GIVING VOICE TO VALUES:  
Annotated Table of Contents

*Giving Voice to Values* (GVV) is an innovative curriculum for values-driven management and leadership, designed to be integrated across the core business curriculum as well as to stand alone. The Aspen Institute was founding partner, along with Yale School of Management, and incubator for GVV which is now funded by Babson College.

Drawing on both the actual experiences of business practitioners as well as cutting edge social science and management research, *Giving Voice to Values* fills a long-standing and critical gap in business education by expanding the definition of what it means to teach business ethics. Rather than a focus on ethical analysis, this new curriculum focuses on ethical implementation and asks the question: “What if I were going to act on my values? What would I say and do? How could I be most effective?”

*Giving Voice to Values* identifies the many ways that individuals can and do voice their values in the workplace, and provides training to build the muscle necessary to do so, by giving students opportunities to script and practice this voice in front of their peers.

Developed by a former Harvard Business School faculty member, Mary C. Gentile Ph.D., and drawing on the experiences of scores of business practitioners and the research and insights of an expansive faculty network, *Giving Voice to Values* holds the promises to transform the foundational assumptions upon which business ethics is taught, and more importantly, to produce a cadre of future business leaders who not only know what is right, but how to make it happen. This material is currently being tested with students and managers in well over 100 educational settings and organizations globally.

**What is Available Now**

Currently, the GVV Curriculum includes exercises, short cases, readings, teaching plans and annotated bibliographies. The list below identifies the current list of materials and suggests possible course placement for their use. Additional materials are always in development. Please check back periodically.

Materials available to date include:
GVV Background Materials for Faculty

☐ How Business Schools and Faculty Can Use the Giving Voice to Values Curriculum  
(6 pages)  
- Explains different models for use: stand-alone workshops; modules integrated into core courses; dedicated electives; custom peer coaching program; or custom curriculum development project.

☐ Giving Voice to Values: Starting Assumptions for Faculty  
(4 pages)  
- Answers many of the common questions that faculty -- especially faculty from disciplines other than Business Ethics -- may have about the GVV approach.

☐ A Modular GVV WORKSHOP with PowerPoint Deck, Instructor’s Notes/Talking Points and Ancillary Materials are AVAILABLE TO EDUCATORS UPON REQUEST from Mary C. Gentile at Mgentile3@babson.edu.

☐ Giving Voice to Values: CaseInPoint  
(2 pages)  
- A brief essay that talks about the rationale behind the Giving Voice to Values curriculum and why faculty might find it helpful. Can be found at www.caseplace.org/d.asp?d=1563

☐ Giving Voice To Values Written Assignment  
[Developed by Jessica McManus Warnell of Notre Dame University Mendoza College of Business and Mary C. Gentile]  
(4 pages)  
- This document provides a tested sample written assignment based on GVV. The assignment can, of course, be edited to meet a faculty member’s own syllabus needs.

☐ Giving Voice to Values: Web-Conference  
(Audio and PowerPoint slides)  
- Audio presentation of a web-conference held May 24, 2007, available in three parts:  
  Part 1: Dr. Mary C. Gentile, Director, Giving Voice to Values, describes the origins, approach and available materials in the GVV Collection.  
  Part 2: Professor Maureen Scully (University of Massachusetts Boston) and Professor Minette Drumwright (University of Texas-Austin) comment on how they incorporated GVV into their MBA and Executive MBA classrooms and how the discussion was received by their students.  
  Part 3: Discussion/Question & Answer. Can be found at www.caseplace.org/d.asp?d=1619
Three Approaches To Case Study Development for Entrepreneurship Education
[Developed by Mary C. Gentile and Heidi M. Neck, Babson College]
(10 pages)
- This short essay describes three types of case study development – Opportunity Creating Cases; Decision-Making Cases; Implementation/Scripting Cases. The “Implementation/Scripting” case approach is based on the GVV curriculum model and the essay sheds light on some of the distinctions between different case development models and their respective uses and benefits.

Six Tips for Online Adaptation of Giving Voice to Values
[Developed by Professor Gina Vega, Salem State College]
(5 pages)
- This short essay describes one faculty member's experiences adapting the Giving Voice to Values curriculum for an online learning course.

GVV Foundational Readings and Exercise

Ways of Thinking about Our Values in the Workplace
Foundational Overview Note (27 pages)
- Explains GVV’s origins; research upon which it is based; and the key pillars for learning to effectively voice and act on our values.
- Appropriate as an essay on values-based decision-making in general management, leadership, organizational behavior, and ethics courses; or as a take-away reading in extra-curricular workshops on values, leadership and/or ethics (e.g., Orientation programs).

An Action Framework for Giving Voice to Values -- The To Do List
(2 pages)
- Reviews the key concepts from “Ways of Thinking about Our Values in the Workplace” essay (described above).

Starting Assumptions for Giving Voice to Values
Reading plus Faculty Debrief (5 pages)
Reading for Student Use (3 pages)
- Identifies assumptions of GVV approach and provides students with an opportunity to examine them. In this way, potential points of resistance are pre-identified and students have a chance to “buy in” to the GVV approach, as a thought-experiment, at minimum and, ideally, as an insight and skill-building practicum.
- Works well as a framing for values-based discussions across the curriculum.
- Often used to accompany “A Tale of Two Stories” exercise, described below.
Giving Voice to Values

- **Giving Voice To Values SURVEY**
  
  * (4 pages)  
  o This brief survey can be used to engage participants and surface their own assumptions about values conflicts in the workplace, prior to the introduction of the GVV approach. Once exposed to the principles and seven pillars of GVV, participant responses to the survey questions can be re-visited and new perspectives on them can be discussed.

- **A Tale of Two Stories**
  
  * Exercise plus Faculty Debrief (6 pages)  
  * Exercise for Student Use (2 pages)  
  o Foundational exercise for the GVV approach, designed to help students identify the motivators, enablers and inhibitors that are most salient for them, as individuals, when it comes to voicing/acting upon their values in the workplace; and to identify the competencies they need and wish to develop in this domain.  
  o Illustrates that we all have voiced and acted upon our values in some situations and failed to do so in others. Therefore, the GVV approach is not about good or bad people, but about building the muscle and developing the skills and insights necessary to implement values-based decision-making.

- **A Tale of Two Stories – Undergraduate Version**
  
  * Exercise for Student Use (2 pages)  
  o Adaptation of the exercise described above, for use in courses or class sessions with undergraduates who may not have had much work experience to draw upon. (See teaching plan for “A Tale of Two Stories” above)

- **A Tale of Two Stories - Diversity Version**
  
  * Exercise for Student Use (2 pages)  
  o Adaptation of the exercise described above, for use in courses or class sessions dedicated to the topic of diversity management. (See teaching plan for “A Tale of Two Stories” above.)

- **RUSSIAN TRANSLATION: An Introduction to GVV with an Exemplar Module**
  
  [This Russian translation was produced by The International Business Leaders Forum (IBLF), an independent, not-for-profit organisation working with leading multinational companies, governments and society on the responsible business agenda. Headquartered in London, they also have active regional offices in Moscow, Mumbai and Beijing, http://iblf.org/, http://www.iblfrussia.org/]
  
  * Introduction to GVV for Faculty plus Exercises for Student Use (38 pages)  
  o This document, in Russian, is comprised of a brief introduction to GVV for Faculty, as well as Russian translations of several of the Student exercises (A Tale of Two Stories; Starting Assumptions for Giving Voice To Values; Reasons and Rationalizations) and one of the readings (Giving Voice To Values: Brief Introduction). It also includes the “Annotated Table of Contents” of GVV Materials, although this document continues to be expanded so it is important to keep tabs on the most current version, in English, at www.GivingVoiceToValues.org.
Scripts and Skills Module

Complete Faculty Version of “Scripts and Skills” Module:
Including Introduction, Annotated Bibliography, Cases and Peer Coaching Guidelines plus Faculty Debrief
(28 pages)
- Describes for faculty the basic strategy for addressing any values-based decision using the GVV approach called the Reasons & Rationalizations Exercise - a “scripting” exercise. Several illustrations are included, as well as an annotated bibliography of sample readings that can be used to support this exercise. Case examples deal with sales management, quality control and strategy issues.

Scripts and Skills Readings
(13 pages)
- This reading summarizes a number of articles that can be used to support the “Reasons & Rationalizations” exercise - the basic “scripting” exercise -- from the Giving Voice to Values curriculum. This summary can be assigned by itself and/or along with the articles it describes.
- The articles include pieces by Robert Prentice, David Messick and Max Bazerman, Mary Gentile, Howard Gardner, Minette Drumwright and Patrick Murphy.
- The readings summarized provide insights from research on commonly heard arguments for unethical choices or commonly experienced tendencies toward those choices, as well as suggestions for crafting responses. The very brief summaries provide a roadmap suggesting how to apply the readings to voicing values.
- See the “Scripts & Skills Module Complete” for a full discussion of how faculty can use this material and companion curricular pieces.

Reasons & Rationalizations
Reasons & Rationalizations Exercise plus Faculty Debrief (7 pages)
Reasons & Rationalizations Exercise for Student Use (4 pages)
- This exercise describes the basic strategy for addressing any values-based decision using the Giving Voice to Values approach. “Reasons & Rationalizations” is a template for the “scripting” exercise that can be adapted for almost any case.
- Two illustrative short cases are included here, one related to Sales Management and one related to Quality Management.
- See the “Scripts & Skills Module Complete” for a full discussion of how faculty can use this material and companion curricular pieces.

Guidelines for Peer Coaching
(3 pages)
- This set of questions provides guidelines for student (and faculty) responding to the “scripts” developed by peers, as part of the “Reasons & Rationalizations” exercise and other discussions of Giving Voice to Values cases.
- See the “Scripts & Skills Module Complete” for a full discussion of how faculty can use this material and companion curricular pieces.
Building a Giving Voice to Values Toolkit. Enablers for Voicing Values: An Ongoing Exercise

Journal Exercise (4 pages)
- Provides guidelines for an ongoing exercise that can be adapted to accompany any course (by focusing the subject of the decisions students are asked to include), in order to encourage continuing reflection upon strategies and tactics for voicing/acting upon one’s values.
- Can be used as the basis for an assignment or workshop, to illustrate the topic of values-based decision-making around the particular kinds of managerial choices relevant to any subject area.

Self-Knowledge and Self-Assessment

Self-Knowledge and Self-Image

Complete Faculty Version of “Self-Knowledge and Self-Image” module: including Introduction, List of sample self-assessment instruments and exercises, “Personal-Professional Profile” and Faculty Debrief (12 pages)
- One of the pillars of the GVV approach is the idea that individuals will be more successful at voicing and acting on their values if they frame the challenge and their responses in ways that build upon their particular strengths and the self-image they already hold of themselves - as opposed to exhorting themselves to become someone different. This selection provides faculty with suggestions on how to use various self-assessment instruments in the GVV curriculum, and provides some possible instruments.

Personal-Professional Profile
(Survey/Exercise, 8 pages)
- This student survey allows students to compare their responses to questions about the role of business in society with the responses of MBAs surveyed by The Aspen Institute, and also to respond to a set of self-assessment and self-reflection questions that position them for thoughtful participation in the Giving Voice to Values curriculum: questions of purpose, risk profile, communication style, etc.
- See the “Self-Knowledge and Self-Image” module for a full discussion of how faculty can use this material and companion curricular pieces.

Framing a Life Story

Exercise plus Faculty Debrief (4 pages) Exercise for Student Use (2 pages)
- Built on a short essay by cultural anthropologist Mary Catherine Bateson, to be assigned as a reading, this is an exercise that can be used by students for self-assessment, as well as to aid in the definition of their individual career purpose.
- Useful in courses on self-assessment and career management or on ethics, as well as in stand-alone workshops.
Individual Cases and Modules
Suggestions for appropriate course placement included after each item.

A Neutral Line to the State Electricity Board
[Developed by Professor V. Padhmanabhan, Goa Institute of Management.]
Case with Faculty Discussion Guidelines (13 pages)
Case (A) and (B) for Student Use (6 pages and 2 pages, respectively)
- A construction business owner hopes to expand his business by bidding for state government contracts but finds different layers of corrupt behavior throughout the process. He must figure out how to deal with issues of bribery and an influential “cartel” as he moves through the construction tender process.
- Deals with bribery, broken governmental systems, power and influence within government and industry, short-term versus long-term implications, corruption cartels/powerful players within an industry, individual & organizational reputations, layers of government process, and politics.
- Works well in organizational behavior, leadership, small business management, strategy and ethics courses, as well as in stand-alone workshops.

A Personal Struggle with the Definition of Success
Case with Discussion Questions (4 pages)
- Focuses on the role that our individual definitions of purpose (one of the GVV pillars) and of success play in our ability to voice and act on our values. Case set in private equity context.
- Works well in organizational behavior, career management and ethics courses, as well as in standalone workshops.

AAIB Addresses Social and Environmental Risks in Loan Assessment
[Developed by Lecturer Rania Salem, British University in Egypt and Professor Noha El-Bassiouny, German University in Cairo.]
Case with Faculty Discussion Guidelines (4 pages)
Case (A) and (B) for Student Use (4 pages and 3 pages, respectively)
- This case provides a snapshot of how the CSR and sustainability unit at AAIB, one of the leading banks in Egypt, integrated the Equator Principles (EP) and the Environmental and Social Risk Assessment (ESRA) in project lending.
- Deals with power and influence within government and industry, short-term versus long-term implications, CSR, sustainable finance, the Equator Principles, board relationships, risk management, individual & organizational reputations.
- Works well in organizational behavior, leadership, CSR, international business, strategy, finance and ethics courses, as well as in stand-alone workshops.
Agency Theory and Corporate Governance
[Developed by Daniel Arce, Ph.D., University of Texas-Dallas, with Mary C. Gentile, Ph.D.]

Case with Faculty Discussion Guidelines (5 pages)
Case with Subject Introduction for Student Use (3 pages)
- Examines the phenomena of incentive pay to reduce opportunistic behavior (agency theory) versus the relationship between incentive pay and recent phenomena such as back dating options, revenue smoothing, and the degree to which management determines the board’s remuneration. Contrasts agency theory with pro-management theories.
- Works well in finance courses (corporate governance, agency, moral hazard, incentive pay, shareholder value movement) and in economics courses (moral hazard, principal agent model, theory of the firm, profit maximization).

All’s Well That Ends Well
[Developed by Professor Subhasis Ray, Xavier Institute of Management, Bhubaneswar.]

Faculty Discussion Guidelines (13 pages)
Case (A), (B) and (C) for Student Use (4 pages, 3 pages, and 1 page respectively)
- A pharmaceutical company manager deals with corruption in the government health industry and he needs to be innovative in how he enters a new market by helping to address issues important to other stakeholders and the country.
- Deals with issues of bribery, organizational growth, government corruption, marketing, conflicting loyalties, nepotism, individual & organizational reputations, MNCs working in local markets, and redefining products for local use.
- Works well in marketing, organizational behavior, Human Resources, leadership, ethics, government relations, international management, and social entrepreneurship courses, as well as in stand-alone workshops.

Americana and Structural Unemployment in the MENA Region: A Dilemma for a Major Company
[Developed by Noha Farrag, Economics Lecturer at the German University in Cairo (GUC), Rana Abdurrahman, Economics Assistant Lecturer at the GUC, Mouchera Karara, Economics Assistant Lecturer at the GUC, Nesma Ammar, Marketing Assistant Lecturer at the GUC, and Mourad Melika, PhD, Human Resources Development Manager at Americana Group.]

Case with Faculty Discussion Guidelines (14 pages)
Case (A) and (B) for Student Use (5 pages and 5 pages, respectively)
- A company struggles with finding the right talent within the labor force. Unfortunately, the Egyptian laborers are either over-qualified or they are unskilled workers who had not acquired enough practical experience during their educational years, rendering them unsuitable for the available jobs. An HR manager wants to help educate the labor force, but struggles with what his company’s responsibility truly is and how to get buy in to get involved.
- Deals with labor market, economics, CSR and social impact approaches, influence, change management, long-term versus short term implications, Human Resource issues.
- Works well in Marketing, Economics, Human Resources, Organizational Behavior, CSR, Ethical Business, and Behavioral Economics courses.
Apologizing at Community Hospital (A) and (B)
[Developed by Thomas M. Madden, Adjunct Professor of Law, Northeastern University Law School; Adjunct Professor of Business Law and Ethics, Providence College]
Case with Faculty Discussion Guidelines (7 pages)
Case (A) and (B) for Student Use (2 pages and 2 pages, respectively)
- The new CEO of a hospital goes against the advice of the legal counsel to try a new approach to handling a lawsuit filed by the family of a deceased patient. She wants to address the surviving family’s loss in a way that recognizes their loss and honors their resulting needs that can also help better the practices at the hospital.
- Deals with conflicting loyalties, broken systems, individual & organizational reputations, out of the box solutions, aligning personal and organizational values and redefining past precedents. Highlights the tension between legal process and protocol and an individual’s sense of compassion. Also, shows the naïveté and the power of being new.
- Works well in organizational behavior, leadership, health care industry, business law, law, and ethics courses, as well as in stand-alone workshops.

Ashesi University Leadership Module for Freshman
- Ashesi University Faculty in Ghana have adapted the Giving Voice to Values curriculum to meet the needs of young undergraduate students there with little work experience. They are sharing their 5-week Ashesi University Leadership Module for Freshman, including custom cases, adapted GVV materials and teaching plans. A zip file of these materials is available upon request to Mgentile3@babson.edu and at the Faculty-Only GVV URL.

Balancing Social Goals and Financial Viability: "Both Have to Coexist and Work Well – No Point Cribbing About It"
[Developed by Lecturer Margie Parikh, Gujarat University, B.K. School of Management.]
Faculty Discussion Guidelines (9 pages)
Case (A) and (B) for Student Use (15 pages and 2 pages, respectively)
- A commissioner tries to fix the many problems of a public transport system. He faces values and communications challenges as he attempts to balance the goals/concerns of the political, social as well as business sides of the Municipal Transport operation, a bureaucratic system driven by partial perspectives of stakeholders working at cross-purposes. The protagonist overcomes the feeling of hopelessness that can come with largely broken systems.
- Deals with issues of stakeholder engagement, lack of transparency, issues of efficiency, power & influence, short term versus long-term gain, and political needs.
- Works well in organizational behavior, leadership, supply chain, Human Resources, and ethics courses, as well as in stand-alone workshops.

Be Careful What You Wish For: From the Middle
Case with Faculty Discussion Guidelines (3 pages)
Case for Student Use (2 pages)
- The recently promoted Controller for a regional sales unit of a chemical producer sees inappropriate revenue recognition practices in her new group and struggles with how to respond.
- See the “Reporting” module (below) for a full discussion of how faculty can use this material and companion curricular pieces.
Better Wrong Than Right (A) and (B)
[Developed by Professor Jerry Goodstein., University of Texas-Dallas, with Mary C. Gentile, Ph.D.]
*Case with Faculty Discussion Guidelines (6 pages)*
*Case (A) and (B) for Student Use (3 pages and 2 pages, respectively)*
- High tech product marketing manager pressures research team to change results in order to appease senior vice president, much to the team's dismay.
- Deals with building a values-based culture in a work team.
- Works well in marketing, organizational behavior, leadership, team management, career management and ethics courses, as well as in stand-alone workshops.

Billing Bind (A) and (B)
[Developed by Ellen Mrowka and Jessica McManus-Warnell., University of Notre Dame, with Karen Whelan-Berry, Providence College]
*Faculty Discussion Guidelines (5 pages)*
*Case (A) and (B) for Student Use (2 pages and 2 pages, respectively)*
- Undergraduate summer intern working for an accounting firm is told to bill twice as much time as an administrative task requires, thus overbilling the clients.
- Works well with undergraduates, especially as preparation for intern assignments.

Blue Monday
[The case, upon which this GVV teaching note is based, was inspired by a paper written by Chuck Jiang and Matthew Xue for a course taught by Professor H.C. de Bettignies. The case was supervised and edited by Henri-Claude de Bettignies and Charlotte Butler, (Research Studies Manager at the Euro-Asia Centre-INSEAD). Copyright © 2008 by CEIBS (China Europe International Business School) and INSEAD. The case itself is available at the Case Centre: www.ecch.org. This teaching note was prepared for the Giving Voice To Values program by Penny A. Bennett, Esq and HenriClaude de Bettignies, Distinguished Professor of Responsible Leadership, China Europe International Business School and The Aviva Chair Emeritus Professor of Leadership and Responsibility, INSEAD.]
*Case Summary and Faculty Discussion Guidelines (3 pages)*
- Sales director for a Chinese subsidiary of a multinational pharmaceutical firm is concerned about falling sales but does not want to engage in kickbacks.
- Works well in marketing, sales, organizational behavior, leadership, team management, communications and ethics courses, as well as in discussions of international business challenges.
**Cafeteria Services at Bharat College of Medicine**
[Developed by Professor Ranjini Swamy and Professor C.M Ramesh of the Goa Institute of Management, India.]
*Case with Faculty Discussion Guidelines (7 pages)*
*Case (A) and (B) for Student Use (7 pages and 5 pages, respectively)*
- The Dean of a publicly funded hospital has to respond to complaints about the services provided by the cafeteria within the campus run by the Medical Superintendent’s son. The dean must balance needs between the many stakeholder’s needs while navigating nepotism, social castes, and the varying forms of power and influence within the hospital.
- Deals with issues of nepotism, social castes, power & influence, balancing stakeholder needs, individual & organizational reputations, and conflicting loyalties.
- Works well in organizational behavior, Human Resources, leadership, communications, ethics, and health industry management courses, as well as in stand-alone workshops.

**Carnegie Council for Ethics in International Affairs partners with Giving Voice To Values to develop VIDEO CASE STUDIES based on a series of business leader workshops with discussants.**
- Entire transcripts are available at Carnegie Council website but at iTunes University you can view the workshops edited into brief scenario presentations by the executive; followed by discussant responses which faculty can choose to show students or not; and finally the business leader’s own words about how he or she handled the situation.
- Scenarios are framed as GVV cases, with a focus on “how” to act on one’s values rather than “whether” to do so.
- Growing list of topics include: an entrepreneur’s efforts to resist corruption in India; an MNC executive efforts to resist corruption in Russia; responding to environmental concerns; etc.
- The URL access to video cases is available at the Faculty-Only GVV website. (Contact Mgentile3@babson.edu if you are faculty and wish access to this website.)

**Copyright or Right to Copy?**
[Developed by Piya Mukherjee, Director, VES Leadership Academy and Research Centre, Mumbai and Corporate Trainer - Ethics and Human Values and Cross-Cultural Sensitization.]
*Faculty Discussion Guidelines (8 pages)*
*Case (A) and (B) for Student Use (7 pages and 2 pages, respectively)*
- The protagonist must figure out how to influence his team to find innovative solutions under time pressure when he learns of their potential use of copyrighted material without permission. The case explores the commonly found rationalizations surrounding an apparently innocuous decision.
- Deals with issues of copyrights, individual & organizational reputations, marketing, power & influence, and team dynamics.
- Works well in marketing, organizational behavior, leadership, and non-profit management courses, as well as in stand-alone workshops.
□ Corporate Social Responsibility Internship in India (A) and (B)
[Developed by Luisa Beck a Multimedia Storyteller and Researcher during her time working as a Researcher at the UC Berkley School of Information]
Faculty Discussion Guidelines (7 pages)
Case (A) and (B) for Student Use (2 pages and 1 page, respectively)
o An undergraduate intern working to assess the impact of one of the sponsoring corporation’s CSR projects in rural India is asked not to report on the financial mismanagement and other negative findings she encounters.
o Deals with cross-cultural assignments, corruption, communications, CSR, projects that are disconnected from HQ, stakeholder relationships and short-term versus long-term implications.
o Works well with undergraduates, especially as preparation for intern assignments.
Also works well in cross-cultural communications and CSR classes.

□ CSR Passion and Beliefs (A) and (B)
[Developed by Amira Sami Ahmed, Assistant Lecturer, Faculty of Commerce at Suez Canal University, and Lamyaa Abu-Bakr, Corporate Affairs Manager at Savola Group, Heba El-Shahed, Researcher at the German University in Cairo (GUC), and Mirahan Farag, Associate Professor of Fashion Design at Helwan University.]
Faculty Discussion Guidelines (10 pages)
Case (A) and (B) for Student Use (5 pages and 4 pages, respectively)
o A CSR Director has difficulty gaining support for his programs.
o Deals with communications, CSR, stakeholder relationships and short-term versus long-term implications, gaining allies, organizational structure changes, and reframing goals to align with stakeholder needs.
o Works well with undergraduates, graduates, and MBA students. Works well in CSR, marketing, small business management, leadership and change management, organizational behavior, business ethics, and strategic management. It also works well with CSR employees working within government, public policy, or private positions.

□ Discussions about Ethics in the Accounting Classroom: Student Assumptions and Faculty Paradigms
(Concept Paper, 22 pages)
o This reading explores the process of developing effective insight into, and responses to, the frequently heard rationalizations for false reporting and earnings management.
o See the “Reporting” module (below) for a full discussion of how faculty can use this material and companion curricular pieces.
Doing Bad to Do Good (A) and (B)
[Developed by Denise Crossan, Trinity College, Dublin and Geraldine Prizeman, Trinity College Dublin]
Case with Faculty Discussion Guidelines (7 pages)
Case (A) and (B) for Student Use (2 pages and 2 pages, respectively)
- A Consultant is asked by a state agency to carry out a financial evaluation of a highly respected community organization within her former community. During the evaluation she learns that information is being exaggerated in order to get the best possible aid for the clients and that without the state funding many of the clients would be in dire financial hardship.
- Deals with conflicting loyalties, broken governmental systems, individual & organizational reputations, reporting and unwritten norms.
- Works well in organizational behavior, leadership, non-profit management, consulting and ethics courses, as well as in stand-alone workshops.

Education Entrepreneurship: Not So Easy:
[Developed by Professor Divya Singhal, Goa Institute of Management.]
Faculty Discussion Guidelines (9 pages)
Case (A), (B), (C) and (D) for Student Use (4 pages, 4 pages, 4 pages, and 2 pages respectively)
- An entrepreneur deals with various forms of corruption over his ten year journey to open a Business School. Many of the issues relate to the exploitation of political clout and bribery as he tries to secure land and obtain accreditation for the school. He tries to use networks to influence the outcome and is successful to a degree but finally resorts to a much more extreme solution.
- Deals with issues of bribery, political clout, power & influence, social entrepreneurship, utilizing networks, innovative solutions and ethics.
- Works well in social entrepreneurship, strategy, organizational behavior, leadership, and non-profit management courses, as well as in stand-alone workshops.

Every Client Treated Equally? (A) and (B)
[Developed by Amit Jain, Visiting Faculty, Praxis Business School, with guidance and input from Professor Ranjini Swamy, Goa Institute of Management.]
Faculty Discussion Guidelines (3 pages)
Case (A) and (B) for Student Use (3 pages and 2 pages respectively)
- A young financial analyst is concerned when his manager directs him to provide sub-standard service to a small ticket client.
- Appropriate for classes in Service Management, Customer Relations Management, Organizational Behavior, Leadership and Ethics, etc.
Going Global: Working in Jumandia and Giving Voice To Values

[The case upon which this GVV teaching note is based is available from Columbia CaseWorks at http://www4.gsb.columbia.edu/caseworks, ID# 070601, written by Professor Michael Feiner. The case is part of the Sanford C. Bernstein & Co. Center for Leadership and Ethics Case Series and was sponsored by the Citi Foundation. This teaching note was prepared by Professor Rita McGrath of Columbia Business School.]

26 slide PowerPoint series

- Recent MBA on the fast track at a petroleum company encounters bribery in her high profile posting in a developing country near the Equator.
- Works well in courses on international business, ethics, business law, organizational behavior, leadership, communications, and career management.

Good Health or Wealth: Can They Co-Exist?

[Developed by Sara Hamed (Assistant Lecturer at the German University in Cairo), Yosra Shaaban (Assistant Lecturer at the German University in Cairo), Soha Abutaleb (Teaching Assistant at the German University in Cairo), Dina Nashaat (Teaching Assistant at the German University in Cairo), Salma Alaa (Qualitative Research Intern at Nielsen), and Asmaa Asar (Lecturer at Arab Academy for Science and Technology).

Case with Faculty Discussion Guidelines (4 pages)
Case (A) and (B) for Student Use (5 pages and 3 pages, respectively)

- A pharmaceutical company’s market sales enormously affected as a result of not offering physicians incentives to sell their vaccines. The company looks for ways to help maintain its market share without jeopardizing its medical and ethical values.
- Deals with power and influence, short-term versus long-term implications, corruption cartels/powerful players within an industry, market share, individual & organizational reputations, and bribery.
- Works well in international business, marketing, health care, organizational behavior, leadership, business management, strategy and ethics courses, as well as in stand-alone workshops.

Helen Drinan: Giving Voice to Her Values


Instructor Manual, including 2 Epilogues and Literature review) (30 pages)
Case (A) and (B) for Student Use (4 pages and 6 pages respectively)

- Helen Drinan, the SVP of HR at a large Boston-based Catholic hospital system, investigated allegations of sexual harassment brought by several women against the CEO of the hospital. After presenting information that supported the women’s position with minimal results, Drinan must find effective ways to convince the hierarchy of the Catholic Church to take actions commensurate with the seriousness of the issue.
- Works well in leadership, organizational behavior, non-profit governance, diversity, ethics and career management courses, as well as in stand-alone workshops.
Inflating Value (A) and (B)
[Developed by Jessica McManus-Warnell, Notre Dame University, with Karen Whelan-Berry, Providence College]
Faculty Discussion Guidelines (6 pages)
Case (A) and (B) for Student Use (3 pages and 2 pages, respectively)
- Undergraduate summer intern in an investment bank in New York City realizes that the valuation of a company for potential sale is not based on reasonable comparisons.
- Works with Undergraduates in finance, accounting, management, leadership and ethics courses, and for students who will be participating in internships.

Is This Reuse Planning? (A) and (B)
[Developed by Alice Boelte, Principal, Boelte & Associates.
Faculty Discussion Guidelines (7 pages)
Case (A) and (B) for Student Use (4 pages and 3 pages, respectively)
- A facilities planner with a local government commission is asked to head a convoluted and seemingly unnecessary initiative to involve her old organization and many public volunteers. Deals with feeling powerless, ambiguous motives, government and organizational inefficient, being new to an organization, politics and organizational/bureaucratic red tape.
- Works well in public service, leadership, organizational behavior, non-profit governance, ethics and career management courses, as well as in stand-alone workshops.

Is This My Place?...Speaking “Up” (A) and (B)
Cases with Faculty Discussion Guidelines (3 pages)
Case (A) and (B) for Student Use (2 pages and 1 pages, respectively)
- A recent college graduate with a degree in Accounting faces lax record-keeping in the non-profit organization that hired him right out of school.
- See the “Reporting” module (below) for a full discussion of how faculty can use this material and companion curricular pieces. Note: Changes in laws/practices suggest that non-profits no longer confirm values of donations themselves. However, the case learning objectives can still be useful. Faculty may want to alert students of the changes, however.

Jeff Sallett—From the Top, Sort of (A) and (B)
Cases with Faculty Discussion Guidelines (6 pages)
Case (A) and (B) for Student Use (2 pages and 2 pages, respectively)
- This case protagonist is faced with pressures from other senior executives in a major industrial products firm to inappropriately record restructuring charges, just as he is about to assume the role of Corporate Controller. See the “Reporting” module (below) for a full discussion of how faculty can use this material and companion curricular pieces.
Jianbao Questioning His Values (A) and (B)

The cases A and B, upon which this GVV teaching note is based, were inspired by interviews and observations of actual experiences but names and other situational details have been changed for confidentiality and teaching purposes. The cases are intended to be used as a basis for class discussion rather than to illustrate either effective or ineffective handling of a management situation. The cases were prepared by Henri-Claude de Bettignies and Charlotte Butler, (Research Studies Manager at the Euro-Asia Centre-INSEAD). They were inspired by a paper written by Kevin Qiao for a course taught by Professor de Bettignies. Copyright © 2009 by CEIBS (China Europe International Business School) and INSEAD. The case itself is available at the Case Centre: www.ecch.org. This teaching note was prepared for the Giving Voice To Values program by Penny A. Bennett, Esq and Henri-Claude de Bettignies, Distinguished Professor of Responsible Leadership, China Europe International Business School and The Aviva Chair Emeritus Professor of Leadership and Responsibility, INSEAD.

Case Summary and Faculty Discussion Guidelines (5 pages)
- Middle manager at a state-owned enterprise learns a trusted senior colleague has in favored some suppliers with inappropriate lending conditions and excessive price mark-ups. After an unsuccessful attempt to deal with the issue and some substantial cost to the organization as a result of the senior manager’s behavior, Jianbao considers how he might have been more effective.
- Works well in operations or supply chain management, organizational behavior, leadership, communications and ethics courses, as well as in discussions of international business challenges.

Lisa Baxter - Developing a Voice

Case plus Faculty Discussion Guidelines (6 pages)
Case for Student Use (4 pages)
- This multi-part case follows a woman from her early career to a senior executive position, and illustrates how she discovers and strengthens her willingness and skill at voicing her values through a variety of challenges at different points in her career. Enabling factors and learning’s are included in the teaching note and the case brings home the idea that there is something appropriate to do at every stage of one’s career, and that voice is a muscle that needs to be exercised over time. Case set in consumer products context.
- Works well in leadership, organizational behavior, diversity, ethics and career management courses, as well as in discussions of international business challenges.

Managing Non-Performing Loans

[Developed by Lecturer Rania Salem, British University in Egypt and Professor Nabiela Noaman, German University in Cairo.]
Case with Faculty Discussion Guidelines (5 pages)
Case (A) and (B) for Student Use (4 pages and 2 pages, respectively)
- The newly appointed Head of the Non-performing Loans portfolio at a large bank in Egypt discovers that the bank and its practices may be partially responsible for a loan default.
- Deals with broken banking systems, loan repayment practices, power and influence within the banking industry, individual & organizational reputations, and layers of the loan process.
- Works well in organizational behavior, finance, risk management, small business management, banking and ethics courses, as well as in stand-alone workshops. Can work with undergraduate and MBA students as well as executives within the banking industry.
Market Research Deception

Faculty Discussion Guidelines (3 pages)
Case for Student Use (1 page)
- Undergraduate faces pressure from her supervisor to misrepresent herself in order to gather competitor information during an internship experience at a market research firm.
- Works well with undergraduates, especially in preparation for and/or debriefing internship experiences.

Mary Gentile: Transforming the Conversation Around Values-Driven Behavior

[Developed by Dr. Gregory C. Unruh, Ph.D, the Arison Group Endowed Professor at George Mason University.]
Case (10 pages)
- The founder and director of Giving Voice to Values questions how to move forward when the organization faces two challenges that raise questions for its future: the main source of funding is running out and there is a leadership change at the organization’s home institution.
- Deals with issues of funding, organizational growth, development and scaling, social entrepreneurship, conflicting loyalties, issues of intellectual property and the monetization of ideas, for-profit versus non-profit structures, individual & organizational reputations, and redefining the approach to ethics education.
- Works well in organizational behavior, leadership, and social entrepreneurship courses, as well as in stand-alone workshops for faculty, students and practitioners.

Missing Money (A) and (B)

[Developed by Andrea Green and Jessica McManus-Warnell, Notre Dame University, with Karen Whelan-Berry, Providence College]
Faculty Discussion Guidelines (5 pages)
Case (A) and (B) for Student Use (2 pages and 1 page, respectively)
- A Sophomore Treasurer of a university student club realizes that the President of the club, who is a Senior, has not deposited funds owed to the club account from the President’s personal account.
- Works well with Undergraduates to demonstrate the challenges of, as well as some strategies for, raising difficult issues between friends and peers. Useful for extra-curricular program orientations, as well.
Monopolization or Delivery on Mission (A) and (B)
[Developed by Denise Crossan, Trinity College, Dublin and Geraldine Prizeman, Trinity College Dublin]

Case with Faculty Discussion Guidelines (6 pages)
Case (A) and (B) for Student Use (2 pages and 1 page, respectively)

- A social enterprise facilitates the donation and redistribution of software products to other non-profits. Its biggest donor company asks the CEO to supply only their products and not those of their competitors, which directly conflicts with the values of the social enterprise and its founder.
- Deals with donor-relations, upholding the values and mission of an organization even under pressure, communications, balancing social mission & scale, and understanding competitive advantages.
- Works well in non-profit management, CSR, organizational behavior, leadership, and ethics courses, as well as in stand-alone workshops.

Naiveté or Boldness? (A) and (B)

Cases plus Faculty Discussion Guidelines (6 pages)
Case (A) and (B) for Student Use (3 pages and 3 pages, respectively)

- Focuses on leadership - in this case, standing up to the CEO in a healthcare setting.
- Works well in organizational behavior, leadership, career management and ethics courses, as well as in stand-alone workshops.
- See the “Scripts & Skills” module for a full discussion of how faculty can use this material and companion curricular pieces.

No I In Team (A) and (B)
[Developed by David Donohue and Jessica McManus-Warnell, Notre Dame University, with Karen Whelan-Berry, Providence College]

Faculty Discussion Guidelines (4 pages)
Case (A) and (B) for Student Use (3 pages and 2 pages, respectively)

- On the eve of a game against their biggest rival, a top soccer team captain realizes his friend and team star violated the no alcohol/dry season team rule, and should be suspended for one game.
- Works with Undergraduates and can be used to discuss team dynamics, and/or to discuss college drinking.

Not An Option Even To Consider: Contending with the Pressures to Compromise (A) & (B)
[Developed by Heather Bodman under the supervision of Professor Cynthia Ingols, Simmons University School of Management.]

Faculty Discussion Guidelines (13 pages)
Case (A) and (B) for Student Use (7 pages and 3 pages, respectively)

- Focuses on a country manager for an MNC pharmaceutical firm, contending with pressures around corruption; difficult government relationships; competitor’s counterfeit products; etc.
- Works well in marketing, international business, organizational behavior, leadership, business law and ethics courses, as well as in stand-alone workshops. Designed for MBAs but could work with advanced Undergraduates.
“One-Off Decisions”

*Brief Reading with Discussion Questions (1 pages)*

- A short excerpt from a novel for use in raising the question: “When does a decision define who we are, and how can we deal with that?”

**Online Identities (A) and (B)**

*Faculty Discussion Guidelines (5 pages)*

*Case (A) and (B) for Student Use (2 pages and 1 page, respectively)*

- Undergraduate publishing intern is pressured to create false reader responses in order to boost Amazon search optimizations.
- Works well with undergraduates, especially in preparing for and/or debriefing internship experiences.

**Paying Bribes: Do Small Suppliers Have Choice?**

[Developed by Amit Jain, Visiting Faculty, Praxis Business School, with guidance and input from Professor Ranjini Swamy, Goa Institute of Management.]

*Faculty Discussion Guidelines (under development)*

*Case for Student Use (3 pages)*

- A young marketing and sales manager is pressured by purchasing manager to pay a bribe in order to secure an order that is felt to be needed by a struggling small business.
- Appropriate for classes in Sales and Marketing, Small Business Management, Entrepreneurship, Anti-Corruption, Leadership and Ethics, etc.

**Perils of Collaboration (A) and (B)**

[Developed by Neha Gupta and Rekha K.N at Indian School of Business under the guidance of Prof Ranjini Swamy. The Teaching Note was authored by Neha Gupta and Rekha K.N at Indian School of Business under the guidance of Prof Ranjini Swamy and Dr. Karen Whelan-Berry of Providence College.]

*Faculty Discussion Guidelines (12 pages)*

*Case (A) and (B) for Student Use (5 pages and 2 pages, respectively)*

- A doctoral student working as a researcher authors a chapter for a book. A more experienced and renowned researcher tries to claim co-authorship without truly contributing to the writing. The protagonist struggles with whether or not to include him while balancing the culture and norms of the organization.
- Deals with communications, organizational behavior, leadership, stakeholder relationships, short-term versus long-term implications, academic honesty and intellectual property rights.
- Works well with communications, organizational behavior, leadership, career preparation and ethics courses, as well as in stand-alone workshops.
Product Safety and (Preemptive) Recalls
[Developed by Daniel Arce, Ph.D., University of Texas-Dallas, with Mary C. Gentile, Ph.D.]
Cases plus Faculty Discussion Guidelines (5 pages)
Case for Student Use (2 pages)
Addendum on Game Theory & Subgame Perfection in product recall context (4 pages)
- Examines the issues related to a preemptive product recall when a firm suspects the product may prove to be unhealthy. Contains a game theoretic addendum illustrating the role the GVV can play in reinforcing socially concerned behavior.
- Works well in finance syllabi (profit maximization, present value, game theory -- subgame perfection, product safety, product recall) and in economics syllabi (game theory -- subgame perfection, regulation, public goods, profit maximization, product safety, product recall).

Profit Maximization and Layoffs
[Developed by Daniel Arce, Ph.D., University of Texas-Dallas, with Mary C. Gentile, Ph.D.]
Cases plus Faculty Discussion Guidelines (3 pages)
Case for Student Use (2 pages)
- Examines the tradeoffs between viewing employees as inputs versus assets in the context of a recession.
- Works well in finance/economics syllabi (profit maximization, shareholder value maximization, shareholder wealth maximization, objective functions, layoffs).

Rhonda Delgado and the Compromised CEO
[Developed by Professor Jerry Goodstein, Faculty Director, MBA Program, Department of Business, Washington State University, Vancouver.]
Case with Faculty Discussion Guidelines (11 pages)
Case (A) and (B) for Student Use (2 pages and 2 pages, respectively)
- The Director of Human Resources for a Financial Advisors firm learns that the CEO of the firm is using his power and his position for personal gain, engaging in actions that cross the line of acceptable ethical and legal behavior.
- Deals with issues of conflicting loyalties, individual & organizational reputations, reporting a superior, abuse of power, stakeholder relationships and short-term versus long-term implications.
- Works well in organizational behavior, leadership, and ethics courses, as well as in stand-alone workshops.
Reporting Module

*Complete Faculty Version of “Reporting” module: including Introduction, Cases with Faculty Discussion Guidelines, Annotated Bibliography (24 pages)*

- Includes a number of suggested short cases and other materials that all revolve around the question of honest and accurate reporting. A collection of possible background readings on the topic of “earnings management” are provided with annotation, illustrating how they might be used to help students develop creative, targeted responses to the frequently heard rationalizations for this behavior. Cases set in business and non-profit contexts.
- Reading (“Discussions about Ethics in the Accounting Classroom: Student Assumptions and Faculty Paradigms”) explores the process of developing effective insight into, and responses to, the frequently heard rationalizations for false reporting.
- In addition to accounting, these materials work well in discussions of ethics and in discussions of the different levers that may be appropriate for managers at different levels within an organization.

‘Sharek’ and Employee Volunteerism: A Social Enterprise Succeeds in the Corporate World

[Developed by Mentallah Darrag, Assistant Professor of International Business, and Noha El-Bassiouny, Associate Professor of Marketing at the German University in Cairo].

*Case with Faculty Discussion Guidelines (5 pages)*

*Case (A) and (B) for Student Use (4 pages and 2 pages, respectively)*

- Sharek was conceived as an incubated social enterprise and a collaborative platform promoting Employee Volunteerism (EV) between the corporate and the non-profit organization world in the wake of the Egyptian revolution. The project faced obstacles whilst mediating between its corporate and non-profit associates.
- Deals with employee volunteerism, CSR and social impact approaches, influence, change management, social marketing, NGO and for profit management.

Social Responsibility or Insanity: The Entrepreneurial Struggle for Utah’s First Wind Project

[Developed by Cathy L. Hartman and Edwin R. Stafford, Utah State University]

*Faculty Discussion Guidelines (34 pages)*

*Faculty-Only links to Video B cases available from Mgentile3@babson.edu*

*Student Video Cases -- [http://huntsman.usu.edu/cleantech/htm/cases](http://huntsman.usu.edu/cleantech/htm/cases)*

- Entrepreneur must find ways to persuade elected officials, regulators, utility executives and citizens to support the first wind power project in Utah.
- Works well with graduate and undergraduate students.
Soft Issues in the Software Industry (A) and (B)
[Developed by Ranjini Swamy of Goa Institute of Management, Nisigandha Bhuyan of IIM-Calcutta and Ritutapan Neog.]
Faculty Discussion Guidelines (6 pages)
Cases (A) and (B) for Student Use (7 pages and 3 pages, respectively)
 o A team leader at an Indian IT support service provider must deal with the fall-out from the costly error of a junior team member. He is pressured by his supervisor to blame another provider in the client service chain.
 o Works well in discussions of IT consulting and client relations management, performance management, organizational culture and/or ethics.

Student Privileges with Strings Attached
Faculty Discussion Guidelines (4 pages)
Case for Student Use (1 page)
 o Undergraduate intern at a consulting firm is pressured to share his university password to enable the firm to access proprietary databases from the school library.
 o Works well with undergraduates, especially in preparing for and/or debriefing internship experiences.

The Backdating Scandal: Whom Am I Trying to Persuade? (A) and (B)
[The following cases were developed to be used as capstones in a Corporate Governance course at Yale School of Management, immediately following a module on best practices in the boardroom.]
Cases (A) and (B) with Team Assignment and Discussion Questions for Student Use (3 pages and 2 pages, respectively)
 o The chairman of the board is faced with the challenge of communicating unwelcome messages to his fellow directors in an effort to save a firm after a scandal has emerged. As with all GVV material, one of the unique features of this exercise is that students are not asked to figure out whether the case protagonists should voice their values, but rather how they can do so most effectively.
 o In addition to corporate governance, these materials work well for discussions of ethics and persuasion.

The Client Who Fell Through the Cracks (A) and (B)
[Part of the GVV collaboration with Columbia Business School Sanford C. Bernstein & Co. Center for Ethics and Leadership, also available through Columbia CaseWorks Collection.]
Cases plus Faculty Discussion Guidelines (4 pages)
Cases (A) and (B) for Student Use (2 pages and 1 pages, respectively)
 o A bank analyst told to cover up poor portfolio performance for a small private wealth management client works to find an effective way to resist this direction.
 o Works well in discussions of financial service client relations management, managing up and/or ethics classes.
The Diversity Consultant (A) and (B)
*Cases (A) and (B) for Student Use (2 pages and 1 pages, respectively)*
- Illustrates the power of re-framing a debate or decision, as well as the power of aligning one’s strategy for action with a clear understanding of one’s strengths.
- Works well in courses on diversity, self-assessment and career management, organizational behavior, and ethics, as well as in stand-alone workshops.

The Game Just Got Bigger
[Developed by Deepa Dixit, Associate Dean of Global Alliances & Head of Marketing Communication, WeSchool, Welingkar Institute of Management Development and Research.]
*Faculty Discussion Guidelines (8 pages)*
*Case (A) and (B) for Student Use (8 pages and 4 pages, respectively)*
- An influential member of Indian society tries everything in his power to get his company exempted from paying the required Department of Transportation fees. The protagonist is clear that there is no way the company can legally avoid paying these fees, but he struggles with how to get his superiors to feel the same way.
- Deals with issues of power & influence, short term versus long term costs, exploiting loopholes and unwritten norms.
- Works well in organizational behavior, leadership, ethics and management, as well as in stand-alone workshops.

The Indent for Machines: A Sugary Finale (A) and (B)
[Developed by Professor Ranjini Swamy, Goa Institute of Management]
*Case plus Faculty Discussion Guidelines (8 pages)*
*Cases (A) and (B) for Student Use (4 pages and 2 pages, respectively)*
- A civil service officer managing a sugar cooperative is pressured by an Indian state government official to disregard the stated bidding criteria and accept a bid for new machinery as a favor.
- Works well in courses on management, supply chain management, global business and/or ethics.

The Independent Director’s Challenge (A) and (B)
[The following cases were developed to be used as capstones in a Corporate Governance course at Yale School of Management, immediately following a module on best practices in the boardroom.]
*Cases (A) and (B) with Team Assignment and Discussion Questions for Student Use (3 pages and 2 pages, respectively)*
- An independent director struggles to effectively voice a dissenting view regarding leadership succession on the board of a largely family-owned firm.
- In addition to corporate governance, these materials work well for discussions of ethics and persuasion.
The Midnight Journal Entry (A)
[Developed by Anne T. Lawrence, San Jose State University]
Case plus Faculty Discussion Guidelines (20 pages)
Case (A) for Student Use (10 pages)
[Available at http://cb.hbsp.harvard.edu/cb/web/search_results.seam?Ntt=midnight%2Bjournal%2Bentry&conversationId=74186]
How should a chief financial officer respond when he uncovers a serious accounting fraud? Richard Okumoto, the newly-appointed CFO of Electro Scientific Industries, Inc., learned that around midnight several months earlier, a group of managers, led by a man who later became CEO, had reversed an accrued liability associated with the anticipated cost of employee retirement benefits. This "midnight journal entry" had allowed the company to report a gain, rather than a loss, for the quarter. Okumoto believed that the reversal was improper and the company's earnings should be restated. When he approached the CEO, the general counsel, and the audit committee with his concerns, however, he was told to "just get past it." Okumoto had to decide how best to act on his conviction that the company had committed an unethical and illegal act, while minimizing the risk to himself and his future career prospects.

The New Associate
Faculty Discussion Guidelines (5 pages)
- A senior-level accountant in a CPA firm is pressured to violate professional standards as work piles up during busy season.
- Works well with undergraduate and graduate students, as well as accounting professionals.

The Part-Time Job with A Full-Time Challenge
Faculty Discussion Guidelines (3 pages)
Case for Student Use (2 pages)
- Undergraduate notices that his friend and co-worker in a car parts store is adjusting invoices and inventory reports in order to steal cash while working as a night manager.
- Works well with undergraduates, especially in preparing for and/or debriefing internship experiences.

The Price (A) and (B)
Brief Readings (A) and (B) with Discussion Questions for Student Use (1 page each)
- A short excerpt -- describing an ethical conflict over research findings with a powerful supervisor set in an academic context -- for use in raising the question: “What price will we pay, and are we willing to pay, for our decisions?”
The Real Cost of Paying Bribes
[Developed by Amit Jain, Doctoral Student, Indian Institute of Management, Calcutta.]
Case with Faculty Discussion Guidelines (16 pages)
Case (A) and (B) for Student Use (8 pages and 4 pages, respectively)
- An education services company encounters corruption and bribery as they venture into government contracts. The Director of Corporate Social Responsibility must navigate internal and government politics as he tries to recover payment for services rendered.
- Deals with issues of bribery, organizational tensions, CSR, conflicting loyalties, individual & organizational reputations, internal politics, and broken systems.
- Works well in CSR, organizational behavior, leadership, social entrepreneurship and non-profit management courses, as well as in stand-alone workshops.

The Temple Encroachment Issue (A) and (B)
[Developed by Professor Ranjini Swamy, Goa Institute of Management]
Case plus Faculty Discussion Guidelines (9 pages)
Cases (A) and (B) for Student Use (4 pages and 3 pages, respectively)
- A civil service officer responsible for enforcing property rights confronts a challenge when a Hindu temple committee begins to build a temple expansion on a neighboring business person’s property. It is election season and the protagonist’s supervisor, up for re-election, does not want to upset the largely Hindu voting population. The property owner happens to be Muslim.
- Works well in courses on diversity, management, global business and/or ethics.

“This Whole System Seems Wrong:” Felipe Montez and Concerns about the Global Supply Chain
[Part of the GVV collaboration with Columbia Business School Sanford C. Bernstein & Co. Center for Ethics and Leadership, also available through Columbia CaseWorks Collection.]
Case plus Faculty Discussion Guidelines (7 pages)
Case for Student Use (3 pages)
- A young purchasing manager for a Spanish electronics firm confronts disturbing practices in manufacturing supplier plants in China and tries to identify an effective way to make change.
- Works well in courses on supply chain management, global business and/or ethics.

Tidal Community Bank: Reacting to Investor Pressures
[Developed by Professor Joseph A Cote, Washington State University]
Case plus Faculty Discussion Guidelines (5 pages)
Cases (A) and (B) for Student Use (3 pages and 3 pages, respectively)
- This case examines how a company can protect its corporate values when it goes public.
- Works well in finance, management, strategy, leadership, and ethics courses.
To Be, or Not to Be, that’s the Question: Vijay’s Dilemma
[Developed by Professor Manish Singhal and Ms. Paridhi Jain, XLRI - Xavier School of Management.]
Faculty Discussion Guidelines (13 pages)
Case (A) and (B) for Student Use (10 pages and 2 pages, respectively)
- The protagonist finds out that his boss who is unfairly favoring contractors who utilize his wife’s consulting services and punishing those who do not.
- Deals with issues of quid pro quo, broken organizational systems, individual & organizational reputations, power & influence especially with those with whom you do not have any formal authority, short-term versus long-term implications and corruption.
- Works well in organizational behavior, leadership, small business management and ethics courses, as well as in stand-alone workshops.

To Say Or Not To Say
[Developed by Piya Mukherjee - Director - VES Leadership Academy and Research Centre, Mumbai and Corporate Trainer - Ethics and Human Values and Cross-Cultural Sensitization.]
Case plus Faculty Discussion Guidelines (4 pages)
Cases (A) and (B) for Student Use (5 pages and 3 pages, respectively)
- This case deals with a young MBA’s dilemma about disclosure versus sales in an Indian investment banking firm.
- Works well for both undergraduate and graduate classes, in sales, management, leadership, and ethics courses.

Too Much Information
[Developed by Anna Hawkins and John Melnyk at The University of Winnipeg.]
Faculty Discussion Guidelines (10 pages)
Cases (A) for Student Use (3 pages)
Available to registered instructors through Ivey Publishing: https://www.iveycases.com/ProductView.aspx?id=65331
- A student working in a group on a case analysis project is surprised when a fellow group member accesses information, which the assignment specifies as off limits. (Follow up case, included in the teaching note, presents the course instructor’s perspective on this situation.)
- Works well with undergraduate students in ethics courses. Also useful at the beginning of any case method course to raise the issue of academic integrity in such courses.
Trusting the Trust Accounts (A) and (B)
[Developed by John T. Lytle and Jessica McManus-Warnell, Notre Dame University, with Karen Whelan-Berry, Providence College]

Faculty Discussion Guidelines (5 pages)
Case (A) and (B) for Student Use (2 pages and 2 pages, respectively)
- Undergraduate summer intern in Trust Department of publicly-traded community bank realizes that the interest rate on cash balances of trust accounts is very low, and does not maximize the return to trust customers.
- Works with Undergraduates in finance, accounting, management, leadership and ethics classes, and as preparation for students will be participating in internships.

Voicing Our Values: Lockheed Martin Ethics Training Videos
[Inspired by Giving Voice to Values]
- This series of video vignettes (revised annually), used for internal training at Lockheed Martin and inspired by the GVV approach, focus on issues such as manufacturing quality; retaliation in the workplace; procurement; export control and compliance; use of the company assets and social media; honesty under pressure; respect, communications and leadership; harassment; etc. There is a Leaders Guide available as well.

When the Boss is the Barrier
[Developed by Professor Nishigandha Bhuyan, Indian Institute of Management, Kolkata.]

Faculty Discussion Guidelines (12 pages)
Case (A) and (B) for Student Use (5 pages and 2 pages, respectively)
- A plant manager discovers and responds to the fact that his supervisor is taking a cut of the contract with the labor provider and therefore plant operations are not as efficient as they could be.
- Deals with issues of corruption, efficiency, power & influence, short term versus long term gain and ethics.
- Works well in organizational behavior, leadership, supply chain, Human Resources, and ethics courses, as well as in stand-alone workshops.

Who's My Boss? (A) and (B)
[Developed by Mark Mallinger and Gary Duck.]

Faculty Discussion Guidelines (5 pages)
Case (A) and (B) for Student Use (3 pages and 2 pages, respectively)
- The Chief Information Officer of IT in an aerospace company demands that one of his Directors fire a Senior Programmer who is talented but abrasive. The Director believes this is neither fair nor wise but struggles with how to convince his boss to change his mind.
- Works well in organizational behavior, HRM, leadership, team management, career management and ethics courses, as well as in stand-alone workshops.
Xi-Cheung Partnership

[Xi enters a business partnership with Cheung to run a textile dye manufacturing plant in China. Cheung's unprincipled actions around worker safety and benefits and environmental requirements fail and they go bankrupt. Cheung considers what his alternatives may have been.

Works well in operations management, environmental management, human resource management, leadership, communications and ethics courses, as well as in discussions of international business challenges.

Case Summary and Faculty Discussion Guidelines (4 pages)

Revised 12/01/2016]