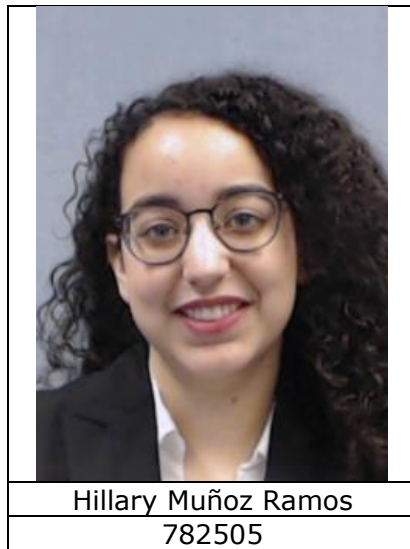




LYCar Company Project

Finance and Hospitality Business Ethics



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Main Research Question: What should hospitality students be educated about regarding ethical disputes in financial reporting

Preface

Dear Reader,

It has been 10 months since I started my graduation journey researching an topic that is of great interest to me, Financial Business Ethics. Although this adventure is still ongoing, completing my bachelor thesis is bringing me closer to obtaining my degree in Business Administration.

During my minor, Future of Business, I investigated white-collar crime within fortune 500 companies and what they do in prevention. I came across various terms and theories that I had not heard of before. This awakened the flame for me regarding financial business ethics in Hotelschool The Hague and as to why the curriculum did not cover what I had found during my research. This journey let me to consult my fellow students on their stance, alumni on their experience during their student careers as well as the application after, and industry experts could shed a light on why this is a vital subject to be taught in the current ethical climate.

Although the past months have been challenging, they were rewarding at the same time. Firstly, I would like to express my gratitude to Mr. Heijblom for his great guidance and feedback. Secondly, I would like to thank Dr. Oskam and the HTH research center for letting me explore this interesting topic. Lastly, I would like to express my thanks to all the teachers that have guided me to this point and have given me the skills to perform this research.

I am beyond excited to present my contribution to the Hotelschool community by this improvement of the curriculum. I hope you enjoy this paper.

Happy reading!

Kind regards,

Hillary Muñoz Ramos

Executive summary

During the LYCar course at Hotelschool The Hague, students receive the opportunity to execute academic research on a personal business related interest in addition to completing their management internship. I have explored the topic of financial business ethics with the goal of improving HTH's curriculum, while working together with Dr. Oskam of the Hospitality Research Center. This thesis follows the flow of the Design Based Research cycle, the point of departure being a problem definition, followed by an analysis and diagnosis through which a feasible solution is designed, and subsequently implemented and evaluated.

By exploring the meaning of ethics and morality, as well as broad application in recent years the extent of the problem became clearer. Business ethics research has become a trending topic in a multitude of organizations that apply it to their day-to-day operations, including educational institutions. A particular area of interest where ethical issues and grey areas present themselves is in finance. Finance has always been one of the core operations with any institution. Since financial reporting is directly linked to organizational decision making, together with external auditors and regulators, the societal and fiscal stakes are high. To narrow down the scope, the context presented itself as Dutch business school, Hotelschool The Hague in particular. In the current business environment business ethics education is essential as it provides skills that could benefit future careers. This was the base on which the subsequent research questions were formulated:

MRQ: *What should hospitality students be educated about regarding ethical disputes in financial reporting?*

To answer the MRQ and to create a feasible implementable curriculum adjustment, the below three sub questions have been created to support the research.

RQ1: *Which are the principal problems and grey areas within financial reporting?*

RQ2: *Where do these ethical disputes occur and what is the cause?*

RQ3: *How can these ethical disputes be prevented?*

An exploratory research design was followed, as ethics was found to be a greatly subjective topic with many interpretations. That nature of the subject is both qualitative and quantitative thus six semi-structured interviews were conducted to reach saturation and two surveys to find majority opinions to easily analyze the needs and wants of students and alumni.

The primary data collected aligned with the literature findings revealing that current students, alumni, and industry experts all agreed that the current business climate calls for education to well round students when it comes to their ethical knowledge. Furthermore, identified were topics that should be integrated, such as code of ethics, rules and regulations, ethical safeguards, whistleblower protection, and more.

The solution was co-designed with the feedback of students, alumni, and industry practitioners. The courses Creating Business Value, Making Financial Decisions, Revenue Management, Annual Planning Cycle, Strategy Development, Business Model Innovation, minors, and Launching Your Career all received elements to integrate financial business ethics.

The implementation plan will take two blocks equaling to 20 weeks. This includes crucial processes, such as surveying students, hiring an expert consultant, developing a new course, and piloting it. The evaluation plan will always be ongoing starting after having run the pilot program.

Moreover, after having determined the study's relevant stakeholders, two acts of dissemination were created to share the findings of the research project. An infographic was shared on two social platforms, LinkedIn, and Instagram, according to the demographics of the stakeholders.

The study concludes with an academic reflection.

List of abbreviations

LYCAR	Launching your career
HTH	Hotelschool The Hague

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Chapter 1. Introduction

Ethics, derived from Greek and Latin, defines how people interact with one another as well as what is good for them as individuals and society (Cornell Law School, 2022). The exact meaning of ethics is hard to define as everyone views it differently. "Right" and "wrong", religious beliefs, law requirements, and society standards all play a role (Velasquez et al., 2010). In any human interaction ethics is involved relying on the actions of people, their (lack) of virtues and the consequences (Melé et al., 2017).

A strong Environmental Social Governance position can create value for an organization (Henisz et al., 2019). It is about more than just ticking the boxes. As an organization it is about making a difference for not just your company, but also for the world. The goal to strengthen our environment and societies will be achieved by creating sustained outcomes that drive value and stimulate growth (PricewaterhouseCoopers, 2022).

Ethics, being a growing concern, has an increasing role in the business and hospitality industry (Yeh, 2012). Current business school students need to be familiarized with ethical and moral frameworks to make educated and ethical decisions in their future careers, as future managers. Aligned, Hotelschool The Hague strives to give students best education possible for them to have successful careers (Hotelschool The Hague, 2022a). Accordingly, HTH should provide education in the field of business ethics to support students in their professional development.

HTH is currently ranked within the top 10 of hospitality institutes worldwide (Hotelschool The Hague, 2022b). Moreover, they strive to set up their students to have successful careers by giving the best possible education (Hotelschool The Hague, 2022a). However, the university does not state ethics education as a top priority, according to the Education and Exam Regulation of HTH (2021). This leaves much opportunity to improve the education offered to the (potential) students and provide a broader knowledge and experience which will lead to better global rankings for the institution.

1.1. Problem definition

Among Dutch business schools there is a standard of providing students with a varied skillset, resulting in outstanding future professionals (ADBS, 2008). Therefore, ethics has a critical and effective role within education (Gülcan, 2015). Nonetheless, only a base level understanding of business ethics is included in the current HTH curriculum. Not giving it an important role. Next to the HTH code of ethics students must adhere to. Hotelschool The Hague (2020) only mentions ethics in the context of digital awareness within their annual report.

Therefore, an improvement of the current curriculum would incorporate a more comprehensive ethics education to be taught to hospitality and business students. Widening the range of business ethics within the HTH program, will help deliver their value proposition to current and prospective students.

The objective of this proposal is to allow insight into which particular topics of relevance would add the most value regarding the world of business ethics, while focussing on finance. The findings will indicate which are the most relevant topics, as well as how they could be included in a hospitality business schools' curriculum.

1.2. Main research question

The following main research question (MRQ) was formulated aiming to guide the proposed research to discover the topics with relevance that will add value to the ethics education of hospitality business students. The sub-research questions (RQ1, RQ2 and RQ3) will assist to specify the specific problems, their foundation, and prevention.

MRQ: What should hospitality students be educated about regarding ethical disputes in financial reporting?

RQ1: Which are the principal problems and grey areas within financial reporting?

RQ2: Where do these ethical disputes occur and what is the cause?

RQ3: How can these ethical disputes be prevented?

Chapter 2. Analysis and diagnosis

2.1. Literature review

To create a significant and detailed overview of key definitions and issues within finance business ethics, a variety of recent academic literature have been reviewed. These findings serve as secondary data and will lay the foundation for further qualitative research.

2.1.1. Ethics and business ethics

Ethics is a theme discussed in many different contexts. From human ethics, gender ethics, environmental ethics, to work ethics. Many times, these and many other themes interconnect and present at the same time. For example, due to economic hardship, the value of gender and work ethics cultures for organisational commitment (Flotman and Mitonga-Monga, 2017). An umbrella for these topics is Environmental Social Governance.

According to Schroeder (2021) business ethics has become a crucial business function, much like finance and marketing. Referring to the standards of what is morally correct or incorrect conduct. Even though, the law somewhat defines this conduct, the law and ethics are not the same. Ethics go beyond anything the law can control (ibid). Furthermore, business ethics deems to be a broad matter dealing with dilemmas, uncertainties, and oxymorons aiming to address morally right and wrong issues within business activities and decisions (Crane, 2019). In recent years research regarding business ethics has increased due to the continuously changing economy that makes questions arise, and where the most researched topics are Corporate Social Responsibility and environmental issues (Sehitoglu et al., 2017). As well as, other themes that have become important within hospitality ethics research are for example code of ethics, ethical leadership, hospitality ethics education, and ethical values, perceptions, behaviour and decision making (Myung, 2017).

The area particularly being of interest within business ethics is finance. Next to finance and accounting being core functions of a firm, they are essential for decision-making and the evaluation of these decisions (Melé et al., 2017). Finance and accounting have a crucial relationship that must be reflected upon on how to integrate ethics. This could motivate and empower practitioners within the industry to commit justice, fairness, and enhance understanding, which will improve their personal integrity (ibid). An ethical framework could prevent movements resulting in severe ethical implications.

The relevance of ethics within accounting greatly increased after many scandals reflected the serious lack of ethics within the field of financial reporting (Poje and Zaman Groff, 2022). The growing consideration of a business' social role changed public opinion, management scholars, and companies giving more attention to ethics as a concept (Comite and Oliva, 2019). Moreover, social, and moral awareness has become more popular in higher education. These teachings have resulted in a great selection of advantages including the understanding of society needs, more focus on students' future career selections, and an increased personal and professional emotional intelligence (Marques, 2016). Business schools are intending to transform the way they teach decision making, which could just change the way business is conducted (Culham, 2013).

2.1.2. Regulatory reporting

Standard business reporting entails that corporate entities are required to provide a variety of (non)financial reports and data to various governmental agencies and bodies (Pieckoki, 2010). Sinnet (2009) explains that regulatory reporting is an elaborate set of processes to ensure compliance to laws and regulations. Additionally, these standards can differ significantly per country, region, or institution (Sinnnet, 2009). These differentiations of standards leave room for ethical grey areas to take root.

An example of a grey area within financial and regulatory reporting is creative accounting (Balaciu and Bogdan, 2012). A way to make business profit without breaking the law (ibid). The less strict regulations and requirements for the private sector make it possible for such practices to be misrepresented or for financial performance tampering (The World Bank, 2022). Related to regulatory misrepresentation include practices such as income smoothing, profit/loss figure manipulation, favourable accounting policy changes, and insider trading (Okoye, 2011). These cause negative ethical impact on all parties involved, even though the practices are not illegal or regulated.

Ho and Mallick (2015) have delved deeper into the issue of financial misreporting and propose a co-payment scheme in prevention of collusion in auditing contracts. Furthermore, these issues may also arise due to under-regulation or inability of systematic regulation or inspection in specific cases (Aminu and Oladipo, 2016). A sound code of ethics and integrity is vital, additionally transparency and diversifying the scope of auditors and regulators could help prevent ethical issues.

2.1.3. International accounting standards

Currently, there two accounting standards that both accepted and recognized by the international community, International Financial Reporting Standards (IFRS) and General Accepted Accounting Principles (GAAP) (Ross, 2022). While GAAP is the official reporting standard in the United States and rules based. IFRS is principle based and been adopted by more than 100 countries around the world and aiming to be the global common language when it comes to a company's accounting matters (ibid). Even though both standardize revenue, costs, and inventory recognition, as well as financial statements and reporting (Ross, 2022). The IFRS is more flexible as more factors are being left to interpretation which causes more dependency on professional judgement, experience, and opinions instead of financial statements.

In contrary to GAAP that conforms to a strong set of ethical values to guide behaviour and professional judgement respecting the relevant and reliable financial information (Mintz, 2010), IFRS framework makes it likelier for ethical dilemmas and grey areas to arise due to its flexibility and adaptability (Verschoor, 2010). The standards of the framework leaves a particular space for interpretation, which is encouraged as auditors and institutions mostly lack authority in cases of ethical issues (Black, 2012). Verschoor (2010) elaborates that accountants could be faced with immense ethical pressures to cast the absolute best light upon their organisation's financial performance. Mintz, (2011) has outlined a five-step ethical decision-making model that can be applied to the IFRS principle-based system to regulate unethical conduct.

2.1.4. Importance of ethics in education

In today's climate ethics has an important place in all areas of life (Gülcan, 2015). Recent corporate accounting scandals have given a renewed attention to ethics, even though ethical issues within accounting education are not new. The current ethical climate within business increases the importance to graduate and undergraduate business school programs (Haas, 2005). Students get the opportunity to evaluate pressing ethical issues and develop a critical stance. Within an educational institute school policies, programs, and practices, and ethical education helps students to develop an in depth knowledge and awareness of personal and unknown cultures (Gluchmanova, 2015). As education has an important role within a person life to develop, it is essential for ethics to be placed within the educational system as a course. Education serves both the needs of state and society, making it an important tool to develop these as well. Therefore, teaching ethics in education is important and schools serve as the basic framework (Gülcan, 2015).

Ethics education can be separated into four stages:

1. **Ethics education in family;** Children learn societal behaviour.
2. **Ethics education in school;** Students learn difference between right and wrong, as known as value education or character education.
3. **Ethics education in universities;** Ethics should be regarding professional ethics relating to professions.

Professional ethics, one of the important branches within applied ethics that examines ethical issues of private and public life, can be defined standards to guide people in their professional lives. Not all students are able to take ethic related courses, as it is not available across all studies. The aim is for students to realize what is right to make good ethical decisions during their professional career, as well as be able to evaluate different moral standpoints (Prasad, 2019).

There are four principals in ethical codes that should be taught to students:

1. Honesty
2. Confidentiality
3. Conflict of interest
4. Responsibilities

(ibid)

4. **Ethics education in business;** Ethical codes regarding the occupation, guiding people how to act in their business life.

There are certain professional codes of ethics:

1. Strive to tell the truth
2. Take care in establishing the truth
3. Be fair
4. Always be ready to explain
5. Do no harm
6. Keep your promises
7. Respect colleagues, students, and especially opponents
8. Sustain the community
9. Guard your treasure
10. Never be satisfied

(Prasad, 2019)

Even though, accounting and ethics are intertwined, they still pose a challenge to effectively integrate into a curriculum. The American Assembly of Collegiate Schools of Business have recommended ethics education be provided on a general educational level, business administrative level, and in every accounting course. Moreover, many studies have concluded that an education in ethics has a positive effect on students (Haas, 2005).

When introducing a new element or even when improving an element, it is essential that this change is introduced. It needs to be established who is involved in implementing that change, as they should be included in the discussion (Aldridge, 1992).

While the student has the responsibility to learn, an institution has the responsibility to guide and assess. An assessment of the student needs to be included to recognize their way of learning and evaluation the implemented curriculum. Examinations often dominate the curriculum, no matter how well designed it is. It needs to be understood that new study methods could induce stress upon all stakeholders (Aldridge, 1992).

2.1.5. Change management

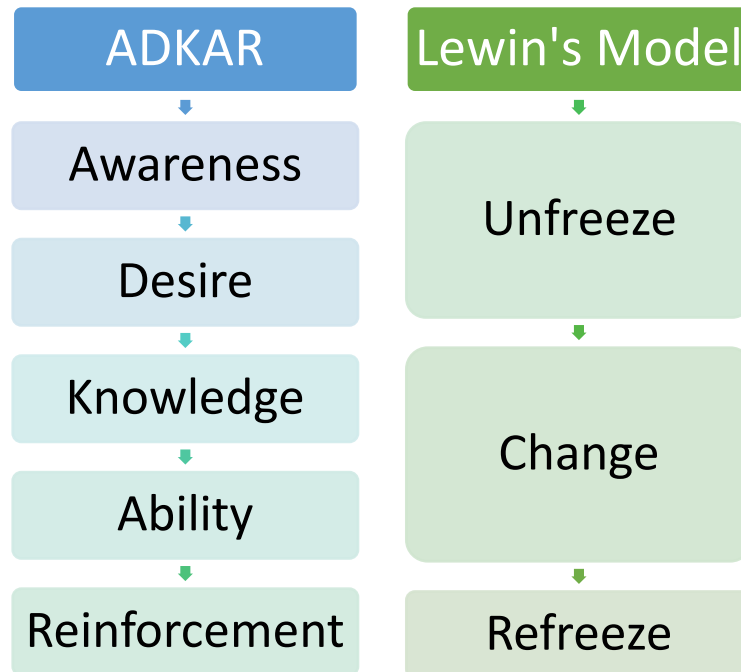
Change management is a systematic process allowing a company to predict and respond to the changing business environment while ensuring that organizational goals are efficiently and effectively achieved (Robbins and Judge, 2013). Organizational change is not just something for the short run, but also something to be monitored on the long run. Change is a content continuous factor to be utilized to enhance organizational performance, internal processes, and learning and growth perspectives. It has become the secret to success and achieving sustainable growth (Hamdo, 2021). Organizational change often fails because employees do not understand the importance, urgency, or how to successfully implement the change (Prosci Inc, 2023). Different change models can be adopted to manage the change, such as ADKAR and Kurt Lewin's Change Model (Hamdo, 2021).

ADKAR Model

Introduced by Jeffrey Hiatt in 2006, argued that individual resistance can be managed through the five stages of the ADKAR Model (Hiatt, 2006). An important advantage of this model is that ADKAR intensively focusses on Human Resources practices, especially to involve the employees in change process. Within the awareness, desire, and knowledge stages (Hamdo, 2021). Additionally, it is extensively tested, a lot of training and support available, and is a more practical approach instead of theoretical making it easy to understand the process. On the other hand it could be it could be a complicated process, next to ADKAR being one of the best change models (Lapaas, 2020).

Kurt Lewin's Change Model

This change model, although simple and clear, does not provide a detailed plan that an organization might need to adopt change (Hamdo, 2021). Moreover, no expert assistance needs to be hired for implementation. Yet, the refreezing stage could take long to settle and embrace new norms, as well as that employees might abandon ship because of the uncertainty with the new norms and environment (Kobiruzzaman, 2021).

ADKAR VS. Lewin's Model**2.1.6. Ethical safeguards**

No company will ever be perfect because no human is perfect. All humans are prone to human error and capable of good and evil. Organizations should be making the effort to design a system to make it as easy as possible to be ethical (Epley and Kumar, 2019).

Organizations can introduce different rules and regulations, or procedures to prevent and have success in the detection of ethical misconduct:

- **Code of Business Conduct and Ethics:** The aim is to prevent wrongdoings, and promote honest and ethical behavior, ensuring that business dealings are conducted in a consistently legal and ethical approach (Rainmaker Systems, Inc., 2023).
- **Data Protection Policy:** This statement on the set of principles, rules, and guidelines that protect organizational and personal data (Harper, 2018).
- **Train employees:** A variety of instruction methods is best to keep participants engaged while learning how to address and resolve ethical dilemmas. Methods like experimental learning or role play are effective (Mayhew, 2019).
- **Ethics hotline:** This confidential service that can be contacted when practitioners are put in uncomfortable or threatening positions when encountering a workplace dilemma. These hotlines are effective in protecting the anonymity, especially for those considered 'whistleblowers' (Mayhew, 2019).

2.1.7. Conclusions and knowledge gaps

The literature has implicated the importance of business ethics within higher education, as well as that why financial or accounting ethics is valuable to include. Additionally, it has pointed out that an all-round ethics education could change the way business is conducted in the future. Although the literature greatly reflects what should be taught to students, it is missing the how component. Furthermore, all literature included did not consider the opinion of the student as well as the past evolution of the course.

2.2. Research questions

Based on the knowledge gaps indicated previously mentioned, research questions have been developed and are listed in App. 1.

Chapter 3. Methodology

This chapter clarifies the methodology adopted for this qualitative and quantitative research study. The research plan includes, research design, population and sampling, data collection, data analysis and limitations.

3.1. Research design

The researcher has been actively participating in the hospitality industry for four years. This person has been trained in skills needed to conduct a mixed study, both with **qualitative and quantitative elements**, through the course of obtaining a bachelor's degree in Hospitality Management.

3.2. Population and sampling

As the purpose of this research is adding subjects with value to the ethics education of hospitality business students, multiple populations need to be targeted to gain various views on the issue. A variety of standpoints, insights, and perspectives are needed to create a whole picture. The following populations are of interest.

Experts in the fields of finance: Findings must be suitable to be put into practise. This population will be able to generalize and add valuable views regarding real-world relevant ethical issues in finance. Additionally, this practitioner evidence will be gathered by both qualitative and quantitative data collection methods. The data obtained and the best practices will be outlined here based on the presented data in the literature review, after being coded and analyzed.

Hotelschool The Hague alumni: This population will also allow for real-world insights and generalized application of the findings. However, the extra benefit to this population is that they have the knowledge and involvement with the HTH community, shining a light on how ethics education with HTH has evolved since graduation.

Hotelschool The Hague students: This population will be able to shine light on how current practices are received and which themes are missing.

The evidence from stakeholders will be collected by a self-completion survey sent out to current HTH students and alumni. Their experiences regarding the past and current curriculum when it comes to business ethics within the finance courses.

Non-probability sampling is the most common used sampling type when it comes to qualitative research (Yin, 2003). This way of sampling will also be used for the survey, especially convenience sampling as participants are readily and easily available (Ackoff, 1953), which is ideal for the desired population of HTH students who can be reached via the internet. Purposive sampling will be applied to the interview candidates, as they will be able to provide information that cannot otherwise be obtained (Maxwell, 2012).

An overview of the interview and survey questions which relate to the main and sub-research questions can be found in App. 1.

3.3. Data collection

To deeper investigate known topics and possibly uncover new topics regarding business ethics and recovering relevant disputes and grey areas would mandate interviewing various candidates. This method is aimed to discover explanations of personal perspectives based on their experience in the field. Therefore, **qualitative research** is the most suitable approach (Allan, 1991) to gain deeper insight into the research topic. Primary data will be collected by conducting **semi-structured interviews** of 20 to 30 minutes maximum to maximize yield based upon a series of open-ended questions while providing opportunities for various themes and sub-topics to develop (Harvey-Jordan and Long, 2001). Additionally, primary data through academic literature assisted the design and structure of the interviews (Driscoll et al., 2010) to highlight the foundation and significance of ethical education within hospitality business schools, including bringing to light common disputes and grey areas. Methodological triangulation uses a variety of sources to validate qualitative data findings (Guion, 2002).

Each interview was conducted one on one in person and transcribed by using Word Speaking. All interviewees consented verbally at the start of the interview. All participants received a context of the study beforehand and was mentioned in the introduction as well as their rights to anonymity.

It is of the essence to send out a **self-completion survey** for the gathering of primary stakeholder data as the population is of a great number. This survey gains to collect qualitative data, which aligns with the research design, next to the quantitative data (Braun et al., 2020).

Please refer to App. 2 and 3.

3.4. Data analysis

The interviews were analysed using an **inductive approach**, due to the scope of the research design and the open-ended approach in the questions. The unstructured data gathered then decreed the coding themes (George, 2021). **Thematic coding** was utilized as a technique to organize the data, following seven steps (Maguire and Delahunt, 2017);

1. Transcribe interviews
2. Search for themes
3. Review themes
4. Define themes
5. Designate colours to themes
6. Colour code interviews according to themes
7. Reanalyse themes and conclude findings

3.4.1. Thematic colour coding

Eight themes were identified by the researcher after the analyzation of the interviews and assigned the following colors:

- 1- The importance of business ethics in education
- 2- Current stance on HTH curriculum
- 3- What should be integrated in the curriculum
- 4- Causes of ethical grey areas and issues
- 5- Examples ethical issues
- 6- How to handle ethical issues
- 7- Prevention ethical issues
- 8- Organizational rules and regulations
- 9- How to 'teach' ethics

After having colour coded, the themes were separated and registered in a two-columned table. The first indicating the theme and the second allocated with interview and survey quotes pertaining to the specific theme. *Please refer to App. 4.*

3.5. Ethical data collection

The researcher has followed the HTH Data Ethics Management procedure and Confidentiality Agreement, throughout the report. *Please refer to App. 5.*

Before starting the interviewees were informed about the confidentiality agreement and verbal confirmation was asked before beginning as well as permission to record. Each interviewee was assigned a random research number. All participants were informed about the purpose of the study and that they were free to refrain from the study at any given time.

Additionally, due to the sensitive nature of the study, the dissemination will exclude explicit details. Furthermore, all the gathered data will be provided to the HTH research centre for the validation of ethical conduct.

3.6. Limitations

The main limitation for this project is the time constraint. The limited time to complete this research causes the interviews to be restricted to a maximum of 30 minutes. Any cancelations or rescheduling will likely arise, however due to the time constraint there is a possibility not all interviews can be conducted and that there will be a lack of information. Body language, emotions, speech patterns, and personal experience can all influence the reliability of the shared data. It is possible that due to busy schedules an interview time could not be scheduled, and an overview of questions had to be sent for the participant to answer lacking possibly important context. Furthermore, it is possible that not enough people complete the survey causing another lack of information that is not representative for the population.

Chapter 4. Findings

Within this chapter the primary data findings from the interviews and surveys are presented, structured per theme, as identified in *Chapter 3.4.1. Thematic colour coding. Please refer to App. 4.* Finally, a conclusion is presented answering the Main Research Question.

4.1. The importance of business ethics in education

When it comes to how important business ethics is within education, the conducted survey showed that 81% of current students at Hotelschool The Hague believe that business ethics should be incorporated more in the current curriculum. Stating reasons as *"To prepare me for my ... career", "important to talk about business ethics to get multiple views on the matter ... understand how everyone is thinking about it", "for aspiring entrepreneurs this would be very important", "everyone in business should have knowledge about (ethics)" and "very helpful for my first internship".*

More than 90% of alumni, shown by the survey, agreed or strongly agreed that hospitality business students should be educated on this topic. Several have stated that it is *"crucial element in any business environment", "important for hospitality students to know how to conduct themselves properly ..., taking ethical considerations into account", and "crucial for any business students to study ethics, especially for hospitality students".*

Industry experts strongly encouraged, *"Yes, they should!",* the teachings of business ethics for hospitality business students as mentioned in interviews; *"Ethics play a crucial role in shaping the reputation and success of a business and should therefore be an integral part of business education", "(ethics) essential in any business ... as future leaders of the industry it is vital that students are taught to conduct business in a true and fair manner.", and "Not having the awareness of this ethics might lead into problems with stakeholders, result into loss of, therefore hurting business and reputation."*

However, another stated and rightly so *"I think it should be taught, ... I find it very hard, because what am I supposed to say to a student?"*.

4.2. Current stance on HTH curriculum

From students surveyed 80% answered 'neutral' to 'no clue' when asked if they felt prepared to tackle ethical issues based on their education within Hotelschool The Hague so far. One alumna stated, *"the ethics class was a joke ... we barely scratched the surface of this vast and complex subject"* and current students seem to share the sentiment.

The survey students have called it *"quite basic", "superficial", and "extremely vague",* in addition to *"I do not remember the class"* and *"I can't remember anything we've learned"*. Diverse possible reasons for these conclusions were mentioned as *"the lecturer did not explain it quite well", "classes were about the most obvious things", "Very theoretical, hardly applicable", and "dealing with guest complaints in school did not match ... company policy with these situations during my placement"*.

It is believed that business ethics is an important subject as statements were made such as *"must be more classes about business ethics"*, *"treat it as a separate course"*, *"would be nice to go in more depth"*, and *"in a study focused on hospitality, the element of business ethics should be better represented"*. Additionally, requested was to *"adjust the curriculum to current trends"*.

Courses like practical education, managing change, and quality management have been named where these practices would be more applicable due to *"need to change/ interact in a company, sometimes also in different countries"*.

4.3. What should be integrated in the curriculum

Involving the participants in change process could be of great advantage (Hamdo, 2021), as involvement reduces resistance. Therefore, the students input on what should be integrated into the curriculum is vital.

When it comes to frequency of these classes opinions slightly differ. One student specifically mentioned *"A few classes just to get you introduced to the matter would be fine"*, although most students agree that *"they should have a course related to it (ethics) at least one every two blocks"*, *"finance classes"*, and *"Incorporate business ethics into multiple courses ... that it keeps coming back throughout HTH."*

Addressing what students would like to be taught, they pointed out different areas of interest such as *"deeper understanding and realistic perspective about what business ethics is"*, *"National / European regulations regarding employment, environment, taxes, etc."*, *"dealing with stakeholders in an ethical manner"*, and *"corporate responsibility on the community"*. One recurring topic named by various students is *"classes focused on business ethics and importance of ESG"*, *"ESG is becoming more important"*, *"Teach us more about ESGs"*, and *"Why not teach ESG with finance since ... very much related"*.

The most important statement made by an alumnus was *"Making Ethics at HTH more focused on the industry"*. Different alumni have suggested a multitude of subjects, relevant to today's ethical climate, that could be valuable to teach students. Named are *"Ethics especially focused on people management"*, *"managing conflicting stakeholder interests"*, *"Multicultural and religious work environments"*, and *"CC fraud, prostitution, importance of safety, security as a hotelier"*.

An interviewee had to add *"indeed the philosophy behind that might be more interesting. ... you get sort of at least the views that are on which certain laws are based on certain expectations"*, and *"CBV is really the accountancy ... you can play around with accountancy rules. That could be part of the curriculum and it would be very practical."*

4.4. Causes of ethical grey areas and issues

Certain interviewees were able to name different causes and how they can occur, especially within financial reporting. Namely, *"during the preparation and the compiling of the reporting"* when *"(employees) trying to look good in front of the management ... trying to access sensitive data or modify performance results"*, and *"lack of clarity in procedures and ... no set standards in the finance sector"* when estimating and forecasting. Other factors mentioned were *"pressure to meet financial targets, conflicts of interest, lack of transparency, competition and poor corporate culture"*.

4.5. Examples of ethical issues

To effectively improve the curriculum within Hotelschool The Hague an overview had to be established to ensure the recommendation given by the researcher are relevant in today's business climate.

Alumni have brought to light various situations where they were witness to or asked to bend their morals, such as *"business deals in the hallways that you could potentially use to gain money"*, *"Business guest wanting their invoice altered to claim more tax than actually allowed"*, *"in banking ... there's a constant push for getting information and getting the information sooner than the rest, which is illegal for us"* and within a Human Resource position *"I need to balance what I write here between employee autonomy/dignity, our company's safety, and the interests of our clients"*. This illuminates that students should not just be learning theory, but the comprehension on how to make ethical decisions within work environments.

The interviewees were able to shed a light on some of the financial business ethics that are of current relevance, for example *"Proposition of financial or material compensation in exchange of support for a business case, ... faking numbers and the confidentiality of certain types of information"*, *"adjust some figures in order to reflect an acceptable level of stock"*, *"conflict of interest seems to be a recurring issue ... handling and disclosure of information"*, and *"Knowingly overcharging a guest or supplier"*.

Moreover, a few grey areas within finance that are common that were pointed out are *"use of estimation and projecting future figures based on certain assumptions"*, *"(Creative accounting) it's a way to make business profit without breaking the law technically but may not be morally right"*, *"employee treatment"*, *"privacy and data protection"*, and *"conflicts of interest"*.

A concrete example given by one interviewee regarding *"Jumeirah's policies"* stating *"policies were quite outdated"* and *"specific grey area regarding the Anti-Money Laundering policy ... specified a cash transaction limit, but it did not specify any time limit"*.

4.6. How to handle ethical issues

More than three-quarters of the alumni answered the survey that they have been confronted with difficult decisions regarding ethics in their professional career, again pointing out that this is extremely likely to cross the career path of many students and that they should have knowledge on how to conduct themselves.

Interviewees pointed out that going to higher management could be effective, such as *"asking the line manager to know if some information could be disclosed ... tell to the colleague that the figure have already unofficially been shared to the management"*, and *"We had to report it to high management, providing a proper justification for accepting these transactions."*

4.7. Prevention of ethical issues

Close to 90% of alumni stated that there are (possible) ways to prevent ethical matters from recurring, which should be an important integration in the revised curriculum.

One interviewee suggested various strategies to *"reduce the risk of ethical grey areas and issues in finance"*, like the following:

1. **"Establishing ethical standards:** ... *To provide guidance for employees and ensure that they understand the values and principles that guide responsible financial decision-making."*
2. **"Developing a culture of integrity:** Companies can promote ... *by fostering open communication, encouraging ethical behavior and holding employees accountable"*.
3. **"Providing training and education:** ... *programs to help employees understand the importance of ethics in finance and how to make responsible decisions."*
4. **"Encouraging transparency and accountability:** ... *by regularly reviewing and reporting on their financial performance, engaging with stakeholders, and being transparent about their business practices.*
5. **"Enforcing consequences for unethical behavior:** ... *such as through disciplinary action or termination, to deter employees from engaging in unethical behavior."*

Other interviewees agreed on the strategies, stating *"train the employees to what's ethics and how it applies in their daily work"*, *"people know what the ethics codes"*, *"having a directive or a standardized procedure in place"*, *"avoid ... disputes is having ... accurate policies"*, and *"an anti-corruption manual ... have trainings"*.

4.8. Organizational rules and regulations

An alumnus has deemed it important that *"focus should be less on what's wrong and right ... but more how to deal with these laws and codes"*, and *"promote a culture of ethical behaviors."*

An interviewee proposed several rules and regulations *"to prevent ethical dilemmas"* which are of current relevance within organizations:

1. **"Code of ethics:** ... *a set of guidelines that outlines the values, principles, and standards of behaviour that are expected of employees, ... include topics such as honesty, integrity, respect, and responsibility."*
2. **"Whistle-blower protection:** ... *policies in place that protect whistle-blowers from retaliation for reporting unethical behaviour, ... include provisions for anonymous reporting, protection from discrimination and retaliation, and confidentiality of the reporting process."*
3. **"Conflict of interest policy:** ... *outlines what constitutes a conflict of interest and how employees should handle situations where their personal interests could interfere with their ability to make impartial decisions."*
4. **"Compliance program:** ... *a systematic approach to ensuring that an organization is following the relevant laws, regulations, and ethical standards. It can include regular audits, training, and monitoring to ensure that employees are following the rules."*
5. **"Anti-bribery and corruption policy:** ... *policies in place that prohibit bribery and corruption, and that outline the consequences for employees who engage in these activities."*
6. **"Data protection policy:** ... *policies in place that protect the privacy and security of personal data, including guidelines for how data should be collected, stored, and processed."*

Other interviewees agreed that important regulations are *"mandatory online and offline trainings"*, *"Regulations which are clear but still flexible are needed. They must provide a SOP"* and allow employees to *"be the whistleblower"*.

4.9. How to 'teach' ethics

The students split 50-50 when asked if class(es) regarding ethics have been helpful or interesting (so far), next to only 55% of these students confirming they were tested in ethics. That raises the question if the students were aware that they participated in ethics classes at all.

Two student respondents clearly stated, *"I personally think they should change the way of teaching business ethic"* and *"HTH should maybe look into how they deliver the information"*. Which in combination with the current stance on ethics in HTH curriculum lines up. Several student suggestions came across frequently *"HTH could organize a 'get to know XX where this company explains its behavior'"*, *"real life examples of case studies"*, *"a more passionate lecturer"*, and *"more interactive classes playing out the different types of ethics"*.

Alumni thought along the same lines saying things like *"recommend workshops rather than just lectures. Or guest speakers who share real scenarios"* and *"more interactive elements would improve the quality of ethics courses at HTH"*. An interviewee adding *"life cases and somebody presenting, teaching from experience, to know how to deal with it and have discussions about it"*.

4.10. Conclusion

From the findings it can be concluded that Hotelschool The Hague students and alumni as well as industry experts all agree that hospitality business students should be taught about business ethics. Students and alumni have agreed upon the fact that the current curriculum does not prepare you for your future career and that it is time to innovate. The current curriculum is deemed not extensive enough when it comes to content, integration into different course, and setting it up as its own course. The integration into finance classes was suggested by both students and experts. Elements to be integrated into to the students' curriculum to create a more in-depth starting from the basics could be the following:

1. Established is that financial reporting has various grey areas and internal issues that could cause ethical issues, like pressures to meet targets, conflicts of interests, and competition
2. Explored can be the rules and regulations that could be established to prevent and assist in going through difficult morally compromising situations. For example, having a code of ethics, whistleblower-policy, and by providing training and education.
3. By presenting examples of ethical misconduct, through guest lectures or workshops, students receive the opportunity to explore real life cases and have discussions that should have them more engaged.

4.11. Recommendation for future research

For future research, the researcher would recommend obtaining more information regarding debatable human resource ethics as a significant recurring theme from alumni was discrimination as *"In Dubai we had to recruit people according to their nationality", "The directors ordered having European looking front-line staff", "Having to reject a candidate due to his/ her race due to the guidelines of a company ", and "management team would screen the applicants on their nationality (e.g no Indian)"*.

One theme that could be explored is the relations between finance and environmental social governance and how this could be effectively integrated into the curriculum, as this seems to be a subject of interest to students. Another theme to explore would be to establish a framework to integrate general ethics into the curriculum, as students have mentioned they would like to see ethics as a separate course as well as integrated in every course.

Chapter 5. Solution

5.1. Ethical grey areas

After the collection of the primary data from practitioners and stakeholders, it has been made clear which main ethical issues and grey areas students need to be educated about. The gained information, aligned with the literature review have led to the proposed framework below.

5.2. Ethical curriculum framework in the curriculum

As a hospitality business educational university, Hotelschool The Hague strives to provide their students with the most comprehensive education possible to claim their place within the global rankings. *Please refer to App. 6.* Incorporating comprehensive ethics in the curriculum would be a great contribution to reach this goal. This would mean a required intervention for a more prominent place for ethics that elevates the curriculum.

Currently, the curriculum has a variety of financial courses which explore different aspects like, business administration, marketing, revenue management. Law and ethics are not something generally discussed with these courses. Incorporating ethics into the curriculum would not mean extra courses. A more realistic approach would be to incorporate the ethics topics and common grey areas and issues into the existing courses.

When it comes to grey areas within financial reporting the courses to adopt this will be Creating Business Value, Making Financial Decisions, and Revenue Management. The students will then receive a solid base which then can be applied to more advanced courses like, Annual Planning Cycle, Business Model Innovation, and Strategy Development, as well as the minors when applicable. This will ensure consistent exposure to the most frequently faced ethical issues within finance and reporting. An overview of each course with an overview of the ethical components to be integrated, including the time commitment, can be seen in the overview below.

Phase	Concerned Course	Ethical Components
Phase 1	Creating Business Value	Introduction to main ethical issues within accounting and the study of how to make the accounting standards work in your favor; Time commitment of 2% paralleling to one (2-hour) learning unit, a home assignment in preparation for the class, as well as incorporation into the final exam.
Phase 2	Making Financial Decisions	Continuation to ethical issues within financial reporting and ethical grey areas in investing; Time commitment of 2% paralleling to two (1,5 hour) classes, one learning

		unit) plus necessary preparation.
	Revenue Management	Ethics pertaining to pricing and revenue management; Time commitment of 2% paralleling to two (1 hour) classes (one learning unit), including a case study and appropriate preparation.
	Annual Planning Cycle	Ethics pertaining to analysis and financial planning; Time commitment of 1% paralleling to one (50-minute) class and one component in the final product.
Phase 3	Strategy Development	Financial analysis ethics; Time commitment of 0,5% paralleling to two (50-minute) classes plus preparation and a component in the final assessment.
	Business Model Innovation	Ethics pertaining to financial planning and analysis; Time commitment of 0,5% paralleling to one (50-minute) class and a component in the final assessment.
Phase 4	LYCar	In consideration of the entrepreneurship track and Future of Business Minor; Consideration of ethics within investments with a time commitment of 0,5% paralleling to a (1,5 hour) workshop and a component of the final assessment.

Chapter 6. Implementation

The aim is to establish a framework that facilitates accelerates a successful implementation of the solution (Thomas, 2015). The implementation will take approximately two blocks, a total of 20 weeks and directly include and monitor the most important stakeholders (*please refer to Table 1*). A change management model aimed at dealing with individuals within an organization is the ADKAR change model (Prosci, 2022) in combination with the Kurt Lewin's change model to create simple and clear understanding for the participants. (Hamdo, 2021). The change management framework consists of five steps: Awareness, Desire, Knowledge, Ability, and Reinforcement (Tang, 2019). The following are the steps applied to the case of HTH.

Unfreeze

Awareness: This is the most important step as you want to avoid anyone resisting the change as much as possible, meaning that the organization needs to be made aware of the imminent change. The change needs to have time to be processed before going into effect. During a townhall meeting the curriculum change will be announced and discussed with the bachelor management team as well as the board of directors to tailor is perfectly to students needs and wants as well as current trends in the industry. After approval has been given, the new curriculum will be announced to the relevant faculty to be reviewed and made to fit the teachings and assessments of the affected courses. Lastly, students will be made aware of the change to the course by an email announcement.

Desire: The aim is to establish support for the new curricular changes with the affected stakeholders. It is essential that the benefits are highlighted to and understood by the faculty and students. The gain on experience and the increase of value of the bachelor diploma. These intrinsic motivation factors will motivate the HTH community to support the change.

Change

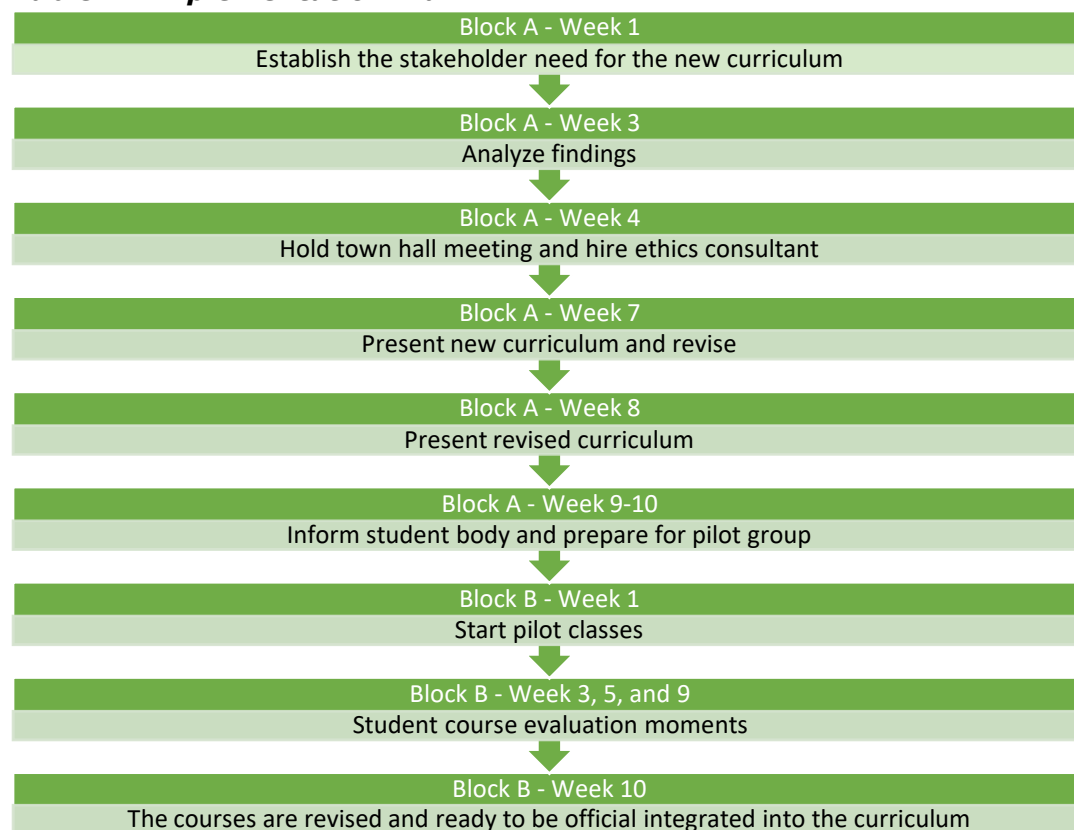
Knowledge: Any additional knowledge needed by the faculty to do the courses justice will be provided by organized trainings, possibly by an outside ethics consultant or expert. There will be a pilot block to assure the lectures' content is complete by way of survey at the end of every class for immediate feedback from the students.

Ability: The added ethics content will prepare students better for their future careers. To support this improvement and transition of the curriculum tools will be provided to faculty and students, such as an open feedback form that could be filled in at any time, a door open policy with faculty and management, and for faculty there should be some autonomy to change lectures after students feedback.

Refreeze

Reinforcement: This new curriculum will be evaluated, sustained, and evolved. When HTH manages to sustain the improvement to the curriculum, it will affect its global ranking to improve the standing.

Table 1 -Implementation Plan



Chapter 7. Evaluation

To evaluate the effectiveness of the curriculum change will be measured with a before-after analysis of the pilot courses and every block thereafter. Having a randomized and trial with a control group is not possible since all the students need to receive the same education. The research survey aimed at students can be reused to track the course evolution after every block to be compared to the pilot block as well as to the previous blocks. The results will reflect the thoughts of the students' perception of the new ethics element within the courses.

Chapter 8. Stakeholders and dissemination

8.1. Stakeholder management

The below shown stakeholder map shows the most relevant group of people to take in consideration when it comes to designing the proposed solution. The HTH student community is directly the most impacted as the aim is to improve their real-life ethics knowledge and career preparedness, therefore the most important to monitor. The proposed survey in Chapter 3.3 will assist in the monitoring. The direct stakeholder perspective on the problem will be essential to the research.



8.2. Dissemination

Based on the identified stakeholder groups, two acts of dissemination were selected.

Firstly, an **Instagram story** showcasing the key findings briefly in the form of an infographic. Instagram is one of the most used platforms worldwide especially among young adults, therefore the best way to reach current students and part of alumni.

Secondly, a **LinkedIn post** including an infographic with key findings. This is most suitable approach to reaching more alumni as well as industry experts and a separated interested audience.

Please refer to App. 7

Chapter 9. Academic reflection

9.1. Research topic

The research topic was greatly interesting yet challenging and found to be meaningful by many people. My interest to write about this topic emerged during the minor "Future of Business" where different guest speakers talked about Environmental Social Governance and noticed that the theory behind it was skimmed over. The question led me to the Hotelschool The Hague Research Center with the aim to improve the curriculum for future students. In assistance of Mr. Heijblom, Dr. Lombarts, and Dr. Oskam as well as briefly Mr. Sassen I was able to take on the challenge.

9.2. Research design

The research design was generally successful as I was able to obtain findings from a great sample that led to saturation, thus answering the main research question and fulfilling my research goals. However, several challenges occurred while collecting data. Firstly, due to the work/life balance in Dubai, where I was based at the time, many industry experts were scarcely available for interviews and therefore important information could be lacking. Secondly, collecting primary data online was often difficult due to poor internet connection again possibly missing out on valuable data. The data analysis itself was time consuming as color coding leaves room for interpretation causing some second guessing of the organization. Nevertheless, the obstacles were a learning process and will allow me to improve my conduction of research in the future.

9.3. Research dissemination

The chosen research topic was not easy to address as it goes a lot deeper than earlier interpreted and the subjective interpretation of every individual person. This research does not just address the financial courses within HTH but also resulted in the uncovering of the deeper need from students for an improvement in ethics education. The choice of dissemination as an infographic to be distributed on two different social platforms, was to simplify the findings for a larger audience to understand while this topic has been around for many years it is still underrepresented in education. Additionally, I have kept a great part of the study confidential due to the research being based on specific sensitive career experience.

Appendices

Appendix 1: Interview and survey questions

App. 1.1 Interview questions

As the interviews will be semi-structured, there will be room for follow up questions and elaborations when appropriate. This will allow for the data to be more insightful and prominent.

RQ1: Which are the principal problems and grey areas within financial reporting?

- Should hospitality/business students be educated about business ethics? Why or why not?
- Could you present any examples of ethics related issues from your current field?
- Have you been confronted with difficult decisions regarding ethics in your professional career? What was this issue?
- Have you encountered ethical grey areas or issues when it comes to financial reporting in the past? What was this issue?

RQ2: Where do these ethical disputes occur and what is the cause?

- From the mentioned grey areas and issues within finance, what do you believe causes these?
- How did you deal with these causes or how would you deal with them?

RQ3: How can these ethical disputes be prevented?

- Do you believe that there are ways to prevent comparable matters from recurring?
- What kind of rules and regulations should an organization have in place to prevent ethical dilemmas?
- Can you give an example of a directive your current organization is following?

App. 1.2. Survey questions – Hotelschool The Hague Students

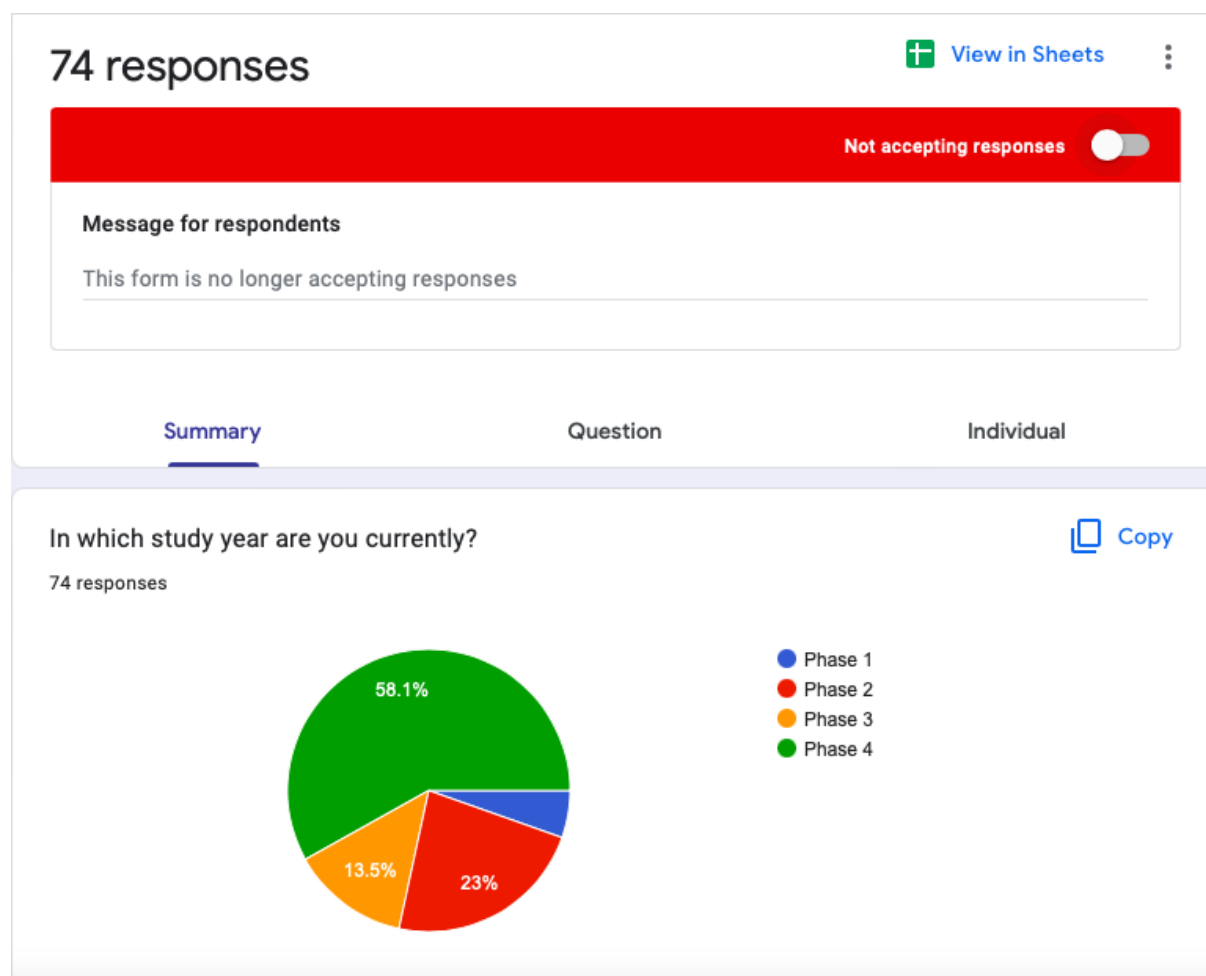
- In which study year are you currently? (Scale 1-4)
- Are you interested in learning about business ethics or Environmental Social Governance? (Yes/No)
- During your HTH journey so far, have had any classes in business ethics? (Yes/No)
- Do you believe HTH should be integrating business ethics more into the curriculum? (Yes/No)
- Please elaborate. (Qualitative data)
- Was your knowledge on business ethics tested in an exam? (Yes/No)
- In your opinion, was/were the class(es) regarding ethics helpful or interesting? (Yes/No)
- If no, please elaborate. (Qualitative data)
- Do you feel prepared for your future career when it comes to tackling an ethical issue, based on your HTH education so far? (Scale 1-5)
- Where do you feel HTH can improve their curriculum when it comes to business ethics? (Qualitative data)
- Is there anything you would like to add? (Qualitative data)

App. 1.3. Survey questions – Hotelschool The Hague Alumni

- When did you graduate? *Only year required
- During your time at HTH, did you have any classes regarding business ethics? (Yes/No)
- Should hospitality/business students be educated about business ethics? (Yes/No)
- Why or why not? (Qualitative)
- In which business field do you work currently? (Qualitative)
- Have you been confronted with difficult decisions regarding ethics in your professional career? (Yes/No)
- Could you present an example of an ethics related issue from your current field? (Qualitative)
- Do you believe that there are ways to prevent ethical matters from recurring? (Yes/No)
- Which topic(s) do you think should be highlighted in HTH? (Qualitative)
- Is there anything you would like to add? (Qualitative)

Appendix 2: Survey results

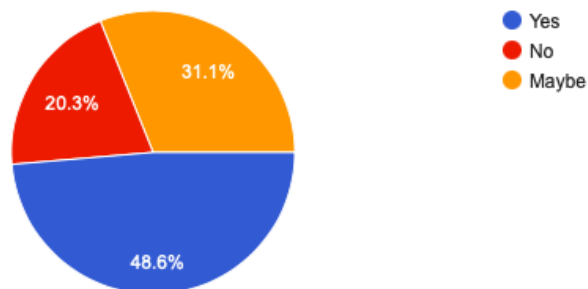
App. 2.1. Hotelschool The Hague Students Survey



Are you interested in learning about business ethics or Environmental Social Governance?

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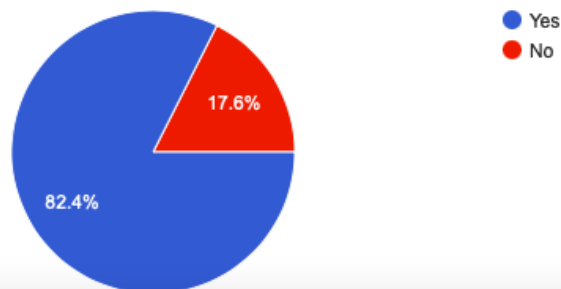
74 responses



During your HTH journey so far, have you had any classes in business ethics?

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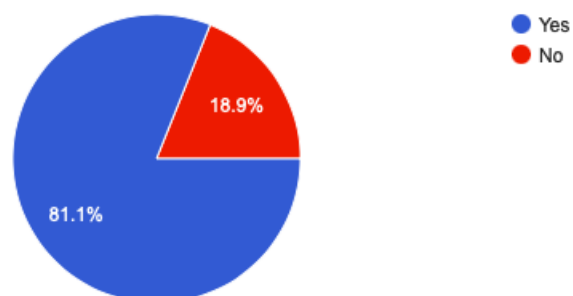
74 responses



Do you believe HTH should be integrating business ethics more into the curriculum?

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74 responses



Please elaborate.

46 responses

- I believe they should have a course related to it at least ones every to blocks
- It is something that I think everyone in business should have knowledge about, even if its not so 'interesting' to them
- We are studying hospitality management but sometimes I think business should be a bigger part of the courses.

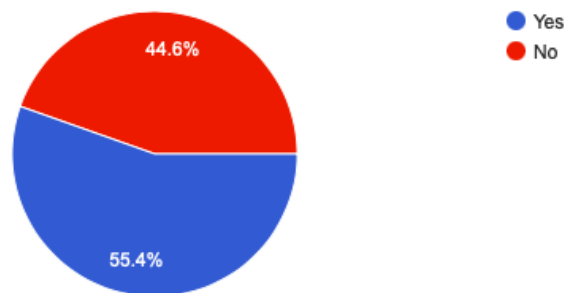
- Since we have the option to go on practical placement twice, I feel that it is important to learn how to deal with real life ethical dilemmas on the work floor.
- not so important subject
- To prepare me for real life career
- Have a deeper understanding and realistic perspective about what BUSINESS ETHICS is
- Business ethics is quite a broad topic. And some points such as social responsibility are being broad to attention but not all the topics
- It is a subject that is definitely more important than others: for example ABI
- I think it's important to be able to understand all different parts of a company.
- we only had like 2 classes in the first year
- I personally think they should change the way of teaching business ethic. At least for my first year experience, lessons were too generic with no precise topic.
- I believe that business ethics is quite a perplex subject and it requires more in depth analysis. The only mention of business ethics at HTH was as part of some operations classes which I believe only covers the surface.
- The current curriculum does not go that in depth
- Not necessarily a lot though. A few classes just to get you introduced to the matter would be fine
- I think business ethics is such a broad topic and HTH should maybe look into how they deliver the information, not necessarily adding more to it
- To my experience and thus my belief you don't learn something after hearing or "studying for an exam" once let alone that you integrate it. I believe at one point in time we had like 3 classes, which was also pretty early on in the curriculum I think even Phase 1. I guess it creates awareness but probably more somewhere in the back of your head. If you are not remembered of it you might just forget it after all. So to my opinion it would be good to integrate it more again in Phase 3 for example and in a different form as that helps understanding and integration.
- I am convinced that in a study focused on hospitality, the element of business ethics should be better represented.
- Integrity is highly important in nowadays business.
- The only time we had business ethics that I remember of was in BTA/BTS block and they were some of the best classes. The lecturer was very engaging, encouraged us to bring our own examples to the class and we worked with real-life cases, it was very interesting. I think it would be useful to have more classes focused on business ethics and importance of ESG as well.
- In our first year, when we are being taught the "basics" of hospitality business, we are given the opportunity to learn about different cultures and the way they may react in business, based on their background. I find that this is super interesting but that it would be nice to go in more depth into it, rather than just introduce general stigmas on certain ethnicities, which may portray a false understanding.
- I believe business ethics are important, however the current curriculum elaborates it enough in my opinion
- Especially ESG is becoming more important. However, dealing with stakeholders in an ethical manner is also becoming more important.
- Although I think business ethics is an important topic, it is very hard to incorporate into an educational system that works with "rights and wrongs" in terms of assessments.
- I believe that at the end of the day everyone will follow their own morale and will not consider ethics

- The moral and ethical side of business decisions are often neglected which I believe has impacted the social and natural environment mostly negatively in the past.
- I think that the ethics course I had was not properly prepared. The lecturer did not really know what she was talking about which made me not understand everything quite well
- I believe this is a very important topic to prepare students for the international hospitality industry
- I think its a very relative topic in todays world and working in hospitality also means that this is something you need to be aware of and how to deal with it
- During my first year we had a whole block about ethics but not much relating to business. I would like to learn more about that.
- Currently, it is quite basic. I think they could do better than just explaining it. For example to really do exercises about it
- I feel like ethics are really personal but it is important to learn about different perspectives
- as opposed to having classes on the broad term of ethics, we should have opportunity to link all business related topics to aspects of ethics and how it is relevant in daily life - basically keeping it reoccurring theme instead of just speaking about it once and never mention again or it isn't really beneficial.
- In my opinion all Ethics classes from the different phases are similar
- being on internship right now and having to deal with a very difficult, knowing my ethics and what I can and can't do is more important then ever.
- The classes related to business ethics were often very limited. For example during my Phase 3 course we had one lecture and one workshop related to the topic. This often does not allow one to dive deep enough into the topic.
- I think the amount they do now is enough.
- We had several classes about Ethics in the first year, and i got the feeling that this is an important course and the knowledge is of the essence in the future
- I believe that business ethics is crucial when working in any type of workplace. It helps you understand what is seen as right and wrong and why. This helps creating a safe and good environment for all employees.
- I would like to have learned more about sustainable supply chains and how to combine being a for-profit company without harming people or planet.
- I think it is important to learn about ethics as working in a company requires this type of knowledge
- It is a business study, for aspiring entrepreneurs this would be very important.
- I have had a small section covering good business ethics work of conduct
- I believe it is important to talk about business ethics to get multiple views on the matter, and try and understand how every one is thinking about it!
- I remember having a class/short explanation about business ethics however I believe that HTH could offer a broader understanding of the subject specifically as many students start their own companies where business ethnic is a fundamental pilar. With the many companies in their list HTH could organise a 'get to know XX, where this company explains its behaviour' for example.

Was your knowledge on business ethics tested in an exam?

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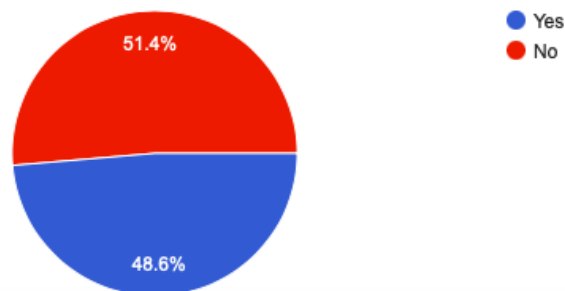
74 responses



In your opinion, was/were the class(es) regarding ethics helpful or interesting?

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74 responses



If no, please elaborate.

33 responses

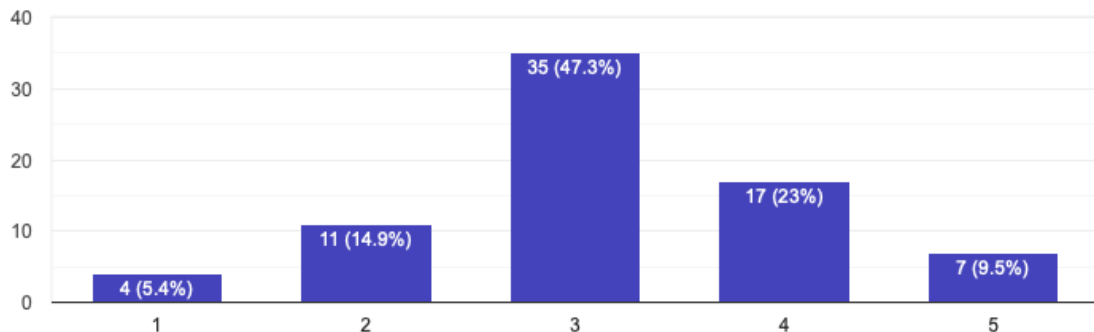
- To be honest I dont remember having classes about this
- From what I remember it was only in year 1 so I think we don't have the understanding yet to learn a lot but would be nice to have it integrated in more courses like mfd and in year 3. Not its own course though.
- I found the role plays very helpful for my first internship.
- Couldn't understand value and importance of ethics in business context as a student (understood it better after internship)
- I cannot really remember classes where we have discussed business ethics so I cannot say it was helpful
- i do not remember the class to be honest
- The thing that i have encountered with the ethics related classes at HTH was that the lecturer was not able to capture the attention of the students to be bale to engage them in a meaningful discussion.
- They were not interactive at all, which made it difficult to keep focused and therefore I missed most important information.
- the classes were about the most obvious things and as it was first year I didnt take it seriously
- I do not believe we have learned much about this topic.
- Superficial info

- I don't really recall. But these classes were mostly more common knowledge. I think business ethics is also a big part of your personality
- The ethics class from the first year it was very theoretical and quite boring, so making it more applicable on real life situations would be more helpful
- Helpful and interesting though are two different things. It's been too long ago and paid attention to too little for me to remember content. I do remember that I found it interesting but almost a little like philosophy. Which almost automatically for me meant that it wasn't that helpful as it was raising more questions instead of providing answers. But like I said I have to really dig into my memory so it might not fully stroke with how it was but this is how I remember it today in year 4 (about 3 years later).
- No, the lecturer is not engaging and also not mastering the English language very well.
- Very theoretical, hardly applicable
- Still top much at the tip of the iceberg. Didn't feel like I got an in-depth critical view of business ethics
- They were extremely vague
- I found the classes hard to follow because it was a lot of information on a subject that neither me or my classmates found interesting which made motivation low
- Like said before, the lecturer did not explain it quite well which made it hard for me to catch up
- There were very little classes about it as part of dwg, not really diving deep into the topic
- I don't really remember much, that's probably an indication that the classes weren't that great.
- But we can add some real example of every day
- I didn't feel they brought additional value to the curriculum, the information being uninteresting. Might also happened because of the lecturer that didn't know how to teach. Additionally, we didn't learn a lot about this Subject.
- I had already covered most of these topics previously in high school and learnt a few more additional things but not necessarily something that held my attention
- The classes could have been more interesting if a variety of topics within Ethics would have been touched upon
- Maybe it was the lecturer, but classes were a little boring to me.
- I can't remember anything we've learnt.
- Just really boring and it is not a topic that interests me.
- Just got a PowerPoint and not a real story telling behind it. Or maybe there was but it was brought in a very boring way which resulted in me not paying attention/not being interested
- There was only reading involved. Nothing very interesting that I could apply my knowledge in the future of my studies (in my opinion). There were no real life examples of case studies where it talked about misconduct or anything interesting to reflect on.
- We talked about different views on things
- did not go in depth, was quite vague

Do you feel prepared for your future career when it comes to tackling an ethical issue, based on your HTH education so far?



74 responses



1- Ready, 5 - No clue

Where do you feel HTH can improve their curriculum when it comes to business ethics?

74 responses

- On classes regarding concept and business development
- They can incorporate it more in real life situations
- Have a course about this instead of stuff like TMS or self management
- We have a course of ethics in phase 1 but not regarding business.
- Na
- from the basics
- Integrating business ethics practices in the current courses.
- All aspects
- Certain things I had learned when dealing with guest complaints in school did not match the way I had to actually deal according to company policy with these situations during my placement in a 5 star luxury hotel.
- Showing real life case
- Yes
- National / European regulations regarding employment, environment, taxes, etc.
- Integrate it more in all courses
- -
- Make it more realistic
- More elaborate or continuance in other blocks
- Pay more attention to it
- Teaching on corporate responsibility on the community
- Including it as dominant part of another subject
- they can start with the basics, but think cultural beliefs is also very important to integrate
- Add components of how to Integrate ethical decisions into each subject
- make it a bit more relatable
- change the classes in a way that it is more interactive and more active discussions happen
- Make it more fun and interactive!
- either in the minors or third year or smtn
- I believe this is a topic that can be integrated in multiple courses. By doing this multiple times, students will be able to tackle ethical issues in different circumstances.
- Applied cases, real companies, real literature

- For the way it was taught the main topic wasn't clear to me. I understand that it can be a really difficult topic to teach, but giving only general information about ethic history didn't help me a lot. I would have preferred a more in dept lesson on how to face ethical problems and how can I take a decision
- Adding a class focused solely on business ethics
- More classes more emphasis on it, no real life application
- I don't know
- On the more practical part, by giving real life examples or doing some sort of role plays to understand how a situation like this will work out in real life not in theory
- I think any skill, mind-set, or theory/knowledge doesn't stick after a small one time event. Let alone that it is truly understood or integrated. Repetition is key, and building on previous experience + learning in different ways for example; lecture, workshop, sharing and discussing news articles, (in-class) assignments -> I think group discussion is important in this, real-life cases, integration in other courses, working together with other topics such as leadership, different cultures/cross cultural management (Hofstede) etc
- Offer more engaging real life assignments instead of big lectures in the aula.
- In phase 3- business ethics should be more practical and engaging
- In earlier phases of the courses, maybe phase 2
- previous answer
- maybe in finance classes
- Phase 2 courses. Why not teach ESG with finance since the 2 are very much related. Why not include customer due diligence?
- Maybe have more real life cases that students can work on, maybe with commissioners?
- more interactive classes playing out the different types of ethics with examples to make it interesting and show it in a situation to be more relatable/ speak from personal experience
- treat it as a separate course
- Make classes more interesting with discussions in smaller groups with a lecturer.
- Either check the lessons and things lecturers are going to teach and how they teach it
- There must be more classes about business ethics
- More about diversity and inclusion
- N/A
- The application of business ethic is missing in general and the reason why it is important to be taught in the courses.
- During phase two, when students have learned all the basics, they could dive a little deeper into business ethics.
- We always can improve, it's really important to improve the part of the Public Perception the Employee Perception, we always can improve the way to learn to treat Employees Well in our future company that we will manage.
- It can be thought in a different way
- By for letting feel/show how certain really work in real life
- I feel like a lot of students don't see it as an as important subject as they should. the classes could definitely be more interesting and maybe show a more practical point of view
- I believe the main thing they lack is a clear understanding of what they deem as business ethics. I feel that they really just talk about ethics and philosophy in general and making the smallest links that are quite obvious.
- Make the classes more interactive, innovative and diverse
- For now we have had some Ethics classes but I would love to see some more
- By placing more emphasis on the subject.
- Incorporate business ethics into multiple courses not necessarily just one courses, but that it keeps coming back throughout HTH

- Probably finding a more passionate lecturer could benefit the interest of the students.
- Im not sure
- Spend more classes about it
- Teach us more about ESGs, Sustainable supply chains, Green-certifications, etc.
- Yes
- Include in more subjects
- It's currently covered briefly in just one or two courses. Could be elaborated on more
- have a separate course for Business ethics, not integrated within BTS
- Better curriculum and more interactive classes
- Find out a way to teach it that actually sticks to students.
- Maybe they could implement real life cases
- More classes about it. So more focus on running a business instead of useless courses sometimes
- They just talk about old books and theories, nothing real life
- Provide case studies
- IES, MCH, QM, in these courses we need to change/ interact in a company, sometimes also in different countries, I believe we need to know more about what is ethical in those countries/ businesses before changing things in the company
- When PE starts some students have no clue about what a 'good working environment is and how they can contribute to it' I believe HTH could help a bit from this part on, also this helps MO later when dealing with observations and helps to have a better red line throughout management courses.
- give more workshops whcih are interactive and ways to handle ethical issues. Only had a few MC but they were in my opinion not of added value

Is there anything you would like to add?

21 responses

- Ethics might be a subject with many interpretations but there are social norms regarding what is ethical and whatnot
- Definitely a very interesting topic and could be a nice elective to take if it was quite thorough
- To adjust the curriculum to current trends

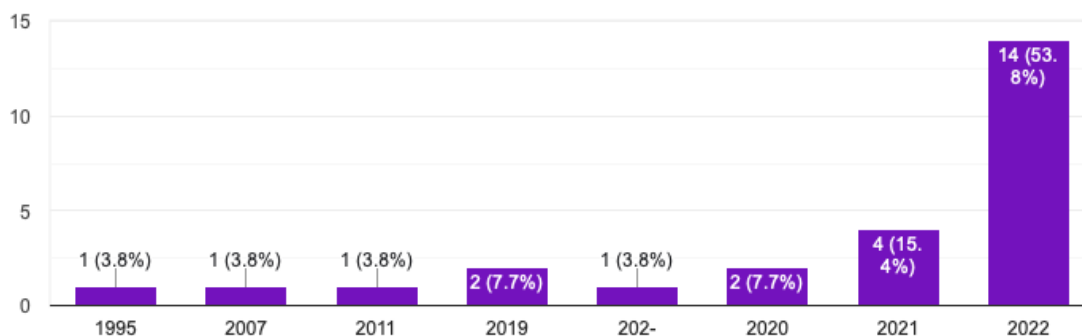
App. 2.2. Hotelschool The Hague Alumni Survey

When did you graduate?

*Only year required

26 responses

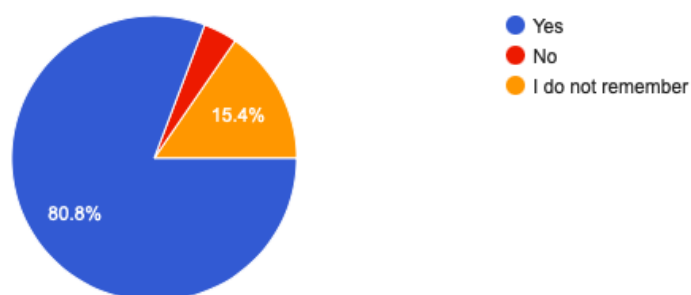
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During your time at HTH, did you have any classes regarding business ethics?

26 responses

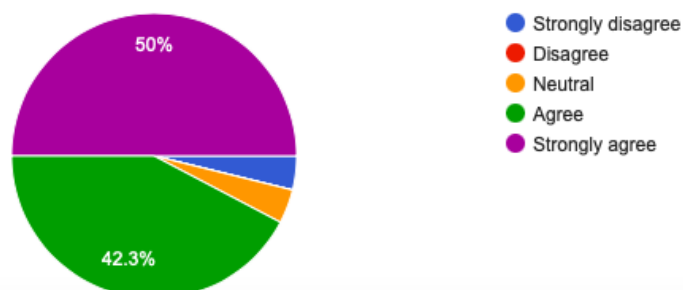
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Should hospitality/business students be educated about business ethics?

26 responses

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Why or why not?

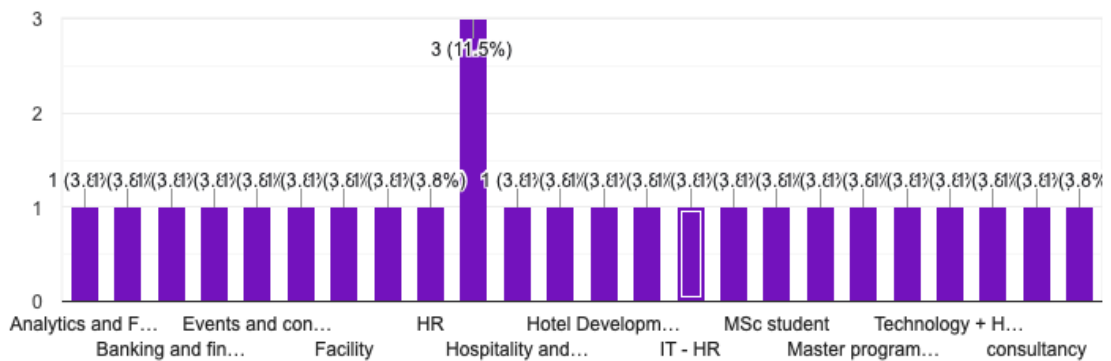
26 responses

- Its important to take care of the guests but also the Employees! And the environment we work in
- I think its important to understand in what way to deal with etnical situations
- Because regardless of whether you will practice business ethically or not it is still good to be aware of the possible repercussions of what you do
- Morality is huge - Students who will eventually go onto running/owning business need to be educated in morally right and wrong issues within business activities and how these decisions can have huge impacts on people and the world we live in.
- It's one of the most important aspects of appreciation and showing cultural understanding of different cultures and business
- to understand both sides of a problem
- Crucial element in any business environment.
- Strong ethical knowledge is a key pillar and skill to built a strong business/ team
- It's important but who is to say HTH, is the authority on ethics? Why should I listen to the teachings of lecturer on business ethics?
- A knowledge of right and wrong is crucial in business and life, therefore a focus on it in a bachelor curriculum is needed.
- Educate on what is ethically correct
- Important for understanding legal business conduct
- Business Ethics is key in delivering true value to all stakeholders
- As the people contact has a high importance in the hospitality industry, ethics have to be considered. Relations with both customers/guests and other businesses can be improved through a good ethics management
- Because it is an essential part of leadership to understand and be able to comply with the moral aspect of managing people.
- Business as usual is not good enough anymore and teaching about business ethics could allow HTH students to be one step ahead of their peers.
- I think it is crucial for any business students to study ethics, especially for hospitality students that are most of the times having an International career with different laws and are constantly in relations with colleagues from a different background. It is crucial as well to develop the ability of a student to be critical in any management style they will in the future, experience. To be able to voice any issue, and to know how to do it in a professional and effective way. To be able to recognise when the value of a company does not match with your own etc..
- Some people need to be reminded. It also helps to build resilience in dealing with marginal situations
- Because it is important for the behavior of students or young professionals. They will have to deal with it their whole life.
- Integrity is important and when young you don't realise the impact of it
- Important topic in the industry
- I think it fits current times and challenges. I believe it is important to put things in perspective as in the period that I attended school, the challenges regarding ethical conduct were less pressing then now ...as we did not have the internet etc. Because they are a part of being a leader/manager. What sets you apart as someone who leads as opposed to follows is your ability to make decisions in unclear environments, and the ethicality of the action is a part of that.
- Because they are a part of being a leader/manager. What sets you apart as someone who leads as opposed to follows is your ability to make decisions in unclear environments, and the ethicality of the action is a part of that.
- Because working with people requires knowledge of ethics and business ethics
- It's important for hospitality students to know how to conduct themselves properly in a business setting, taking ethical considerations into account.
- Ethics are more and more important, and some people are unfortunately not born with it

In which business field do you work currently?



26 responses

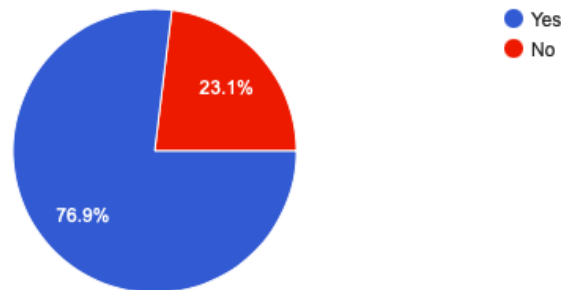


- Master program and currently in Dior Program
- Facility
- Supply planning
- Fast moving consumer goods
- Events and congresses
- Consultancy
- Hospitality
- The Hospitality industry, f&B
- Technology + Hostel Operations
- Learning and Development
- Hotel Development
- Hospitality
- IT - HR
- Market Research
- Human Resources
- MSc student
- Hospitality and Design consulting
- Analytics and Forecasting
- HR
- Hotel
- FMCG
- education
- Business Administration / Operations
- Banking and finance
- Aviation
- Hospitality

Have you been confronted with difficult decisions regarding ethics in your professional career?

 Copy

26 responses



- In dubai we had to recruit people according to their nationality. Often Pakistani or Indian were rejected for operations in front of guests. The directors ordered having European looking front line staff
- I work for a big accountancy firm where I have access to all the areas of the company because of the facility work I do. You hear a lot of business deals in the hallways that you could potentially use to gain money.
- Employee overtime during high seasons
- Cheaper production of products but the products being less sustainable and ethical but the possibility of covering it with greenwashing
- Cultural ethics mostly. How a meeting is approached by different cultures
- no
- **Conflict Handling**
- Having to reject a candidate due to his/ her race due to the guidelines of a company
- Should I increase students rent, during COVID? Inflation increase?
- I have not encountered any significant ethical issues yet.
- Na
- Business guest wanting their invoice altered to claim more tax than actually allowed
- Hiring of non-EU citizens (or the lack of these) - Differences in salary for new hires compared to employees - compliance in general
- Is it ethically for a client to request the personal details of the client with the promise to enroll him for a winning potential, whereas the data will also be used for marketing purposes
- Connor think of an example
- While running a hotel: the constant balance of cost and sustainability/locality.
- Living in Dubai and the management team would screen the applicants on their nationality (e.g no Indian). Not complying with government law for specific national free days.
- Email request too late at night.
- Using personal data more widely than described when collecting
- Discriminations
- Supplier kick backs
- Standard HR ethical dilemma's
- no I am too ethical to disclose.
- There are a few:
 1. Marketing: I develop LinkedIn content for my business, especially regarding our status as a women-owned diverse business. The messaging that I send can be on topics that are quite sensitive, and I sometimes need to change how I say things to be inoffensive.
 2. HR: Part of my role is to develop policy documents (handbooks, contracts,

release forms, etc.) I need to write what behaviors we allow and disallow, and what expectations we have of our employees. I need to balance what I write here between employee autonomy/dignity, our company's safety, and the interests of our clients.

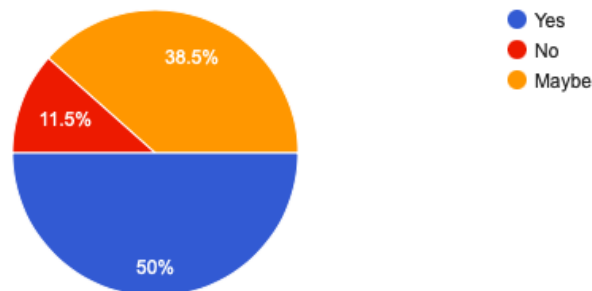
3. Staffing: The specific company I work for does staffing. We employ people for the term of a year or so, during that time they work for our clients as a contractor. We have a lot of power in this relationship; the employee relies on us to provide them information about their role. Especially when it comes to marking up their hourly rate, there seems to be a ethical questions of how much margin we make on an employee. We try to pay them a fair cut, especially if they have something happening in their life or they've been with us for a while. However, we need to balance that question with our own profitability.

- N/A
- Managing internal versus external stakeholder interests.
- salary of staff / environment / honesty and so on

Do you believe that there are ways to prevent ethical matters from recurring?



26 responses



Which topic(s) do you think should be highlighted in HTH?

26 responses

- Cultural awareness
- Employee information, access to money, business transactions, dealing with HR issues.
- Ethical treatment of employees
- How important one decision as a business leader can be - the chain affects of our decisions
- How culture is intertwined in doing business with different cultures
- relationship management
- Technical knowledge of hospitality field.
- Multicultural and religious work environments
- Epistemology related to ethics e.g. Virtue Ethics, Consequentialism and Deontology
- Ethical situations in hospitality and how to respond to these.
- Political side of Hotel Development
- CC fraud, prostitution, importance of safety + security as a hotelier
- I truly enjoyed my studies at HTH, but the ethics class was a joke as it was just one lecture in which we barely scratched the surface of this vast and complex subject.
- Also introducing basic apps that are used in different workfields, such as for example when there is a project being done, a project management app should be used. Such as for example, in project management there is a lot of usage in Jira, which can be beneficial for students in organizing their projects.

- Diversity and inclusion, trends in leader-subordinate relationships, complying with ethical understandings of people with different background at the workplace (for example how to manage religious differences while keeping everybody happy)
- Business ethics and sustainability. Ethics in entrepreneurship. Ethical decision-making in hospitality.
- How to deal with unethical behavior in a small firm?
Is it unethical to ask for overwork ?
what is the limit between hard working and overwork?
- Dealing with unethical situations
- sustainability
- Integrity, do's & don'ts and why. Give examples what can happen...
- Ethics especially focussed on people management
- I believe the ethical dilemma's someone might face should be addressed but yet in a very practical and pragmatic way: simply hold conversations as sometimes it starts with a very simple problem.....dilemma.
- I do NOT think HTH should continue to push it's own morality as much as it does. ESGs, circular economy, TBL: that isn't an education in ethics, that's an education in THEIR ethics. Those things are important concepts to consider, especially in a European setting, but there are other moral frameworks such as a consent-based ethic, a harm-reduction ethic, or even an objectivist self-interested ethic might be interesting to present not as gospel, but as an option. My experience with ethics at HTH is that of a prescribed dogma being stapled onto the end of every project and report in the form of TBL analyses and mandatory alignment to the ESGs. The key thing is critical thinking. Ethics shouldn't be about what line you need to toe to be a good citizen, it should be about giving someone the tools to question authority and structures and be a more confident, bold leader.
- This question should be multiple choice, it would be easier to answer
- Mostly managing conflicting stakeholder interests.
- Honesty / environment (it is not just food)

Is there anything you would like to add?

15 responses

- Making Ethics at HTH more focused on the industry
- I think the focus should be less on what's wrong and right cause the law and company decide that, but more how to deal with these laws and codes
- Every industry has its own ethical dilemmas, so if it was to be studied at hotelschool it would make the most sense to focus it on hospitality. As many alumni work outside of the industry, the issues they face would vary too much for them all to be reasonable to address
- I would recommend workshops rather than just lectures. Or guest speakers who share real scenarios.
- Ethics is extremely difficult to 'teach' in a classroom setting. HTH students need to learn and understand what ethics truly mean in their situation. I think more interactive elements would improve the quality of ethics courses at HTH.

Appendix 3: Interview transcripts

Introduction:

Hello everyone!

I am currently in my final stage of obtaining my degree at HTH and doing research on Financial Business Ethics and whether hospitality business students should be thought about these subjects within their university curriculum and find gaps of where it can be improved.

The purpose of these questions is it to collect data from working professionals in the field of Finance More specifically Business Ethics in Finance.

The definition of ethics is established as the following of the purpose of this research: The exact meaning of ethics is hard to define as everyone views it differently. "Right" and "wrong", religious beliefs, law requirements, and society standards all play a role. In any human interaction ethics is involved relying on the actions of people, their (lack) of virtues and the consequences.

Business ethics is to be a broad matter dealing with dilemmas, uncertainties, and oxymorons aiming to address morally right and wrong issues within business activities and decisions.

Names and job positions will be held confidential and will only be for personal reference unless specifically mentioned by you, as the interviewee.

App. 3.1. Interviewee 1

Hillary – Introduction see above

Hillary

Should hospitality/business students be educated about business ethics? Why or why not?

Interviewee

Yes, they should! It helps the students to evaluate a situation not only objectively and subjectively but also with some moral philosophy that will allow him to take the best actions/decisions for himself and the structure he is working for.

Hillary

Could you present any examples of ethics related issues from your current field?

Interviewee

Proposition of financial/material compensation in exchange of support for a business case. As well as faking numbers and the confidentiality of certain types of information - disclosure concern, so what to share, with who and under which circumstances

Hillary

Have you been confronted with difficult decisions regarding ethics in your professional career? What was this issue?

Interviewee

Yes, I have been asked by a colleague, when I was working as a regional manager, to adjust some figures in order to reflect an acceptable level of stock that could justify him requesting the invoicing of more products to his market.

Hillary

Have you encountered ethical grey areas or issues when it comes to financial reporting in the past? What was this issue?

Interviewee

No, I wasn't providing financial reports.

Hillary

Where do these ethical disputes occur and what is the cause?

Interviewee

They generally occur during the preparation and the compiling of the reporting to be shared. The main reason being, mainly because of pride. They're trying to look good in front of the management, thus trying to access sensitive data or modify performance results.

Hillary

How did you deal with these causes or how would you deal with them?

Interviewee

When in any doubt, asking the line manager to know if some information could be disclosed. When it comes to displaying wrong figures, tell to the colleague that the figure have already unofficially been shared to the management.

Hillary

Do you believe that there are ways to prevent comparable matters from recurring?

Interviewee

Yes, train the employees to what's ethics and how it applies in their daily work.

App. 3.2. Interviewee 2

Hillary – Introduction see above

Hillary

Should hospitality/business students be educated about business ethics? Why or why not?

Interviewee

Yes, students must be taught about ethics as they are essential in any business and as future leaders of the industry it is vital that students are taught to conduct business in a true and fair manner. Especially within the hospitality industry as it is a service industry and involving people from different backgrounds and moral compasses it is essential to have a background in ethics.

Hillary

Could you present any examples of ethics related issues from your current field?

Interviewee

Within the finance sector, conflict of interest seems to be a recurring issue as well as the handling and disclosure of information.

Hillary

Have you been confronted with difficult decisions regarding ethics in your professional career? What was this issue?

Interviewee

Yes, accepting gifts from guests was an ethical dilemma that I was encountered with whilst I was working in the front office as an intern. Although it is a genuine gesture from the guest's perspective it might be unethical to some to accept gifts from the guest when on duty.

Hillary

Have you encountered ethical grey areas or issues when it comes to financial reporting in the past? What was this issue?

Interviewee

Yes, the ethical grey area within finance such as the use of estimation and projecting future figures based on certain assumptions. The grey area here is there is no clear definition of what is deemed right or wrong when it comes to the assumptions undertaken whilst preparing a forecast or a budget.

Hillary

From the mentioned grey areas and issues within finance, what do you believe causes these?

Interviewee

Estimation and forecasting based on assumptions are mainly due to the lack of clarity in procedures and there are no set standards in the finance sector as to what is the limit and what deviations are acceptable.

Hillary

How did you deal with these causes or how would you deal with them?

Interviewee

Trying to develop a standardised template or agree and align with all parties as to what is acceptable and what is not

Hillary

Do you believe that there are ways to prevent comparable matters from recurring?

Interviewee

Although ethics is very subjective, I do think that most ethical dilemmas can be resolved by having a directive or a standardised procedure in place that allows little to no room for ethical concerns.

Hillary

What kind of rules and regulations should an organization have in place to prevent ethical dilemmas?

Interviewee

Open communication and a strong sense of company's culture and values being shared amongst the employees is key to avoid ethical dilemmas. As well as providing constant training and reminders to the employees about the company's rules and regulations is beneficial for the company.

Hillary

Can you give an example of a directive your current organization is following?

Interviewee

Avoiding conflict of interest, as we are reporting the performance of the hotel to the owners. There are several directives in place that specify the level of relationship we are allowed to have with the hotel team as well as ensuring that we do not accept favours and discounts as it may seem to be conflict of interest whilst reporting in favour of the hotel to the owners. As well as sharing the hotel information with other stakeholders is prohibited.

App. 3.3. Interviewee 3

Hillary – Introduction see above

Hillary

Should hospitality/business students be educated about business ethics? Why or why not?

Interviewee

Yes, hospitality/business students should be educated about business ethics. Ethics play a crucial role in shaping the reputation and success of a business and should therefore be an integral part of business education.

Hillary

Could you present any examples of ethics related issues from your current field?

Interviewee

Employee treatment: Issues related to fair wages, benefits, and working conditions, as well as discrimination, can all arise in the workplace.

Privacy and data protection: The hospitality industry collects and processes large amounts of personal data, and it is crucial to ensure that this information is protected and used responsibly.

Conflicts of interest: Conflicts of interest can arise in situations where an individual or organization has competing interests or loyalties, such as when a hotel contracts with a supplier that has a financial relationship with a decision-maker in the organization.

Hillary

Have you been confronted with difficult decisions regarding ethics in your professional career? What was this issue?

Interviewee

In my over 12 years of career, with 6 of them spent in my current company, I have not personally encountered any challenging ethical decisions.

Hillary

Have you encountered ethical grey areas or issues when it comes to financial reporting in the past? What was this issue?

Interviewee

In my experience, I have never encountered any ethical dilemmas or grey areas regarding financial reporting.

Hillary

From the mentioned grey areas and issues within finance, what do you believe causes these?

Interviewee

As mentioned before that I have never encountered any ethical dilemmas or grey areas regarding financial reporting however I believe that there are several factors that can contribute to ethical grey areas and issues in finance, including: pressure to meet financial targets, conflicts of interest, lack of transparency, competition and poor corporate culture.

Hillary

How did you deal with these causes or how would you deal with them?

Interviewee

In my opinion by implementing next strategies, companies can reduce the risk of ethical grey areas and issues in finance:

Establishing ethical standards: Companies can establish ethical standards and codes of conduct to provide guidance for employees and ensure that they understand the values and principles that guide responsible financial decision-making.

Developing a culture of integrity: Companies can promote a culture of integrity by fostering open communication, encouraging ethical behaviour and holding employees accountable for their actions.

Providing training and education: Companies can provide training and education programs to help employees understand the importance of ethics in finance and how to make responsible decisions.

Encouraging transparency and accountability: Companies can encourage transparency and accountability by regularly reviewing and reporting on their financial performance, engaging with stakeholders, and being transparent about their business practices.

Enforcing consequences for unethical behaviour: Companies can enforce consequences for unethical behaviour, such as through disciplinary action or termination, to deter employees from engaging in unethical behaviour.

Hillary

Do you believe that there are ways to prevent comparable matters from recurring?

Interviewee

Yes, I do believe that above mentioned ways will help to prevent comparable ethical issues from recurring. Some steps that organizations can take to prevent ethical issues from recurring include:

- Developing a strong ethical culture
- Providing regular ethics training
- Establishing a reporting mechanism
- Implementing effective risk management systems
- Holding employees accountable

Hillary

What kind of rules and regulations should an organization have in place to prevent ethical dilemmas?

Interviewee

An organization can have several rules and regulations in place to prevent ethical dilemmas, including:

Code of ethics: A code of ethics is a set of guidelines that outlines the values, principles, and standards of behaviour that are expected of employees. It can include topics such as honesty, integrity, respect, and responsibility.

Whistle-blower protection: Organizations should have policies in place that protect whistle-blowers from retaliation for reporting unethical behaviour. This can include provisions for anonymous reporting, protection from discrimination and retaliation, and confidentiality of the reporting process.

Conflict of interest policy: A conflict of interest policy outlines what constitutes a conflict of interest and how employees should handle situations where their personal interests could interfere with their ability to make impartial decisions.

Compliance program: A compliance program is a systematic approach to ensuring that an organization is following the relevant laws, regulations, and ethical standards. It can include regular audits, training, and monitoring to ensure that employees are following the rules.

Anti-bribery and corruption policy: Organizations should have policies in place that prohibit bribery and corruption, and that outline the consequences for employees who engage in these activities.

Data protection policy: Organizations should have policies in place that protect the privacy and security of personal data, including guidelines for how data should be collected, stored, and processed.

By having these types of rules and regulations in place, organizations can help to prevent ethical dilemmas and promote a culture of ethical behaviour.

Hillary

Can you give an example of a directive your current organization is following?

Interviewee

In Jumeirah we have implemented all above mentioned directives, also mandatory online and offline trainings are provided to the colleagues on a regular basis where HR and L&D departments are monitoring and following up for completion of all trainings.

App. 3.4. Interviewee 4

Hillary – Introduction see above

Hillary

Should hospitality/business students be educated about business ethics? Why or why not?

Interviewee

Hospitality students be educated about business ethics. Not having the awareness of this ethics might lead into problems with any of the stakeholders, which can result into the loss of any of them, therefore hurting business and reputation.

Hillary

Could you present any examples of ethics related issues from your current field?

Interviewee

Knowingly overcharging a guest or supplier. When doing so, it is likely the guest or supplier will notice, which most likely will result into loss of relationship or even legal issues

Hillary

Have you been confronted with difficult decisions regarding ethics in your professional career? What was this issue?

Interviewee

As Income Auditor intern, I oversaw reviewing the Paid outs given by the guests. At some points, the FO team would not collect the guest's signature, or it would not match the Registration Card. Because of it, I had to mark incompliantly those specific Paid Outs and make the FO team to collect the signatures properly.

Hillary

Have you encountered ethical grey areas or issues when it comes to financial reporting in the past? What was this issue?

Interviewee

They were many grey areas in Jumeirah's policies, since these policies were quite outdated. There was specific grey area regarding the Anti-Money Laundering policy. It specified a cash transaction limit, but it did not specify any time limit.

Hillary

From the mentioned grey areas and issues within finance, what do you believe causes these?

Interviewee

It specified a cash transaction limit, but it did not specify any time limit.

Hillary

How did you deal with these causes or how would you deal with them?

Interviewee

The result of this was having some guests making non-compliant transactions. We had to report it to high management, providing a proper justification for accepting these transactions.

Hillary

Do you believe that there are ways to prevent comparable matters from recurring?

Interviewee

The most efficient way to avoid having these disputes is having a very accurate policies, which provide the procedure needed to be done and offer alternatives if the mentioned procedure it is not possible.

Hillary

What kind of rules and regulations should an organization have in place to prevent ethical dilemmas?

Interviewee

Regulations which are clear but still flexible are needed. They must provide a SOP, so the staff knows how to proceed, but at the same time provide alternatives, just in case the standard procedure is not applicable.

Hillary

Can you give an example of a directive your current organization is following?

Interviewee

Jumeirah is following many directives regarding the revenue adjustments. These directives provide a clear procedure on how to do these adjustments in a compliant and consistent way.

App. 3.5. Interviewee 5

Hillary – Introduction see above

Hillary

Well, good afternoon. Thank you for being here today and participating in the interview. As you know, I'm currently in the final stage of obtaining my degree at Hotelschool The Hague, and I'm doing research on financial business ethics, and whether hospitality business students should be thought about the subjects within the curriculum, and find any gaps of work can be improved.

Interviewee

Okay. So ethics is, of course, everyone fuses differently, but the general beliefs is, it's between right or wrong religious beliefs, a law requirements and society standards. They all play a role in this. And very, that's fine. Which you are where you are. So that's so difficult to write Absolutely. different religions, different cultures, different environments.

Hillary

So nature versus nurture. It's a big discussion, as well, yeah. So it being such a broad matter, you're dealing with dilemmas, uncertainties, morally right or wrong issues. And businesses, of course, have their own standards, own regulations to follow on procedures. But the great goal is how can hospitality students or business students be thought about this before going into the real world and have an overview of how they can be prepared for the real world?

Interviewee

Question. I don't know the entire curriculum of HTH. Right? Are you gonna see a bit but so some of the subject, I think that sort of overlap of touched upon this is when you are being taught cultural differences, right? I think that that is an angle that plays a role here, of what is normal, what is not. But it's very hard. I mean, if you look from my background, I'm a specialist now in ESG, environmental social governance, I think we talked about it before. *And of course, part of it is the governance part, but also anti corruption, for example, that kind of thing. And how you treat your personnel.* And it's, it's, it's very hard not to do that there are inherent value judgments in there, which can be cultural river memory, that that's that's basically Seipel. But it basically means that the people making the most rule. Yeah, no, I forgot about this. Is the business really, like, just obey the law? Ya know, get a little clarity, right. You have yours, Prudence. So you basically check if this is allowed or not. And you got some surety, because the problem is, again, with ethics. It's so context sensitive, and very culturally driven. So what's what's not allowed in the West might be allowed in the Middle East, etc. And how should you behave? *And especially for multinational companies, it's more difficult, right? Yes. Adhere to your home standards, should you adhere to the local standards, what should be done? So that's why he comes in. And they basically have a manual about corruption and stuff like that.* And it basically means you have to adhere to your higher standards. But that means, realistically speaking, you might lose out on business. For example, Chinese firms are not adhering to that code. So I think it's a very difficult discussion that there is no clear cut thing. So it's very difficult. I mean, all companies are screaming for just give us a level playing field. And we play by the rules just have rules for everyone. That's why there's such a big push for international rulemaking. bodies like WTO, and all that World Trade Organization. But still, yeah, it's it's difficult. *So I think it should be taught. But I'm not an expert. So if I'm to teach it, I*

find it very hard, because what am I supposed to say to a student? So if, for example, you already want to contract in I don't know, let's say Nigeria, that you want to speed it up. So you pay some officials, so they speed up the process, right? Yes, this is called I don't know what the English term before is. Let me think this is greasing money, right. So basically, you're not you're not bribing somebody to win the contract which distorts the market. which already wonderful track, you just want to go quicker. In the old days the smearing, and in some jurisdictions, it will still be allowed to be seized by those that's for the recording. But on the other hand, you're promoting that civil servants in the country will work slowly on purpose. So they get paid extra, right. So it's still institutional corruption. It's, again, there's so many gray areas, it's so hard and are realistic things about competitive advantage or disadvantage, geopolitical positioning of countries. It's a very difficult subject to teach. And I was wondering, maybe you have an idea you did many interviews? What What's the view you have at the moment of how a speaker this could be taught? I mean, I can tell you what was taught to me in my business school. But I'm curious about what you have so far in your head?

Hillary

Well, I took the first step to actually take take a survey of current students at HTH and alumni. And alumni did agree that while some did have classes on ethics, and some did not, it should be taught. And current students in hotelschool, The Hague, they were actually very eager to be taught, they don't necessarily think it should be a separate course. But they should have a workshop or two in different courses, and especially the workshops, it should be based on real life situations. It should be done by guest speakers. So you have something to relate to. And something to actually imagine what could happen instead of all these what ifs of what they feel they are being taught now.

Interviewee

Because correct me if I'm wrong, did you get a cultural differences? Class?

Hillary

Yes, I did.

Interviewee

Yeah so again, this is just a real question, because I've already answered. So let's say you're, you're working in Dubai, right? And this shakeups? Yes, you really treat you like, like almost like a slave, right? You're not supposed to look at them. It does shake your hand because you're a woman, that kind of stuff.

Hilary

Um, yes. Certain situations like we have been explained, if the sheikh comes what is supposed to be happening? Absolutely.

Interviewee

What what happened? What did the class tell you that how to deal with it? Because according to your standards, it's definitely not going to discriminate?

Hillary

Absolutely. No, I agree that if it's according to my standards, there's no reason why you should be treated any differently than other people, because you still person.

Interviewee

Yes, but in other words, you can say you have to accept other people's religion. Exactly. Sheikh hands with moving. So how do you deal with it? I don't know the answer.

Hillary

No, of course. And there's no Pirlo Exactly. And there's no right or wrong answer here. And I think it depends on the few of everybody else and what their background is. But if I do find this, I do find that they move to a country, and you do proper research about moving to this country, and they have a different religion or a different standard of living, what to expect, you know what to expect, and you have to be okay with a certain amount of adjusting to their lifestyle.

interviewee

But I think here you come, especially specific how it also could be with ethics, right? It's because it's so complex, sensitive, you get the sort of the same answers. And still humans, and basically, they're all screaming for one, you know, ethics thing, and that's not.

Hillary

it's relative.

Interviewee

it's very relative, So if you're, if you're only a local company, I think the complexity is, is relatively low. Because you're operating in your own environment. That's it. If you're a multinational company operating across the globe, in different settings, it gets really hard. That's not a lot. So I again, I don't know the answer. But of course, these these dilemmas, these conflicts are quite interesting, **I think, for students to learn and also to learn that maybe, maybe most of the world is not black and white, in a sense, that is wrong. That is right. That, you know, you always have to think in a lot of cases you have to make value judgment yourself. I suppose.** So. That would be nice to be taught. Again, **I would find it maybe difficult to teach, although what you said about life cases and somebody you know, presenting, teaching from experience, to know how to deal with it and have discussions about it.** Mike If we have to put the subject into the into people's mind, if I go back to my basic education to my MBA, we also have business ethics, because I'm starting in the 90s. And ethics was then a big thing. Then it was like your only CEO, they don't have ethics, right? We're already moving a little bit away from the Anglo Saxon model, more to the Rhineland model, that you don't just look at your shareholders, but also all the stakeholders. So that was starting there already. And the thing I had there was, yeah, we'll come go for we have to think I know there was some ethics law involved. So adhering to the law is very American centric book. So in that sense, it wasn't really applicable globally, if you ask me. And we have some philosophical theories, right? Being taught how to look at things, and then we discuss those. But that's about it. So they did, it really helped me in my professional life. But really, I think most cases, people know what is right and what is wrong. And then the question is, how much wrongness Will you accept in an entire picture? And, again, it's personal thing?

Hillary

Absolutely. It's the most difficult part is that it's so subjective, and relative to every person, every country, every part of the world, that as well might be wrong or somewhere is maybe right somewhere else, it's really something you have to play by ear almost, and adapt as you go.

Interviewee

That's why the law was such a favorite instrument for companies because at least they could hide behind, right? We abide by the law. So let's say we operate material, we abide by the Nigerian law for our Nigerian firm, our firm in America adheres to American law, then you can at least say okay, and then of course, our difference between Nigerian law and American law that some things are allowed vice versa, a lot. But at least you can say we adhere to all the local laws were relevant. That made sense, from an execution point of view, I still get that, to believe that, once you've more or more like,

No, you should act in the best interest of the globe of the people, etc, we get into huge value driven territory, which maybe I'm digressing here, but it's also a move we can see in the entire society, right? We're going more away from objective to subjective, which makes it very hard because what's funny for me is not funny for you and what's right, right for you, that's fairly So then basically becomes one big mess, because you're always open for a tech, you don't have any security about what is allowed or not, or what or if you will be punished or not. So that system of subjectivity becomes really workable. So my two cents will be that if you educate this, you educate, okay, adhering to local laws, dealing with differences between the local and your home low, and your personal moral compass, how to deal with that. And how to extract yourself from search situation, you think that this is not for me? So the teach you how to deal with it instead of swallowing something, for example? Yeah, that that would seem the most logical way to go. But, again, my two cents.

Hillary

So that's, that's how you believe they should teach philosophy

Interviewee

You will get some knowledge about yourself, about your moral compass. And then you will have situation where you think, Well, I wasn't totally comfortable with the show coming in and not shaking my female colleagues hand, right. And I'm like, What the hell you know, but where is the Where do I draw the line of any saying, I quit? Or I want to be transferred somewhere else? Or should I blame myself? Because it didn't research? And yeah, if I go work in Saudi Arabia, that's what I can expect, right? Yes. So all those dilemmas and things so it can be very nice class maybe, but you can see we have situations right and you discuss the situation, you get different points of view. And that's exactly the point. And then you have to determine for yourself if ever you come in that situation, could you have done something to prevent it so then it's your fault in the sense that if you're there then 10 do the reverse get yourself other situations that don't work in Saudi Arabia for example. If you are if you are in the right environment, so to speak, that you get somewhere you have to determine your your boundaries and see if they don't clash with the company if they clash with the company. So they say hey, you know, just one with then you shouldn't work for the company. Or you can at least express it to the company say hey, you better change it because was, you know, I don't like it and maybe more people don't like it? I don't know. But if it's a no go Yeah, then then you have to draw your conclusions and go, wait, maybe that kind of thing, but I think did a guest speaker or maybe even just a teacher and just presenting like what we do normally envisioned with business cases. You do these epics cases, you know, what was wrong? What was right? How should how could it have been prevented? Or what should have been done before to avoid this or that kind of stuff? I think that that is the real, the real thing that it should be taught to the to the students. The only problem I do foresee is how do you test this?

Hillary

How do you test it? That's a good? That's a good question. Of course, as in testing, there's always this element of their need. Especially because I've been tested on it in hotel school before. And this is also very subjective, because what you might deem right, the teacher might deem partly right or so, as for testing on it, I think that's also should be more of a verbal discussion. Instead of like an actual test that you get a case and you write it down, you could still present the case. But you need to argue maybe more why you think it's right or wrong? Or what's the best way to go?

Interviewee

Yeah, my, my best guess will be that let's say 2%, you were the case, you have to name five arguments against it and five arguments for it. So at least you get sort of a balanced view without taking a position per se, because then the teacher will never fault you for the position, which might be different than from his right. But he will see. Okay, you got five points, indeed, for the defense five points for the offense. Right.

Hillary

Yes. That would make an equal evaluation.

Interviewee

Yeah. Because then if you if you just mentioned valid points, about why this is the situation, we'll be allowed to five points why the situation is not acceptable. Five, it could be three doesn't matter. I think it allows the student to show his or her thinking about the subject and how he thinks and how he goes about it. It's assistance systematic about it behind it. And I think after all the classes you get, you can show that you understand how these things work.

Hillary

It's critical thinking at hotelschool promotes,

Interviewee

in a sense, yes. But if they're promoted, they say they're promoted. Don't quote me on that. Those are just pushing opinions, instead of letting you think that sense, this course will be great, because I'll be great. Because it's a lot about thinking and not about just copy pasting somebody's opinion.

Hillary

Absolutely. For sure. So do you believe that there are many ways to help matters or ethical issues from recurring within a company?

Interviewee

Sorry, can you repeat the question?

Hillary

Do you believe there are any ways to prevent similar matters occurring in a company when it comes to ethics or ethical issues?

Interviewee

Well, there are, this is more about control, right? Yes. First of all, you have to drone up your own ethics code. Yeah. Yeah. And you have to make clear that people know what the ethics codes are. And they have to do sort of the class, you're thinking about giving examples. This is not allowed. This is allowed. A client comes and gives you a present worth more than 100 euros logo. Yeah. respectfully decline load that kind of stuff. So you have to teach him because there's a lot of people that don't know how to fight innocent, and then you of course, have the big stuff. This should be a trust personal ego, that's somebody you can Yeah, approach. And that person is not linked or not dependent on the board on the management. So you can basically say when something is wrong, right? Yeah, you can be the whistleblower, for example. They should allow for that. So that that's where you allow internally to be self pleasing, so to speak, to correct yourself. So it's a lot of management and control in that part. And you can set that up. By the way, just something that popped in my head, for example, with HDH heads this is separate from this point when HDH has to teach ethics Yes, we will come into conflict with that we supporting the what is it the 27 SDGs

Hillary
UNSDGs

Interviewee

Yeah, how much how many are there and I keep forgetting there

Hillary

14 or 15 I believe they're not that many.

Interviewee

Anyway, so those and they're there's a lot of value judgment in there. Also about ethics, what is ethical out of three people will not, you know? So I wonder if you're really supporting those? How can you support an ethics class, which basically allows you to basically tailor made it to the to the circumstance for the person? I wonder if that doesn't clash with that movie, maybe like a report for somebody else? Like a stupid Yeah. Suggestions? Yeah, well, there you go. So, yep.

Hillary

And for your own company currently, do you have an ethics code?

Interviewee

Implicitly, no, not really, because of my Sassen research is basically a man shop. Okay. So I do have it, it's in my head. I got another company, which is called conifer advisory. services.com what.com is not the name, but it's a website. That is a two man shop at the moment. But it's in its sleeping mode, right, we still have to get active. That will probably happen somewhere down here. And as will be consulted the ESG? Of course, I have to show my clients also what I'm doing in that respect, right. **So we'll have an anti corruption manual. Yes, we will have trainings**, yes, we will have, etc. So then it will definitely be part of it. But the ethics part yet. mean, for us will be relatively easy, because first, we operate only in the Dutch arena. And later on, we will operate in the rest of the EU. So at least we still got EU law. Yeah. And we sort of a level playing field. But it might get really murky. Once Once we start getting outside of the EU, then the difference might be so large that I really have to look at it. And if it's worth on Well, yes, absolutely. These conflicts, especially in ESG consulting might be might be detrimental to the rest of your business. So then it might not look attractive, for example, to start doing consultancy in Saudi Arabia, for example, I don't know.

Hillary

Absolutely. And in yes or no, that's the answer. Yes. And no. Looking at have you personally been confronted with difficult decisions regarding ethics? Like someone pushing your boundaries during your professional career?

Interviewee

Yes, definitely. A lot.

Hillary

Can you give an example?

Interviewee

Was when **I was working in banking, I mean, there's a constant push for, for getting information and getting the information sooner than the rest, which is illegal for us**. But it's often it's it's physically impossible to inform everybody at the same time. So you're allowed to call your clients in a certain order, with the same news. And then basically, the news becomes part of the market that then becomes part of the price. But of course, where you get the news first, and gives an advantage or the rose people pushing for these kinds of things. So we've had to keep an even keel, so to say, and we just the other thing is basically, sometimes how people are treated. I mean, when things go

wrong, it's your fault. And with Ingo right, you don't need him and those clients, yeah. So you get a mystery that when anything goes down, you're being scolded, et cetera. Also with some of the behaviors of my bosses, that they basically the things that were against normal practices, and I'm really talking about money here, they invested for example, in the position and normally, you don't have overnight positions, and here they did. And it was based on something they heard, you know, in a bar, for example. So there are a lot of things happening. Do you think Jesus the first thing you find out is you cannot save the world, there was at least my takeaway because if you do that, nothing becomes workable. So basically, stay away from situations for certain persons focus on your own little arena, and they do the best that you can to be the best you can be. Because if you have to really go in there, like with an activist mind, it gets impossible for you. It's not realistic. I know some people have that ID. But basically, you become overbooked, and nobody will hire you. Absolutely. It's difficult, at least in banking. Yeah, it's difficult. Yeah, that's If we go to any kind of company, any kind of organization, you will find things that are not to your liking or you think are not. Right. For one subjective point of view. Yeah, I mean, if you start fighting with all of those things in an organization doesn't work doesn't go to just focus on your little, you know, basically, you know, we have this Dutch commercial, which I kind of like, if you want to improve the world, start with yourself.

Hillary

Absolutely.

Interviewee

Yeah. If you do that lead by example, where possible, and if the company is really, really bad, or the clients are really bad, go to a different sector go to a different company. And yes, if there's a trust person, tell him or her about you know, what things that should be improved? And who knows, that might happen. But for the rest, be very careful to become a donkey shop, you know?

Hillary

Absolutely. I agree with that. 100%.

Interviewee

You don't have to

Hillary

I know. But that's just experienced. Absolutely.

Interviewee

That's maybe part maybe of the curriculum. And if I think about it, how to deal with these things, right?

Hillary

Yeah, how to, essentially, stand up for yourself, show your boundaries. Of course, you can have, like you said, like everything in a company, and you don't have to. But if you don't feel comfortable somewhere, or people are making you feel uncomfortable, it shouldn't stay just for the sake of one reason.

Interviewee

Below, but again, these boundaries are they're very subjective, right? Let's say, let's say, like a coach, I'm really pushing, right, yeah. But you know, I'm doing it from the best intentions, right to get the most out of you. So you see, my intentions are 100% pure, but personally for you, it's ah, too much. See what I mean, then get into a different position. So a client might expect you to do this, and this and this, and this, because for him or her, it's been normal. But for you, it isn't. Easy, then to say, this is not my business, or I will not go, I will not will, I will not do it. Because this is not my

norms, and it gets really difficult, a little bit careful, and should have a little bit of leeway. And at least understanding that the other party in this case, is not maligned, so to speak.

Hillary

No, that should be open discussion.

Interviewee

Well, if you have a client relationship, that can be quite hard. Yeah, it's just that if there are malign it gets really easy, because that is evil or bad, you know, then it's, I don't want to do it, that's it. But if it's not so much maligned, it's just a different way of communicating different way of saying things, different way of demanding things, then I would say, if you really adhere to your idea of how should be done, then you're gonna get a workable. So you should be able to accept that. As long as it's done, you know, from from a good intention, I suppose. You have to understand the intentions of the other party involved. And if they are okay, but look, look the way you like. I think maybe you should still comply.

Hillary

Okay, I see, I can understand what you mean.

Interviewee

Yes, so let's say a client seems normal. That's that you should be able to call you after six o'clock. Yeah, yeah. Why? Because he is managing money from other people, which is a very big responsibility. And financial markets are never, you know, quiet. So Japan has opened in America is open and Europe is open. So there is something to do. And when something hits the fan, or you read something, or you eat something, he wants to call me. Hey, this company, you you said I should buy right. Now this happening? I can say, yeah, that's my boundary, right? I can wait till six o'clock and I'm home with my family. I don't want to be disturbed. But he says, Yeah, but, you know, I got people are losing their pension money if I don't pay attention. Who's right.

Hillary

Yeah, good question.

Interviewee

And in my point, I mean, that's the least of all the way I do business. I always took responsibility for my advice, right? Yeah, I'm always reachable. 24/7 That's the way I did it, but other colleagues did not. Yeah. Was Right. Yeah. I don't know. I would say yes. Because the intention of the client is good. There's nothing wrong with it. He's not abusing me as such. It's just that we're in the business which over responsibility and I think people shouldn't accept that. There are times that you cannot adhere to the nine to five mentality. Just like if you're a doctor. When people call I'm dying. You're not gonna Say No, I'm sorry, but worked out until five, right? That's the way I did it. But yeah. I would say yes, because the intention of the client is good. There's nothing wrong with not abusing me as such. It's just that we're in a business which I've responsibility and I think people shouldn't accept that. There are times that you cannot adhere to the nine to five mentality. Just like if you're a doctor when people gonna say no, I'm sorry, but working hours nine to five, right?

Hillary

I hope not.

Interviewee

But yeah, so It's definitely anyone that's trying to get my head around how we should teach this. We can do that. I find it very hard.

Hillary

And this is definitely is definitely a difficult topic to teach because it's, there's no no way to correctly do this. And I think the curriculum as it is, also touches upon it, but I feel like it's more scared of doing it wrongly.

Interviewee

I think the only recourse you have is really going for the system ethics behind it exactly the waste of nicotine, according to the culture and philosophy, you do more harm than good. So at least you get some some theoretical background into the thinking of ethics. Ethics can be different from recent days review, understanding what's going on and standing with epics and structural point of view, and then talking about the implementation and how it is real life. You get into these dilemmas. Yeah, just get the bank. Guess and then really go to the system. And again, what is the metric that you apply? So my case was responsibility for real clients? So I was reachable 24/7 I was fine with that. Absolutely on the doesn't do that. The FreeBSD addicts. I'm a family man. My family goes first. I first have to look at my family. And if I'm reachable 24/7 I get I'll do that. So bla bla bla bla bla. And then Dennis you teach okay, how you communicate it to the client with your boss which is going to switch off your phone for what purpose? Dre? What are you going to do?

Hillary

Absolutely. And then also looking at what the students have expressed more than 80% does. Feels not yet ready to make an ethical decision. They feel good with that they agree with so say.

Interviewee

What do you mean feel good. I can understand that. I don't know

Hillary

They don't feel prepared to make this decision.

Interviewee

I can imagine that.

Hillary

And then when it comes to exactly and when it comes to where they find interesting or helpful, then it's literally 5050 Because the half says yes. And they find it helpful and interesting, but it's not being taught correctly. And you'll have says no because I don't understand it and the classes were boring.

Interviewee

I think there may be indeed the philosophy behind that might be more interesting because I think you have to realise who you are, and why you think the way you are why you feel the way you feel right about certain items. But I think a lot of it has been discussed by philosophers. So, I think if you take the philosophy of of ethics, in general, you get sort of at least the views that are on which certain laws are based on certain expectations are based, which can differ per location, etc. Then at least you understand the machinery behind it. Yes. And that allows you at least to understand why things are happening or and you can understand yourself in the process about how you are going to deal with the situations. Maybe that's the way to go.

Hillary

Do you have anything else you would like to add?

Interviewee

Oh, what's your MRQ?

Hillary

My MOQ is it's very bad I don't know that top of my head. But my MOQ is what should hospitality students be educated about regarding ethical disputes in financial reporting?

Interviewee

Everything dispute so that's one thing and then financial reporting. It sounds almost like to library reports.

Hillary

Yeah, it's very much about like main problems and financial reporting and greater grey areas and also about the education part because you have to make it you have to bring into the students. How it's interesting from them to actually learn about these things and about will be affected by their learning about these things.

Interviewee

Sure, but a financial report What do you mean by financial reporting? It's very much.

Hillary

Yeah, it's very much about the standard mission business reporting and the gaps that are there that are maybe misinterpreted in a lot of ways.

Interviewee

Yeah, so ethics plays a role in financial reporting.

Hillary

So, one example that I found is within financial reporting, there's something called Creative accounting.

Interviewee

And it's a way to make business profit without breaking the law technically but may not be morally right so that's more of a grey area we didn't talk about that. brushing up the bride before the salad, that kind of stuff.

Hilary

Sorry, could you repeat?

Interviewee

Well, we didn't discuss that. But that happens a lot in finance, right? When people are for example, selling our company what they call is dressing up the bride. Yes, basically skimp on capex to really boost free cash flow, and then show how great it is. And then they sell it and then discounted this morning. Of course, good due diligence, we'll figure that out. But I mean, changing bookkeeping,

Hillary

Profit Loss manipulation.

Interviewee

You have to report what standards you're using and if you're changing them right, and you cannot keep changing back and forth. So they already limitations to that and I think if you do a proper due diligence, these tricks are very easy to find out. The problem is more like if you don't, cannot do it the proper due diligence for let's say you want to invest in Microsoft, buy some shares. You have a lot of information, but like diligence kind of depth, and then it's very easy to fool the public because they don't have the expertise to dive into all the financial statements that are out there to figure out what was happening. The reboot, analysts won't be able to find it but those working for the SEC city etc. But for the private investor, yes, they will be left at a loss on how ethical is

that that's something but that's something we didn't discuss it and that would seem to me to be totally a different like or subject

Hillary

it's very much two sides to the story.

Interviewee

No, no, no, but I mean it's a really, it's a different story altogether. If you look at lack of perspective, you have to always have scope, right? The scope is too big. So I wonder if it's better to know or maybe. I don't know what's what Mr. IBM approved that maybe she'd scope it or not? Because we only discussed what should be taught at HDHR. We talked about sort of an ethics class. Yeah. You're implying, for example, at MFD we just show you the ways that we can play around with accountancy systems. They show different ways of manipulating or making things look better than they are. Yeah, that's actually linking that to two issues. Ethical. Yeah. **And the same as CBD, CBD is really the accountancy and they should show you they're basically the room there is to have different systems so you should be aware of that. US GAAP IFRS and then, show you some tricks that are being done Austin realise exam examples of manipulation which was legal Of course you have illegal thing that's just like, that's a different thing. And have discussions about that. Maybe we should spend a one hour you specifically on that at the end. Or you can play around with accountancy rules. That could be part of the curriculum and it would be very practical.** On the finance side, then we could do a little bit of an Flosstradamus D. Yeah. And then as a separate standalone course you can have the the philosophy of ethics or business ethics.

Hillary

yeah, that's a very interesting addition actually.

Interviewee

Absolutely. You don't have to be that agreeable and you agree with everything I say?

Hillary

The thing is you have the two views the one from the hotel schools were affected as the lecture and as well as industry expert. And as of now my only interviews have been with industry experts, so they have no relation to hotelschool. So you're giving me a new perspective on how to integrate certain things.

Interviewee

Keep me keep me posted here. When you go for your event, I might be able to join you.

Hillary

All right, I will let you know. Thank you very much for your time.

Appendix 4: Colour coding

Theme	Interview and survey quotes
The importance of business ethics in education	<ul style="list-style-type: none"> ▪ It is something that I think everyone in business should have knowledge about, even if its not so 'interesting' to them ▪ Since we have the option to go on practical placement twice, I feel that it is important to learn how to deal with real life ethical dilemmas on the work floor. ▪ To prepare me for real life career ▪ Integrity is highly important in nowadays business. ▪ Although I think business ethics is an important topic, it is very hard to incorporate into an educational system that works with "rights and wrongs" in terms of assessments. ▪ The moral and ethical side of business decisions are often neglected which I believe has impacted the social and natural environment mostly negatively in the past. ▪ I feel like ethics are really personal but it is important to learn about different perspectives ▪ I think its a very relative topic in todays world and working in hospitality also means that this is something you need to be aware of and how to deal with it ▪ being on internship right now and having to deal with a very difficult, knowing my ethics and what I can and can't do is more important then ever. ▪ It is a business study, for aspiring entrepreneurs this would be very important. ▪ I believe it is important to talk about business ethics to get multiple views on the matter, and try and understand how every one is thinking about it! ▪ I found the role plays very helpful for my first internship. ▪ Ethics might be a subject with many interpretations but there are social norms regarding what is ethical and whatnot <ul style="list-style-type: none"> ○ Its important to take care of the guests but also the Employees! And the environment we work in ○ Because regardless of whether you will practice business ethically or not it is still good to be aware of the possible repercussions of what you do ○ Morality is huge - Students who will eventually go onto running/owning business need to be educated in morally right and wrong issues within business activities and how these decisions can have huge impacts on people and the world we live in. ○ It's one of the most important aspects of appreciation and showing cultural understanding of different cultures and business ○ to understand both sides of a problem ○ Crucial element in any business environment. ○ Strong ethical knowledge is a key pillar and skill to built a strong business/ team ○ Important for understanding legal business conduct ○ Business Ethics is key in delivering true value to all stakeholders ○ As the people contact has a high importance in the hospitality industry, ethics have to be considered. Relations with both customers/guests and other businesses can be improved through a good ethics management ○ Because it is an essential part of leadership to understand and be able to comply with the moral aspect of managing people.

	<ul style="list-style-type: none"> ○ Business as usual is not good enough anymore and teaching about business ethics could allow HTH students to be one step ahead of their peers. ○ I think it is crucial for any business students to study ethics, especially for hospitality students that are most of the times having an International career with different laws and are constantly in relations with colleagues from a different background. It is crucial as well to develop the ability of a student to be critical in any management style they will in the future, experience. To be able to voice any issue, and to know how to do it in a professional and effective way. To be able to recognise when the value of a company does not match with your own etc.. ○ I think it fits current times and challenges. I believe it is important to put things in perspective as in the period that I attended school, the challenges regarding ethical conduct were less pressing then now ...as we did not have the internet etc. Because they are a part of being a leader/manager. What sets you apart as someone who leads as opposed to follows is your ability to make decisions in unclear environments, and the ethicality of the action is a part of that. ○ Because they are a part of being a leader/manager. What sets you apart as someone who leads as opposed to follows is your ability to make decisions in unclear environments, and the ethicality of the action is a part of that. ○ Because working with people requires knowledge of ethics and business ethics ○ It's important for hospitality students to know how to conduct themselves properly in a business setting, taking ethical considerations into account. - Yes, they should! It helps the students to evaluate a situation not only objectively and subjectively but also with some moral philosophy that will allow him to take the best actions/decisions for himself and the structure he is working for. - Yes, students must be taught about ethics as they are essential in any business and as future leaders of the industry it is vital that students are taught to conduct business in a true and fair manner. Especially within the hospitality industry as it is a service industry and involving people from different backgrounds and moral compasses it is essential to have a background in ethics. - Ethics play a crucial role in shaping the reputation and success of a business and should therefore be an integral part of business education. - Hospitality students be educated about business ethics. Not having the awareness of this ethics might lead into problems with any of the stakeholders, which can result into the loss of any of them, therefore hurting business and reputation. - So I think it should be taught. But I'm not an expert. So if I'm to teach it, I find it very hard, because what am I supposed to say to a student?
Examples ethical issues	<ul style="list-style-type: none"> ○ In dubai we had to recruit people according to their nationality. Often Pakistani or Indian were rejected for operations in front of guests. The directors ordered having European looking front line staff ○ You hear a lot of business deals in the hallways that you could potentially use to gain money. ○ Employee overtime during high seasons ○ Cheaper production of products but the products being less sustainable and ethical but the possibility of coving it with greenwashing

	<ul style="list-style-type: none"> ○ Having to reject a candidate due to his/ her race due to the guidelines of a company ○ Business guest wanting their invoice altered to claim more tax than actually allowed ○ Hiring of non-EU citizens (or the lack of these) - Differences in salary for new hires compared to employees - compliance in general ○ Is it ethically for a client to request the personal details of the client with the promise to enroll him for a winning potential, whereas the data will also be used for marketing purposes ○ While running a hotel: the constant balance of cost and sustainability/locality. ○ Living in Dubai and the management team would screen the applicants on their nationality (e.g no Indian). Not complying with government law for specific national free days. Email request too late at night. ○ Using personal data more widely than described when collecting ○ Discriminations ○ There are a few: <ol style="list-style-type: none"> 1. Marketing: I develop LinkedIn content for my business, especially regarding our status as a women-owned diverse business. The messaging that I send can be on topics that are quite sensitive, and I sometimes need to change how I say things to be inoffensive. 2. HR: Part of my role is to develop policy documents (handbooks, contracts, release forms, etc.) I need to write what behaviors we allow and disallow, and what expectations we have of our employees. I need to balance what I write here between employee autonomy/dignity, our company's safety, and the interests of our clients. 3. Staffing: The specific company I work for does staffing. We employ people for the term of a year or so, during that time they work for our clients as a contractor. We have a lot of power in this relationship; the employee relies on us to provide them information about their role. Especially when it comes to marking up their hourly rate, there seems to be a ethical questions of how much margin we make on an employee. We try to pay them a fair cut, especially if they have something happening in their life or they've been with us for a while. However, we need to balance that question with our own profitability. - Proposition of financial or material compensation in exchange of support for a business case. As well as faking numbers and the confidentiality of certain types of information - disclosure concern, so what to share, with who and under which circumstances - I have been asked by a colleague, when I was working as a regional manager, to adjust some figures in order to reflect an acceptable level of stock that could justify him requesting the invoicing of more products to his market. - Within the finance sector, conflict of interest seems to be a recurring issue as well as the handling and disclosure of information. - accepting gifts from guests was an ethical dilemma that I was encountered with whilst I was working in the front office as an intern. Although it is a genuine gesture from the guest's perspective it might be unethical to some to accept gifts from the guest when on duty. - ethical grey area within finance such as the use of estimation and projecting future figures based on certain assumptions. - Employee treatment: Issues related to fair wages, benefits, and working conditions, as well as discrimination, can all arise in the workplace.
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	<ul style="list-style-type: none"> - Privacy and data protection: The hospitality industry collects and processes large amounts of personal data, and it is crucial to ensure that this information is protected and used responsibly. - Conflicts of interest: Conflicts of interest can arise in situations where an individual or organization has competing interests or loyalties, such as when a hotel contracts with a supplier that has a financial relationship with a decision-maker in the organization. - Knowingly overcharging a guest or supplier. When doing so, it is likely the guest or supplier will notice, which most likely will result into loss of relationship or even legal issues - They were many grey areas in Jumeirah's policies, since these policies were quite outdated. There was specific grey area regarding the Anti-Money Laundering policy. It specified a cash transaction limit, but it did not specify any time limit. - And especially for multinational companies, it's more difficult, right? Yes. Adhere to your home standards, should you adhere to the local standards, what should be done? So that's why he comes in. And they basically have a manual about corruption and stuff like that. - So you pay some officials, so they speed up the process, right? Yes, this is called I don't know what the English term before is. Let me think this is greasing money, right. So basically, you're not you're not bribing somebody to win the contract which distorts the market. - I was working in banking, I mean, there's a constant push for, for getting information and getting the information sooner than the rest, which is illegal for us. - And it's a way to make business profit without breaking the law technically but may not be morally right so that's more of a grey area (Creative accounting)
Causes of ethical grey areas and issues	<ul style="list-style-type: none"> - They generally occur during the preparation and the compiling of the reporting to be shared. They're trying to look good in front of the management, thus trying to access sensitive data or modify performance results. - Estimation and forecasting based on assumptions are mainly due to the lack of clarity in procedures and there are no set standards in the finance sector as to what is the limit and what deviations are acceptable. - I believe that there are several factors that can contribute to ethical grey areas and issues in finance, including: pressure to meet financial targets, conflicts of interest, lack of transparency, competition and poor corporate culture.
How to handle ethical issues	<ul style="list-style-type: none"> o Conflict Handling - asking the line manager to know if some information could be disclosed. When it comes to displaying wrong figures, tell to the colleague that the figure have already unofficially been shared to the management. - Trying to develop a standardised template or agree and align with all parties as to what is acceptable and what is not - We had to report it to high management, providing a proper justification for accepting these transactions.
Prevention of ethical issues	<ul style="list-style-type: none"> - Yes, train the employees to what's ethics and how it applies in their daily work. - In my opinion by implementing next strategies, companies can reduce the risk of ethical grey areas and issues in finance: Establishing ethical standards: Companies can establish ethical standards and codes of conduct to provide guidance for employees and ensure that they understand the values and principles that guide responsible financial

	<p>decision-making. Developing a culture of integrity: Companies can promote a culture of integrity by fostering open communication, encouraging ethical behaviour and holding employees accountable for their actions. Providing training and education: Companies can provide training and education programs to help employees understand the importance of ethics in finance and how to make responsible decisions. Encouraging transparency and accountability: Companies can encourage transparency and accountability by regularly reviewing and reporting on their financial performance, engaging with stakeholders, and being transparent about their business practices. Enforcing consequences for unethical behaviour: Companies can enforce consequences for unethical behaviour, such as through disciplinary action or termination, to deter employees from engaging in unethical behaviour.</p> <ul style="list-style-type: none"> - I do think that most ethical dilemmas can be resolved by having a directive or a standardised procedure in place that allows little to no room for ethical concerns. - Some steps that organizations can take to prevent ethical issues from recurring include: <ul style="list-style-type: none"> • Developing a strong ethical culture • Providing regular ethics training • Establishing a reporting mechanism • Implementing effective risk management systems • Holding employees accountable - The most efficient way to avoid having these disputes is having a very accurate policies, which provide the procedure needed to be done and offer alternatives if the mentioned procedure it is not possible. - And you have to make clear that people know what the ethics codes - So we'll have an anti corruption manual. Yes, we will have trainings,
Organizational rules and regulations	<ul style="list-style-type: none"> ○ I think the focus should be less on what's wrong and right cause the law and company decide that, but more how to deal with these laws and codes - Open communication and a strong sense of company's culture and values being shared amongst the employees is key to avoid ethical dilemmas. As well as providing constant training and reminders to the employees about the company's rules and regulations is beneficial for the company. - Avoiding conflict of interest, as we are reporting the performance of the hotel to the owners. There are several directives in place that specify the level of relationship we are allowed to have with the hotel team as well as ensuring that we do not accept favours and discounts as it may seem to be conflict of interest whilst reporting in favour of the hotel to the owners. As well as sharing the hotel information with other stakeholders is prohibited. - An organization can have several rules and regulations in place to prevent ethical dilemmas, including: <ul style="list-style-type: none"> • Code of ethics: A code of ethics is a set of guidelines that outlines the values, principles, and standards of behaviour that are expected of employees. It can include topics such as honesty, integrity, respect, and responsibility. • Whistle-blower protection: Organizations should have policies in place that protect whistle-blowers from retaliation for reporting unethical behaviour. This can include provisions for anonymous reporting, protection from discrimination and retaliation, and confidentiality of the reporting process. • Conflict of interest policy: A conflict of interest policy outlines what constitutes a conflict of interest and how employees should handle

	<p>situations where their personal interests could interfere with their ability to make impartial decisions.</p> <ul style="list-style-type: none"> • Compliance program: A compliance program is a systematic approach to ensuring that an organization is following the relevant laws, regulations, and ethical standards. It can include regular audits, training, and monitoring to ensure that employees are following the rules. • Anti-bribery and corruption policy: Organizations should have policies in place that prohibit bribery and corruption, and that outline the consequences for employees who engage in these activities. • Data protection policy: Organizations should have policies in place that protect the privacy and security of personal data, including guidelines for how data should be collected, stored, and processed. • By having these types of rules and regulations in place, organizations can help to prevent ethical dilemmas and promote a culture of ethical behaviour. - also mandatory online and offline trainings are provided to the colleagues on a regular basis where HR and L&D departments are monitoring and following up for completion of all trainings. - Regulations which are clear but still flexible are needed. They must provide a SOP, so the staff knows how to proceed, but at the same time provide alternatives, just in case the standard procedure is not applicable. - Yeah, you can be the whistleblower, for example
What should be integrated in the curriculum	<ul style="list-style-type: none"> ▪ I believe they should have a course related to it at least ones every to blocks ▪ Have a deeper understanding and realistic perspective about what BUSINESS ETHICS is ▪ I believe that business ethics is quite a perplex subject and it requires more in depth analysis. ▪ A few classes just to get you introduced to the matter would be fine ▪ So to my opinion it would be good to integrate it more again in Phase 3 for example and in a different form as that helps understanding and integration. ▪ I think it would be useful to have more classes focused on business ethics and importance of ESG as well. ▪ Especially ESG is becoming more important. However, dealing with stakeholders in an ethical manner is also becoming more important. ▪ During my first year we had a whole block about ethics but not much relating to business ▪ as opposed to having classes on the broad term of ethics, we should have opportunity to link all business related topics to aspects of ethics and how it is relevant in daily life ▪ I would like to have learned more about sustainable supply chains and how to combine being a for-profit company without harming people or planet. ▪ I think it is important to learn about ethics as working in a company requires this type of knowledge ▪ would be nice to have it integrated in more courses like mfd and in year 3. Not its own course though. ▪ so making it more applicable on real life situations would be more helpful ▪ The classes could have been more interesting if a variety of topics within Ethics would have been touched upon ▪ On classes regarding concept and business development ▪ Integrating business ethics practices in the current courses. ▪ All aspects

	<ul style="list-style-type: none"> ▪ National / European regulations regarding employment, environment, taxes, etc. ▪ Integrate it more in all courses ▪ More elaborate or continuance in other blocks ▪ Teaching on corporate responsibility on the community ▪ Including it as dominant part of another subject ▪ I believe this is a topic that can be integrated in multiple courses. By doing this multiple times, students will be able to tackle ethical issues in different circumstances. ▪ maybe in finance classes ▪ Phase 2 courses. Why not teach ESG with finance since the 2 are very much related. Why not include customer due diligence? ▪ More about diversity and inclusion ▪ it's really important to improve the part of the Public Perception the Employee Perception, we always can improve the way to lean to treat Employees Well in our futur company that we will manage. ▪ Incorporate business ethics into multiple courses not necessarily just one courses, but that it keeps coming back throughout HTH ▪ Teach us more about ESGs, Sustainable supply chains, Green-certifications, etc. ▪ Include in more subjects ▪ More classes about it. So more focus on running a business instead of useless courses sometimes ▪ Definitely a very interesting topic and could be a nice elective to take if it was quite thorough <ul style="list-style-type: none"> ○ Cultural awareness ○ Employee information, access to money, business transactions, dealing with HR issues. ○ Ethical treatment of employees ○ How important one decision as a business leader can be - the chain affects of our decisions ○ How culture is intertwined in doing business with different cultures ○ relationship management ○ Technical knowledge of hospitality field. ○ Multicultural and religious work environments ○ Epistemology related to ethics e.g. Virtue Ethics, Consequentialism and Deontology ○ Ethical situations in hospitality and how to respond to these. ○ Political side of Hotel Development ○ CC fraud, prostitution, importance of safety + security as a hotelier ○ Diversity and inclusion, trends in leader-subordinate relationships, complying with ethical understandings of people with different background at the workplace (for example how to manage religious differences while keeping everybody happy) ○ Business ethics and sustainability. Ethics in entrepreneurship. Ethical decision-making in hospitality. ○ How to deal with unethical behavior in a small firm? Is it unethical to ask for overwork ? what is the limit between hard working and overwork? ○ Dealing with unethical situations ○ sustainability ○ Integrity, do's & dont's and why. Give examples what can happen... ○ Ethics especially focussed on people management ○ Mostly managing conflicting stakeholder interests. ○ Honesty / environment (it is not just food) ○ Making Ethics at HTH more focused on the industry
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	<ul style="list-style-type: none"> ○ Every industry has its own ethical dilemmas, so if it was to be studied at hotelschool it would make the most sense to focus it on hospitality. As many alumni work outside of the industry, the issues they face would vary too much for them all to be reasonable to address - I think there may be indeed the philosophy behind that might be more interesting. I think if you take the philosophy of ethics, in general, you get sort of at least the views that are on which certain laws are based on certain expectations are based, which can differ per location, etc. Then at least you understand the machinery behind it. Yes. And that allows you at least to understand why things are happening or and you can understand yourself in the process about how you are going to deal with the situations. - And the same as CBV, CBV is really the accountancy and they should show you they're basically the room there is to have different systems so you should be aware of that. US GAAP IFRS and then, show you some tricks that are being done Austin realise exam examples of manipulation which was legal Of course you have illegal thing that's just like, that's a different thing. And have discussions about that. Maybe we should spend a one hour you specifically on that at the end. Or you can play around with accountancy rules. That could be part of the curriculum and it would be very practical.
How to 'teach' ethics	<ul style="list-style-type: none"> ▪ I personally think they should change the way of teaching business ethic. At least for my first year experience, lessons were too generic with no precise topic. ▪ I think business ethics is such a broad topic and HTH should maybe look into how they deliver the information, not necessarily adding more to it ▪ The lecturer was very engaging, encouraged us to bring our own examples to the class and we worked with real-life cases, it was very interesting. ▪ With the many companies in their list HTH could organise a 'get to know XX, where this company explains its behaviour' for example. ▪ The thing that I have encountered with the ethics related classes at HTH was that the lecturer was not able to capture the attention of the students to be able to engage them in a meaningful discussion. ▪ They were not interactive at all, which made it difficult to keep focused and therefore I missed most important information. ▪ But we can add some real example of every day ▪ There were no real life examples of case studies where it talked about misconduct or anything interesting to reflect on. ▪ They can incorporate it more in real life situations ▪ from the basics ▪ Showing real life case ▪ Make it more realistic ▪ they can start with the basics, but think cultural beliefs is also very important to integrate ▪ Add components of how to integrate ethical decisions into each subject ▪ make it a bit more relatable change the classes in a way that it is more interactive and more active discussions happen ▪ Make it more fun and interactive! ▪ Applied cases, real companies, real literature ▪ I understand that it can be a really difficult topic to teach, but giving only general information about ethic history didn't help me a lot. I would have preferred a more in dept lesson on how to face ethical problems and how can I take a decision

	<ul style="list-style-type: none"> ▪ no real life application ▪ On the more practical part, by giving real life examples or doing some sort of role plays to understand how a situation like this will work out in real life not in theory ▪ I think any skill, mind-set, or theory/knowledge doesn't stick after a small one time event. Let alone that it is truly understood or integrated. Repetition is key, and building on previous experience + learning in different ways for example; lecture, workshop, sharing and discussing news articles, (in-class) assignments -> I think group discussion is important in this, real-life cases, integration in other courses, working together with other topics such as leadership, different cultures/cross cultural management (Hofstede) etc ▪ Offer more engaging real life assignments instead of big lectures in the aula. ▪ have more real life cases that students can work on, maybe with commissioners? ▪ more interactive classes playing out the different types of ethics with examples to make it interesting and show it in a situation to be more relatable/ speak from personal experience ▪ Make the classes more interactive, innovative and diverse ▪ Probably finding a more passionate lecturer could benefit the interest of the students. ▪ Maybe they could implement real life cases ▪ For example to really do exercises about it <ul style="list-style-type: none"> ○ I would recommend workshops rather than just lectures. Or guest speakers who share real scenarios. ○ Ethics is extremely difficult to 'teach' in a classroom setting. HTH students need to learn and understand what ethics truly mean in their situation. I think more interactive elements would improve the quality of ethics courses at HTH. <ul style="list-style-type: none"> - I would find it maybe difficult to teach, although what you said about life cases and somebody you know, presenting, teaching from experience, to know how to deal with it and have discussions about it. - Yeah, my, my best guess will be that let's say 2%, you were the case, you have to name five arguments against it and five arguments for it. I think it allows the student to show his or her thinking about the subject and how he thinks and how he goes about it. It's assistance systematic about it behind it. And I think after all the classes you get, you can show that you understand how these things work.
Current stance on HTH curriculum	<ul style="list-style-type: none"> ▪ It is a subject that is definitely more important than others: for example ABI ▪ The only mention of business ethics at HTH was as part of some operations classes which I believe only covers the surface. ▪ The current curriculum does not go that in depth ▪ I am convinced that in a study focused on hospitality, the element of business ethics should be better represented. ▪ In our first year, when we are being taught the "basics" of hospitality business, we are given the opportunity to learn about different cultures and they way they may react in business, ▪ I think that the ethics course I had was not properly prepared. The lecturer did not really knew what she was talking about which made me not understand everything quite well ▪ Currently, it is quite basic. I think they could do better than just explaining

	<ul style="list-style-type: none"> ▪ In my opinion all Ethics classes from the different phases are similar ▪ I think the amount they do now is enough. ▪ I have had a small section covering good business ethics work of conduct ▪ I remember having a class/short explanation about business ethics however I believe that HTH could offer a broader understanding of the subject specifically as many students start their own companies where business ethic is a fundamental pillar. ▪ To be honest I dont remember having classes about this ▪ I cannot really remember classes where we have discussed business ethics so I cannot say it was helpful ▪ i do not remember the class to be honest ▪ the classes were about the most obvious things and as it was first year I didnt take it seriously ▪ Superficial info ▪ The ethics class from the first year it was very theoretical and quite boring, ▪ I do remember that I found it interesting but almost a lilttle like philosophy. Which almost automatically for me meant that it wasn't that helpful as it was raising more questions instead of providing answers ▪ Very theoretical, hardly applicable ▪ Still top much at the tip of the iceberg. Didn't feel like I got an in-depth critical view of business ethics ▪ They were extremely vague ▪ Like said before, the lecturer did not explain it quite well which made it hard for me to catch up ▪ I didn't feel they brought additional value to the curriculum, the information being uninteresting. Might also happened because of the lecturer that didn't know how to teach. Additionally, we didn't learn a lot about this Subject. ▪ I can't remember anything we've learnt. ▪ Just got a PowerPoint and not a real story telling behind it. ▪ There was only reading involved. Nothing very interesting that I could apply my knowledge in the future of my studies (in my opinion). ▪ Have a course about this instead of stuff like TMS or self management ▪ We have a course of ethics in phase 1 but not regarding business. ▪ Certain things I had learned when dealing with guest complaints in school did not match the way I had to actually deal according to company policy with these situations during my placement in a 5 star luxury hotel. ▪ treat it as a separate course ▪ There must be more classes about business ethics ▪ The application of business ethic is missing in general and the reason why it is important to be taught in the courses. ▪ During phase two, when students have learned all the basics, they could dive a little deeper into business ethics. ▪ I believe the main thing they lack is a clear understanding of what they deem as business ethics. I feel that they really just talk about ethics and philosophy in general and making the smallest links that are quite obvious. ▪ Better curriculum and more interactive classes ▪ IES, MCH, QM, in these courses we need to change/ interact in a company, sometimes also in different countries, I believe we need to know more about what is ethical in those countries/ businesses before changing things in the company
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	<ul style="list-style-type: none"> ▪ When PE starts some students have no clue about what a 'good working environment is and how they can contribute to it' I believe HTH could help a bit from this part on, also this helps MO later when dealing with observations and helps to have a better red line throughout management courses. ▪ To adjust the curriculum to current trends ▪ i find that this is super interesting but that it would be nice to go in more depth into it, rather than just introduce general stigmas on certain ethnicities, which may portray a false understanding. ○ I truly enjoyed my studies at HTH, but the ethics class was a joke as it was just one lecture in which we barely scratched the surface of this vast and complex subject.
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Appendix 5: Declaration of confidentiality

Declaration relating to confidentiality concerning research data in Launching Your CAREer (LYCar) programme

The undersigned, Hillary Muñoz Ramos: (hereinafter referred to as: the Student), residing in Dubai, UAE
 Conducting a (research)project for the company: Jumeirah Hotels and Resorts
 (hereinafter referred to as: the Client), residing in: Dubai, UAE

Whereas:

- the Student shall, in the context of his or her LYCAR research, gain access to confidential information;
- the Client shall, where appropriate, demand a signed declaration relating to secrecy and confidentiality concerning the information provided in this context;
- this non-disclosure agreement shall, in the event of any discrepancies, take precedence over other contracts or agreements which have been or will be concluded or made between the Student and the Client;

Declares as follows:

1. The Student shall keep confidential any information which the Client or any other party involved in the LYCAR research provides under this contract, and shall not further disclose such information in any way, except insofar as the Student is obliged to disclose it by virtue of any legal requirement or irrevocable decision of a judge.
2. Information, as referred to under 1, refers to all information, including written, verbal, graphic and digital information, or information in any other form, which comes to the knowledge of the Student during the research period and which the Student knows, or can reasonably be expected to know, is of a confidential nature.
3. The Student shall not, without the prior written consent of the Client, disclose any confidential information to third parties or contribute to the publication of confidential information. The Student shall submit the thesis to the supervisor for approval from the Client in respect of confidential information, before making such information available to his examiner(s) at Hotelschool The Hague.

4. This non-disclosure agreement shall be in force for an indefinite period / The Student shall be bound to this obligation of secrecy for five (5) years after signing this declaration.
CHOOSE IN CONSULTATION WITH CLIENT)

Thus declared and signed by:

Name: Hillary Muñoz Ramos


Date: 28 - 08 - 2022

Place: Dubai

Student number: 782505

Signature: Hillary Muñoz Ramos

Appendix 6: Current HTH curriculum


**HOTELSCHOOL
THE HAGUE**
Hospitality Business School

YEAR 1

YEAR 2

YEAR 3

YEAR 4

Bachelor Programme overview

YEAR 1

Check-in week	Block A	Block B	Block C and D	
	10 weeks	10 weeks	20 weeks	
	Finance Fundamentals (5 EC) In this course you will learn to confidently use a set of elementary financial or management accounts, understand their primary message and be able to identify key business implications. The course also covers food and beverage cost accounting.	Marketing Fundamentals (5 EC) In this course you write a marketing communication plan for a hospitality business. You will learn how to make a market analysis, to make a marketing segmentation and to use a marketing mix.	Practical Education in outlets (Restaurant, hotel, reception) (15 EC) During this course you will work in the restaurants, hotel and the reception (the outlets) of Hotelschool The Hague. You will work in different outlets for a period of 10 weeks in total. The weeks of practical education will be alternated with weeks of theoretical education. You will learn on the job how to behave, act and communicate as a hospitality professional.	
	HR/Culture Fundamentals (5 EC) The aim of this course is to inspire you about human resources and culture as we believe that people are the basis of a successful hospitality business. You will be able to create your own employee journey and of someone in a different cultural setting than yours.	Data analysis & research fundamentals (5 EC) The aim of this course is to analyse a (complex) problem and to formulate feasible solutions by using a design-based research approach. You will become acquainted with analysis and evaluation of data/information, using appropriate digital tools and make data-driven decisions.	Personal Leadership 1 (4 EC) In this course you will develop the foundational leadership skills to become a future leader in the hospitality industry. You will learn how to interact professionally with guests, peers, superiors, how to deal with group dynamics and how to reflect on your own behaviour in relation to others.	
	2nd language (6 EC) At HTH we offer three different second languages: French (intermediate level), German (intermediate level) and Spanish (starters and intermediate level). You can choose a second language based on your entry level and previous education. In the language courses we will prepare you for guest and employee interactions during your practical placement in year 2.	Basic skills week		Operations (5 EC) Operations is the core business and the beating heart of hospitality. In this course you will explore the art of hospitality and you will learn how to run and manage hospitality operations.
	Personal Development 1 (4 EC) In this course you will learn how to study efficiently and effectively, you will learn more about your personality, you will learn how to work and live with peers and we will prepare you for your practical placement in year 2. The overall theme of the course is 'Who am I?'			
	English (6 EC) Communicating in Business English is a practical foundations course that develops and refines professional oral and written communication skills through real-world scenarios in multiple hospitality contexts.			

Courses subject to change


Courses subject to change

HOTELSCHOOL THE HAGUE <small>Hospitality Business School</small>			
YEAR 1			
YEAR 2			
Bachelor Programme overview			
YEAR 2			
Block A and B		Block C	Block D
20 weeks		10 weeks	10 weeks
Practical Placement (30 EC) During your practical placement you will work at an operational level in a 4- or 5-star hotel for at least 19 weeks. Your practical placement takes place abroad. This gives you the opportunity to expand your horizon with regards to different cultures.		Entrepreneurial Business Plan (2 x 6 EC) During your studies at HTH, we want you to develop an entrepreneurial mindset. In this project you will learn how to think, act and behave as an entrepreneur in a real-life project. You will apply the different business skills you learned in your first year.	
		Extended Finance (5 EC) In year 2 and 3 courses you need to be able to analyse the feasibility of business (improvement) projects. In this course you will therefore learn more about cash-flows, cash conversion, major funding elements and principles of time value of money.	Revenue/Yield Management (5 EC) In this course you will learn everything about pricing strategies in the hospitality industry: how do you use the right prices, for the right target group, at the right time, to increase your overall revenue?
		Project Management (3 EC) In this course you will learn how to manage projects effectively. You will get acquainted with some of the latest project management tools and methodologies.	Extended Data Analysis & Research (3 EC) Whereas the aim of data analytics in year 1 is more to be able to read and interpret data (being able to tell based on data 'what happened'), the focus of data analytics in year 2 is on being able to tell, based on data 'why something happened'. So, in case of hospitality: Why there was a drop in revenue in a certain period for a specific target group?
		Personal Development 2 (2 EC) The overall theme of tutoring and skills in year 2 is 'pushing the boundaries'. In your second year you will go abroad for an internship of 19 weeks. During tutoring and skills, we will prepare you for this internship. The focus is on teaching you skills such as endurance, resilience and cultural awareness.	

Courses subject to change

HOTELSCHOOL THE HAGUE <small>Hospitality Business School</small>			
YEAR 1			
YEAR 2			
Bachelor Programme overview			
YEAR 3			
Outdoors	Block A and B		Block C
	20 weeks		10 weeks
	10 weeks		10 weeks
	10 weeks		10 weeks
	Managing an Outlet (15 EC) In this course you will be personally accountable for the daily operations of the Food & Beverage and Rooms Division outlets. You will lead first year students and a such you will learn how to manage people, processes, and resources. This course will teach you how to lead and how to optimize your team's performance.		Business Transformation (26 EC) In this course you will learn how to critically analyse the performance of a hospitality business from different perspectives. You will learn how to companies can become more resilient to a constant changing environment. You will be able to present a feasible business improvement/innovation plan to a commissioner.
	Improving the Outlet (MO Lab) (15 EC) During this course you will learn how to execute 'action research'. You will experiment what the effect of new products/new services/new technologies/leadership styles/... is on running a hospitality business. You will be able use our own hotel and restaurant facilities as test environment.		Business inspiration days/trip (2 EC) The aim of this business trip is to get inspired by different companies inside and outside the hospitality industry. Next to the fact that this will be a great teambuilding experience, you will be able to information you gathered for your business development project.
			Personal Development 3 (2 EC) In this course, you learn how to make conscious decisions for year 4 (LYCar journey), your future career and your first steps into the world of hospitality.

Courses subject to change

<div>  <div> YEAR 1 YEAR 2 YEAR 3 YEAR 4 </div> </div>		
Bachelor Programme overview		
YEAR 4		
Block A	Block B	Block C and D
10 weeks	10 weeks	20 weeks
<p>Minor (15 EC)</p> <p>In your minor we will prepare you for the future of the hospitality industry. In your minor you will study a relevant theme in the industry from a multi-disciplinary perspective. You will tackle issues that keep the industry awake at night. You can choose between different themes:</p> <ul style="list-style-type: none"> • Minor Future of Food • Minor Future Guest Experience • Minor Future of Business • Minor Future of Work • Minor Future of Digitalisation 	<p>LYCar Proposal (15 EC)</p> <p>Launching Your Career (LYCar) is a stepping stone to your future career. In this course you need to show that you are a critical and reflective thinker, who can contribute to the world as a hospitality leader.</p> <p>You have a lot of freedom to design your own LYCar project: you decide to work in a project within a company; you can combine working in a company with a research assignment, you can start your own company or you can follow a premaster programme.</p> <p>In this part of the course you prepare for the company (research) project that you will be executing in block C and D. At the end of this course you need to hand in an applied research proposal.</p>	<p>LYCar Execution, including career portfolio (30 EC)</p> <p>Launching Your Career (LYCar) is a stepping stone to your future career. In this course you need to show that you are a critical and reflective thinker, who can contribute to the world as a hospitality leader.</p> <p>You have a lot of freedom to design your own LYCar project: you decide to work in a project within a company, you can combine working in a company with a research assignment, you can start your own company or you can follow a premaster programme.</p>
<p>Exchange Option (15 or 30 EC)</p> <p>Hotelschool The Hague offers the option of following an exchange programme of 15 or 30 EC in your fourth year at a different university.</p>		
<p>Premaster</p> <p>If you are interested to pursue with a master after your bachelor, you might consider joining the new premaster programme at Hotelschool The Hague. This programme gives you the opportunity to proceed directly with various Master programmes at Rotterdam School of Management, Erasmus University (RSM), Amsterdam Business School (ABS), University of Amsterdam (UvA) and Nyenrode Business University.</p>		
Courses subject to change		

Appendix 7: Dissemination

App. 7.1. LinkedIn



Hillary Muñoz Ramos • U

4th Year Hospitality Business Student - Hotelschool The Hague

1 m • 🌐



Dear Network,

As some of you may know, the past few months I have explored the subject of Financial Business Ethics as part of my graduation thesis at [Hotelschool The Hague](#).

Apart from having read pages and pages of field studies and literature materials, I have investigated the needs and wants from current HTH students and alumni suggestions by way of survey as well as having interviewed industry experts on what an higher education should be providing regarding an ethical course.

I am extremely excited to present the below infographic which contains a summery my findings. This subject greatly enraptured me, and I hope it intriges you just as much.

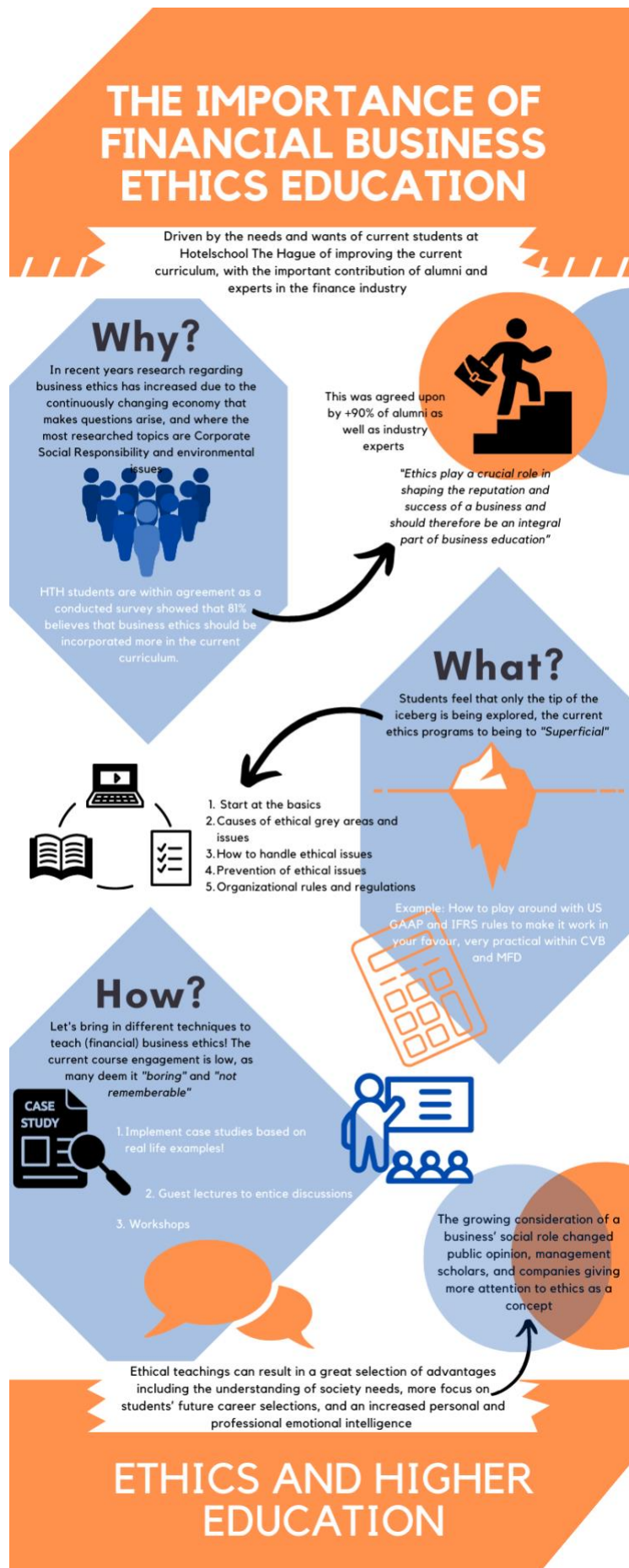
I am curious to see your opinion, so do not hesitate to leave your thoughts below!

For any further questions regarding my study, please do not hesitate to contact me here or send an email to 782505@hotelschool.nl

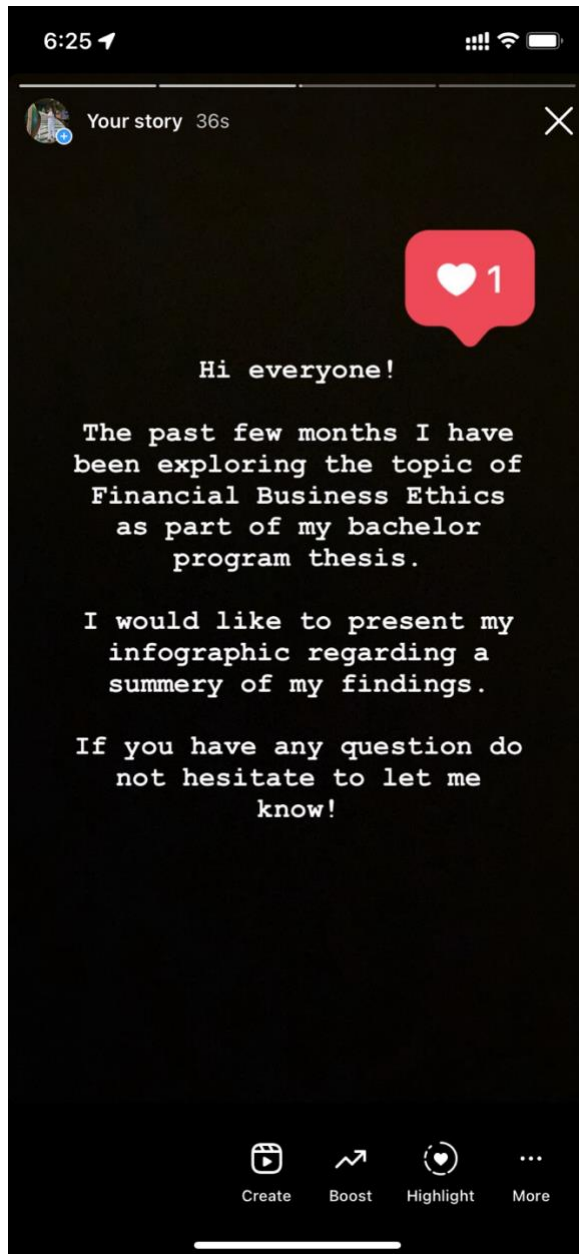
Thanks and regards,

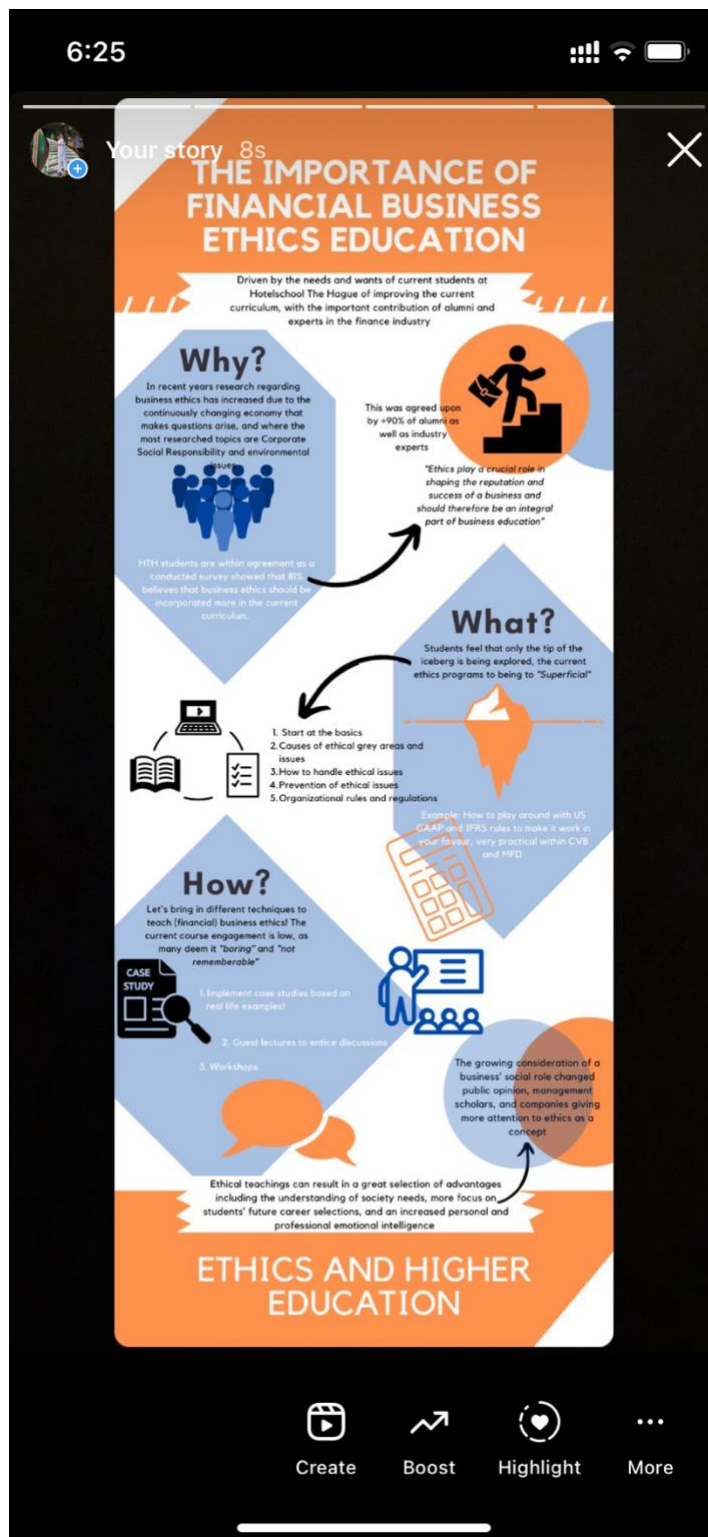
Hillary Muñoz Ramos

[#students](#) [#businessethics](#) [#highereducation](#)

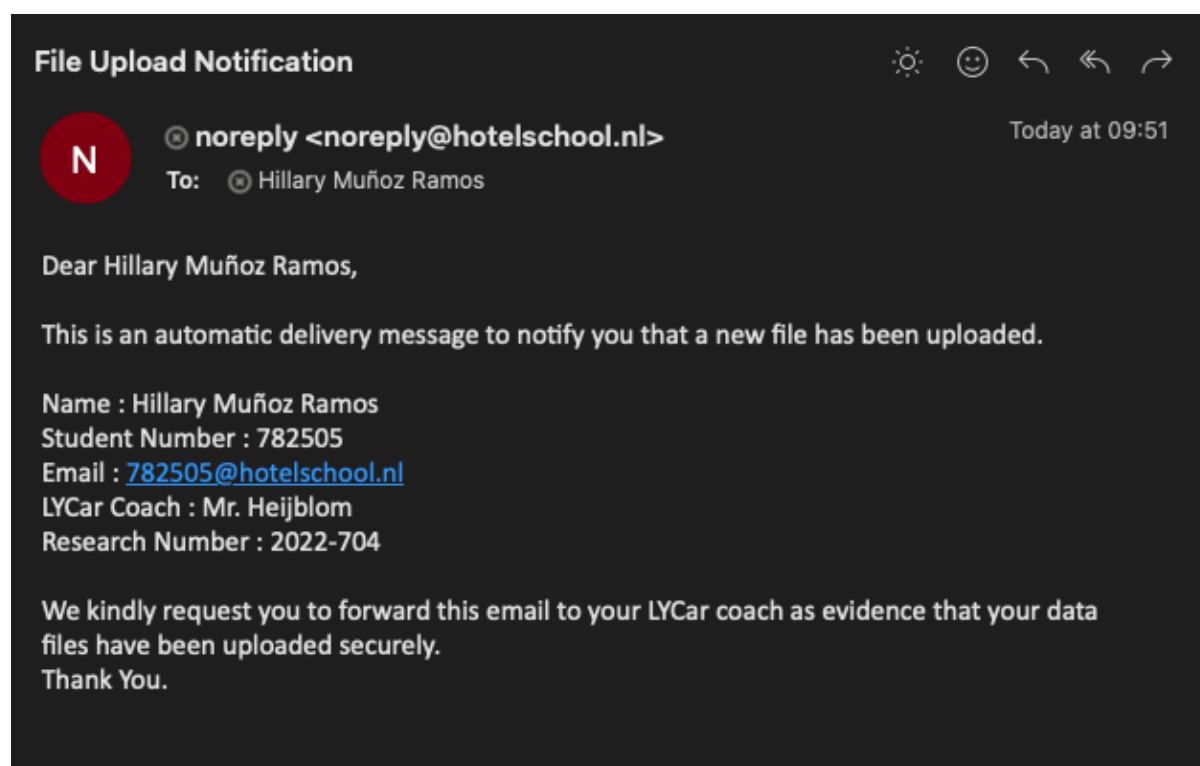


App. 7.2. Instagram Story





Appendix 8: Data management confirmation



Appendix 9: LYCar proposal grading rubric

LYCar Proposal Grading Rubric			
V.1.1 (Version LYCar 2020; 16 February, 2021)			
Student Name:	Hillary Muñoz Ramos	LYCar Coach:	Mr. Heijblom
Student Number:	782505	Primary PLO:	4 - Accounting, Finance, and Law
Date Submitted:	28.08.22	Secondary PLO(s):	5 - Accounting, Finance, and Law
<i>Note: All boxes with red border to be filled by student</i>			
Preconditions (required for assessment)	Yes	No	Comments
Checks content and completeness			
Executive Summary is present, concise, can be read independently, contains information about process and content, focuses on results and outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
LYCar Proposal meets formal reporting criteria (according to e.g., LYCar Reading & Writing Guide)			
LYCar Proposal is written in English and is professional, including common basic components such as Intro, ToC, Conclusion etc.- see Reading & Writing Guide	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
LYCar Proposal is max. 5.000 words (counting after Table of Content, incl. text in tables) - visual proof of wordcount is included in Appendices.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Harvard Referencing Style is used consistently, referencing to primary sources only, List of References is well presented



Check (technical) formalities and submissions

Ephorus upload



LYCar Proposal incl. Appendices are uploaded in Osiris



Ethics and data management

Ethical, integrity and data management requirements



Entitled to assessment? (All yes above required):



DD1: The student has demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that is supported by advanced textbooks

	Excellent	Pass	No Go
1.1 Use of literature and knowledge of the field	Student uses in-depth literature and knowledge of the field throughout the report. The report contains no mistakes and factual incorrectness.	Student uses in most cases literature and knowledge of the field in the report. The report contains some mistakes and factual incorrectness in a limited part of the report.	No sufficient or correct use of literature and knowledge of the field in the report. The report contains mistakes and factual incorrectness.
1.2 Intellectual depth and abstract thinking	Student takes all significant factors into account and looks from different perspectives, sees patterns, relates situations to concepts in order to solve larger problems. The reports show excellent thinking capacity of the student. New unique insights presented in the topic and depth of understanding displayed. Excellent linking between the elements and the underlying issues within the case situation.	Student takes different perspectives into account. The report shows intellectual depth (taking into account all significant factors and looking from different perspectives) in most parts of the report. Some patterns are clear. Some links have been made.	The report lacks intellectual depth (superficial and merely descriptive) in some parts of the report. Patterns are not sufficiently made clear.
Student Feedback:	Pass <input checked="" type="checkbox"/> Not Yet <input type="checkbox"/>	The literature was conducted in depth from multiple angles. Different perspectives are taken into account and an clear linkage exists throughout the proposal.	
Assessor Feedback:	Pass <input checked="" type="checkbox"/> Not Yet <input checked="" type="checkbox"/>	The area particularly being of interest within business ethics is finance... and human relations, work ethics, gender ethics, environmental ethics.... can name a lot more.... Underpin this choice for finance better. Can do this by means of an extensive literature review, now quite limited. READ Comments later about the structure of reporting	

DD2: The student can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and has competences typically demonstrated through devising and sustaining feedback and solving problems within their field of study

	Excellent	Pass	No Go
2.1 Application of theories/models to situations at hand	Student uses a range of theories/models appropriate to the problems in the case skillfully and able to add their own unique perspective and insight. They own the model(s).	Student mentions a range of theories/models appropriate to the problems in the case and applying some of them in the correct way.	Mentioning models and theories but not using them in a correct way.
2.2 Possible impact and meaning of own work - dissemination of research	Student plans evaluation of impact and meaning of own work in relation to business and industry with sound underpinning. Identification of all stakeholders and acts of dissemination. Plan on how to effectively disseminate knowledge through different channels fitted for a variety of audiences is also presented.	Student formulates criteria for evaluation. Student describes possible impact and meaning of own work. Identification of stakeholders and planning of dissemination through at least one valuable channel with an audience is presented.	Student fails to describe criteria how to evaluate impact. No identification of stakeholders or realistic plan on dissemination of knowledge through at least one valuable channel with an audience.
Student Feedback:	Pass <input checked="" type="checkbox"/> Not Yet <input type="checkbox"/>	The ADKAR model has been used to showcase the change management. The financial theories have been explained clearly. All stakeholders are named and the relevance was explained.	
Assessor Feedback:	Pass <input checked="" type="checkbox"/> Not Yet <input type="checkbox"/>	After introducing "the problem" through an extensive literature review, using models, and a conclusion about exiting knowledge on this topic, formulate the research question. I see further in the report the extensive literature review, might transfer a part of that information for the introduction of the problem, in Ch 1... what you see from my remarks in 1	

DD3: the student has the ability to devise data gathering events, gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues

	Excellent	Pass	No Go
3.1 The Design Based Research Process	Student sets the research process up in a systematic and well organised way. Student makes sense of a problem mess, analyses a (complex) problem and formulates feasible solutions by using a design-based research approach. Logical flow from Problem definition to Analysis to Solutions Design/methods are well chosen and motivated,	Student analyses the problem, and formulates possible solutions underpinned by literature using a design-based research approach. Methods motivated and mostly logically chosen	Insufficient problem analysis and methodology, research cycle not used.
3.2 Analysis and evaluation of data	Student plans analysis and evaluation of data/information well using appropriate (digital) tools and makes data-driven decisions. All statements are underpinned with facts and figures and/or referencing. The appropriate tools are used in all steps. Analysis is sufficiently complex with use of information from more than 2 different dimensions (practioners, scientific literature, the organization and stakeholders).	Student plans analysis and evaluation of solutions clearly, with some flaws or unclarities. Some statements are underpinned with facts and figures and/or referencing, some lacking underpinning. Analysis is sufficiently complex using data from at least one dimension and sufficiently backed up with literature.	Plan of analysis and evaluation of solutions is not clear. Statements are mostly not underpinned with facts and figures and/or referencing; some are contradicting. No tools are used. Lacking or no analysis and not backed up with literature.
Student Feedback:	Pass <input checked="" type="checkbox"/> Not Yet <input type="checkbox"/>	The proposal follows the design based research cycle. The problem is clearly defined and follows a logical flow throughout the proposal. Proper data collection methods have been proposed. Information from all dimensions were proposed and used.	
Assessor Feedback:	Pass <input checked="" type="checkbox"/> Not Yet <input type="checkbox"/>	MRQ about ALL Hospitality Students, or maby narrow down th HTH only... you have access to the students, staff, managers, BoD... other schools you probably do not have that access, so in fact cannot answer this quation for the entire population. Try o explain the sampling methods better so that someone can repeat exactly what you did	

DD4: the student can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

		Excellent	Pass	No Go
4.1 Communication to audience making use of professional (business) English		Student divides information effectively in paragraphs/chapters. No noticeable errors in English usage and mechanics. Use of language enhances the argument and avoids abbreviations. Sentence structures are well varied, and voice and tone are highly suitable for the specific audience/s. Style and content complement each other into an appealing, high quality story. Highly skilful organisational strategy. The logical sequence of ideas increases the effectiveness of the argument and transitions between paragraphs strengthen the relationship between ideas. Sub-headings are employed effectively and the links between different sections are reinforced through linking expressions. Shows attention to detail in all parts of the report.	Student divides information in paragraphs/chapters. Errors in English usage and mechanics are present, but they rarely impede understanding. Use of language supports the argument. Sentence structures are varied, and voice and tone are generally appropriate for the intended audience/s. Generally, a clear organisational strategy. The sequence of ideas in most cases supports the argument and transitions between paragraphs clarify the relationship between ideas. The report is mainly comprehensively written and lacks some attention to detail in some parts of the report.	Distracting errors in English usage are present and they impede understanding. Use of language is basic, only somewhat clear and does not support the argument. Word choice is general and imprecise. Voice and tone are not always appropriate for the intended audience/s. Basic organisational strategy, with most ideas logically grouped. Transitions between paragraphs sometimes clarify the relationship among ideas. The report is not comprehensively written and lacks attention to detail in most parts of the report.
Student Feedback:	Pass <input checked="" type="checkbox"/> Not Yet <input type="checkbox"/>	A high level of business english has been used and proper linkage has been used between sentences with no noticeable errors. Proper division of paragraphs, sub-paragraphs and chapters. The proposal is expertly organized and appealing to read with a proper business tone.		
Assessor Feedback:	Pass <input checked="" type="checkbox"/> Not Yet <input type="checkbox"/>	As from the comments above.... the repor misses a red thread trough teh document. Contains relevant information but might restructure for better understanding		

DD5: the student has developed those learning skills necessary to continue to undertake further study with a high degree of autonomy

		Excellent	Pass	No Go
5.1 Plan on IQ development in PLO: Reflection on product(s)		Student has clear plans on what will be delivered and uses different relevant theory to underpin own work and reflect on it.	Student has a plan on what will be delivered and uses theory to underpin planned own work and reflect on it.	No clear deliverables mentioned and almost no theory to underpin own work and reflection.
5.2 Plan on AQ & EQ Self development		Student devises excellent ability to critically reflect on own developmental goals and demonstrates real growth mindset for life-long learning. Student proposes a demonstration of being able to self-direct, taking initiative in unpredictable situations. Student shows different metrics that can demonstrate development in terms of their EQ/AQ.	Student shows developmental goals and demonstrates growth mindset. There is a plan on how to reflect on values, attitudes and behaviour. Starting levels and desired end levels are described and measurements are provided.	Developmental goals are not concrete, there is no demonstration of growth mindset. Plan on how to reflect is vague and does not give enough substantiation to show growth.
5.3 Plan on EQ Social development		Student provides a plan on how to construct a multitude of proof that shows development as an Intercultural Hospitality Leader. Excellent ability to contribute to the global society/local community as a responsible citizen. Excellent analysis of diversity of people the student will deal with. Possible effective collaboration with all stakeholders in different cultural settings. Hospitality is key to the project or work the student does.	Student provides a plan on how to prove development as an Intercultural Hospitality Leader. Plan on how to contribute to the global society/local community as a responsible citizen. Proposing ideas on how to collaborate with different stakeholders in different cultural settings. Hospitality is a differentiator in the students' project or work.	No clear plan on development as an Intercultural Hospitality Leader. Plan on how to contribute to global society/local community is missing. Ideas proposed on collaboration or hospitality are not sufficient.
Student Feedback:	Pass <input checked="" type="checkbox"/> Not Yet <input type="checkbox"/>	A clear plan on the delivery and the relevant theories will be used to do so. Self-development plan demonstrates the goals with clear metrics to show AQ and EQ. A reflection is included on the growth in the past and plans for teh future.		

Assessor Feedback:	Excellent <input type="checkbox"/>	Reflection planning is there, more kepp for the future after executing
	Pass <input checked="" type="checkbox"/>	
	Not Yet <input type="checkbox"/>	

Overall Assessor Feedback

Structure of reporting and underpinning can be improved

LYCar Proposal Outcome

- Pass ☒ All qualitative criteria awarded a "Pass". "P" registered in Osiris. Student can continue with LYCar execution.
- No Go ☐ One or more qualitative criteria graded as "Not Yet". "F" registered in Osiris. Student re-writes LYCar Proposal with incorporated feedback.
- Pre-Condition NY ☐ Pre-conditions not met. Student resubmits LYCar Proposal. No grade or feedback provided to the student.



Appendix 10: Client evaluation form

Evaluation Form Company Project/Research

(EVALUATION FORM OF ALL CLIENTS AND ON ALL DELIVERABLES IS COMPULSORY, FORMAT IS NOT)



Name of student:	Hillary Muñoz Ramos	Student number:	782505
Name of company/organisation:	Hotelschool the Hague	Department:	Research Center
Name of company tutor/research commissioner:	Dr. Oskam	Position of company tutor/commissioner (if applicable):	Director Research Center
Project and/or Deliverable: (please specify)	Finance and Hospitality Business Ethics		
During the first (unofficial) evaluation the set-up for the project and end deliverable(s) is discussed. For this final evaluation the project has been delivered by the student and is thus evaluated. This is taken into consideration for the final assessment of the student.			
CATEGORY 1: EXPERTISE/KNOWLEDGE OF THE FIELD			
Rating	Excellent	Good	Room for improvement
	In-depth use of relevant literature and knowledge of the field. The deliverable shows excellent thinking capacity of the student (taking into account all significant factors and looking from all different perspectives).	Use of relevant literature and knowledge of the field. The deliverable shows mostly intellectual depth (taking into account significant factors and looking from different perspectives).	No or incorrect use of literature and knowledge of the field. The deliverable lacks intellectual depth.
CATEGORY 2: KNOWLEDGE APPLICATION/SOLVING PROBLEMS			
Rating	Excellent	Good	Room for improvement
	The theories and models are skillfully applied and the student can translate this in a unique solution and implementation. The student can relate situations to concepts that results into a solution that adds great value to the company's overall strategy. The creative solution is/ can be implemented and evaluated and is solving the problem.	The student uses theory and models and shows understanding of the issues at hand. The solution is realistic and implementable for the company. The solution is/can be implemented and evaluated.	Mentioning theory and models, but not using them in the correct way. The student cannot convince of the possibilities to implement and evaluate. It is not solving the problem.

CATEGORY 3: INFORMED JUDGEMENTS				
Rating	Excellent	Good	Room for improvement	Comments
	The research process is done and explained in an excellent way. All statements, conclusions and recommendations are underpinned with the data collected by the students and/or referencing. The analysis is very substantial.	The research process is done and explained well. Most statements, conclusions and recommendations are underpinned with the data collected by the student and/or referencing. The analysis is substantial.	Weak problem analysis, research question not clear enough. Data collection and/or methodology is insufficient. Weak analysis, use of data from one dimension and not backed up.	
CATEGORY 4: COMMUNICATION AND SHARING KNOWLEDGE				
Rating	Excellent	Good	Room for improvement	Comments
	Excellent ability to communicate information, ideas, problems and solutions to all stakeholders involved. The deliverable adds great value to the main stakeholders. Initial and creative channels have been actively used to share outputs and knowledge.	Good ability to communicate information, ideas, problems and solutions to stakeholders. The deliverable adds value to the company. Existing channels have been used to share knowledge.	The deliverable could have been better delivered to the stakeholders. The deliverable could have added more value, if better delivered. No active communication of outputs and knowledge.	
CATEGORY 5: INTERCULTURAL HOSPITALITY LEADERSHIP				
Rating	Excellent	Good	Room for improvement	Comments
	Student is able to lead the project by themselves. Student is self-critical towards improvement and takes feedback to heart. Student deals with a diversity of stakeholders in an intercultural competent way. Hospitality mindset is seen in project or work in a very distinct way.	Student is able to lead the project with little help. Student is critical towards improvement and listens to feedback. Student deals with different stakeholders. Hospitality mindset can be seen.	Tasks performed are described and not critically analyzed. Student is not too critical towards own learning and can listen better to feedback. Student does not know how to deal with differences in stakeholders. Hospitality can be improved.	
OVERALL COMMENTS:				
Because of an unforeseen change in commissioners, Hillary conducted this research autonomously and on a timely topic. I congratulate her with the results, which I believe will be useful in the discussions around curriculum reforms at our school, and at other institutes.				
STUDENTS' COMMENTS:				
Comments on evaluation:				
DATE & STUDENT'S SIGNATURE:		COMPANY SUPERVISOR'S/RESEARCH COMMISSIONER'S SIGNATURE:		
				

THE COMPLETED FORMS (ON ALL DELIVERABLES AND PERFORMANCE) NEED TO BE EMAILED TO THE LYCAR COACH AND PUT IN THE APPENDICES OF THE CAREER PORTFOLIO

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Word count

The image shows a screenshot of a word count tool interface. At the top, there is a grid of 29 document thumbnails. Below this, a status bar indicates 'Page 36 of 97', '7980 of 30405 words', 'English (United States)', and a zoom level of '12%'. The main interface has a dark background with a 'Word Count' dialog box open. The dialog box contains the following statistics:

Statistics:	
Pages	29
Words	7.980
Characters (no spaces)	44.298
Characters (with spaces)	52.144
Non-Asian words:	7.980
Asian characters:	0
Paragraphs	237
Lines	1.257

Below the statistics, there is a checkbox labeled 'Include footnotes and endnotes' which is checked. A 'Close' button is located at the bottom right of the dialog box.

Wordcount: 7980