**Appendix D - UNIVERSITY HONORS PROGRAM**
**SENIOR PROJECT - APPROVAL**

Name: Melissa Hsieh

College: Business Administration Department: Marketing

Faculty Mentor: Felicity Pearson

PROJECT TITLE: Exploratory Report on Ethics Instruction in the College of Business Administration

I have reviewed this completed senior honors thesis with this student and certify that it is a project commensurate with honors level undergraduate research in this field.

Signed: Felicity Pearson, Faculty Mentor

Date: May 2, 2001

Comments (Optional):

# Exploratory Report on Ethics Instruction in the College of Business Administration

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May 8, 2001

# Table of Contents

I. Executive Summary.....3

II. Introduction.....4

III. Explanation of Need.....6

A. Personal Perspective

B. Student Perspective

C. Survey Results

IV. Current CBA Changes in Progress.....13

V. Recommendations.....18

VI. Appendices.....20

A. Appendix 1

B. Appendix 2

C. Appendix 3

D. Appendix 4

# Executive Summary

First, the introduction will discuss the evolution of the project as it has run its course in the last year. This includes the problems, the setbacks, and the many changes that have been made to it. Also, the need for giving attention to marketing ethics is addressed in a discussion of marketing in today's society.

Next, the current attention given to the subject of ethics in the College of Business Administration is proved to be inadequate using both a personal and student perspective. Having attended the University of Tennessee for four years, personal experience will offer some valuable insight. Along with offering this personal perspective, the results of the survey administered to marketing seniors are posted. These results offer adequate evidence that the ethics concern is shared amongst marketing students.

Next, a summary of the changes that are currently taking place in the College of Business Administration are explored. A brief overview of the restructured undergraduate program is given as is an explanation for what this means for ethics instruction.

Finally, two recommendations are proposed as possible solutions to the present lack of attention given to ethics. It will be explained how these two possible solutions will fit in with the new curriculum and structure and how each will reconcile the ethics need.

# Introduction

Let me begin by saying that choosing a topic for my senior project was, to say the least, a struggle. I started by looking for a subject related to my major, but I was much too overwhelmed by the amount of information from which I had to choose. Then I asked myself what aspect of Marketing was most interesting to me and had the most relevance on today's society. The first topic that came to mind was ethics. Today it seems that there are always stories in the media of multi-million dollar companies taking part in one unethical scheme or another for the sake of gaining profit. Marketing is just one area of business that can be misused to threaten the ethical soundness of a company. Tentatively, I latched onto business ethics and dove into research.

Overwhelmed by a great deal of information once again, I felt like I had reverted to stage one. I had no clue which topic to address because I had no background in any of it. It was then that I realized I had only a vague conception of ethics as it is related to today's business world. It frustrated me that after four years in college, two of which were spent in the College of Business Administration specifically, I felt that this subject had not been thoroughly covered. It was a wake-up call to realize that I felt as if I had received inadequate instruction in the subject. It was frustrating that I had not been taught information I actually felt I needed to learn. I originally wanted my senior project to be a proposal urging the University of Tennessee Marketing Department to add a Marketing Ethics course to their curriculum. However, in the middle of working on this proposal I was forced to change it.

After corresponding with Dr. Reizenstein, the head of the Marketing department, I realized that the addition of such a class would be impossible due to the fact that there are major changes already taking place regarding the structure and content of the College of

Business Administration. This changed the direction of my project completely. Instead of writing a proposal urging the Marketing department to add a course to the curriculum, I decided to write an exploratory report of sorts that examines a variety of issues associated to the need for more ethics instruction. Basically, in my report I research the need and desire for more or better ethics instruction. Using this research I then attempt to propose a way to reconcile this need and interest without adding a new course.

# Explanation of Need

*Personal Perspective*

Having already thrown the term 'marketing' around a dozen times, before going any further let me offer my own comprehensive definition of marketing as I have come to know it in the time I have spent as an undergraduate. It has been ingrained into every marketing student's mind that there are "four P's of marketing." They are product, price, promotion, and place (also referred to as distribution). Marketers are involved in defining the needs of customers and creatively and effectively conveying to the customer that they can provide a solution to their needs at the most reasonable price and with the most efficient mode of distribution. Hands down, this is an all-encompassing definition that leaves no area of business untouched. Since marketing has such a vast area of application, it is safe to say that it touches all aspects of business in some way, shape, or form. It is an absolute necessity for a company to survive. Since marketing is so present in almost all aspects of a business, this is a key indication that there is more than enough room for mistakes to occur. When I say mistakes, I am referring specifically to ethical mistakes, both intentional and unintentional. In no way am I saying that marketing is the only facet of business that needs to address ethics. With this paper, I hope to express why I and other students in my major feel that ethics should be given more attention.

First, I would like to offer my personal explanation for why the Marketing Department should consider placing more focus on marketing ethics in their curriculum. As I have come to see it, marketing is everywhere. Companies market their products and services to segments of the public so that they will increase their sales. College graduates market themselves to companies that are looking to fill job openings. Politicians market

themselves to the voting public in hopes of gaining favor around election time. Since marketing is so widely used in today's society, is it fair to assume that there may be instances when unethical marketing tactics are used—of course. That goes with anything in today's society.

Those undergraduates pursuing a degree in the College of Business Administration are all expected to take an Ethics course, regardless of their major. The courses they may choose from are as follows:

*ETHICS (3 hours) One course from:*

| | | |
|---|---|---|
| *Philosophy* | *242* | *Ethical Theory and Its Applications (3)* |
| | *342* | *Business Ethics (3)* |
| | *344* | *Professional Responsibility (3)* |

The following are course descriptions as they are written in the 1999-2000 Undergraduate Catalog.

*242 Ethical Theory and Its Applications (3) A study of moral values and principles in theoretical and practical contexts. Open only to students registered in the College of Business Administration.*

*342 Business Ethics (3) Ethical problems as they confront both business as a social institution and individuals in business. Writing emphasis course.*

*344 Professional Responsibility (3) Critical Analysis of selected classic texts from philosophy, religious studies, and social sciences dealing with responsibility and the nature of professionalism. Theoretical principles and analytical skills applied to selected case studies and other detailed descriptions of professional practices from engineering/architecture; business/accounting; and at least one of law/politics; helping professions (social work, human services, ministry); teaching. (Same as Religious Studies 344.) Writing emphasis course.*

In my experience with Philosophy 342, I found the class to be lacking in its examination of Business Ethics. I recall the first day of class our instructor asking how many of us were Business majors. He was very surprised when everyone raised his or her hand. We then told him that this was a course required of business majors and that

we were all taking it to fulfill our philosophy requirement. He acted as if this was news to him. Halfway through the semester, I became frustrated with the fact that we had not talked about ethics as it related to the workplace at all even though we were well into the course. The subject matter simply addressed typical moral dilemmas like abortion and capital punishment, not the likes of workplace discrimination, false advertising, and fudging the books. We also addressed topics like logic, which most of us found not only confusing but unnecessary for our chosen careers. Although no one ever voiced their dissatisfaction with the class to our instructor, we frequently discussed it with one another. We figured that it was too late for the instructor to change his content and hoped that we would get some ethics background in our other classes since we were certainly not getting it in that class.

### *Student Perspective*

Initially, I was concerned that it could be my own individual misfortune that I had not learned much about Marketing Ethics in my four years here at the university. I had no substantial evidence that there were other students not completely satisfied with the amount of instruction they received on ethics. Therefore, I decided to administer a survey to establish a need for adding a Marketing Ethics course to the Business curriculum. This survey consisted of one objective question and five open-ended questions directed towards marketing majors specifically (preferably seniors, but juniors were not discounted). I handed out these surveys to the students in my 400 level marketing courses last semester and this semester so as to ensure that I was dealing with marketing majors who had completed a majority of the classes required for their major.

The first question simply asks, "What is your class?" I wanted to include this question because I needed to get an idea of where the student was coming from. The responses a junior has to make stem from a different set of experiences than that of a senior. Therefore, there are considerations that must be made in order to distinguish between the two.

The second question is "Do you associate unethical behavior with the marketing profession? Please explain why or why not." With this question, I was hoping to get an overall feeling from the students regarding whether or not they are concerned about ethics in their future profession. I wanted to know if the men and women who will be marketing professionals in a few years are themselves worried about the ethical status of their field? Do they believe there is reason for concern? Why or why not?

The third question is "Overall, in your marketing classes do you feel you have been presented with an adequate amount of information regarding marketing ethics specifically?" This is where the personal experience comes into play. I wanted to hear from the students themselves about their experiences in learning about ethics in their marketing courses as well as their required ethics course. I wanted to make sure that I was not the only one who felt the topic had been neglected.

The fourth question is "If a course entitled 'Marketing Ethics' were offered at UT, would you take it?" This is the question I was hoping to realize whether or not there is a need for a Marketing Ethics course to be added to the Marketing curriculum. I know how I personally feel, but I realize that my sole opinion is not enough to persuade the Marketing Department. I need some proof that other students feel the same way.

The fifth question is "Do you think a course by this title should be a requirement for all marketing majors? Why or why not?" This question is meant to gain some insight into the students' interest in taking the course if offered. The Marketing Department is

not about to add an entirely new course unless they are positive that it will be well worth their time, effort, and money.

The last question is "Are there any specific areas of marketing ethics that you feel would be necessary to include in such a class?" This question is supposed to help me in my proposal of what should be taught in the course. What ethical topics are considered most urgent in today's business world? What would the students like to learn more about?

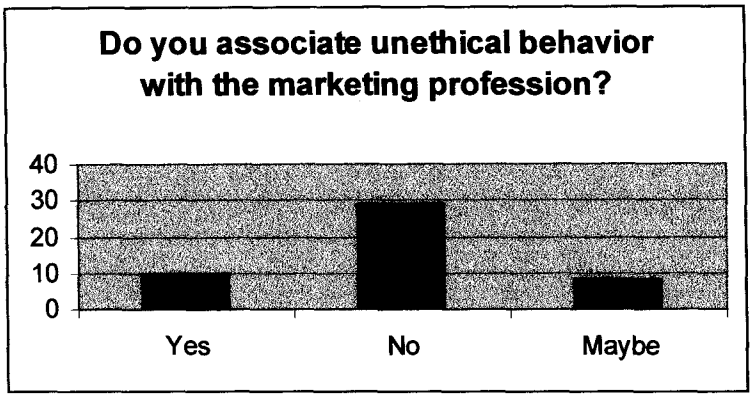
It was only after I had administered a majority of the surveys that I realized that adding a marketing ethics course would be completely out of the question at this point in time. Dr. Reizenstein informed me of this during our e-mail correspondence. However, I found that the surveys should not be discounted because the responses were still relevant for defining the need for more attention on ethics.

### *Survey Results*

I gathered that most of the marketing students I surveyed did not associate unethical behavior with the marketing profession. Most felt that marketing itself was ethical, and that it was only the occasional sub-segments (e.g. advertising and sales) that showcased unethical tendencies. Judging from the answers given on the surveys, I feel there is definitely a need to discuss ethics more thoroughly in business classes. Some of the responses I received seemed completely devoid to the realities of the business world. For example, one respondent said he or she did not find the marketing profession unethical because "marketing involves research, data analysis, and behavior research." This is a true statement, but does he or she realize that there are times when research is altered or manipulated in order to get a certain outcome? Another respondent made the

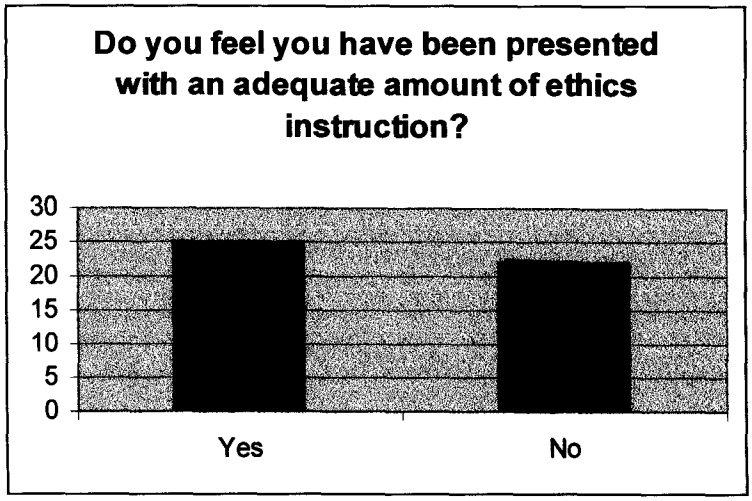
statement that "[ethics is not an issue] in the larger, more successful corporations, but sometimes in small companies and especially in local law firms." Why does he or she not consider ethics a relevant issue for large firms as well as for small firms?

*Table 1*



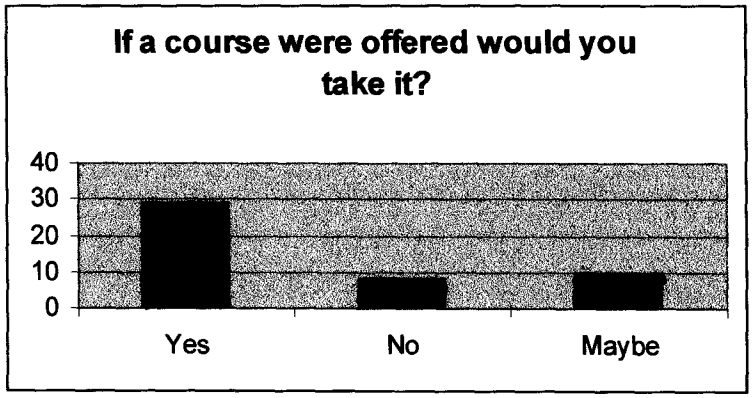

The responses to this next question illustrate the need for more focus on ethics. A majority of the students I surveyed said they thought they had been presented with an adequate amount of ethics instruction. However, almost the same number of respondents said they had not received enough instruction. If the majority had outnumbered the minority by more than just two or three, I would have concluded there was an insignificant need for giving more attention to the topic of ethics. However, there is obviously a significant need.

*Table 2*



The next question is whether or not this recognized need should be addressed. If the marketing department were to go to the trouble of adding a class or restructuring course content, would it be worth their time and effort? Would the students actually take advantage of this opportunity? According to the survey, the interest is definitely there.

*Table 3*



# Current CBA Changes in Progress

The following is a brief overview of the current changes being made to the undergraduate curriculum and structure by the College of Business Administration.

*The Undergraduate Program Task Force (UGTF)*

An Undergraduate Program Task Force (UGTF) was formed in January 2000 to recommend a revised undergraduate curriculum structure and content for the College of Business Administration. The UGTF consisted of representatives from each department within the college.

Monique W. Anderson, Director of Undergraduate Business Programs
Robert A. Bohm, Professor, Department of Economics
Joseph V. Carcello, Associate Professor, Department of Accounting & Business Law
David W. Cerne, MBA Student
Oscar S. Fowler, Professor & Head, Department of Management
Mary C. Holcomb, Associate Professor, Department of Marketing, Logistics & Transportation
David L. Sylwester, Professor, Departement of Statistics
Ramsey Valentine, Project Manager, College of Business
John W. Wachowicz, Professor, Department of Finance
Jonathon B. Woodroof, Associate Professor, Department of Accounting & Business Law
Robert B. Woodruff, Professor, Department of Marketing, Logistics & Transportation

*Recommended Curriculum Structure*

The curriculum structure they recommended contains four components: (1) general education, (2) Pre-Business Core, (3) Business Core, and (4) Major/Collateral coursework.

(1) The general education component involves 63 credit hours and is identical to the general education curriculum recommendations of the Stokely Task Force, the original task force assigned this project.

When compared to the current undergraduate program's general education requirement, the Stokely Task Force recommended no change in the English, Mathematics, Foreign Language, Social Science, National Science, History, Oral Communications, and Written Communications. They recommended that Ethics be dropped, Humanities/Art to be a 3-

hour requirement (down from 9 hours), and non-business electives be increased by 8 hours.

*The UG General Education Curriculum (63 hours)*

| Proposed Subject Areas | Proposed Hours |
|---|---|
| English 101-102 | 6 |
| Math 123-123 or 141-142 | 6 or 8 |
| Intermediate Foreign Language | 6 |
| Social Science | 6 |
| Natural Science | 8 |
| History | 6 |
| Oral Communication | 3 |
| Written Communication | 3 |
| Humanities/Arts | 3 |
| Non-Business Electives | 14 or 16 |

(2) The Pre-Business Core involves 17 credit hours and, like our current curriculum, includes content coverage of the following topics; accounting, economics, statistics, and computer skills. The most significant change is the addition of four hours of content coverage of business functions: marketing, finance, logistics, operations, organizational behavior, and information management.

*The UG Pre-Business Core (17 hours)*

| Business Tools | Business Environment | Business Functions |
|---|---|---|
| Statistics-3 hours<br><br>Accounting-5 hours (3 Financial, 2 managerial)<br><br>Computer skills-1 hour | Economics-4 hours | 4 hours covering the Functions of Business<br>-Marketing<br>-Finance<br>-Logistics<br>-Operations<br>-Organizational Behavior<br>-Information Mgmt |

(3) The Business Core involves 22 credit hours. The Business Core contains content coverage of: financial management, organizational behavior, the global and legal environment, and business strategy. These areas represent approximately half of it (12 hours). The other 10 hours of it is devoted to the study of contemporary business management. The content of this block of study will vary over time and will reflect current leading-edge issues in business management. The initial topics to be covered are: supply chain management, demand management, lean operations management, information management, and an integrated learning experience. Envisioned is a high degree of coordination across content areas in the Business Core and a focus on both functional disciplines and business processes.

*The UG Business Core (22 Hours)*

| **Professional Skills** | **Business Management** | **Business Envirnmt.** |
|---|---|---|
| Communication-- Integrated into all business core learning<br><br>Team Building—integrated into all business core learning<br><br>Ethics—integrated into all business core learning | 10 hours covering Contemporary Business Management, currently to include:<br>-Supply Chain Mgmt<br>-Demand Mgmt<br>-Lean Operations Mgmt<br>-Information Mgmt<br>-Integrative Learning Experience<br><br>Financial Mgmt-3 hours<br><br>Organizational Behavior-1 hour<br><br>Business Strategy-3 hours | Global Environment-3 hours<br><br>Legal Environment—2 hours |

(4) Major/Collateral coursework involves 24 hours. Majors will be redefined to allow their length to vary (between 9 and 18 credit hours). Collateral areas are also recommended, and the number of collateral credit hours will vary amongst majors (between 6 and 15 credit hours). Collateral study is to be approved by the major department through the student advising process, and can be taken outside the College of Business Administration.

*The Major Curriculum (24 Hours)*

| **Major** | **Collaterals** |
|---|---|
| 9-18 hours | 6-15 hours |

*Advantages*

- Introducing students to business functions in the Pre-Business Core
- Creating a structure within the Business Core—the 10-hour Contemporary Business Management block—that provides curriculum flexibility as business practicing change
- Introducing and extending coverage of business processes, information management, and globalization in the Business Core
- Coordination of content coverage across the Business Core
- Flexibility in defining Majors and Collateral areas
- Greater use of technology and managed classes to gain efficiencies

*What does this mean for ethics?*

In the recommended undergraduate curriculum, Ethics has been dropped with the assumption that the topic be integrated into all facets of the curriculum. I feel that this will prove to be an inadequate amount of attention. When I brought this up to Mary Holcomb, an Associate Professor in the Marketing, Logistics & Transportation department, she informed me that there had already been controversy concerning this issue. She said that they were considering adding an Ethics requirement back to the

general education curriculum. This would mean that instead of 14 or 16 non-business electives, there would only be 11 or 13. In fact, the committee is already reviewing literature to use in such an Ethics course. They realize that the present class offered is lacking in many areas.

*Tentative Curriculum for Ethics Course*

The textbook that the College of Business Administration is tentatively considering for an Ethics course is *Policies and Persons: A Casebook in Business Ethics.* Mary Holcomb suggested that I look over this textbook to familiarize myself with the types of topics they would like to cover and also to offer any comments I may have on the text. Personally, I liked the way the book was structured. Instead of using chapters devoted to specific topics, the text has been written in separate case studies. I have come to find that case studies are vital to every business course because they effectively get their point across using real-life situations. It is a great way to teach students and help them learn how to actually apply what they have learned. *Policies and Persons* is set up in such a way so that personal values and corporate values are addressed equally. For example, in the personal values section there are nine case studies. One case study addresses Viking Air Compressor, Inc. and the conflicting views on what constitutes socially responsible corporate behavior and the means of achieving it. The corporate values section takes a closer look into the company with seven case studies. One of the case studies addresses the American Cyanamid Company and its situation with its employees being exposed to potentially harmful chemicals.

# Recommendations

In order to reconcile the need for more attention to be given to ethics, I recommend that the College of Business Administration do one of two things.

(1) They could choose not to drop the Ethics requirement from the general education curriculum, but instead keep it as a three-hour requirement like it is at the present moment. If they were to choose this option, they should revamp the current course content. They should start by using the *Policies and Persons* textbook discussed in the previous section. I found this textbook to be the most effective ethics instructional tool out of all the three Mary Holcomb allowed me to review. Also, there should definitely be better communication between the College of Business Administration and the Philosophy department. All Business Ethics instructors should be made aware of what they will be expected to teach so that there is no confusion. There should be a set course syllabus that all Business Ethics courses should follow. A joint staff of Business and Philosophy professors should determine beforehand what the course content will be. The course should be a full semester, three-fourths of which will be devoted to the textbook and one-fourth to a group project. This group project should be a case study of some company that has had to deal with an ethical issue. The student teams will be given a case in which a company has had to address an issue of ethics and the team will have to report recommendations to the company on the actions that should be taken. Thus, the course will be balanced by learning and application.

(2) The College of Business Administration could go ahead and take out the 3 hour Ethics requirement, if and only if, all business courses are revamped to include a significant amount of ethics instruction within their specific curriculums. In the long run, I believe it would be more beneficial if each course taught a mini-section on ethics so that students could get a taste of each functional area of business. However, the drawbacks to this is that each class would have to sacrifice time spent on that specific course's subject matter in order to devote it to ethics. It seems that in most classes instructors already struggle with time so this may not be the most beneficial choice.

# APPENDICES

**APPENDIX 1: SURVEY (for marketing majors only)**

1. What is your class? (junior, senior, etc.)

2. Do you associate unethical behavior with the marketing profession? Please explain why or why not.

3. Overall, in your marketing classes do you feel you have been presented with an adequate amount of information regarding marketing ethics specifically?

4. If a course entitled "Marketing Ethics" were offered at UT, would you take it?

5. Do you think a course by this title should be a requirement for all marketing majors? Why or why not?

6. Are there any specific areas of marketing ethics that you feel would be necessary to include in such a class?

**APPENDIX 2: E-mail Sent to Dr. Reizenstein:**

Dear Dr. Reizenstein,

My name is Melissa Hsieh, and I am a Senior in Marketing about to graduate in May. I am in the midst of completing a senior project for the University Honors Program, and I need your help. As the head of the Marketing Department, I thought you might be able to answer a few questions for me.

My project addresses the possibility of adding a course to the Marketing curriculum. This course would have an emphasis in the area of Marketing Ethics specifically. In my written report I have addressed why I feel there is a need for the addition of such a course and what subject matter should be included if one were actually added. However, I am not sure what the protocol is for adding courses. I assume it is a long, arduous task, and I was wondering if you might give me some insight into the process. What does it take to add a course? How long is the process? What is the cost involved? When was the last time a course was added to the marketing curriculum? Is it feasible even to consider adding a Marketing Ethics course if the department felt there was a need?

There are just a few of the questions I was interested in including in my report. Any type of response would be greatly appreciated, at your convenience of course.

Thank you for your time,
Melissa Hsieh

**APPENDIX 3: Dr. Reizenstein's Response to My E-mail:**

Melissa—

First, let me establish that this is for your project only, not for general dissemination through any media such as the Beacon, etc. I am trusting you to honor this and keep it "off the record" except for your project.

We are doing a complete revision of the entire undergraduate Business curriculum, which will be divided into modules as vs. courses. These will be totally integrated within major, with each student doing a collateral area in addition to a major. For that reason, no courses will be added at this time, though Ethics will be included in one of the modules now being planned. This is not official yet, as it has not been voted on in depth (only in principle) by the College of Business faculty, but task forces are working on it now and it will be a reality, likely in Fall, 2002, after going through the University procedures for instituting new curriculum (the various committees and councils). It will be phased in over a couple of years to minimize inconvenience to existing students.

The normal process to add a course is to initiate in a department. It is then voted on by departmental faculty and, if passed, goes to the College of Business Undergraduate Policies Committee. If approved there, it goes to the College of Business Administration faculty. If approved, it goes to the UT Undergraduate Council after which, if approved, it goes to the UT Board of Trustees. The process is similar for every college. The process takes a minimum of 6 months for all the approvals if everything hits right, then it will not appear for 9 months to a year in the catalog though it can be taught the fall following approval. More common is for the process to take 9 months to a year.

The cost of adding a course is not offering another one. We have fixed resources due to the financial constraints imposed by State funding. Our only other option is to have a required course taught by a qualified adjunct instructor, to free up a professor to teach the new course. The cost of the adjunct to teach in the professor's place would run $3500-4750, depending on their qualifications. The last time a new course was added was this year, Marketing 470, in Sales Forecasting and Demand Planning, which had been taught under a course number that allows experimentation to refine the course and test its demand by students-this can be done under the experimental number for up to three years.

Lastly, due to the new curriculum introduction, we will have no new courses considered until after the new curriculum is in place, so, whether or not there were demand, no new Marketing course would be considered at this time.

I hope that this responds to your questions—if you have more, just e-mail me.

Sincerely,

Richard C. Reizenstein, Ph.D.

**APPENDIX 4: Survey Information**

1-Senior
2-Not in the larger, more successful corporations, but sometimes in small companies and especially in local law firms ex: Bill Hotz and Associates, etc. –Not in general-
3-Not specifically. It's more of an assumption than it is a topic that is taught.
4-Not necessarily. I think it's common sense to market ethically.
5-No, common sense theory
6-Taking advantage of poorly educated people—rent-to-own, credit cards, high interest rates in general.

1-Senior
2-Subliminal messages in advertising, misrepresentation
3-Somewhat, we covered it in 420 a lot and 310/320 some. However, if it was a required class, you wouldn't need to cover it in those classes and could use that time to cover other things.
4-Definitely if it counted as our ethics requirement, maybe if it was just a marketing elective.
5-I think it should be required as our ethics requirement and should touch on ethics in other business areas.
6-Reporting marketing research and statistical info correctly and accurately based on size of sample, etc. Consumer behavior and affecting that ethically.

1-Senior
2-No. Marketing involves research, data analysis, and behavior research. Marketing is the study of what people want, who likes what, etc. I don't think of marketing as unethical.
3-No. Marketing ethics has hardly been acknowledged.
4-Yes
5-I think it should replace "Business Ethics" which is actually not offered. Most people take moral ethics, which is hardly relevant to business/marketing majors.
6-Probably: using sex to sell, misrepresenting/misinterpreting marketing data.

1-Senior
2-There can be unethical behavior in the marketing profession, but for the most part I think marketers use ethical behavior.
3-Yes
4-Yes
5-No, there is enough information offered for marketing ethics. However, I think it sould be an interesting class to take for just more info.
6-?

1-Senior
2-No, I believe that the majority of people behave ethically when dealing in business.
3-No, the main focus has been on ethics in general and that has been very little.
4-Yes
5-Yes I think a relevant ethics course should be required for marketing majors.
6-Ethically dealing with customers.

1-Senior
2-No, people need products and someone must be the middle man between the manufacturers and the general public.
3-Yes, especially in 301 and 420. Marketing ethics was mentioned quite a bit especially by Dr. Moon.
4-Yes, there is a need for more learning.
5-Yes, it would cause everyone to at least learn about being ethical even if they do not practice what they learn.
6-Sales contests, quotas, value for the customer.

1-Senior
2-No, sales has more unethical behavior than marketing.
3-No, Marketing 420 was the only class that we talked about ethics.
4-No, I am graduating.
5-No, it might be a marketing elective, but not a requirement.
6-No

1-Graduating Senior
2-No, why would one associate unethical behavior with the marketing profession?
3-Yes
4-Yes
5-No, business ethics is offered.
6-None that wouldn't apply to general ethics.

1-Senior
2-Yes. Tactics companies use are very unprofessional.
3-Not entirely.
4-Yes, I think it would be beneficial.
5-I think it should be. There is a lot of corruption in businesses.
6-Dishonesty in tactics.

1-Senior
2-No
3-Yes
4-Maybe
5-No you can't teach ethics.
6-N/A

1-Graduating Senior
2-Yes, somewhat. I more associate it with salespeople and international sales because of the bribes that are often involved.
3-Yes, but I did supplement this with 2 other Philosophy Ethics classes that I found very informative and helpful.
4-Yes, definitely. Ethics are going to be more and more important as time passes in the coming years.
5-Yes I believe the global opportunities and markets are going to be increasingly important as the American industry gets saturated with competition and products.
6-As long as international sales bribes are hit upon.

1-Senior
2-No. Unethical behavior is normally associated with professions where intense competition is present. Marketing does not appear to be like this.
3-No. It's hardly been covered at all.
4-Possibly
5-If it was an alternative with Business and Professional Ethics, yes. I'm not positive if it should be mandatory or not.
6-Is it unethical to market to specific groups?

1-Senior
2-Not generally. Every position has choices that could be ethical but the marketing profession as a whole is not unethical. Marketing just helps people find customers for their products.
3-Yes
4-Maybe
5-Maybe as your ethics requirement but not in addition to the regular ethics requirement.
6-Don't know.

1-Senior
2-Yes, with some research that people could put in wrong results to benefit themselves.
3-No
4-Yes
5-Yes, I think it sounds like a great class.
6-N/A

1-Senior
2-Yes, cigarette companies are a good example of unethical behavior. Quite honestly, there really aren't any sales positions that don't involve some unethical behavior.
3-Yes
4-Yes
5-Yes, to inform marketing majors that some ethical concerns should be considered.
6-No

1-Senior
2-Sometimes; alcohol and tobacco is linked to cancer and those ads seem to be the most spent on
3-No, you market the product to the demand of the consumer, regardless if has negative effects (ie-tobacco, alcohol)
4-Yes
5-Yes, it will give you a sense of conscience in the real world
6-alcohol, tobacco, illegal substances (high times), consumers all want a specific product that could be harmful, but is it the marketer's responsibility to filter their campaigns?

1-Senior
2-Yes, I believe the new problem with ethics in Marketing lies in corporate greed and exploitation. As demand grows, marketers want to sell to as many people as possible. This comes at the price of exploited labor, corporate pockets getting heavier and selling (creating demand) in consumers who can't pay for these items.
3-Not really. Dr. Dabholkar is really the only professor who addressed it.
4-Definitely
5-Yes, it is an applicable concept for all people especially those in business. If there is a class on Medical Ethics (obviously important) there should be a class focusing on Ethics in Marketing.
6-Corporate responsibilities (conglomerate companies), pricing, exploited labor, technology (ie internet), globalization and being non American dominated.

1-Senior
2-Yes, marketing professionals sometimes will do anything, even if it's unethical, to get what they want.
3-Yes, but there could be more realistic cases presented to us as examples that we will be dealing with on a daily basis when we finish school.
4-Yes
5-No, we have a course called business ethics in which it covers all business majors. If a marketing major doesn't go into the field of marketing when they graduate, general business ethics will be more beneficial.
6-Day to day ethical situations

1-Senior
2-Yes, unethical behavior is associated with every profession.
3-Not really, only in Marketing 420.
4-Yes
5-Yes, because everyone will face a situation like this at some point in their lives.
6-No

1-Senior
2-No and yes. I know that it happens but I don't think about it when I think about it.
3-Yes
4-No
5-Yes-because it will be dealt with
6-Not sure

1-Junior
2-Not normally: I try to think most people are honest and trustworthy.
3-Yes
4-Possibly
5-I don't know how much info there is on this subject. It might be better if it were a one hour class or just half a semester. It seems a whole semester would be a long time to spend on that topic.
6-Just in sales and what you go through to make a sale.

1-Senior
2-No. I feel most marketers are honest.
3-No. Only in sales where we talked about it a little.
4-Yes
5-Yes it should always be a requirement for any business major.
6-Sales

1-Senior
2-No, unethical behavior can happen in any profession.
3-Yes, I have had classes cover the adequate amount about ethical behavior.
4-Probably have to
5-No I think they can cover this in other courses.
6-No

1-Senior
2-No, it is always a possibility to be unethical in any fundamental of business. However, it depends on the individual, not the marketing field.
3-No, we have not dealt with a great deal of ethics.
4-Possibly. Depends on if it were required or not.
5-Yes, because otherwise I doubt people would take it.
6-Dealing with customers or accounts.

1-Senior
2-No, I have been educated otherwise in my classes. I do know that some people are unethical.
3-Yes, somewhat in upper level.
4-Yes
5-Yes, it could change behavior for future business leaders.
6-N/A

1-Junior
2-Yes, marketers tend to push their product so hard in any way they can, with their number one goal being to make a profit.
3-No
4-Yes
5-No, because the business ethics class can prepare you better for all business situations.
6-Sales techniques, advertising and what to include.

1-Senior
2-Some, especially in sales careers. The career offers many ethical dilemmas. It is personal choice to be ethical or not.
3-Yes, every class has touched on it.
4-Yes
5-No, it should be an elective
6-Ethical dilemmas, ethical selling, ethical marketing

1-Senior
2-No, it's just a job that meeds to get done. I just think some people have a bad opinion of it.
3-No. The issue has not been addressed very often.
4-Possibly
5-Not a requirement but an elective maybe. I think some people would not want to deal with the politics of the course.
6-N/A

1-Senior
2-No, it is just a myth. They are not really trying to screw you.
3-Yes
4-No
5-No, we get enough of that in our other classes.
6-No

1-Junior
2-I do when it comes to marketers doing all they can to get people's money, but when marketers are genuinely interested in the needs of their consumers and really believe in their product, then I don't.
3-Yes
4-Yes
5-Yes. Most of the marketing classes thus far have primarily thrown out terms...things I forget immediately after exams. This class would most likely provide the kind of info—that would "stick."
6-No

1-Senior
2-No, all my classes specifically teach against it.
3-Yes
4-Probably
5-Yes, I'm sure all future marketing positions would benefit from a class like this.
6-No

1-Senior
2-Sometimes, everybody knows about the "pushy" salesperson that convinces the buyer to buy something they don't need.
3-Yes
4-No, because I've already taken Business Ethics
5-No, see #4, the class would have too much repetitive info
6-the "pushy" salesperson and the overly demanding boss

1-Senior
2-Yes, beer commercials for example they promote that if you drink a certain beer you can score with the hot babes in the ad
3-No
4-No, I would not jump to take such a class, but I still think all marketing majors should have to be in more knowledgeable in this area.
5-Yes, all majors need to be aware of ethical marketing practices.
6-No, just make it general.

1-Senior
2-No, when I hear of people having an unethical view of marketing it's because they think that it is manipulation.
3-No, not at all.
4-I would definitely take it to replace our current ethics requirement.
5-Yes, in lieu of the philosophy 20 or 242 requirement this course would be much more beneficial.
6-?

1-Senior
2-No, I mean one can associate unethical behavior with any marketing profession.
3-Yes, pretty much.
4-Maybe, it doesn't sound like it would be very interesting even though I know it is a major part of jobs—marketing or not.
5-Sure why not! I'm really not sure why.
6-I'm not sure.

1-Senior
2-Somewhat, I think, like every problem, there are always some unethical procedures. Ethical decisions come from human decisions which are not always ethically correct.
3-No
4-Yes
5-Yes, because ethics in any work place is important. Each major should have a specific ethics requirement instead of a basic philosophy requirement.
6-Maybe gear the areas the way the classes are set up—Advertising ethics, research ethics, sales ethics, etc. Because ethics are mentioned in these classes but not really covered enough.

1-Senior
2-No, the marketing professionals I have come in contact with take pride in being ethical.
3-I'm not sure, but probably not.
4-Yes
5-Not a requirement because not all marketing majors plan to pursue a career in marketing—some want a more general business perspective.
6-Promotional integrity (in ads, etc.)

1-Senior
2-No
3-Yes, I believe they discuss it in excess.
4-No, I take business ethics. Ethics is a part of Mkt. 301, 310 extensively, 320, and 420.
5-No
6-No

1-Senior
2-No, unethical behavior is bad for business and marketers need credibility to increase their businesses.
3-I feel most ethical considerations are talked about briefly in classes, but not enough.
4-Yes, if they would give us a marketing elective with an emphasis in ethics I would take it.
5-No, ethics is covered in philosophy and should not be a requirement.
6-Information regarding promotions and prices.

1-Senior
2-No, I associate the marketing profession with research and consulting. I feel that the marketing profession is one that helps businesses grow stronger.
3-No, some classes have touched on them, but not thoroughly.
4-Yes
5-Yes, its an important part of business.
6-N/A

1-Senior
2-It depends; I'm sure some people are unethical, but I fee that today's marketers are becoming more socially aware.
3-Actually, in every class we've talked about ethics, but we haven't really gone in depth.
4-Yes; I would much rather take an ethics class relating to my major than an ethics class that doesn't; it would also help me in my future career.
5-Yes; we're not fully prepared to be marketers if we don't fully understand the impact of our actions.
6-being honest, not cheating people

1-Senior
2-No, there is unethical behavior associated with any profession, not just marketing.
3-Yes, especially in sales force marketing.
4-Yes
5-Yes, I think it would be very beneficial so when faced with an ethical dilemma in the workforce one might have an idea as what would be the best way to handle the situation.
6-No

1-Senior
2-No
3-Not really. There is no class specifically for that. We touched on it a bit in certain classes.
4-Maybe
5-An elective would be great. To require it would depend on the content and how good the class was.
6-No

1-Senior
2-No, most of what we do is ethical.
3-Yes
4-if I had to
5-Yes, I think it could be a good idea
6-No

1-Senior
2-For the most part, no. Unethical behavior happens in all professions, however, when it occurs in the marketing profession, it is more.
3-Yes. Too much ethical information!
4-No, ethics are taught at an early age and can't be shaped by a book or instructor.
5-No. Same reason as #4.
6-N/A

1-Senior
2-Could be in some situations
3-I don't think one ethics class truly prepares you for the real world.
4-Yes
5-Yes
6-Advertising—mass marketing.

1-Senior
2-I wouldn't associate it with marketing but it does exist in some places.
3-Yes
4-Yes
5-Most people will still do whatever they want regardless of being required to take this class and applying what they learned.
6-Honesty is most important.