Organizational Ethics 6th edition Johnson Test Bank

SKU: 9781071904183-TEST-BANK

Organizational Ethics (6th)

ISBN 9781071904183 | Chapter 1

Total Questions: 96

Multiple Choice (48)

Q1. *[Multiple Choice] · Cognitive Domain: Knowledge*

Which ethical perspective argues that decisions should be based on what does the most good for the greatest number of people?

a) categorical imperative
b) Confucianism
c) utilitarianism ✓ correct
d) altruism

Q2. *[Multiple Choice] · Cognitive Domain: Knowledge*

Which theorist is associated with Justice as Fairness theory?

a) Immanuel Kant
b) John Rawls ✓ correct
c) Jeremy Bentham
d) John Stuart Mill

Q3. *[Multiple Choice] · Cognitive Domain: Comprehension*

The Categorical Imperative has been criticized for _____.

a) being hard to remember
b) disrespecting the rights of individuals
c) undermining the moral courage of decision makers
d) arguing that universal principles apply in every situation ✓ correct

Q4. *[Multiple Choice] · Cognitive Domain: Comprehension*

_____ serves as the foundation for moral rights.

a) Justice as fairness
b) Categorical imperative ✓ correct
c) Ethic of care
d) Aristotelian

Q5. *[Multiple Choice] · Cognitive Domain: Application*

A boss bullying an employee violates the idea of _____ within Kant's categorical imperatives.

a) the golden mean
b) equal liberties
c) treating humanity as an end ✓ correct
d) justice as fairness

Q6. *[Multiple Choice] · Cognitive Domain: Application*

Juanita sets limits on how much her employees use work computers for personal business. However, she does not completely ban personal use. She is following which ethical principle?

a) the golden mean ✓ correct
b) the golden rule
c) what is right for one is right for all
d) the difference principle

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Q7. *[Multiple Choice] · Cognitive Domain: Comprehension*

Which is a true statement about Aristotelian ethics?

a) Make the right choices by following rules or principles.
b) Seek pleasure.
c) It is easy to find the ethical middle ground.
d) Build character through good habits. ✓ correct

Q8. *[Multiple Choice] · Cognitive Domain: Comprehension*

What is a true statement about altruism?

a) People are naturally selfish.
b) It's easy to put into practice.
c) It promotes healthy organizations. ✓ correct
d) It can be counted on to always produce good results.

Q9. *[Multiple Choice] · Cognitive Domain: Knowledge*

What is the most important virtue according to Confucius?

a) benevolence ✓ correct
b) persistence
c) friendliness
d) discernment

Q10. *[Multiple Choice] · Cognitive Domain: Knowledge*

All of the following are true statements about Confucianism, EXCEPT _____.

a) advocates for the Golden Rule
b) promotes personal virtue or character
c) emphasizes that people are social creatures
d) forbids making a profit ✓ correct

Q11. *[Multiple Choice] · Cognitive Domain: Knowledge*

_____ is the Chinese practice of favoring those with social connections.

a) Guanxi ✓ correct
b) Li
c) Etiquette
d) none of these

Q12. *[Multiple Choice] · Cognitive Domain: Application*

All of the following are examples of organizational citizenship behavior EXCEPT _____.

a) staying after hours to help a colleague
b) teaching a newcomer about office procedures
c) showing up on time for work everyday ✓ correct
d) volunteering to clean up after the office party

Q13. *[Multiple Choice] · Cognitive Domain: Knowledge*

The ethic of care is associated with which ethical perspective?

a) Aristotelian ethics
b) Confucianism
c) altruism ✓ correct
d) categorical imperative

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Q14. *[Multiple Choice] · Cognitive Domain: Knowledge*

Which approach is based on concern for specific individuals?

a) ethic of care ✓ correct
b) utilitarianism
c) justice as fairness
d) none of these

Q15. *[Multiple Choice] · Cognitive Domain: Analysis*

All of the following are components of the Care Ethic EXCEPT _____.

a) value emotions
b) separate the public and private spheres ✓ correct
c) specific needs over universal principles
d) people are interdependent

Q16. *[Multiple Choice] · Cognitive Domain: Analysis*

All of the following are considered strengths of altruism EXCEPT _____.

a) promotes character
b) prevents ethical abuses
c) recognizes that altruism is rare ✓ correct
d) promotes healthy relationships

Q17. *[Multiple Choice] · Cognitive Domain: Comprehension*

Why should you practice ethical pluralism?

a) find a better solution to a dilemma
b) integrate multiple perspectives
c) new insights for better decision-making
d) all of these ✓ correct

Q18. *[Multiple Choice] · Cognitive Domain: Comprehension*

What is the goal of utilitarianism?

a) Maximize profits.
b) Maximize the good effects or outcomes of decisions. ✓ correct
c) Pursue what is best for one's self.
d) Define personal goals and virtues.

Q19. *[Multiple Choice] · Cognitive Domain: Knowledge*

Who declared "What is right for one is right for all?"

a) Immanuel Kant ✓ correct
b) John Rawls
c) Jeremy Bentham
d) John Stuart Mill

Q20. *[Multiple Choice] · Cognitive Domain: Analysis*

Which of the following was NOT included in Rawls' equal liberties?

a) freedom of speech and thought
b) right to vote
c) freedom to own personal property
d) freedom to profit from the highest gains possible ✓ correct

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Q21. *[Multiple Choice] · Cognitive Domain: Knowledge*

The “Golden Mean” is identified with which ethical perspective?

a) Confucianism
b) Aristotelian ethics ✓ correct
c) utilitarianism
d) Kant’s categorical imperative

Q22. *[Multiple Choice] · Cognitive Domain: Knowledge*

The importance of etiquette (policies, norms, procedures, rituals, etc.) is associated with which ethical perspective?

a) justice as fairness theory
b) Aristotelian ethics
c) altruism
d) Confucianism ✓ correct

Q23. *[Multiple Choice] · Cognitive Domain: Knowledge*

Which ethical perspective emphasizes choices based on duty?

a) Kant’s categorical imperative ✓ correct
b) Confucianism
c) justice as fairness theory
d) utilitarianism

Q24. *[Multiple Choice] · Cognitive Domain: Analysis*

What is NOT a key element of Confucianism?

a) relationships
b) etiquette (policies, norms, and procedures)
c) personal virtues
d) risk ✓ correct

Q25. *[Multiple Choice] · Cognitive Domain: Comprehension*

Which ethical perspective is likely to overemphasize relationships?

a) Aristotelian ethics
b) Confucian ethics ✓ correct
c) utilitarianism
d) Kant’s categorical imperative

Q26. *[Multiple Choice] · Cognitive Domain: Analysis*

All of the following are elements of the definition of organizations EXCEPT _____.

a) three or more people
b) goal directed
c) unstructured interaction ✓ correct
d) socially constructed

Q27. *[Multiple Choice] · Cognitive Domain: Knowledge*

To become an ethical expert, one has to _____.

a) learn in a well structured environment
b) practice ethical problem solving
c) learn from previous ethical experts
d) all of these ✓ correct

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Q28. *[Multiple Choice] · Cognitive Domain: Knowledge*

_____ refers to the fact that organizations are greater than the sum of their parts.

a) Hierarchy
b) Synergy ✓ correct
c) Socially constructed
d) none of these

Q29. *[Multiple Choice] · Cognitive Domain: Analysis*

All of the following are part of becoming an ethical expert EXCEPT _____.

a) practice
b) study only on your own ✓ correct
c) master both theory and skills
d) gain experience

Q30. *[Multiple Choice] · Cognitive Domain: Comprehension*

Communication networks are part of which organizational element?

a) socially constructed
b) goal directed
c) systems
d) structured interaction ✓ correct

Q31. *[Multiple Choice] · Cognitive Domain: Comprehension*

Moral intelligence includes competencies such as moral compass, moral commitment, and moral _____.

a) ownership
b) sensitivity ✓ correct
c) balance
d) consequence

Q32. *[Multiple Choice] · Cognitive Domain: Knowledge*

Which of the following is a component of moral conation?

a) moral courage ✓ correct
b) moral identity
c) moral complexity
d) moral resoluteness

Q33. *[Multiple Choice] · Cognitive Domain: Comprehension*

What kind of approach is best when it comes to organizational ethics?

a) practical approach ✓ correct
b) analytical approach
c) complex approach
d) all of these

Q34. *[Multiple Choice] · Cognitive Domain: Knowledge*

Ethical experts develop expertise by _____.

a) learning in situations that reward successful behaviors
b) building on knowledge from prior generations
c) putting forth a sustained effort
d) all of these ✓ correct

Q35. *[Multiple Choice] · Cognitive Domain: Knowledge*

The number within a group that makes for a formation of an organization is _____ or more people.

a) 2
b) 3 ✓ correct
c) 5
d) 12

Q36. *[Multiple Choice] · Cognitive Domain: Knowledge*

Ethical _____ are the key element to developing our ethical competence.

a) theories ✓ correct
b) solutions
c) temptations
d) dilemmas

Q37. *[Multiple Choice] · Cognitive Domain: Knowledge*

Utilitarians consider _____ term consequences when making ethical determinations.

a) short
b) long
c) medium
d) short- and long- ✓ correct

Q38. *[Multiple Choice] · Cognitive Domain: Application*

A limited number of flu shots were available at the hospital this season. Dr. Parr chose to prioritize flu shots for the infants under the age of 2, and any adult over the age of 80. This is an example of the _____ ethical approach.

a) Kant's categorical imperative
b) Rawls's justice as fairness
c) Utilitarian ✓ correct
d) Aristotelian live well

Q39. *[Multiple Choice] · Cognitive Domain: Knowledge*

Which theorist believed, "What is right for one is right for all?"

a) Confucius
b) Immanuel Kant ✓ correct
c) John Rawls
d) Aristotle

Q40. *[Multiple Choice] · Cognitive Domain: Comprehension*

Which philosopher argued that we make better ethical decisions if we develop character traits and virtues, rather than by making the right choices to follow rules and principles?

a) Kant
b) Rawls
c) Mills
d) Aristotle ✓ correct

Q41. *[Multiple Choice] · Cognitive Domain: Application*

Jesse decided he would set some personal goals to develop his personal ethics rather than set a set of rules and guidelines. This is the _____ kind of approach.

a) Aristotelian ethics ✓ correct
b) Rawls's justice as fairness
c) Kant's categorical imperative
d) Utilitarian

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Q42. *[Multiple Choice] · Cognitive Domain: Comprehension*

Principle _____ of John Rawls is often included on job applications or organizational websites.

a) 1: principle of equal liberty
b) 2a: principle of equal opportunity ✓ correct
c) 2b: difference principle
d) 3: principle of fair compensation

Q43. *[Multiple Choice] · Cognitive Domain: Application*

Roberto scrapes the car next to him when backing out of his parking space. No one is looking. Roberto knows that reporting this to his insurance company will raise his rates, which he cannot afford. Roberto leaves his telephone number and insurance information anyway. This represents the aspect of moral _____.

a) courage
b) efficacy
c) maturity
d) ownership ✓ correct

Q44. *[Multiple Choice] · Cognitive Domain: Knowledge*

The willingness to face danger, strength of will to overcome ethical challenges and barriers, and maintaining personal principles in the face of outside pressure describes what component of moral _____.

a) courage ✓ correct
b) efficacy
c) maturity
d) ownership

Q45. *[Multiple Choice] · Cognitive Domain: Knowledge*

Moral complexity, metacognitive ability, and moral identity are components of moral _____.

a) courage
b) conation
c) maturation ✓ correct
d) ownership

Q46. *[Multiple Choice] · Cognitive Domain: Knowledge*

Knowledge of oneself as a moral actor represents the _____ component of moral maturation:

a) moral complexity
b) moral efficacy
c) metacognitive ability
d) moral identity ✓ correct

Q47. *[Multiple Choice] · Cognitive Domain: Application*

Georgia is part of a team of contractors working on a construction project. She notices that some of the contractors on the team are taking shortcuts with the work in order to save time and use fewer materials. Georgia is concerned about the overall safety of the finished product and alerts her supervisor. Which component of moral conation is Georgia exhibiting?

a) moral identity
b) metacognitive ability
c) problem solving
d) gmoral courage ✓ correct

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Q48. *[Multiple Choice] · Cognitive Domain: Application*

Ahana is a physician in a trauma center. She is often faced with challenging decisions regarding patient care. When choosing a course of action, Ahana is not only applying her medical training, but also which component of moral maturation?

a) moral complexity ✓ correct
b) moral identity
c) moral efficacy
d) moral courage

True/False (20)

Q49. *[True/False] · Cognitive Domain: Comprehension*

In focusing on what's best for the group as a whole, Utilitarianism discounts the worth of the individual.

a) True ✓ correct
b) False

Correct answer: True

Q50. *[True/False] · Cognitive Domain: Knowledge*

The ethic of care incorporates both attitude and action.

a) True ✓ correct
b) False

Correct answer: True

Q51. *[True/False] · Cognitive Domain: Comprehension*

According to the Categorical Imperative, acts can be judged as moral or immoral based on their consequences.

a) True
b) False ✓ correct

Correct answer: False

Q52. *[True/False] · Cognitive Domain: Knowledge*

Justice as Fairness theory balances freedom and liberty.

a) True
b) False ✓ correct

Correct answer: False

Q53. *[True/False] · Cognitive Domain: Knowledge*

Justice as Fairness theory protects the intrinsic value of individuals.

a) True ✓ correct
b) False

Correct answer: True

Q54. *[True/False] · Cognitive Domain: Comprehension*

Respect for persons is the foundation of human rights.

a) True ✓ correct
b) False

Correct answer: True

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Q55. *[True/False] · Cognitive Domain: Knowledge*

Confucian thinkers downplay the importance of power and status.

a) True

b) False ✓ correct

Correct answer: False

Q56. *[True/False] · Cognitive Domain: Comprehension*

Confucianism emphasizes the importance of character to building healthy relationships.

a) True ✓ correct

b) False

Correct answer: True

Q57. *[True/False] · Cognitive Domain: Knowledge*

Aristotle lays out specific rules for making ethical decisions.

a) True

b) False ✓ correct

Correct answer: False

Q58. *[True/False] · Cognitive Domain: Knowledge*

Utilitarianism is a deontological approach to ethics.

a) True

b) False ✓ correct

Correct answer: False

Q59. *[True/False] · Cognitive Domain: Knowledge*

The term “eudemonia” can be translated as “flourishing.”

a) True ✓ correct

b) False

Correct answer: True

Q60. *[True/False] · Cognitive Domain: Comprehension*

Status and power differences are part of every interaction between organizational members.

a) True ✓ correct

b) False

Correct answer: True

Q61. *[True/False] · Cognitive Domain: Comprehension*

Acting on professional values is one ethical competency identified as important to those in government and other organizations.

a) True ✓ correct

b) False

Correct answer: True

Q62. *[True/False] · Cognitive Domain: Knowledge*

Ethics involves judgments about the rightness or wrongness of human behavior.

a) True ✓ correct

b) False

Correct answer: True

Q63. *[True/False] · Cognitive Domain: Knowledge*

Becoming an ethical expert is different than becoming an expert in other fields.

a) True

b) False ✓ correct

Correct answer: False

Q64. *[True/False] · Cognitive Domain: Comprehension*

Utilitarian decision makers may reach different conclusions when faced with the same dilemma.

a) True ✓ correct

b) False

Correct answer: True

Q65. *[True/False] · Cognitive Domain: Comprehension*

Utilitarian decision makers are only concerned with developing personal character.

a) True

b) False ✓ correct

Correct answer: False

Q66. *[True/False] · Cognitive Domain: Knowledge*

Confucius believed “what is right for one is right for all.”

a) True

b) False ✓ correct

Correct answer: False

Q67. *[True/False] · Cognitive Domain: Comprehension*

Rawls’s principles are designed to foster cooperation and standards within organizations and democracies.

a) True ✓ correct

b) False

Correct answer: True

Q68. *[True/False] · Cognitive Domain: Knowledge*

Moral courage is the belief in one’s ability to take ethical action and to persist when faced with challenges.

a) True

b) False ✓ correct

Correct answer: False

Essay (28)

Q69. *[Essay] · Cognitive Domain: Knowledge*

Identify the components of moral maturation.

Suggested answer: *Sample response: Moral complexity, metacognitive ability, and moral identity*

Q70. *[Essay] · Cognitive Domain: Analysis*

Explain the difference between Act and Rule Utilitarianism.

Suggested answer: *Sample response: Act–right choice in a particular case; rule–generally preferred in most situations*

Q71. *[Essay] · Cognitive Domain: Knowledge*

Name the five components of the ethic of care that separate it from other moral philosophies.

Suggested answer: *Sample response: Focus on meeting needs of those we are responsible for; values emotion; specific needs and relationships take priority over universal principles; breaks down barriers between the public and private spheres; views persons as relational and interdependent*

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Q72. *[Essay] · Cognitive Domain: Comprehension*

Name and explain the two principles of Justice as Fairness Theory.

Suggested answer: *Sample response: Principle of equal liberty and Principle of Equal Opportunity/Difference Principle*

Q73. *[Essay] · Cognitive Domain: Comprehension*

How does stepping behind the veil of ignorance improve ethical decision-making?

Suggested answer: *Sample response: Improves fairness, helps least advantaged*

Q74. *[Essay] · Cognitive Domain: Comprehension*

Name and explain the two major tenets of Kant's moral philosophy.

Suggested answer: *Sample response: Categorical imperative ("what is right for one is right for all"), "treating humanity as an end"*

Q75. *[Essay] · Cognitive Domain: Comprehension*

Explain the Golden Mean.

Suggested answer: *Sample response: Avoid extremes (too little or too much); find the middle ground*

Q76. *[Essay] · Cognitive Domain: Comprehension*

How do good habits build good character?

Suggested answer: *Sample response: Good habits leave a trace, which builds good character over time.*

Q77. *[Essay] · Cognitive Domain: Application*

Provide examples of li in business relationships.

Suggested answer: *Sample response: Li = business etiquette*

Q78. *[Essay] · Cognitive Domain: Comprehension*

Define organizational ethics.

Suggested answer: *Sample response: Ethics involves judgments about the rightness or wrongness of human behavior. Organizational ethics applies moral standards to the organizational context.*

Q79. *[Essay] · Cognitive Domain: Analysis*

How do ethical experts differ from ethical novices?

Suggested answer: *Sample response: Know more about the ethical domain, see the world differently, and different skills sets.*

Q80. *[Essay] · Cognitive Domain: Comprehension*

What strategies can you follow to become more of an ethical expert?

Suggested answer: *Sample response: Learn in a well-structured environment where ethical behaviors are rewarded, interact with mentors, get coaching, master both moral theory and skills.*

Q81. *[Essay] · Cognitive Domain: Comprehension*

Briefly describe the two principles introduced by John Rawls.

Suggested answer: *Sample response: First principle, the principle of equal liberty. Certain rights are protected and available to all. Second principle (a), the equal opportunity principle, gives everyone the chance to qualify for offices and jobs. Second principle (b), the difference principle recognizes that inequalities exist but priority given to meet the needs of the disadvantaged.*

Q82. *[Essay] · Cognitive Domain: Analysis*

Outline the strengths and weaknesses of Utilitarianism. Do its strengths outweigh its weaknesses?

Suggested answer: *Sample response: Answers may vary.*

Q83. *[Essay] · Cognitive Domain: Application*

Are there some behaviors that are always wrong, without exception? If so, what are they? Provide examples of these behaviors from the organization context.

Suggested answer: *Sample response: Answers may vary.*

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Q84. *[Essay] · Cognitive Domain: Comprehension*

Explain how the principle of respect for persons underlies human rights.

Suggested answer: *Sample response: Answers may vary.*

Q85. *[Essay] · Cognitive Domain: Analysis*

Do you think Rawls's Justice as Fairness theory adequately balances the tension between liberty and equality?

Suggested answer: *Sample response: Answers may vary.*

Q86. *[Essay] · Cognitive Domain: Application*

What would you say to someone who excuses unethical behavior by saying that "business is business?"

Suggested answer: *Sample response: Answers may vary.*

Q87. *[Essay] · Cognitive Domain: Analysis*

Should altruism be considered a unique ethical perspective? Why?

Suggested answer: *Sample response: Answers may vary.*

Q88. *[Essay] · Cognitive Domain: Analysis*

Evaluate the veil of ignorance as a decision-making tool in an organizational setting.

Suggested answer: *Sample response: Answers may vary.*

Q89. *[Essay] · Cognitive Domain: Analysis*

Compare and contrast Confucianism with another perspective described in the chapter. What similarities and differences do you note between the two theories?

Suggested answer: *Sample response: Answers may vary.*

Q90. *[Essay] · Cognitive Domain: Application*

What does it mean to you to "live well?"

Suggested answer: *Sample response: Answers may vary.*

Q91. *[Essay] · Cognitive Domain: Application*

Which ethical perspective do you find most useful? Describe how you would apply this principle to your own life.

Suggested answer: *Sample response: Answers may vary.*

Q92. *[Essay] · Cognitive Domain: Analysis*

Is there a difference between ethics and morals? Defend your position.

Suggested answer: *Sample response: Answers may vary.*

Q93. *[Essay] · Cognitive Domain: Application*

Share an example of someone exercising moral conation.

Suggested answer: *Sample response: Answers may vary.*

Q94. *[Essay] · Cognitive Domain: Analysis*

Identify behaviors an individual might engage in if they exhibited moral maturation.

Suggested answer: *Sample response: Answers may vary.*

Q95. *[Essay] · Cognitive Domain: Analysis*

Contrast moral conation with moral maturation.

Suggested answer: *Sample response: Answers may vary.*

Q96. *[Essay] · Cognitive Domain: Application*

Illustrate how an organizational citizenship behavior might be considered altruistic in nature.

Suggested answer: *Sample response: Answers may vary.*

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Instructor's Manual

Organizational Ethics: A Practical Approach

6th Edition

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A Note to the Instructor

Organizational Ethics: A Practical Approach equips readers to put their ethical knowledge and skills to work in organizational settings. The text takes an applied or practical perspective based on the premise that ethical competence can be developed. Students can expand their ethical abilities. To do so, they need to draw upon the insights of ethical experts and practice their skills. *Organizational Ethics* blends theory and application for that reason. It draws upon research, examples, and cases from a wide variety of fields, including business, organizational behavior, history, philosophy, psychology, economics, management, communication, leadership and followership studies, neuroscience, sociology, education, and public administration. This conceptual base is the foundation for practical skills, tips, strategies, and guidelines. Readers have an opportunity to apply these principles and practices through self-assessments, application projects, and case study analyses. Material is presented in an information-application format. Key concepts and research findings are introduced followed by suggestions and strategies for applying that knowledge. The Takeaways section summarizes important implications to be drawn from each chapter.

Those who adopted the previous edition of this text will notice a number of changes and additions. Over half of the self-assessments have been replaced. All but one of the Contemporary Issues in Organizational Ethics features and over three-quarters of the cases are new. The cases in this edition focus on a variety of topics (student loan debt, sham interviews, workplace shootings, socially conscious investing), organizations (Amazon, KAYAK, Vertex Pharmaceutical, Sierra Club, Wells Fargo, Disney), and individuals (Sam Brinkman-Fried, Betty Ford, Sonia Sotomayor). There is also new and expanded coverage of the following:

--moral intelligence

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--organizational compassion

--ChatGPT (AI) ethics

--mental shortcuts

--self-control and ego depletion

--meaningful work

--vocation and calling

--character growth through adversity

--conversational sensitivity

--nudges

--personal branding

--constructive argument

--sexual harassment

--exploitative leadership

--self-sacrificial leadership

--positive group roles

--safety climate

--group cohesion

--integrity oaths

--organizational virtue orientation

--consumer well being

--workplace dignity

--inclusion

--greenwashing

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--universal moral standards

--resolving ethical cross-cultural differences

In addition to the applied focus of *Organizational Ethics*, you will find other themes that run throughout the text. These include:

1. Personal responsibility. Every person, no matter how humble their status or role, should try to improve the ethical climate of their organization. That goes for students in their first jobs as well as for senior level officers.

2. Choice. Choice flows out of personal responsibility. Individuals always have a choice about how they will respond. Even the smallest decision can have an impact, for good or ill, on the rest of the group. Further, organizations are the products of the decisions of their members. Collectively, personal choices determine the organization's overall ethical health.

3. Ethical Realism. Misbehavior is all too common in modern organizations. Organizational members must confront the reality of deception, bullying, aggression, fraud, corruption, exploitative leadership, sexual harassment, abusive bosses, and other manifestations of the shadow or dark side of individuals and groups.

4. Multiple causes. Moral or immoral behavior is the product of individual, relational, social, and situational factors. All of these elements must be addressed in order to promote ethical improvement.

5. Prescription and description. The study of ethics is both prescriptive (outlining what individuals and organizations *should* do) and descriptive (describing *how* individuals and organizations actually behave). The text contains both elements. It introduces such normative concepts as ethical perspectives, virtues, and guidelines for ethical performance. In addition, the book describes behavioral ethics research on moral decision making, ethical leadership, power,

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ethical diversity, universal moral principles, and other topics. Combining the normative and behavioral approaches is essential to reaching the ultimate objective of an ethics course—improved ethical competence and performance.

Organizational Ethics: A Practical Approach is designed to serve as the primary source in an ethics course but could also be used as a supplemental resource in other classes, such as organizational behavior, public administration, management, organizational communication, and organizational psychology, where instructors want to integrate ethics into the study of organizations. While *Organizational Ethics* is used in business curricula, this is a book about the practice of ethics in every kind of organization, not just corporations. Organizations share common features regardless of type. Due to these commonalities, members in every kind of organization can expect to face some similar ethical challenges and therefore can benefit from a common body of principles and practice. Many students will spend their entire careers after college in government, education, the military, religious institutions, and social service agencies rather than in the corporate sector. Even those employed by businesses will also belong to a variety of other organizations like neighborhood associations, religious congregations, and sports leagues.

I have deliberately written in an informal style to make the topic of ethics, which can seem intimidating to some readers, more accessible and more practical. I make liberal use of personal pronouns and try to carefully define any technical terms. My biases will likely show. I am a firm believer in the importance of discovering one's calling, for instance, and believe we need to shrink the growing gap between the rich and the poor. I am also convinced that we can find common ethical ground despite our cultural differences.

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Organizational layers or levels serve as the organizing framework for the book. This structure incorporates the multiple causes of the ethical and unethical behavior described earlier. Part I examines organizational ethics at the individual level. After introducing the field of organizational ethics, it focuses on ethical competencies, major ethical perspectives, moral decision making and action, and personal moral development. Part II shifts attention to the relationships between organizational members with a look at ethical interpersonal communication, power, influence, conflict management, argumentation, negotiation, aggression, and sexual harassment. Part III surveys leadership and followership and group ethics. Part IV has the broadest scope, addressing the ethical behavior of entire organizations, including strategies for building ethical organizational cultures; managing ethical hotspots–marketing, finance, accounting, and human resource management; promoting organizational citizenship; and responding to global ethical diversity.

Teaching Strategies

Classroom activities should reflect the balance of principles and practice that characterizes the book. Lecture should be used to clarify and expand on important concepts and theories. However, the majority of class time should be devoted to application and interaction, encouraging students to analyze their strengths and weaknesses, practice skills, examine moral problems with classmates, participate in small and large group discussions, and present their ideas for feedback. This can be accomplished through:

--discussion starter exercises

--student generated questions

--discussion dyads

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--individual and group project presentations

--interviews with students and professionals

--self-assessment and reflection exercises

--group case study analyses

--debates

--role-plays

--interaction with guest speakers

--film and video clips

Emphasis on classroom interaction means that instructors act as facilitators who ask questions, keep the discussion on track, encourage everyone to participate, and summarize. Resist the temptation to express your opinion (which will stifle sharing). Focus instead on hearing the ideas and opinions of class members. There are no right or wrong answers to many of the case study questions, for example. They are designed to engage students and to serve as a springboard for reflection and critical thinking.

All the teaching strategies described above can be applied in the online environment using Zoom or other video conferencing software. The key is to continue live, person-to-person interaction which enables participants to present and defend their ideas, to join with others to discuss ethical issues, to learn from their peers and so on. Features on Zoom enable you to break out groups of students for discussion and to poll participants.

You may decide to supplement the text with other books that explore particular chapter topics in more depth. For example: *Designing Your Life*, *Deep Purpose*, *Complicit*, *Atomic Habits*, *Forged in Crisis,* and *Quit: The Power of Knowing When to Walk Away.* You might ask students to select their own book for analysis.

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With assessment playing a more important role in higher education, it is important to document student learning. Setting performance standards for specific assignments is one way to assess learning; conducting pre and post-tests is another. You can use the ethics questionnaire found in Chapter 1 to measure progress in your course. Distribute the survey the first and last day of class to determine if there is significant self-reported improvement over the term.

Major Assignment Descriptions

You can choose from among a variety of major assignments when designing the organizational ethics/business ethics course. These include:

Contemporary Cases

This assignment asks students to identify and analyze ethical problems from their personal experiences or current events. They then present the problem, as well as their analysis and conclusions, to classmates.

Case Analyses

Chapter cases can be assigned to individuals or teams and then evaluated. You may want to test the ability of students to make moral decisions in "real time" by having them complete their work during a class period while working individually or in groups.

Self-Assessment Log

Each chapter contains two self-assessments that promote personal reflection and analysis. Require students to complete a certain number of these instruments and respond to the *Looking Further* probes.

Personal Ethics Statement

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To help students explore their personal ethical development, ask them to write a 6–7-page paper based on concepts found in Chapter 3. In the paper they reflect on their callings, their personal mission and values, and their character traits.

Book Analysis

Have students select a book related to one of the topics covered in the text and write a review. The review should summarize the contents of the book but more importantly, identify important insights and offer a critique based on course concepts.

Ethical Organizational Analysis

Ask teams of students to conduct an ethical culture analysis of an organization of their choice, drawing on material from Chapter 9. To complete the assignment, group members will need to read online and printed materials produced by the organization, draw upon news articles, and conduct interviews. Team members should conclude their analysis with an overall evaluation of the organization's ethical climate and culture well as suggestions for improvement. Provide time for groups to present their findings in class.

Online Discussion

In this option, post a discussion thread online every week and award points for student responses. Discussion topics can be drawn from the news or from campus events. Graduate students can start their own discussion threads. As an alternative, ask students to bring ethical issues to class and lead the discussion.

Ethics Debate

This assignment helps students sharpen their skills at formulating, presenting, and defending ethical positions. These skills, which sharpen critical thinking, are particularly important for college students to master given the popularity of conspiracy theories and the

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spread of disinformation. Assign teams to argue for or against propositions based on contemporary ethical organizational issues. For example: marketing e-cigarettes, social media censorship, artificial intelligence, ESG investing, and CEO activism. Invite members of the university's forensics team to coach the class groups and to judge the debate itself. (If team members aren't available, ask fellow instructors to act as judges.) Evaluate both the quality and amount of research done by the teams in addition to their performance (logic, evidence, speaking skills) during the debate.

Profession Analysis Assignment

This project introduces students to the ethical issues they can expect to face in their chosen field of study. Group class members according to major. Each team identifies key ethical issues based on research from databases and web sites as well as through interviews with professionals. They then offer suggestions for addressing these issues based on insights from their interviewees, on professional codes of ethics, and other material from the course. The final product includes a paper as well as an oral presentation.

Exams/Quizzes

Knowledge of text material can be tested either through major examinations or quizzes. I recommend three exams for a semester-long course or weekly quizzes covering each chapter. Whichever option you choose, a significant portion of the final grade should be based on how well students transfer and apply concepts through the assignments described above.

Sample Syllabus: Academic Semester

Organizational Ethics

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Course Description

This course is designed to prepare students to meet the ethical challenges facing members of modern business and nonprofit organizations. The class will address moral issues at every organizational level—personal, interpersonal, group, and system wide. Topics include ethical perspectives; moral reasoning and decision-making formats; identifying personal mission and values; developing character; spirituality in the workplace; conflict management; ethical organizational communication and influence; ethical group behavior and leadership/followership; the creation of ethical organizational climates; organizational citizenship; and ethics in a global society.

Course content will develop the ethical competency of participants by combining both theory and skill development. Class members will learn principles and concepts and then apply them to their own behaviors and to contemporary business and nonprofit organizations. They will also be introduced to major ethical issues they will face in their chosen professions.

Text: Johnson, C. E. (2025). *Organizational ethics: A practical approach* (6th ed.). Thousand Oaks, CA: Sage.

Course Objectives and Assessments

1. Students will demonstrate knowledge of ethical concepts and theories.
   Assessment: multiple-choice exams

2. Students will demonstrate the abilities to recognize, understand, make, and articulate responsible judgments about ethical issues in organizations.
   Assessment: exam essays, book analysis, online dialog, debate, profession analysis, post-test

3. Students will internalize motivations and expectations to prepare them to act ethically both individually and collectively.
   *Assessmen*t: personal ethics statement, profession analysis, post-test

4. Students will recognize, take responsibility for, and help create positive moral environments both inside and outside their organizations and in their professions.
   Assessment: profession analysis, online dialog

Policies

1. All paper assignments should be computer written and reflect proper spelling, punctuation, grammar, and so on.

2. Late assignments will be lowered one grade level for each class period overdue.

3. No penalty for the first two unexcused absences. The attendance portion of your grade will decline 5 points for every unexcused absence beyond two up to a maximum of 30 points.

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