教育部高校工商管理类教学指导委员会 双语教学推荐教材

PEARSON

BUSINESS
ADMINISTRATION
CLASSICS

Business
Administration Classics

工商管理经典教材·核心课系列

商业伦理：概念与案例

（英文版·第7版）

BUSINESS ETHICS CONCEPTS AND CASES

(Seventh Edition)

曼纽尔·G·贝拉斯克斯 (Manuel G. Velasquez) 著

PEARSON

中国人民大学出版社

教育部高校工商管理类教学指导委员会双语教学推荐教材

Business Administration Classics

工商管理经典教材·核心课系列

Administration Classics

商业伦理：概念与案例

（英文版·第7版）

BUSINESS ETHICS CONCEPTS AND CASES

(Seventh Edition)

曼纽尔·G·贝拉斯克斯 （Manuel G. Velasquez） 著

中国人民大学出版社
·北京·

图书在版编目（CIP）数据

商业伦理：概念与案例：第7版：英文 / 贝拉斯克斯著. —北京：中国人民大学出版社，2012.7

工商管理经典教材. 核心课系列

ISBN 978-7-300-16115-0

Ⅰ. ①商… Ⅱ. ① 贝… Ⅲ. 商业道德-高等学校-教材-英文 Ⅳ. ①F718

中国版本图书馆 CIP 数据核字（2012）第159811号

教育部高校工商管理类教学指导委员会双语教学推荐教材

工商管理经典教材·核心课系列

商业伦理：概念与案例（英文版·第7版）

曼纽尔·G·贝拉斯克斯 著

出版发行	中国人民大学出版社		
社　　址	北京中关村大街31号	邮政编码	100080
电　　话	010-62511242（总编室）		010-62511398（质管部）
	010-82501766（邮购部）		010-62514148（门市部）
	010-62515195（发行公司）		010-62515275（盗版举报）
网　　址	http:// www. crup. com. cn		
	http:// www. ttrnet. com（人大教研网）		
经　　销	新华书店		
印　　刷	涿州市星河印刷有限责任公司		
规　　格	215 mm × 275 mm 16开本	版　　次	2012 年 7 月第 1 版
印　　张	29.25 插页1	印　　次	2012 年 7 月第 1 次印刷
字　　数	701 000	定　　价	52.00 元

总 序

随着我国加入WTO，越来越多的国内企业参与到国际竞争中来，用国际上通用的语言思考、工作、交流的能力也越来越受到重视。这样一种能力也成为我国各类人才参与竞争的一种有效工具。国家教育机构、各类院校以及一些主要的教材出版单位一直在思考，如何顺应这一发展潮流，推动各层次人员通过学习来获取这种能力。双语教学就是这种背景下的一种尝试。

双语教学在我国主要指汉语和国际通用的英语教学。事实上，双语教学在我国教育界已经不是一个陌生的词汇了，以双语教学为主的科研课题也已列入国家"十五"规划的重点课题。但从另一方面来看，双语教学从其诞生的那天起就被包围在人们的赞成与反对声中。如今，依然是有人赞成有人反对，但不论是赞成居多还是反对占上，双语教学的规模和影响都在原有的基础上不断扩大，且呈大发展之势。一些率先进行双语教学的院校在实践中积累了经验，不断加以改进；一些待进入者也在模仿中学习，并静待时机成熟时加入这一行列。由于我国长期缺乏讲第二语言（包括英语）的环境，开展双语教学面临特殊的困难，因此，选用合适的教材就成为双语教学成功与否的一个重要问题。我们认为，双语教学从一开始就应该使用原版的各类学科的教材，而不是由本土教师自编的教材，从而可以避免中国式英语问题，保证语言的原汁原味。各院校除应执行国家颁布的教学大纲和课程标准外，还应根据双语教学的特点和需要，适当调整教学课时的设置，合理选择优秀的、合适的双语教材。

顺应这样一种大的教育发展趋势，中国人民大学出版社同众多国际知名的大出版公司，如麦格劳－希尔出版公司、培生教育出版公司等合作，面向大学本科生层次，遴选了一批国外最优秀的管理类原版教材，涉及专业基础课，人力资源管理、市场营销及国际化管理等专业方向课，并广泛听取有着丰富的双语一线教学经验的教师的建议和意见，对原版教材进行了适当的改编，删减了一些不适合我国国情和不适合教学的内容；另一方面，根据教育部对双语教学教材篇幅合理、定价低的要求，我们更是努力区别于目前市场上形形色色的各类英文版、英文影印版的大部头，将目标受众锁定在大学本科生层次。本套教材尤其突出了以下一些特点：

● 保持英文原版教材的特色。本套双语教材根据国内教学实际需要，对原书进行了一定的改编，主要是删减了一些不适合教学以及不符合我国国情的内容，但在体系结构和内容特色方面都保持了原版教材的风貌。专家们的认真改编和审定，使本套教材既保持了学术上的完整性，又贴近中国实际；既方便教师教学，又方便学生理解和掌握。

● 突出管理类专业教材的实用性。本套教材既强调学术的基础性，又兼顾应用的广泛性；既侧重让学生掌握基本的理论知识、专业术语和专业表达方式，又考虑到教材和管理实践的紧密结合，有助于学生形成专业的思维能力，培养实际的管理技能。

● 体系经过精心组织。本套教材在体系架构上充分考虑到当前我国在本科教育阶段推广双语教学的进度安排，首先针对那些课程内容国际化程度较高的学科进行双语教材开发，在其专业模块内精心选择各专业教材。这种安排既有利于我国教师摸索双语教学的经验，使得双语教学贴近现实教学的需要；也有利于我们收集关于双语教学教材的建议，更好地推出后续的双语教材及教辅材料。

● 篇幅合理，价格相对较低。为适应国内双语教学内容和课时上的实际需要，本套教材进行了一定的删减和改编，使总体篇幅更为合理；而采取低定价，则充分考虑到了学生实际的购买能力，从而使本套教材得以真正走近广大读者。

● 提供强大的教学支持。依托国际大出版公司的力量，本套教材为教师提供了配套的教辅材料，如教师手册、PowerPoint 讲义、试题库等，并配有内容极为丰富的网络资源，从而使教学更为便利。

本套教材是在双语教学教材出版方面的一种尝试。我们在选书、改编及出版的过程中得到了国内许多高校的专家、教师的支持和指导，在此深表谢意。同时，为使我们后续推出的教材更适于教学，我们也真诚地期待广大读者提出宝贵的意见和建议。需要说明的是，尽管我们在改编的过程中已加以注意，但由于各教材的作者所处的政治、经济和文化背景不同，书中内容仍可能有不妥之处，望读者在阅读时注意比较和甄别。

徐二明
中国人民大学商学院

Preface

Business Ethics: Concepts and Cases continues to be one of the most widely used textbooks on business ethics, and remains popular among students because of its accessible style and lucid explanations of complex theories and concepts. Providing clear explanations of ideas without oversimplifying them into caricatures of themselves is a major challenge for texts in this field (as any instructor knows who has examined several texts on business ethics). Instructors who have used previous editions of this textbook have said that it does an outstanding job of meeting this challenge, while also providing an excellent balance of ethical theory and managerial practice. But the world does not stand still. Not only have our technologies, organizational forms, and managerial practices changed over the last few years, but our understanding of ethical reasoning has developed and new moral issues have continued to challenge business. So it was necessary to revise the text and to provide fresh and updated treatments of these and other enduring ethical issues in business. To facilitate the study of these issues, this edition incorporates a number of valuable and exciting pedagogical devices including:

- Six new and seven updated end-of-chapter cases
- Twelve completely new "On the Edge" short cases and six updated short cases in the body of the chapters
- Eight newly illustrated short cases
- Eight ABC News video clips posted online on the book's companion website, www.mythinkinglab.com to accompany eight of the end-of-chapter cases.
- New graphs and charts, new pictures, and other visual materials
- Study questions at the beginning of each chapter
- Definitions of key terms in the margins and in the glossary
- Summaries in the margins of all the basic ideas discussed in the text
- New discussions of: moral reasoning, corporate social responsibility, impediments to moral behavior, the influence of unconscious processes on moral behavior, globalization, technology, predatory pricing, the fraud triangle, sustainability, the value of work, recent business scandals, and much more.
- Up-to-date statistics and data in all chapters.
- End-of-chapter web resources

Although this new edition updates the contents of its predecessor, it retains both the basic organization and the conceptual framework of previous versions.

The primary aims of the text remain the same as in earlier editions. They are: (1) to introduce the reader to the ethical concepts that are relevant to resolving moral issues in business; (2) to impart the reasoning and analytical skills needed to apply ethical concepts to business decisions; (3) to identify the moral issues involved in the management of specific problem areas in business; (4) to provide an understanding of the social, technological, and natural environments within which moral issues in business arise; and (5) to supply case studies of actual moral dilemmas faced by businesses and business people.

The text is organized into four parts each containing two chapters. Part One provides an introduction to basic ethical theory. A fundamental perspective developed here is the view that ethical behavior is the best long-term business strategy for a company. By this I do not mean that ethical behavior is never costly. Nor do I mean that ethical behavior is always rewarded or that unethical behavior is always punished. It is obvious, in fact, that unethical behavior sometimes pays off, and that ethical behavior can impose serious losses on a company. When I argue that ethical behavior is the best long-range business strategy, I mean merely that over the long run, and for the most part, ethical behavior can give a company important competitive advantages over companies that are not ethical. I present this idea and argue for it in Chapter 1, where I also indicate how we come to accept ethical standards and how such standards can be incorporated into our moral reasoning processes. Chapter 2 critically discusses four kinds of moral principles: utilitarian principles, principles based on moral rights, principles of justice, and the principles of an ethic of care. These four kinds of moral principles, it is argued, provide a framework for resolving most of the kinds of ethical dilemmas and issues that arise in business. In addition, Chapter 2 discusses virtue theory as an alternative to a principles-based approach and discusses automatic moral decision-making and casuistry.

Having defined the nature and significance of ethical standards and having identified four basic criteria for resolving moral issues in business, I then bring the resulting theory to bear on specific moral issues. Thus, Part Two examines the ethics of markets and prices; Part Three discusses environmental and consumer issues; and Part Four looks at employee issues. I assume in each part that in order to apply a moral theory to the real world we must have some information (and theory) about what that world is really like. Consequently, each chapter in these last three parts devotes several pages to laying out the empirical information and theory that the decision-maker must have if he or she is to apply morality to reality. The chapter on market ethics, for example, provides a neoclassical analysis of market structure; the chapter on discrimination presents several statistical and institutional indicators of discrimination; the chapter on the individual in the organization relies on three models of organizations.

Each chapter of the text contains two kinds of materials. The main text of the chapter sets out the conceptual materials needed to understand and address some particular type of moral issue. In addition, each chapter includes short cases in the main body of the chapter, and longer cases at the end of the chapter, that describe real business situations in which these moral issues are raised. I have provided these discussion cases on the pedagogical assumption that a person's ability to reason about moral matters will improve if the person attempts to think through some concrete moral problems and allows himself or herself to be challenged by others who resolve the issue on the basis of different moral standards. These kinds of challenges, when they arise in dialogue and discussion with others, force us to confront the adequacy of our moral norms and motivate us to search for more adequate principles when our own are shown to be inadequate. Some of the rationale for these pedagogical assumptions is discussed in Chapter 1 in the section on moral development and moral reasoning. I hope that I have provided sufficient materials to allow the reader to develop, in discussion and dialogue with others, a set of ethical norms that they can accept as adequate.

New to this Edition

Although dozens of large and small revisions have been made in all the chapters of this edition, the following changes from the previous edition's text should be noted by previous users of this text.

Chapter 1 includes new discussions of corporate social responsibility, integrative social contracts theory, the link between emotions and moral reasoning, and impediments to moral behavior. A new "On the Edge" short case has been added entitled "A Traditional Business," and an older one entitled "Was National Semiconductor Morally Responsible?" has been removed and, like all other deleted cases, was archived on the Companion Website. The end-of-chapter case "Aaron Beam and the HealthSouth Fraud" is added, and "Enron's Fall" was removed and archived.

Chapter 2 has an expanded discussion of the mistakes people can make when approaching utilitarian theory for the first time; a new discussion of the claim that context, not character, determines moral behavior; a new section on the influence of unconscious mental processes on moral behavior; and a new discussion of the relation between conscious moral reasoning on the one hand, and unconscious moral decision-making, moral intuition, and cultural influences on the other hand. The "On the Edge" short case, "Conflict Diamonds" was dropped and a new one added titled "Should Companies Dump Their Wastes in Poor Countries?" The end-of-chapter case "Publius" was removed and archived, and a new case added named "Traidos Bank and Roche's Drug Trials in China."

Chapter 3 has a revised introduction and an expanded discussion of "alienation" in Marx. New "On the Edge" short cases include: "Commodification or How Free should Free Markets Be?" and "Marx's Children," while "Brian's Franchise" was removed and archived. The older end-of-chapter case "Glaxo-SmithKline, Bristol-Myers Squibb, and AIDS in Africa" was replaced with the new case "The GM Bailout."

Chapter 4 has a revised introduction, a new discussion of predatory pricing, and a new section on "Incentives, Opportunities, and Rationalization." The new end-of-chapter case "Intel's 'Rebates' and Other Ways It 'Helped' Customers" replaces the older "Playing Monopoly: Microsoft."

The introduction to Chapter 5 has been revised, and its discussions of pollution and resource depletion have been revised and completely updated with new charts and graphs. A new section on sustainability was added. The new "On the Edge" short case, "Ford's Toxic Wastes" replaced "The Aroma of Tacoma," and the short case, "The Auto Companies in China" was extensively revised and updated. Both of the two end-of-chapter cases were revised and updated.

The introduction to Chapter 6 has been revised. The new short case "Selling Personalized Genetics" was added, and the other two cases on the tobacco industry were revised. At the end of the chapter, the case "Reducing Debts at Credit Solutions of America" was added and "The Ford/Firestone Debacle" was removed.

In Chapter 7 all the statistical materials were brought up to date and several new graphs were added, while the section on comparable worth programs was removed. Two new "On the Edge" short cases in this chapter are "Helping Patients at Plainfield Healthcare Center" and "Driving for Old Dominion." The older short case "Wall Street: It's a Man's World" was removed and archived. Both of the end-of-chapter cases have been updated.

In Chapter 8 all the statistics have been updated and the discussion of conflicts of interest was revised; the older section, "Working Conditions: Job Satisfaction" was removed and a new discussion on the value of work was added. All of the older "On the Edge" short cases were removed, and three completely new short cases were added entitled "HP's Secrets and Oracle's New Hire," "Insider Trading or What Are Friends For?" and "Sergeant Quon's Text Messages." The new end-of-chapter case "Death at Massey Energy Company" replaces "Gap's Labor Problems."

Support for Instructors and Students

The moment you know. Educators know it. Students know it. It's that inspired moment when something that was difficult to understand suddenly makes perfect sense. Our MyLab products have been designed and refined with a single purpose in mind—to help educators create that moment of understanding with their students. The new MyThinkingLab delivers **proven results** in helping individual students succeed. It provides **engaging experiences** that personalize, stimulate, and measure learning for each student. And, it comes from a **trusted partner** with educational expertise and an eye on the future. MyThinkingLab can be used by itself or linked to any learning management system (LMS). MyThinkingLab—the moment you know.

Instructor's Manual with Tests
(0-205-01767-3):

For each chapter in the text, this valuable resource provides a detailed outline, list of objectives, and discussion questions. In addition, test questions in multiple-choice, true/false, fill-in-the-blank, and short answer formats are available for each chapter; the answers are page referenced to the text. For easy access, this manual is available at Preface vii **www.pearsonhighered.com/irc**.

PowerPoint Presentation Slides for Ethics: Theory and Practice
(0-205-01769-X):

These PowerPoint Slides help instructors convey ethical principles in a clear and engaging way. For easy access, they are available at **www.pearsonhighered.com/irc**.

MyTest Test Generator
(0-205-01768-1):

This computerized software allows instructors to create their own personalized exams, edit any or all of the existing test questions, and add new questions. Other special features of the program include random generation of test questions, creation of alternate versions of the same test, scrambling question sequence, and test preview before printing. For easy access, this software is available at **www.pearsonhighered.com/irc**.

Acknowledgments

Like every textbook author, I owe a very large debt of gratitude to the numerous colleagues and other scholars around the world from whom I have shamelessly borrowed ideas and materials. They all, I hope, have been duly recognized in the notes. Thank you to Marc Orlitzky, The University of Redlands; Barbara Fechner, South East Community College; and Rodney Stevenson, University of Wisconsin—Madison for their feedback. I owe a special debt to my colleagues in the Management Department where I teach, especially to Dennis Moberg. But my largest debt is owed to my wife and family who have patiently (and sometimes not so patiently) had to put up with me while I remained obsessively preoccupied with writing and revising the present edition of this book. To Maryann, Brian, Kevin, and Daniel: Thank You.

Manuel G. Velasquez
Aptos, California

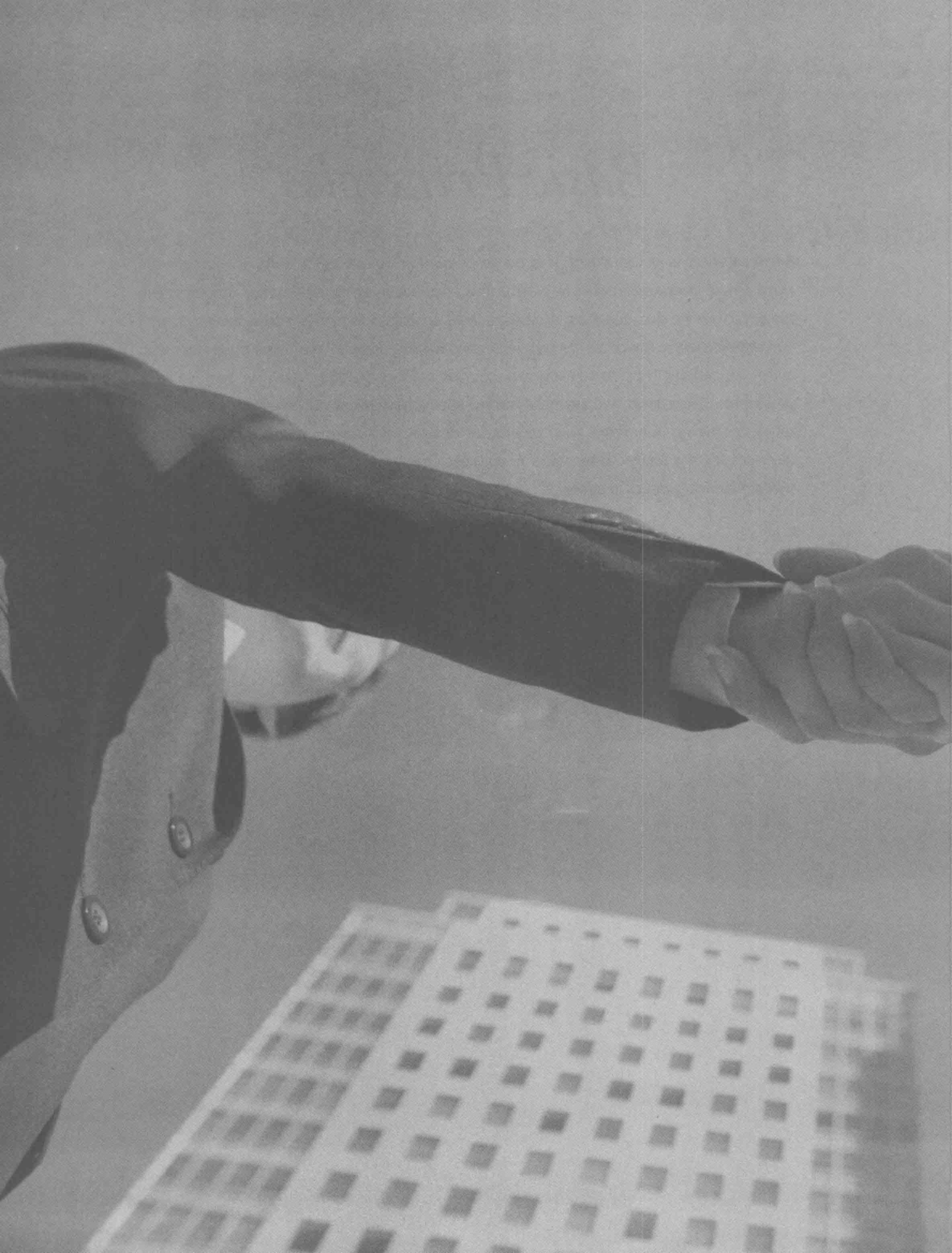
简明目录

Contents

PART **ONE**

Basic Principles

BUSINESS ETHICS IS APPLIED ETHICS. IT IS THE APPLICATION OF OUR UNDERSTANDING OF WHAT IS GOOD AND RIGHT TO THAT ASSORTMENT OF INSTITUTIONS, TECHNOLOGIES, TRANSACTIONS, ACTIVITIES, AND PURSUITS THAT WE CALL *BUSINESS.* A DISCUSSION OF BUSINESS ETHICS MUST BEGIN BY PROVIDING A FRAMEWORK OF BASIC PRINCIPLES FOR UNDERSTANDING WHAT IS MEANT BY THE TERMS *GOOD* AND *RIGHT*; ONLY THEN CAN ONE PROCEED TO PROFITABLY DISCUSS THE IMPLICATIONS THESE HAVE FOR OUR BUSINESS WORLD. THESE FIRST TWO CHAPTERS PROVIDE SUCH A FRAMEWORK. CHAPTER 1 DESCRIBES WHAT BUSINESS ETHICS IS IN GENERAL AND EXPLAINS THE GENERAL ORIENTATION OF THE BOOK. CHAPTER 2 DESCRIBES SEVERAL SPECIFIC APPROACHES TO BUSINESS ETHICS, WHICH TOGETHER FURNISH A BASIS FOR ANALYZING ETHICAL ISSUES IN BUSINESS.



1

Ethics and Business

What is "business ethics"?

What is corporate social responsibility?

Is ethical relativism right?

How does moral development happen?

What role do emotions have in ethical reasoning?

What are the impediments to moral behavior?

When is a person morally responsible for doing wrong?

In business the handshake is an expression of trust, and ethical behavior is the foundation of trust.

Listen to the **Chapter Audio** on **mythinkinglab.com**

Maybe the best way to introduce a discussion of business ethics is by looking at how a real company has incorporated ethics into its operations. Consider then how Merck & Co., Inc., a U.S. drug company, dealt with the issue of river blindness.

River blindness is a debilitating disease that has afflicted about 18 million impoverished people living in remote villages along the banks of rivers in tropical regions of Africa and Latin America. The disease is caused by a tiny parasitic worm that is passed from person to person by the bite of the black fly, which breeds in fast-flowing river waters. The tiny worms burrow under a person's skin, where they grow as long as 2 feet curled up inside ugly round nodules half an inch to an inch in diameter. Inside the nodules, the female worms reproduce by releasing millions of microscopic offspring called *microfilariae* that wriggle their way throughout the body moving beneath the skin, discoloring it as they migrate, and causing lesions and such intense itching that victims sometimes commit suicide. Eventually, the *microfilariae* invade the eyes and blind the victim. In some West African villages, the parasite had already blinded more than 60 percent of villagers over fifty-five. The World Health Organization estimated that the disease had blinded 270,000 people and left another 500,000 with impaired vision.

Pesticides no longer stop the black fly because it has developed immunity to them. Moreover, until the events described below, the only drugs available to treat the parasite in humans were so expensive, had such severe side effects, and required such lengthy hospital stays that the treatments were impractical for the destitute victims who lived in isolated rural villages. In many countries, young people fled the areas along the rivers, abandoning large tracts of rich fertile land. Villagers who stayed to live along the rivers accepted the nodules, the torturous itching, and eventual blindness as an inescapable part of life.

In 1980, Dr. Bill Campbell and Dr. Mohammed Aziz, research scientists working for Merck, discovered evidence that one of the company's best-selling animal drugs, Ivermectin, might kill the parasite that causes river blindness. Dr. Aziz, who had once worked in Africa and was familiar with river blindness, traveled to Dakar, Senegal, where he tested the drug on villagers who had active infections. Astonishingly, he discovered that a single dose of the drug not only killed all the microfilariae, it also made the female worms sterile and made the person immune to new infections for months. When Aziz returned to the United States, he and Dr. Campbell went to see Merck's head of research and development, Dr. P. Roy Vagelos, a former physician. They showed him their results and recommended that Merck develop a human version of the drug.

At the time, it cost well over $100 million to develop a new drug and test it in the large-scale clinical studies the U.S. government required. Roy Vagelos realized that even if they succeeded in developing a human version of the drug for the victims of river blindness, "It was clear that we would not be able to sell the medicine to these people, who would not be able to afford it even at a price of pennies per year."[1] And even if the drug was affordable, it would be almost impossible to get it to most of the people who had the disease since they lived in remote areas without access to doctors, hospitals, clinics, or drug stores. Moreover, if the drug had bad side effects for humans, these could threaten sales of the animal version of the drug, which were about $300 million a year. Finally, if a cheap version of the human drug was made available, it could be smuggled through black markets and resold for use on animals, thereby undermining the company's sales of Ivermectin to veterinarians.

Although Merck had worldwide sales of $2 billion a year, its net income as a percent of sales had been in decline due to the rapidly rising costs of developing new drugs, the increasingly restrictive and costly regulations being imposed by government agencies, a lull in basic scientific breakthroughs, and a decline in the productivity of company research programs. The U.S. Congress was getting ready to pass the Drug Regulation Act, which would intensify competition in the drug industry by allowing competitors to more quickly copy and market drugs originally developed by other companies. Medicare had recently put caps on reimbursements for drugs and required cheaper generic drugs in place of the branded-name drugs that were Merck's major source of income. In the face of these worsening conditions in the drug industry, was it a good idea for Merck to undertake an expensive project that showed little economic promise? On top of all this, Vagelos later wrote:

> There was a potential downside for me personally. I hadn't been on the job very long and I was still learning how to promote new drug development in a corporate setting. While we had some big innovations in our pipeline, I was still an unproven rookie in the business world. I would be spending a considerable amount of company money in a field, tropical medicine, that few of us other than Mohammed Aziz knew very well … CEO Henry Gadsden had become worried—with good cause—about Merck's pipeline of new products, and he had hired me to solve that problem. It was as obvious to me as it was to Mohammed and Bill that even if Ivermectin was successful against river blindness, the drug wasn't going to pump up the firm's revenue and make the stockholders happy. So I was being asked to take on some risk for myself and for the laboratories.[2]

Vagelos knew he was faced with a decision that, as he said, "had an important ethical component." Whatever the risk to the company and his career, it was clear that without the drug, millions would be condemned to lives of intense suffering and partial or total blindness. After talking it over with Campbell, Aziz, and other managers, Vagelos came to the conclusion that the potential human benefits of a drug for river blindness were too significant to ignore. In late 1980, he approved a budget that provided the money needed to develop a human version of Ivermectin.

It took seven years for Merck to develop a human version of Ivermectin. The company named the human version Mectizan. A single pill of Mectizan taken once a year could eradicate from the human body all traces of the parasite that caused river blindness and prevented new infections. Unfortunately, exactly as Vagelos had earlier suspected, no one stepped forward to buy the miraculous new pill. Over the next several years, Merck officials—especially Vagelos who by then was Merck's chief executive officer (CEO)—pleaded with the World Health Organization (WHO), the U.S. government, and the governments of nations afflicted with the disease, asking that someone—anyone—come forward to buy the drug to protect the 100 million people who were at risk for the disease. None responded to the company's pleas.

When it finally became clear no one would buy the drug, the company decided to give Mectizan away for free to victims of the disease.[3] Yet, even this plan proved difficult to implement because, as the company had earlier suspected, there were no established distribution channels to get the drug to the people who needed it. Working with the WHO, therefore, the company financed an international committee to provide the infrastructure to distribute the drug safely to people in the Third World and to ensure that it would not be diverted into the black market to be sold for use on animals. Paying for these activities raised the amount it invested in developing, testing, and now distributing Mectizan to well over $200 million, without counting the cost of manufacturing the drug itself. By 2010, Merck had given away more than 2.5 billion tablets of Mectizan worth approximately $3.5 billion and was providing the drug for free to 80 million people a year in Africa, Latin America, and the Middle East. Besides using the drug to relieve the intense sufferings of river blindness, the company had expanded the program to include the treatment of elephantiasis, a parasitic disease