DIFFUSING THE DFEI PRINCIPLES INTO THE LOCAL BUSINESS COMMUNITY.

TURNING THE THEORETICAL INTO PRACTICAL

This material was developed by Juan M. Gallego-Toledo, Psy.D., MIM, PMP, and is intended for classroom discussion rather than to illustrate effective or ineffective handling of administrative, ethical, or legal decisions by management. No permission or compensation is needed for classroom use as long as it is acknowledged to be the creative work of the author and the UCCS Daniels Fund Ethics Initiative. For publication or electronic posting, please contact the UCCS Daniels Fund Ethics Initiative at 1-719-255-5168. (2020)
WHAT WE WILL COVER TODAY:

• How to engage students to actively learn about DFEI principles and the practical application.

• Learn about the different activities used to illustrate and learn about DFEI principles, including (1) case studies; (2) projects with local businesses; and (3) thought-provoking practical discussions.

• Illustrate several specific DFEI principles activities used in the classroom to expose students to the implications and challenges of operating under the DFEI principles.
START BY GIVING CREDIT TO DFEI ROUNDTABLES AND SUMMITS…

The University of New Mexico & New Mexico State University
Daniels Fund Ethics Initiative Teaching Business Ethics Workshop
Drury Plaza Hotel, Santa Fe, NM
November 15th and 16th, 2019

The University of New Mexico & New Mexico State University
Daniels Fund Ethics Initiative Teaching Business Ethics Workshop
Inn and Spa at Loretto, Santa Fe, NM
November 8 and 9, 2018

Participant Information
October 17 & 18, 2019
Park Hyatt Beaver Creek
Beaver Creek, Colorado
MY APPROACH TO DIFFUSING DFEI PRINCIPLES

The CCAF Model

- The CCAF Model is an acronym that stands for:
  - Context
  - Challenge
  - Activity
  - Feedback
- It is based on a 2014 model from Allen Communications, an eLearning company with deep experience in developing corporate eLearning.
- It is based on the assumption that learning should be:
  - Meaningful - ensuring that learners can connect the new content to their current knowledge and skills
  - Memorable - providing learners with the ability to perform effectively at the time of most value
  - Motivational - building on existing learner motivation and working to push it higher
THE MODEL THAT I USE

A MEANINGFUL FRAMEWORK AND CONDITIONS

A STIMULUS OR URGENCY TO ACT

THE REFLECTION BACK TO THE LEARNER ABOUT THE EFFECTIVENESS OF THEIR ACTIONS

A PHYSICAL RESPONSE OR GESTURE IN RESPONSE TO THE CHALLENGE

FIRST STEP – IDENTIFYING THE DFEI PRINCIPLES

• How aware are the students about the DFEI principles?
• Do they understand what those principles mean?
• Can the students identify those principles in their daily life?
• Can the students identify those principles in a business environment?
CLASS AND ONLINE ACTIVITIES

Let's Talk Ethics

The Daniels Fund Ethics Initiative Principles

- Integrity: Act with honesty in all situations
- Trust: Build trust in all stakeholder relationships
- Accountability: Accept responsibility for all decisions
- Transparency: Maintain open and truthful communications
- Fairness: Engage in fair competition and create equitable and just relationships
- Respect: Honor the rights, freedoms, views, and property of others
- Rule of Law: Comply with the spirit and intent of laws and regulations
- Viability: Create long-term value for all relevant stakeholders

ACTIVITY-

In your groups, (1) discuss two values and how those values will guide your Group project this semester.

(2) How will you choose to share your value baseline with your customers?

Impact:

Fall 2019
MKTG3300 – 43 students
MKTG4800 - 23 students
STRT4500 – 38 students

Spring 2020
MKTG3300 – 58 students
MKTG4800 – 24 students

- Discussions will open the first day of each week (MONDAY).
- First post must be made by Wednesday (1159pm MST)
- Answer to at least two of your colleagues PER discussion (two replies per student per discussion).
- Support your original idea and your replies to your peers with academic peer-reviewed sources (for example, your textbook).
- Posts in any discussion will be visible AFTER you post your first post.
- Only posts written before the end of the week (Sunday, 1159p MST) will be graded towards that particular week.
SECOND STEP – APPLYING THE DFEI PRINCIPLES IN AN ACADEMIC SETTING

- Is the student able to identify AND use the DFEI principles?
- Can the student make decisions in a principled manner?
- Can the student identify when the DFEI principles are violated?
CASE STUDIES

RENault-NISSAN: THE CHALLENGE OF SUSTAINING STRATEGIC CHANGES

- Accountability
- Group One Case studies
- 
  - Trust
  - Fairness
  - Transparency
  
  - Every Group
  - Group Four
  
  - Group Two
  - Group Three
  - A Team

- No Nonsense

-尊严
-完整性
-规则
-团队

- M & S
- SWOT
- PESTEL
- Micro Level
- Macro Level
- Team Domains
- Industry Domains
- Market Attractiveness
- Industry Attractiveness
- Market Domain
- Sustainability of Advantage
- Sector Market Benefits
- Mission, Purpose, for Risk
- Ability to Execute on CTS
- Value Chain
- Connectedness

- External Origin
- Internal Origin
- Ecosystem
- Key Components
- Frameworks
- Deliverables
- Opportunities
- Challenges
- Countermeasures
STEP 3 – COMMUNICATING THE DFEI PRINCIPLES TO LOCAL BUSINESSES

- Diffusing the DFEI Principles to the local business community through local marketing plan and marketing research projects.
STUDENTS ARE ASKED TO PRESENT THE DFEI PRINCIPLES AS THEIR ETHICAL WORK FOUNDATION

Impact
Fall 2019 – 7 local businesses
Spring 2020 – 13 local businesses
IN SUMMARY, CLASSROOM IS THE PERFECT SETTING TO DIFFUSE DFEI PRINCIPLES THROUGH

• LEARNING TO IDENTIFY THE PRINCIPLES IN PERSONAL AND PROFESSIONAL SETTINGS.

• LEARNING TO APPLY AND REACT TO THE PRINCIPLES IN SIMULATED SCENARIOS

• LEARNING TO WORK UNDER THE DFEI PRINCIPLE FOUNDATION WITH LOCAL BUSINESS COMMUNITY