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Real-life example: Mistrust (Business Ethics)

See the attached presentation for the complete example.

Date: 2018-10-17

## About this document

This document is a real-life example illustrating importance of the values of academic integrity in professional life. It was created as a part of *Toolkit for cross-sector cooperation in terms of academic integrity* within Erasmus+ project.

It is a ready-to-use case study accompanied with didactic notes and discussion questions and/or other tasks for the audience. Find more case studies in [ENAI database of educational materials](http://www.academicintegrity.eu/wp/all-materials/?key-words%5b%5d=real-life-example).

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# Real life example: Mistrust (Business Ethics)

# Basic information

* **Target audience**: students (tailored to business administration, but can be applied to all)
* **Summary**: course of actions that should be taken in questionable workplace practice
* **Objective**: to identify types of malpractices and potential remedies; consider the credibility of each employee
* **Length**: 30 minutes

# Learning outcome/Message of the story

* **Timely responsiveness vs organisational culture**: as Brenda didn‘t report in the time this case occured, both the manager and John considered the meeting as a “proper“ conduct while it was a misleading impression.
* **Consequences**: due to such an organisational culture, Brenda left this job while John was promoted gaining an unfair advantage.

# Material

* The attached presentation to be projected to the audience
* Last page of this document – the text of the story, as handouts for the audience. This document contains two versions of the story, in the second one the gender roles are twisted.
* *Please add any other material which is needed specifically for this real-life example.*

# Teaching methods

* Discussion over the presented case study.
* *Please add any other teaching methods which are used in this real-life example.*

# Didactic/teachers notes

* Consider gender aspect (e.g. stereotypes in society) additionally
* Idea: divide the students into two groups; one group receives the story as it is, the other with the genders twisted – for this purpose this document contains two versions of the story.

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John argued that as he has been working in the organisation for a longer period than Brenda, he knows all possible peculiarities in the field, and it is better to make as usual. Brenda, less experienced in the field, agreed to go with this usual solution on behalf of both, though she encouraged John to look at an issue from a different perspective.

When both entered the room of a department manager, John started sharing ideas suggested by Brenda. The chair praised John for an innovative solution and then asked what Brenda could suggest from her side. She remained stunned and silent. She was absolutely shocked.

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