom of expression is a valued right in democratic countries, this freedom can be significantly constrained while at work. For example, employees have been fired for expressing their political views or for criticizing the company for which they work. To what extent should employers have the right to control their employees' free expression? Does it matter whether the speech is public or private, or whether it happens at work or at home?

Jerry Goodstein and Kenneth D. Butterfield discuss the importance of restorative justice in workplace communities. Restorative justice is the communal process of restoring victims, reintegrating offenders and repairing the wider community in the wake of ethical transgressions. Goodstein and Butterfield explore the nuanced objectives of this process and its connections to moral concepts like forgiveness, atonement, moral relationships, and self-respect.

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"The Changing Nature of Work," an issue brief published by the Jobs with Justice Education Fund, explores modern alternatives to permanent, full-time work arrangements. The brief explains why such arrangements, like contingent work and fissured work, are becoming more and more prevalent in the economy, and it discusses how and why such arrangements should be regulated.

Appearance discrimination is not always discussed alongside other forms of discrimination. The *Harvard Law Review* essay presents real-world cases of workplace prejudice based on physical appearance. What role should a person's appearance play in making decisions about hiring or promotions? How could the hiring process be made more fair to people who are judged unattractive?

The chapter closes with several cases dealing with concrete workplace problems: staying true to one's values in job interviews, the morality of proper firing, the relevance of an employee's home life to an employer, accommodating prejudiced clients, personal attractions in a work context, and workplace privacy.

By the close of Chapter 1, you should:

- Understand how the workplace introduces and influences relationships
- Understand the moral responsibilities to others shared by members of the workplace
- Understand some of the moral tensions and problems that arise in different kinds of work arrangements.

Suggested Readings

David Callahan. *The Cheating Culture*. Orlando, FL: Harcourt, 2004.
An examination of the rise of cheating in American culture.

Conlin, Michelle. "The Big Squeeze on Workers." *Businessweek*, May 13, 2002.

Gertrude Ezorsky, ed. *Moral Rights in the Workplace*. Albany: State University of New York Press, 1987.

Bernard Gert. *Common Morality*. New York: Oxford University Press, 2004.

Ben Hamper. *Rivethead*. New York: Warner Books, 1992.
A fascinating look at life and work in the auto manufacturing business.

John Kaler. "Understanding Participation." *Journal of Business Ethics* 21 (September 2000).

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Paul LeBlanc. *A Short History of the U.S. Working Class*. Amherst, NY: Prometheus, 1999.

Richard L. Lippke. *Radical Business Ethics*. Lanham, MD: Rowman and Littlefield, 1995.

Jared Sandberg. "Short Hours, Big Pay and Other Little Lies." *Wall Street Journal*, October 22, 2003.

William H. Shaw, ed. *Ethics at Work*. New York: Oxford University Press, 2003.

David Sirota, Louis A. Mishkind, and Michael Irwin. *The Enthusiastic Employee: How Companies Profit by Giving People What They Want.* Philadelphia: Wharton School Publishing, 2005.

Robert C. Solomon. *A Better Way to Think about Business*. New York: Oxford University Press, 2003.

Robert C. Solomon and Clancy Martin. *Above the Bottom Line*. New York: McGraw-Hill, 2003.

Robert C. Solomon and Clancy Martin. *Morality and the Good Life*. New York: McGraw-Hill, 2003.

Patricia Werhane. "Individual Rights in Business." In Tom Regan, ed., *Just Business*. New York: Random House, 1994.

Websites

Learn about the nature and history of the "work ethic" at http://workethic.coe.uga.edu/

Visit the *Forum for Ethics in the Workplace* at http://web1.desales.edu/default.aspx?pageid=10389

Read about the history of child labor at www.historyplace.com/unitedstates/childlabor/index.html

Read about collective rights, labor law, and labor history by visiting the International Labor Rights Fund at www.laborrights.org/

Read a discussion of free speech in the workplace at http://www.businessweek.com/articles/2012-08-03/where-free-speech-goes-to-die-the-workplace

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Read about the importance of forgiveness in the workplace at https://www.forbes.com/sites/davidkwilliams/2015/01/05/forgiveness-the-least-understood-leadership-trait-in-the-workplace-2/#16370474b3f2

Read about trends in alternative work arrangements at https://www.politico.com/magazine/story/2018/01/04/future-work-independent-contractors-alternative-work-arrangements-216212

Essay and Discussion Questions

1. Why should we respect the humanity in another person? What is that humanity? How do you respect your own humanity?

2. Explain Kant's second formulation of the categorical imperative. Offer three examples of how one could violate it.

3. What does it mean to "manage" your heart? Does managing the heart make us inauthentic? Do we manage our hearts in all of our relationships? How might a managed heart make a person come to hate work? To love work? Or does it matter at all?

4. What limits should an employer be allowed to place on employees' freedom of expression at work? What about acts of expression that happen away from the workplace? Should employees be able to criticize employers in public? Should there be restrictions on the boss's freedom of expression?

5. Describe a time someone in your community transgressed a rule and was punished for it. Was the community's reaction to this transgression consistent with principles of restorative justice? If so, how? If not, how could the community have responded differently to the transgression so as to be in line with principles of restorative justice?

6. Who will suffer harm as contingent work arrangements become more common? What regulations, policies or social safety nets could be put in place to mitigate that harm?

7. What responsibilities does an employer have toward employees? How are these responsibilities different for short-term versus long-term workers?

8. Is it ever ethical to consider a job applicant's personal attractiveness when hiring? How could we make sure that interviewers aren't positively or negatively biased by a job candidate's appearance?

9. Explain the sexual harassment guidelines. How could these be improved?

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10. Why does Tom refuse to describe himself in detail in "The Job Interview"?

Multiple-Choice Questions

1. Norman Bowie argues that, generally speaking, we should _____ people.
   a. love
   b. respect
   c. undermine
   d. exploit
   e. bluff

*2. Bowie thinks that human beings possess a _____ that is beyond all price.
   a. reason
   b. respect
   c. dignity
   d. hope
   e. work ethic

3. Bowie says that autonomous beings are those who can:
   a. Earn a living
   b. Make and follow moral laws
   c. Respect other people
   d. Make other people respect them
   e. Contribute to society

*4. According to Bowie, Kant's main principle is that:
   a. A person should be nice to others.
   b. A person should tell the truth.
   c. A person doing menial work should be replaced by a machine.
   d. A person should be treated as an end, not merely as a means.
   e. A person should be free.

*5. In *Das Kapital,* Karl Marx expressed a concern about the human cost of becoming:
   a. A wealthy entrepreneur
   b. A proletarian
   c. A property owner
   d. An instrument of labor
   e. A flight attendant

*6. According to Norman Bowie, the main moral principle of the average American is:
   a. All about money
   b. The Golden Rule
   c. The nonviolence rule
   d. Shop til you drop

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e. Never tell a lie

7. Kant claims that a sound understanding of ethics requires respect for:
   a. Persons
   b. Animals
   c. Nature
   d. Economics
   e. History

8. According to Kant, it is important to our moral nature that humans are:
   a. Rational and self-governing
   b. Fallible and self-governing
   c. Emotional and able to make judgments
   d. Rational and emotional
   e. Social and emotional

*9. Hochschild shows that, in some professions, part of the job is managing our:
   a. Feelings
   b. Employees
   c. Bodies
   d. Friends
   e. None of the above

10. A danger of some kinds of work, Hochschild argues, is that the worker can become estranged or alienated from an aspect of:
   a. Others
   b. Self
   c. Dignity
   d. Labor
   e. Freedom

*11. When the flight attendant refuses to show that she is tired or irritated, Hochschild says that she is:
   a. Being fake
   b. Being dishonest
   c. Doing emotional labor
   d. Doing her job
   e. Doing customer service

12. Hochschild compares the flight attendant to the child laborer because:
   a. She works long, hard hours, like the child
   b. She is expected to smile all day, and so is the child
   c. Her work is boring, like the child's factory job
   d. She is poorly paid, like the child
   e. Her emotions are being used, like the child's body

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*13. Barry's article "The Cringing and the Craven" is mainly concerned with:
a. An employer's right to hire and fire as needed
b. Employees' right to freedom of expression in the workplace
c. Employees' right to skill-building and employability
d. Racial discrimination in the workplace
e. The increasing number of hours that employees spend on the job

*14. Barry believes that if workers had greater rights to freedom of expression, then:
a. Employers would pressure workers with threats of punishment
b. Employees would waste more time at work talking
c. Many businesses would become less profitable
d. The economy would slow down
e. The economy could still flourish

15. Barry's definition of workplace freedom of expression includes:
a. Speech on subjects not related to the job
b. Unspoken expression that isn't "speech"
c. Speech while the employee is not at work
d. Speech that is public, like a blog post or published article
e. All of these

*16. According to Margaret Urban Walker, what is an example of a basic element that sustains human beings in a moral relationship?
a. Friendliness
b. Civility
c. Trust
d. A shared worldview
e. Politeness

17. Under principles of restorative justice, the punishment for a particular offense should be determined by…
a. The law or rules as they are written
b. Community representatives
c. The victim
d. Community representatives and the victim
e. The offender, victim, and community representatives

*18. Under principles of restorative justice, a college student who violates a drug policy might be asked to
a. Simply never do it again.
b. Leave campus and never return
c. Submit to surprise drug tests for the rest of the time he remains in college
d. Lead workshops on campus related to drug abuse
e. Pay a fine and remain on probation for the rest of his time in colleg

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19. Which of the following would *not* qualify as a contingent worker?
    a. An adjunct professor
    b. A day laborer
    c. A tenured professor
    d. A temp agency employee
    e. A direct-hire temporary employee

*20. In the US, the core contingent workforce accounts for what percent of the total employed workforce? (8%)
    a. 1%
    b. 2%
    c. 4%
    d. 8%
    e. 15%

*21. The *Harvard Law Review* article "Facial Discrimination" says that physically unattractive people:
    a. Often face unfair treatment
    b. Score lower on aptitude tests
    c. Score higher on aptitude tests
    d. Are more successful in school
    e. Are legally protected from discrimination

22. The article "Facial Discrimination" shows that many job interviewers:
    a. Are impartial about the candidate's physical appearance
    b. Consider the candidate's appearance as an important factor in their decision making
    c. Prefer unattractive job candidates
    d. Prefer job candidates who are white
    e. Prefer job candidates who are older

*23. The article "Facial Discrimination" suggests some ways to avoid appearance discrimination in the job interview process. Which of these is NOT suggested in the article?
    a. The person being interviewed could sit behind a screen.
    b. The job interview could happen over the telephone.
    c. The employer could use affirmative action to try to hire more unattractive workers.
    d. The job interviewer could pass along only job-related information to the decision maker.
    e. Employers could hire based on work experience, education, and job-related aptitude tests.

24. In "The Job Interview," Tom is asked to complete a sentence that begins:

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a. The salary I need is . . .
b. The truth about power is . . .
c. What doesn't kill you makes you . . .
d. The most significant fact about me is . . .
e. The reason I need this job is . . .

Answer Key
1. B
2. C
3. B
4. D
5. D
6. B
7. A
8. A
9. A
10. B
11. C
12. E
13. B
14. E
15. E
16. C
17. E
18. D
19. C
20. D
21. A
22. B
23. C
24. D

True/False Questions

*1. Kant argues that freedom and the ability to make moral decisions are what make human beings especially valuable.

2. Kant argues for the respect of persons.

*3. Hochschild argues that the nineteenth-century child laborer is performing emotional labor.

*4. In the case of the flight attendant, the emotional style of offering the service is part of the service itself.

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*5. According to Hochschild, emotional labor is always a bad thing.

6. American workers are sometimes fired or punished for their acts of free expression in the workplace.

*7. Barry believes that the workplace is changing so that freedom of expression is becoming less threatened.

*8. Restorative justice is a modern concept.

9. Restorative justice diverges from traditional approaches to punishment in that restorative justice is "forward looking".

*10. Contingent work arrangements are typical only of lower-skilled jobs.

11. Fissured work arrangements are not inherently bad.

*12. Parents and teachers usually treat unattractive children just the same as attractive ones.

*13. The *Harvard Law Review* article argues that we should change traditional job interviews in order to prevent appearance discrimination.

14. John Stuart Mill makes a distinction between utility and expedience.

15. In "The Job Interview," Tom asserts that an autobiography is not really relevant to his qualifications for the job.

Answer Key
1. T
2. T
3. F
4. T
5. F
6. T
7. F
8. F
9. T
10. F
11. T
12. F
13. T
14. T
15. T

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Fill-in-the-Blank Questions

*1. “The Noonday Demon” is _____.

*2. As Bowie points out, perhaps the most upsetting thing that can happen to people in their workplace is when they are not treated with _____.

*3. Kant asserts that humans should not be treated merely as a _____ to an end.

4. Marx was concerned about a human being becoming a(n) _____ of labor.

5. Hochschild analyzes and identifies emotional _____.

*6. Hochschild’s main example is a _____ who must smile at work.

7. Barry mentions several examples of workers who were _____ because of their acts of expression.

*8. Barry believes that workplace freedom is not sufficiently protected by _____.

9. One of the three basic objectives of restorative justice is _____.

10. According to Margaret Urban Walker, moral repair highlights the difference between the ethical question “What ought I to do?” and the ethical question “What ought I—or, better, we—to do _____?”

*11. According to Walker, one of the responsibilities of the community in the process of moral repair is to _____.

*12. _____ work encompasses arrangements that are temporary and can lack the basic protections that workplace and civil rights law typically afford.

*13. Services like chauffeuring and cleaning provided in immediate response to consumer need make up the _____ economy.

14. The original intent of the _____ was to provide US employers with access to employees when US workers were not available.

15. The *Harvard Law Review* article shows that personal appearance is an important factor in _____.

16. People considered unattractive often face _____ discrimination.

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17. The *Harvard Law Review* article says that _____ is more important than efficiency.

Answer Key

1. sloth
2. respect
3. means
4. instrument
5. labor
6. flight attendant
7. fired
8. law/U.S. laws
9. restoring victims, reintegrating offenders, facilitating community healing
10. now
11. Support the victim, provide opportunities for the offender to reintegrate into the community
12. Contingent, precarious
13. On-demand
14. guest-worker visa program
15. job interviews/employee selection
16. appearance
17. equality

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