Breaking from the Mass Mentality: Towards Strategically Enhancing Business Students' Ethics and Etiquette for Success in the Future Global Environment

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If business students are to distinguish themselves from the mass mentality in the current environment, in order to create a better future for themselves and others, they need to see a link between their own ethics and etiquette, and creating and sustaining successful organizations, despite threatening trends and events that shape the current environment. This paper focuses on the application of ethics, etiquette, and strategic management responsibilities, in order to assist business students' chances for success in facing a challenging environment.

INTRODUCTION

Today's business students are facing an increasingly negative business environment. Intuitively, it resembles a mass mentality in action: the minimizing of worthiness and respect of individuals in society, with and without their knowledge. For example, with the current unemployment rate being so high in the global workforce, business students just starting their careers are experiencing the fallout from the world financial crisis, creating a so called, "Lost generation" (Coy, 2011). It is commonly assumed that there will be a "scarring" of these potential employees, who will lose their motivation and be deprived of work experience. When they finally get a job, it is thought that they will be put into lower paying positions they do not want or like (Coy, 2010), despite their possession of unique talents, skills, and interests.

The Mass Mentality Environment

The current business environment reflects people's livelihoods and destinies becoming uncomfortably intertwined with the masses. For example, the news has been inundated with stories related to major business failures and scandals shattering multiple reputations in business.

In 2008, the world turned "upside down." The global economy came close to falling apart, and governments around the world made major interventions to save their financial institutions that were "too big to fail." A lot of wealth and jobs were lost, and thousands of organizations failed. Many of the systems and institutions that once worked well, became either stretched to their limits or increasingly obsolete in an expanding global environment. Leadership failure and the relentless focus on short-term results were said to be the key factors contributing to this devastation. (Merill-Sands, D. 2009).

Experts agree that changes in lending standards and policies that enabled many to get mortgages that they could not afford, led to the bottom falling out in the economy. It is also believed that exotic financial instruments that dispersed risk among many who didn't understand it, rating agencies failing to catch the

poor quality of a lot of highly rated debt, rampant deregulation, and the reduction of safety nets also led to the current predicament.

Still, disruptive government and business practices continued on, such as predatory lending practices (aarp.org, 2010), lying about car malfunctions and bragging about savings from limited recalls (Silicon Valley / San Jose Business Journal, 2010) , hiking the prices of brand name prescription medication in anticipation of health care reform legislation that can curb drug costs (Barry, 2010), engaging in unjustified outsourcing and offshoring practices (Hamm & Herbst, 2009; Hindery, 2005), and increasing CEO compensation and executive bonuses (Verkshin & Kopecki, 2010), etc…despite the global economy downturn and the unethical lessons that it provided. (aarp.org, 2010).

Crackdowns and reforms, such as financial regulation in the U.S. Congress and abroad, seem to be weak to non-existent, perhaps, caving into policy-maker conflicts and financial industry pressures (Vekshin & Kopecki, 2010). This is helping to create a critical mass climate of distrust, reflected recently in extreme political spectacles, involving taxpayers and public workers (Bennett, 2011).

Furthermore, insensitivity among the masses is concurrently developing, with an increasing dependence on technology and social media. For example, people are seemingly indistinguishable, as they become dissidents from Facebook and Twitter directives, with no rules or accountability standards (Greeley, 2011); increasing their self-centeredness, anonymity, and frivolity, using social networking programs to exploit and indirectly sell their friends to advertisers (Stone 2011; MacMillan and Sheridan, 2011); and focusing on people such as, Charlie Sheen and Lindsay Lohan, as role models and major network news (Pinsky, 2011).

Also, there does not seem to be any serious or widespread engagement on issues related to declining educational capacity and intellectual achievement in society (Herbert, 2010). Many people are seeking to evade responsibility or ignore societal problems, as practices such as, drug trafficking, fake drug marketing, and the development of online fidelity marketplaces, seem to be flourishing, inadvertently funding the economy of Mexico (*Bloomberg Businessweek*, 2011) and the early retirement of fake drug inventors (Blum, 2011) and adulterer website creators, for example (Kolhatkar, 2011). Consequently, conditions are ripe for a critical mass to evade ethics and etiquette in the business environment.

The Stressful Workplace

This threatening business environment has also created increased challenges to the workload and its pace, emphasizing, in many cases, a crisis-driven style of operation. Executives and managers are delivering to higher expectations for performance in shorter time periods with less resources, following confusing corporate directives and reacting more to demanding situations outside of their companies, in the best interests of their companies, rather than to the existing, internal companies' missions and strategies. This has created huge disconnects inside these organizations, impacting and reducing their potential (Martin, 2002). For example, Foxconn, not too long ago, had a wave of employee suicides, thanks to the company trying to rapidly meet society's high demand for high tech gadgets and toys, at the lowest costs possible. Now, it has its first public relations strategy, suicide nets around its buildings to catch potential jumpers, as well as other programs to reduce the suicide rate at the company (Balfour and Culpan, 2010).

Many companies are demanding fast thinking rather than deep thinking. They are also asking their employees to work on multiple and overlapping tasks, which is resulting in "even smart people underperforming." Organizations are forcing employees to do much more with much less. This is said to be inducing and exacerbating "Attention Deficit Trait" in the workplace, which is leading to such problems as: increasing clutter, cutting corners, making careless mistakes, higher employee illness and turnover, and lower productivity (Hallowell, E. M. 2005, 55-62). Furthermore, less formal work places (e.g., the use of flextime and electronic commuting) is taking attention away from developing interactive and harmonious workplaces (Post and Post, 2005).

With the problems associated with an increased workload, workplace incivility is prevalent. Employees who are the targets "are likely to experience stress, distraction, and negative emotions, as well as lower job satisfaction, and sometimes even reduced creativity." Ignoring or minimizing the causes of

workplace incivility can lead to lower job satisfaction and performance which increases business expenses (Sidel, S. 2009). Furthermore, as expenses grow, the workplace is demanding that workers take more control over their own destinies, since many companies cannot afford to be very concerned with their employee's careers.

Knowledge workers, living longer in an increasingly service-oriented economy, have to be responsible for their own direction, when to change their course, and how to keep engaged and productive, to achieve their greatest satisfaction and to make their greatest contributions (Drucker, 1999). Current trends impacting workers include; the lack of creation of new growth jobs, increased choices and risks in employment security, health care, training, career, and retirement; increased stresses between work and family life, mismatches between skills and business needs, the changing nature of careers; a reduction in workplace community and commitment; and revolutionary changes in the structures and processes of many large corporations" (O'Toole & Lawler, 2006).

Declining Emotional Well-Being

Gallup's tracking of the U.S. general public's daily mood throughout 2008 and 2009 has revealed that several wellbeing characteristics have been affected by the unstable and volatile economy: Increases in worry and stress, the amount of time that people spend socializing is down, and obesity is on the rise. However, the ups and downs have been less traumatic for people who are engaged in their work. (Robison, J. 2010)

Based on the previous insights about the current environment and workplace, if business students are to create a brighter future for themselves and others in tomorrow's global business environment, an emphasis on honing their social skills and actions, not just their technical skills, seems to be very important in their careers. "A technical education can make a person wealthy and famous, but it does not teach that person what is best to do with wealth and fame (Arnn, 2009)."

Deception traps exist that cause unethical behavior to occur, even for the most careful business people and companies. These include "time pressures," "money," "everybody does it," "we won't get caught," "we didn't hurt them that bad," and "self enhancement" (Hoyk & Hersey, 2008). With rising levels of stress found in college freshmen, thanks to increasing economic problems, students taking prescribed psychiatric medication, and personal pressures put on themselves to succeed-knowing that their generation is likely to be less successful than their parents (Lewin, 2011), a bleak future is guaranteed for business students if they do not have the opportunities to reflect on the damaging intricacies of the global business environment, and constantly work to enhance their own lives for future success in their own careers.

THE IMPORTANCE OF ETHICS AND ETIQUETTE IN A MASS MENTALITY ENVIRONMENT

Developing Ethics and Etiquette as an Individual

"Your soul is the sum of all of the choices you make. It is where your beliefs and values reside…it is at the center of our relationships to others and is at the center of the business enterprise" (Chappell, 1993). "What we value, how we feel about ourselves, how we behave toward others, what we want to achieve, and what we are attracted to are core aspects of self awareness" (Whetton & Cameron, 2011). If business students do not develop a sense of self awareness (ethics) and become responsible for their own actions (etiquette), they should realize that they will empower other people and circumstances, in the environment, to take over their lives by default.

Personal ethics enables people to know what holds them back and what attitude they need to move forward. Thinking about what personal motives support goal setting to achieve purpose and passion can enable people to achieve self satisfaction and peak performance. It is especially important to know the authentic self during challenging and difficult times. In a confusing business environment with globalization pressures, deception traps and surprises, it becomes especially important to have and

maintain good morale, which supports resilience from the herd mentality; and to avoid such attitudes as; self doubt, anxiety, victimization, and frustration, which lessens self ideal.

Self leadership comes from social cognitive theory which recognizes that we influence and are influenced by the world we live in. A self leader is able to learn and experience tasks/events through observation and imagination. Understanding self and others' perceptions is also important in understanding personal effectiveness or the use of etiquette in the environment. (Neck & Manz, 2010).

With self leadership, people are more likely to figure out where they fit in the workplace. Having good etiquette, based on having good self esteem and a positive attitude, is also what successful companies look for (Harrell, 2003). In fact, having the right employees with emotional intelligence and engagement in the workplace helps businesses to adapt to changes in the downward economy more easily and efficiently, so that they can sustain productivity (The Gallup Management Journal, 2010; Kirhara, 2010). Being able to interact with others, become persuasive, and have sensitivity, are just a few of the examples of timeless social traits that are admired in doing business, which impact the livelihoods of all stakeholders related to an organization.

Dissatisfied employees who do not consciously practice ethics and etiquette, appear incompetent, lower company productivity, increase stress and anxiety among the rest of the employees, and even damage the best companies' brand images and positions (Gallup.com, 2010). Interestingly, despite the vision and values a company holds, the real test is in the ethics and etiquette of its managers and employees (Davidson, 2002).

People can check their personal ethics by encountering information about themselves that is inconsistent with their self concept or when they encounter pressure to change their behavior. The more discrepant the information or serious the implications are for self concept, the more rigid, risk averse, and defensive they become, in order to maintain the self concept. If the information is accurate and requested, the feedback is more likely to be understood and accepted. This can lead to increased self knowledge and personal change (Whetton & Cameron, 2011).

Ethical Self Leadership

> *"Think about the kind of person that you want to do business with and then be that person" (Huntsman, 2009).*

It is thought that people are born with a moral sense. "Our conscience tells us what is right and wrong and we also have feelings of sympathy. These natural senses are supposed to ensure that human beings are able to live and work together in an orderly way (Smith, 2009). Abraham Lincoln said that "people are just as happy as they make up their minds to be." It is said that unhappiness and immorality comes from self-manufactured thinking and having habitual attitudes towards situations. This process relies on fear and worry and it dissipates motivation and energy. Yet, because it is thought that the individual can self cultivate his/her feelings, he/she has the power to create his/her own happiness, morality, and proactiveness through practicing positive thinking (Peale, 1956). Success and happiness is known to come from having such "universally-shared values" as skill, courage, integrity, decency, commitment, and generosity. Finding a greater purpose in life, besides accumulating wealth, is often the result. "Decent, honorable people finish (their lives) in grand style and with respect "(Huntsman, 2009).

Thinking happiness comes just from materialism and for the sake of business financial concerns overlooks the problem of having unlimited growth in a world of limited resources (consumerism). In order to lessen problems such as human greed and the need for power, serving humanity in sustainable and generative ways, must be incorporated into self leadership. Today, it has never been easier to make money or to ignore traditional ethical values in doing so (Huntsman, 2009). Ethics and etiquette need to move to the forefront in business, emphasizing that employees deserve a decent and respectful work environment because of "who they are." Business students need to be reminded that ethical and moral outcomes must become an "aspiration" and more valued in organizational life, with "the intent to advance the well-being of people (and themselves) before money." What goes around does come around. This can

be helped by finding an "authentic sense of ethics and social responsibility" inside the self. (Giacalone & Thompson, 2006).

Starting with a clear understanding of destination, as a frame of reference, can help business students to become more effective and avoid achieving success that comes at the expense of losing something deeply valuable to them (Covey, 1989). Having self efficacy (e.g., the degree to which a person believes that he/she is capable of successfully performing a behavior, accomplishing a task, or achieving a goal) can also increase the motivation to engage in ethical self leadership activities to succeed (Bandura, A. 1997; 2012). Using self reinforcement to motivate ethical self leadership, is especially necessary in today's business environment because others do not have the time to do this, especially with increasingly autonomous jobs in a global workplace (Bandura, A., 1978).

"The adherence to an ethical code is best defined as how one honors a bad situation," like the economic environment downturn. A bad situation allows the self to dig deep into the reservoirs of his/her very being, to rise to levels of confidence, strength and resolve that otherwise he/she didn't think were possessed. In the "winner take all" atmosphere of the current business environment, arrogant and desperate businesspeople who rationalized their bad behaviors over good sense, have never lasted very long and their falls have been devastating. (Huntsman, J. M. 2009) Furthermore, it is believed that if more people were to adhere to an ethical code in their attitudes and practice etiquette conscientiously, it would lead to a more stable versus hostile environment, in which to live and operate.

ENABLING A STRATEGIC APPROACH TO ETHICS AND ETIQUETTE IN A MASS MENTALITY ENVIRONMENT: LINKING PROFESSIONALISM WITH THE STRATEGIC MANAGEMENT PROCESS

Developing a sense of ethical self leadership is not sufficient by itself. There is a sense of urgency to purposely and continuously manage it for a successful, long-term effect in the business environment. If business students can learn to understand how they shape their own ethics and to practice etiquette daily, they should be able to develop the ability to modify their thinking to better fit themselves into the future global workplace. (Stead & Stead, 2004).

Positive management education stresses the need and use of innovative, practice-based teaching and learning models that provide trust and hope for students, yet are aligned with modern environment and workplace changes (Karakas, 2011). The strategic management process is one such model that can help students to not only break away from the herd mentality, but learn to continuously work on their personal ethics and etiquette, in order to develop a better understanding of the impact and consequences on themselves and others in the environment.

The strategic management process, used by successful learning organizations to achieve and sustain a competitive edge, is an idea that can enable business students to avoid complacency, through practicing self examination and experimentation in a confusing business environment (Wheelen & Hunger, 2010). This is a systematic and dynamic process which is composed of the following steps, not necessarily taken as a step-by-step approach: (1) Environmental scanning, (2) Strategy formulation, (3) Strategy Implementation, and (4) Evaluation and Control.

When combined with ethics and moral scrutiny, the process highlights what one "should do" strategically, not just what one can do to enhance future personal and professional success (Thompson, Strickland & Gamble, 2010). In the following section, each step will be referred to in a step-by-step fashion below, in order to enhance understanding of its connection with ethical self leadership ideas.

FIGURE 1
THE BASIC ELEMENTS OF THE STRATEGIC MANAGEMENT PROCESS

Environmental	Strategy	Strategy	Evaluation and
Scanning	Formulation	Implementation	Control
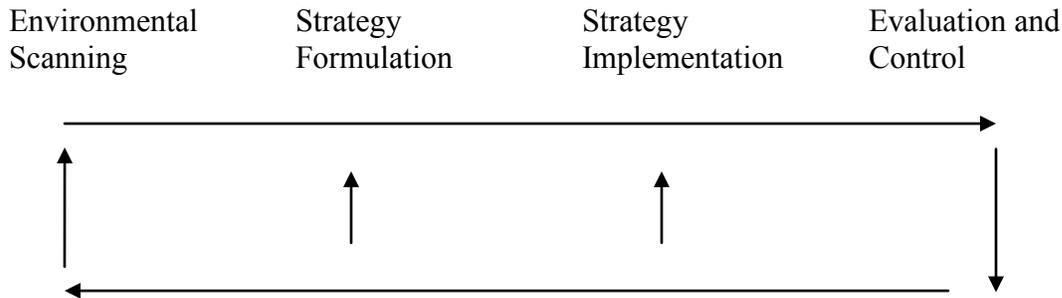
Environmental Scanning: Encouraging Environmental Discretion for Personal and Professional Success

Becoming aware of experiences, learning from these experiences, and the perceptions others have, can influence a person's feelings of self worth and how he/she spends his/her time. Recognizing that these influences may or may not be in his/her best interests enables a business student to determine what is important to consider or not consider in shaping the direction that he/she wants to pursue and where he/she really fits. It is at this stage that one also considers the opportunities and threats from the external environment that are facing him/her and matches them to his/her authentic strengths and weaknesses, in order to get a realistic assessment of his/her standing in the global business environment.

Strategy Formulation: Choosing Ethical Experiences and What to Accomplish Based on Self Efficacy

Acknowledging that the attitude and behavioral choices that are made by an individual, will lead to getting a grip over certain mental and physical tendencies that tells a business student what he/she will/will not experience and what he/she will/will not accomplish. Self efficacy comes into play here, as one considers how the external and internal environments offer a conscientious assessment of what he/she should and should not be doing to achieve a sense of purpose and self satisfaction. Contingency planning can also be helpful in reducing the stress associated with sticking to a single direction (Rivers, 2008).

Strategy Implementation: Engaging in Etiquette and Using Self Rewards

People always act on their personal choices, despite facing challenges, having to make sacrifices, take on unattractive tasks, etc…as long as they achieve their desires. Business students who recognize that they are always self-starters, no matter what they want, are able to consider choices that are beneficial to their ethics and to others in the long term. They are also able to control their etiquette in situations and to use self- rewards to sustain these ethical choices.

Evaluation and Control: Reflecting on Ethics and Etiquette Practices That Are Successful and Getting Rid of Ethics and Etiquette Practices That Are Unsuccessful

At this point, sensitive business students who consider the consequences of their choices and the impacts of their choices, on their ethical values and others, are able to improve and sustain the most productive attitudes and behaviors, and to work on the elimination of the least productive attitudes and behaviors, since this element acts as a learning device to help adjust the ideas in the previous elements. In fact, business students can initially start their self assessment at this stage, by examining their existing self leadership tendencies and their consequences, before engaging in environmental scanning stage. The astuteness of a business student can improve, if he/she gets into the habit of using the strategic

management process as a systematic and dynamic approach to facing the global workplace and business environment.

APPLYING A STRATEGIC APPROACH TO ETHICS AND ETIQUETTE IN THE MASS MENTALITY ENVIRONMENT: A SHARED RESPONSIBILITY

The impetus to attempt and sustain a strategic self leadership approach to thinking about a business student's role in a changing business environment must be encouraged through education and its reinforcement in the classroom. Using a strategic management perspective, a business student must first be educated about this idea and then become actively encouraged and supported to engage in it through educators' actions and practitioners' examples in the business world. The following ideas are offered as ways in which to make this process happen.

Responsible Business Students

Business students can be exposed to ethical self leadership concepts and learn how to strategically managing themselves in the classroom. They can conscientiously commit to becoming their own self leaders, in order to increase resilience in the business environment, and to avoid having future attitudes such as; self doubt, apathy, passive resistance, and pessimism in the workplace. This attitude requires building, into daily life, certain strategies that reinforce strategically managing the self. For example, persuading business students to analyze and know their own competencies, understand and work on areas of self-improvement, and actively adding value to other people's lives, every day, is a good place to start. Self efficacy can also be improved by having business students set personal goals and consciously practice etiquette to achieve these goals, modeling their actions after successful friends, instructors, mentors, or business leaders.

Deliberately engaging business students' emotions in the strategic management process and making them gain practice in the fields in which they are planning to go into, can help determine business students' fit in certain positions versus others (Bandura, 1973). These actions can lead to business students having a better chance of experiencing self satisfaction and higher performance outside of the classroom. In order to enhance self leadership performance, business students can learn to manage themselves more carefully by observing themselves and giving themselves self rewards to continue the ethical ideas and etiquette mannerisms that seem to maximize their personal and professional success for themselves and others (Neck & Manz, 2010).

TABLE 1
BUSINESS STUDENT RESPONSIBILITIES AND THE STRATEGIC MANAGEMENT PROCESS

	BUSINESS STUDENT RESPONSIBILITY
STRATEGIC MANAGEMENT	
Environmental Scanning	Use environmental discretion
Strategy Formulation	Choose ethical experiences and accomplishments
Strategy Implementation	Use etiquette and self-rewards
Evaluation and Control	Reflect on ethics and etiquette

Responsible Business Educators

The changing nature of the business environment requires improved approaches in the business classroom. It has been recommended by experts that business degree programs become "more flexible, integrated, and experiential," mandatorily exposing students to actual business practices, earlier in the

learning process than ever before. It is important that business students are taught and rewarded to be self-sufficient, creative, curious, and courageous in facing the business environment (Bisoux, 2009). The classroom culture should support such values as: good hygiene, planning, commitment, standards, honesty, graciousness, empathy, and respect. The classroom instructor can support these values by developing a code of conduct in class, and being a role model that practices ethics and reinforces etiquette through such actions as: dressing professionally, planning sessions ahead of time, using rubrics and performance measures, relaying consistent messages, and treating students fairly.

Developing and implementing student-centered curricula that values, not just tolerates, ethical and etiquette in business is recommended. A global, humanistic versus organization-centered approach, that places ethics and etiquette at the core and understands the truth about the costs of thinking this way (making money versus whistleblowing) is also beneficial. Incorporating exposure through international study and experiences with both business and non-business instructors increases the business students' exposure to a global perspective. Infusing every aspect of coursework with ethics and etiquette practice, helps business students to be able to realize the implications of the ethical and unethical decisions they can make.

Reading books and articles about ethical problems and dilemmas, having role playing and simulation opportunities for decision making practice (Blood, 2006), and listening to personal testimonies about using etiquette in sticky situations, can touch students' emotions. New business leader role models must be found and other role models outside of the business world can also serve as examples of those practicing etiquette in their environments.

Offering internship opportunities that business students perceive as having significant to real world problem solving and social relations, and having supportive supervisors who give valuable feedback throughout the process is paramount to success (D'Abate, Youndt, and Wenzel, 2009). Business educators can also incorporate work experiences into their courses, visit students at work, and ask students to relate their ethics and etiquette experiences to course material and classmates (Marrs, 2009). Business and non-business representatives can be invited as guest speakers, panel discussants, and reviewers of business curricula.

Instead of portraying the future as doom and gloom, business educators need to provide an inspirational message of the future with business students seeing themselves creating it, by fulfilling their higher order versus materialistic goals for physical and social wellbeing. Concern for the community, quality of life, and resolving social problems must be emphasized. Balancing financial success and power with an important agenda for well-being becomes the message for making business decisions with good judgment. More discussion about ecologically sustainable organizations and making financial decisions that support them can also help (Stead & Stead, 2004). Developing skill sets, becoming more comfortable with the social intricacies of business, and advancing the well-being of mankind must become the major focus of the curricula (Marrs, 2009; Giacalone & Thompson, 2006).

Encouraging business students to initiate and take responsibility for their own education and futures (e.g., service learning through consulting projects, that revolves around how not what is done; starting their own consulting organizations; starting their own businesses, etc…), while providing solid structure and support along the way, can help to limit the passive regurgitation of classroom information, and increase business students' feelings of purpose and relevance in the business environment. (Robinson, Sherwood, DePaolo, 2010; Fairfield, 2010; Coy, 2010) Finally, educators, themselves, need to be mindful that they, too, need to continuously update their professional development in the current business environment.

Sabbaticals and other professional development activities, like participation in local business practitioner associations, enable business educators to incorporate practical knowledge regarding ethics and proper etiquette in business situations, into their lectures, assignments, and class discussions. (Blood, 2006). Opportunities, such as these, can go a long way in helping business students to appreciate the knowledge of how to have a sense of personal control and purpose in a herd mentality business environment.

TABLE 2
BUSINESS EDUCATOR RESPONSIBILITIES AND THE STRATEGIC MANAGEMENT PROCESS

STRATEGIC MANAGEMENT	BUSINESS EDUCATOR RESPONSIBILITY
Environmental Scanning	Exposure to business practices
Strategy Formulation	Ethics and etiquette business curricula
Strategy Implementation	Global business and humanistic experiences
Evaluation and Control	Balance financial success and well-being

Responsible Business Practitioners

The full costs of ethical and etiquette failures are not seen in annual reports, balance sheets, or income statements but they eventually do destroy companies and hurt their stakeholders (Thomas, Schermerhorn, Dienhart et al., 2004). Mindful company leaders know this. For example, recently Johnson & Johnson had a series of multiple medical product recalls that hurt its once trusted name. These product recalls have been blamed on such ideas as; placing importance on marketing versus science, a lack of oversight with organizational growth and decentralization, a ruthless pursuit of savings to increase profit, and skipping FDA approvals (Voreacos, 2011). Showcasing positive global business examples, on the other hand, can serve as powerful examples of realism and optimism in action for business students, despite other negative situations occurring (Charan, 2009).

Given the complexity of today's business environment, *companies that capitalize on learning about the environment and operating on solid information*, are the readiest to capitalize on the confusion that surrounds them and the resources that they need to successfully sustain their core competencies (Charan, 2008).

Kaiser Permanente tries to improve health care practice by hiring consultants to develop better, more efficient approaches to certain high value activities, creating core competencies in service-focused, versus research driven innovation. They practice human-centered design, using people's lives, thoughts, and feelings to understand problems that new products and services should address (McCreary, 2010).

At 1-800-GOT-JUNK, everyone in the company goes through a multi-step application process to make sure that everyone who is hired has a personality fit with the company and is not just a body (Ponder, 2009).

Companies that never lose sight of their customers through active communication and interaction can earn their trust. Urban Outfitters takes the time to study local tastes in clothing and uses a grow-slow strategy to succeed. It is using a "design-in-Europe" strategy to open up stores across Europe. Eventually, it plans to study and use a "design-in Asia" strategy before opening stores there (Arndt, 2010).

Groupon's Groupon Now is a new service that intends to eliminate perishable inventory of small business customers, and increase their business during their slow hours, in order to help keep them going. It will provide real time deals on its website and smart phone app. to get people to try different products and services (Stone and MacMillan, 2011).

Companies that work hard to keep their customers' stewardship are also good motivators for business students. For example, Google is also said to have a personal approach to making sales, presenting its search and advertising tools in a "usable way" to people and companies (MacMillian, 2010).

ING, the largest online direct bank and thrift in the U.S., prides itself on being an "anti-bank." It offers convenient banking services on-line and in café-settings, focusing on encouraging customers to save money, become more self reliant, and be more financially conservative. Offering simple products in a retail environment is seen as saving customers time and money, allowing them to see the value that comes from serving customers and staying connected with them (Talevich, 2010).

Companies that increase their environmental and social performance, besides economic perform-ance, take actions to enhance the standards, measurement criteria, and reporting systems that are used to evaluated business performance. (Stead & Stead, 2004). For instance, PepsiCo's CEO is leading the company to redefine its strategic goals as "Performance with Purpose," integrating goals of human and environmental stability into its business strategies. Changing its portfolio to provide healthier food, in order to combat the obesity epidemic and setting high targets for reducing its consumption of resources in food processing, is an example (Merrill-Sands, 2009).

Timberland tries to do a variety of things to minimize its use of resources, participates in cross-brand collaborations, and interacts with stakeholders on a regular bases to share questions and criticisms about their impact on the environment. For example, despite guerrilla tactics being used on the company by environmental and activist groups, such as Greenpeace, Timberland has learned to work with these groups, watch personal agendas, and continue to learn how to stay committed to its ethics and etiquette in making the company a more responsible and sustainable organization (Swartz, 2010).

TABLE 3
BUSINESS PRACTITIONER RESPONSIBILITIES AND THE STRATEGIC MANAGEMENT PROCESS

|	BUSINESS PRACTITIONER RESPONSIBILITY
STRATEGIC MANAGEMENT	
Environmental Scanning	Environment learning and use of solid information
Strategy Formulation	Never lose sight of customers and their trust
Strategy Implementation	Work hard to keep customers' stewardship
Evaluation and Control	Environmental, social, and economic performance

CONCLUSION

Confident business students question current business practices that are seen as a herd mentality in operation, and work hard to achieve their own internal set of productive goals (Canfield & Switzer, 2005), despite the odds, in the global business environment. They are also able to sustain respectability from applying ethics, and be respected for practicing etiquette, in daily life.

Although business students will experience uncomfortable interdependence with their future workplaces and business environment, they must be able to recognize, with the help of business educators' actions and practitioners' examples, that they can still become independent thinkers and take responsibility for their own actions, through developing ethical self leadership skills and following a strategic management approach.

Pursuing a satisfying life and making positive contributions to the global business environment is not impossible. Ultimately, a critical mass of business students realizing the benefits of these ideas by practicing daily ethics and etiquette, could dramatically alter the future global business environment.

FIGURE 2
A HOLISTIC VIEW OF THE INTERDEPENDENCIES THAT EXIST BETWEEN STRATEGICALLY ENHANCING STUDENTS' ETHICS AND ETIQUETTE; THE WORKPLACE; AND THE ENVIRONMENT
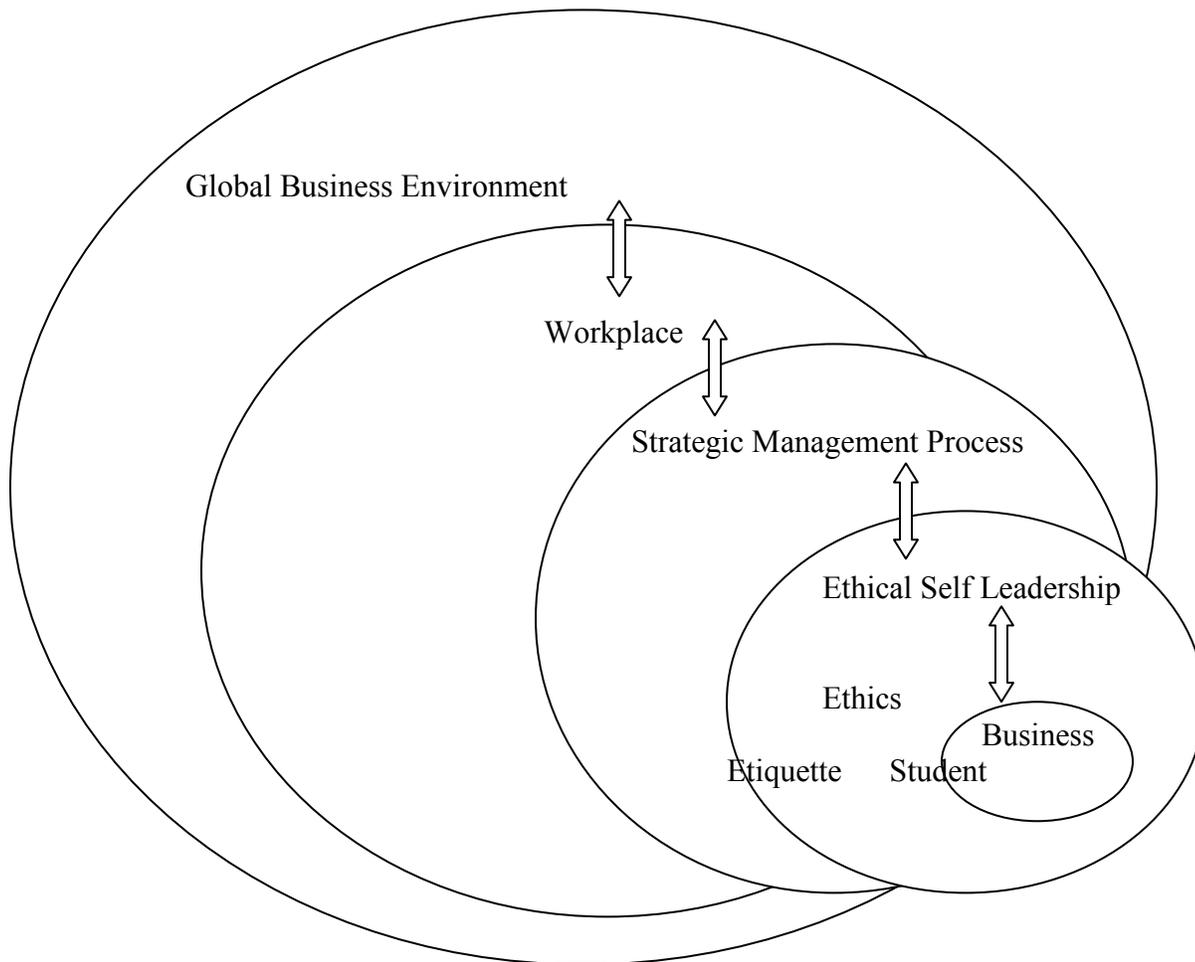
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