CORPORATE SOCIAL RESPONSIBILITY IN AVIATION

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ABSTRACT

The dialog within aviation management education regarding ethics is incomplete without a discussion of corporate social responsibility (CSR). CSR research requires discussion involving: (a) the current emphasis on CSR in business in general and aviation specifically; (b) business and educational theory that provide a basis for aviation companies to engage in socially responsible actions; (c) techniques used by aviation and aerospace companies to fulfill this responsibility; and (d) a glimpse of teaching approaches used in university aviation management classes. The summary of this research suggests educators explain CSR theory and practice to students in industry and collegiate aviation management programs. Doing so extends the discussion of ethical behavior and matches the current high level of interest and activity within the aviation industry toward CSR.

I think many people assume, wrongly, that a company exists simply to make money. ...A group of people get together and exist as an institution that we call a company so that...they make a contribution to society, a phrase which sounds trite but is fundamental.
    David Packard, cofounder of Hewitt Packard (Handy, 2003, p. 80).

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INTRODUCTION

CSR currently an important business topic

Corporate Social Responsibility (CSR) is a subject of much current interest within the managerial world. (CSR is also frequently described as *social responsibility* or *community relations*.) Last year corporations voluntarily contributed more than $3.6 billion to various social endeavors. The amount of charitable contributions has increased yearly since 1987 (Renz & Lawrence, 2005). A press release from the Center on Philanthropy (2005, February 25) states that American non-government donations to the Southeast Asia tsunami disaster totaled more than a billion dollars. A PricewaterhouseCoopers global survey indicates a priority of chief executives is "maintaining a high degree of corporate responsibility" (Verschoor, 2003, p. 20). In the last 24 months the *Harvard Business Review* produced 16 featured articles about CSR (Harvard Business Online, 2005, June 10). The *Economist* ran a special feature surveying CSR practices in January 2005 (Good company, 2005, January 22). The article states, "Big firms nowadays are called upon to be good corporate citizens, and they all want to show that they are" (p. 3). A search for *Wall Street Journal* articles containing *corporate social responsibility* in the last 12 months results in 78 articles (Wall Street Journal Online, 2006) and a weekly feature titled "Giving Back" was started April 1, 2005, because of the editors' belief in the high level of reader interest in philanthropy (E. Bernstein, personal communication, June 13, 2005). The weekly articles discuss some aspect of social responsibility actions including the "Gift of the Week" (Bernstein, 2005, June).

Half the attendees of the January 2005 World Economic Forum in Davos, Switzerland, were from businesses including 500 Chairmen and CEOs (Stephens, 2005, January 31). Meeting sessions included CSR topics: "Does business have a noble purpose;" "How Responsible is Responsible Enough;" "Using private resources to deliver public good;" and "Is responsible investment about to payoff" (World Economic Forum, 2005). CSR is currently a key subject for business leaders!

CSR extends the ethics discussion

The Journal of Air Transportation published a series of four articles in the past three years discussing ethics in university aviation management programs in the US (Oderman, 2002, 2003a, 2003b, 2004). The 2002 article received the Sorenson Best Paper Award. This history suggests that ethics is an important issue in the aviation education community. The ethics discussion is incomplete without specifically including CSR.

A review of basic management texts demonstrates consistent introduction of CSR (or social responsibility) not as a singular subject but combined with ethics. Bateman and Snell (2004), Certo (2000), Daft and Marcic (2004), DuBrin and Ireland (1993), and Williams (2005), all have a chapter titled "Ethics and Corporate Responsibility" in their books. Jones, George, and Hill (2000) combine ethics, social responsibility and diversity in a single chapter. Griffin (1997) and Robbins and Decenzo (2004) combine ethics and social responsibility as a singular subject in chapters with other subjects. The two concepts, ethics and social responsibility are directly and closely linked.

Perspective

The focus of this research is on for-profit organizations in the aviation arena. Boeing, Lockheed, Hawaiian Airlines, and Northwest Airlines are examples. The corporate charter of these organizations creates an expectation that they obey the law and make a profit for owners.

Non-profit organizations also volunteer to assist society beyond the scope of their basic mission. Two examples include the women and men of one of the Navy Reserve air squadrons at the now defunct Glenview Naval Air Station, working with former Eastern Airline flight attendants, who for many years provided an annual Christmas flight for young children with severe diseases. Also, the Volunteer Pilots Association provides transportation for children needing medical attention. Other non-profit groups in the aviation community are the Association of Flight Attendants and Air Line Pilots Association and the Federal employees of the Air Traffic Control Center at Oberlin, Ohio. Members of these organizations may participate in voluntary community activity working on a union (and not a company) sponsored activity. Although these and other non-profit organizations might act in socially responsible ways beyond their basic purpose, they are not included in this project. The focus is on for-profit businesses.

The intended audience falls into two categories. First are educators, both in academia and industry. Students of these individuals may be college aviation management majors or new supervisors or foremen in a management skills class. The second category is individuals who are interested in the basic business of management in the aviation environment. The intent is to provide both groups with knowledge that improves their understanding of business practices and the philosophy behind those practices. Although business sponsored social responsibility activity occurs on a global basis, this research is limited to practices and policies within the United States aviation industry.

An in-depth review of the legal and political action aspects of CSR is purposefully omitted from this study. The legal history is traceable to a 1916

suit challenging Henry Ford's efforts to make his cars more affordable to the public at a detriment to corporate profit. The court found his actions improper. It was not until the 1950s that CSR efforts as practiced today became legal (Smith, 2003). Aviation companies and their unions have active political action committees. This is a form of social responsibility not often associated with CSR but deserves attention at a later time.

Definitions

The constructs e*thics* and CSR are difficult to define succinctly but are key terms of this article and therefore require a working definition between the readers and the author. The Oxford English Dictionary defines ethics as "relating to morals" and "the science of morals" (Oxford English Dictionary, 2006a), *Morality* is defined as "ethical wisdom, knowledge of moral science" (Oxford English Dictionary, 2006b.). The *Miriam-Webster OnLine* (2006a) uses *ethical* as a synonym for *moral*, and *moral* (2006b) as a synonym for ethical. It appears that in common usage the terms ethics and morals are interchangeable.

Oderman states "ethics deals with standards of conduct" (2002, p. 8). Daft and Marcic (2004) describe personal behavior (what people actually do) on a behavioral continuum. One end is guided by explicit law and regulation through which society has specifically defined acceptable conduct and the range of penalties if an individual does not comply. The other end of the continuum is freewill or free choice. Does it really matter if you choose to put grape jelly or orange marmalade on your peanut butter and jelly sandwich? In the middle of these extremes society relies on individuals deciding to act in a manner consistent with implicit social rules and judgments. Oderman's description of ethics fits this middle area of the continuum. Decisions and actions that fall between the law and freewill are evaluated by society's mostly implicit ethical standards.

Ethics is not what some individuals, often politicians, make it to be. Last year all Illinois state employees, including professors, were required to complete an online ethics training program. One of the key messages of the program is to obey the law. Breaking the law is not an ethical decision, or as described by Oderman, a decision determining a standard of conduct. Society took the decision out of the individual domain when the law or regulation was created. Not following the law is an issue of criminality, not ethics.

The definition used in this article is based on the above and is: *ethics is the philosophical process of deciding how to act and making moral judgments about the action taken.* Acting ethically, being ethical, refers to actions that the self and/or members of society find more acceptable than unacceptable.

CSR, like ethics, has no universal definition. Approaches include "a manager's duty or obligation to make decisions that nurture, protect, enhance and promote the welfare and well-being of stakeholders and society as a whole" (Jones, George, and Hill, 2000, p. 160). (The term *stakeholder* appears frequently in CSR literature and refers to shareholders, employees, customers, and society in general including both the human and physical environment.) Another description is "the obligation toward society assumed by business" (Bateman and Snell, 2004, p. 147). Since 2002 the International Standards Organization (ISO) has been working toward an ISO standard for CSR. The *ISO Bulletin* refers to CSR as "the values and standards by which business operates" (Spotlight, 2002, July, p. 7). Daft and Marcic suggest that CSR is "management's obligation to make choices and take actions that will contribute to the welfare and interests of society as well as the organization" (2004, p. 123). John Copeland, the Executive in Residence at the Soderquist Center for Leadership and Ethics (Soderquist Center, 2005) stated in an interview that CSR is "really defined more as corporate citizenship" (Maxwell, 2004, p. 5).

In this article the assumption is that an organization exists first for the economic benefit of the owners and employees. Helping society beyond that objective is considered a secondary responsibility. This leads to the definition: *CSR is both the philosophy and practice of for-profit organizations voluntarily acting to positively assist society in ways beyond that required to obtain profit objectives.*

Overview

Sections that follow include a theoretical grounding of social responsibility, CSR practices in aviation, and current academic teaching practices. Eight recommendations for classroom consideration are presented as a conclusion.

GROUNDING SOCIAL RESPONSIBILITY

Using the umbrella of grounded theory this section describes the roots of social responsibility from the perspective of business and education, offers reasons for and against social responsibility. Three tools are provided for review of CSR practices.

Business theory

Arguably the foremost management thinker of the past sixty years is Peter Drucker. He states that the institution of management has three tasks: (a) increase economic performance; (b) make the worker productive and efficient; and (c) manage social impacts and responsibilities (Drucker, 1954). He theorizes that institutions do not exist by themselves; they are an organ of

society. The business enterprise must have "…concern for the quality of life, that is, for the physical, human, and social environment of modern man and modern community" (Drucker, 2001, p. 17).

This view is echoed more recently in the *Harvard Business Review* compilation of articles regarding CSR. Porter and Kramer state "companies do not function in isolation from society around them" (2003, p. 32). Handy, in the same series, explains that modern business depends more on employee time and talent than on stockholders' equity. He adds that successful companies depend on "a community with a purpose" and "not just making a profit but to make a profit in order to do something better" (2003, p. 66). He suggests that companies which forget the community and concentrate only on profits will die (the entropy principle of General Systems Theory).

CSR is based on ethical theory and morality. "A corporation can and should have a conscience," and "the language of ethics has a place in the vocabulary of an organization" (Goodpaster and Matthews 2003, p. 134). They describe both the complexity and benefit of this concept when suggesting that individuals guided by morality may not always agree on issues, but "at least have a basis for dialogue" (p. 138). In summary, management theory suggests profit making corporations are a part of and have the responsibility to support society beyond paying employees and making a profit for owners.

The role of education
Just as Drucker is a major voice in management theory, John Dewey has a major influence on educational theory. Dewey wrote in the *School Journal*, January 1897, that education is the "fundamental method of social progress and reform" (Boydston, 1972, p. 93) and that a teacher is responsible for the formation of the "proper social life" (p. 95). Those involved in aviation management education are preparing individuals to obtain jobs or improve performance in new or existing positions. Dewey indicates that, "An occupation is the only thing which balances the distinctive capacity of an individual with his social service" (Dewey, 1916, p. 308). There is a historical track of educators supporting Dewey's views. Recent support is offered by David Pierce. As the then President of the American Association of Community Colleges, he describes what society demands of higher education:

> To train a skilled, intelligent, creative, and responsible workforce. …To support a citizenry that participates responsibly in community affairs including public governance and cares about our country and the world. …To be a resource for people searching for ideas and information on

solving social, economic, political, and scientific
problems (1993).

The conclusion easily reached is that the purpose of the education
process is to prepare students interested and capable of helping solve
society's problems. A challenging task!

Social responsibility is a good thing

Benefits of social responsibility include the following.
1. It is a cost effective way for an organization to improve its
competitive position through advertising the good deeds of the
organization. A 2002 survey indicates 84% of Americans would likely
switch to a brand associated with a good cause if price and quality were
similar (Comiteau, 2003, p. 24).
2. Protecting the environment leads to more productive use of resources
(Porter and Kramer, 2003).
3. Boosting social conditions, including education, leads to improved
locations for company operations and potential creation of customers
and skilled workers (Porter and Kramer, 2003).
4. Investors are drawn to socially responsible companies (Stock, 2003).
5. Individual professionals who perform charitable volunteer work are
recognized and receive personal benefits for their efforts (Hall, 2003).

This list of reasons why CSR is a good thing includes tangible benefits
for organizations and individuals. It does not rely on philosophical attitudes.

Social responsibility is a bad thing

Milton Friedman's *New York Times Magazine* article of September 13,
1970, remains the focus of the view against CSR. In it he argues that social
responsibility is an individual and not an institutional responsibility and to
suggest otherwise is socialism (Friedman, 1970). He suggests that executives
who spend corporate dollars on social programs are unfairly taxing
shareholders and customers by using their dollars without permission. The
title of the piece eloquently summarizes his view, *The Social Responsibility
of Business is to Increase Its Profits*. Such a view rules out any action that is
not seen to directly lead toward profitability.

Another classic article of the 1970s is Levinson's *Management by
Whose Objectives* (Levinson, 1970). He describes the frustration of an
individual who on one hand is responsible to create profits but on the other
must achieve other objectives which detract from bottom line performance.
This is the quandary described by Friedman.

A January 2005 *Economist* article (apparently written by an editorial
team) argues that another issue is questionable corporate commitment to

social responsibility. They posit that CSR is cosmetic, that "the human face that CSR applies to capitalism goes on each morning, gets increasingly smeared by day and washes off at night" (Good company, 2005, p. 4).

Anecdotal evidence suggests that many students agree with this view. Classroom comments often suggest companies only do good things for selfish benefit and not for the purpose of doing good.

Our society includes conflicting views on essentially every subject. Many believe strongly that CSR is a bad thing. Their arguments have persuasive logic and deserve consideration before reaching an independent decision for or against CSR.

A visual hierarchy

Three options are offered as potentially helpful tools by which to view business activity. Each or all of these tools may be used to evaluate social actions of aviation companies. Figure 1 is Johnson's (2003) *Corporate Social Responsibility Continuum*. He suggests five levels of support. (The levels offered are Johnson's; the description is this author's synopsis of Johnson's discussion.)

Figure 1. Johnson's corporate social responsibility continuum

Level 5	Social Advocacy	A company should be good regardless of the financial consequences.
Level 4	Strategic	Consistently support positive social actions with a clear understanding of the financial benefits.
Level 3	Fragmented	A mixed and inconsistent approach to social responsiveness.
Level 2	Compliant	Minimal compliance with laws and regulations.
Level 1	Illegal/irresponsible	At least some if not consistent conscious violation of the law.

Source: Johnson, H. H. (2003). Does it pay to be good? Social responsibility and financial performance. Business Horizons, 46(6), p. 36

Figure 2 is an attempt to represent the continuum of behavior suggested by Daft and Marcic (2004; see *Definitions* section).

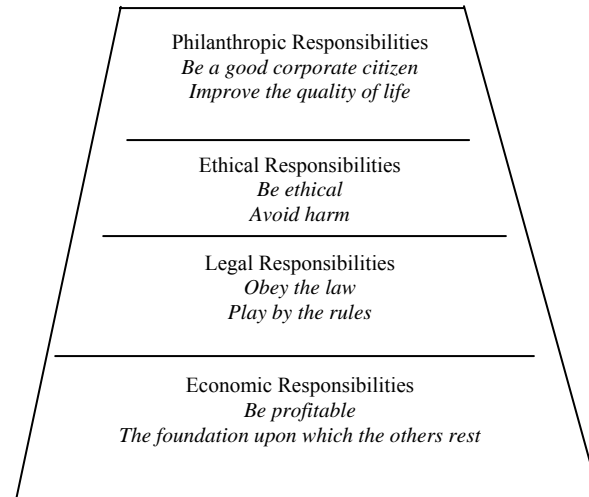**Figure 2 Daft and Marcic's behavior continuum**

Domain of Codified Law	**Domain of Ethics**	**Domain of Free Choice**

Source: Daft, R. L and Marcic, D. (2004). Understanding management (4th edition). Mason, OH: South-Western, p. 113

Figure 3 represents Carroll's (1991) *Pyramid of Corporate Social Responsibility*. This approach recognizes the broad ranges of business responsibilities and also suggests a hierarchy of relation between ethics and social responsibility.

Figure 3. Carroll's pyramid of corporation social responsibility

Philanthropic Responsibilities
Be a good corporate citizen
Improve the quality of life

Ethical Responsibilities
Be ethical
Avoid harm

Legal Responsibilities
Obey the law
Play by the rules

Economic Responsibilities
Be profitable
The foundation upon which the others rest

Source: Carroll, A. B. (1991). The pyramid of corporate social responsibility; Toward the Moral Management of Organizational Stakeholders. Business Horizons, 34(4), p. 42

When evaluating a possible or actual behavior by an organization or individual one or all of these three tools may help to determine where the action falls on the spectrum of behavior. Is it criminal, ethical or does it really matter? Is the action based on a position of the organization already obeying the law and consistently attempting to act ethically? Is this part of a strategic process or real advocacy? Not all will agree on the answers, but the process of deciding may be helpful.

CSR PRACTICES IN AVIATION

The challenge is to find an aviation related business that does not have some type of social responsibility program! A search of CSR in the corporate information for the 104 member companies of the Aerospace Industries Association (AIA) and 21 members of the Air Transportation Association (ATA) most often leads to the company's charitable foundation and or activities to support the community. (*Community* or *community outreach* are synonyms frequently used by companies to describe CSR programs.)

Companies may place CSR programs or actions into categories. American Airlines' list includes six distinct types in three different groups (American Airlines, 2001). Category A is social outreach and recognition.

Category B is ethics. Category C includes environmental protection; training; health and safety; and diversity.

The different categories are offered for consideration and comparison with Carroll's pyramid. The majority of policies for the items in category C are covered by law and regulation. Examples include the Federal Aviation Regulations which prescribe the training requirements and records for pilots and flight attendants, the structural demands of cabin seats, and the aircraft's minimum equipment list, among other things. Many safety and training issues are covered by the Occupational Safety and Health Act and other regulations which require training employees regarding use of fire extinguishers; material safety data sheets (MSDS); and other equipment. Work conditions (health and safety) are covered by air quality and temperature standards. The Equal Pay Act (1963), Title VII of Civil Rights Act (1964), Age Discrimination in Employment Act (1967), and other legislation, all influence hiring and firing decisions which impacts diversity. The Clean Air Act (1990) influences environmental decisions. Actions taken by an organization to meet these legal requirements are mandatory and including them on a list of socially responsible actions is debatable. However, actions which exceed the letter and spirit of the law might be viewed as socially responsible actions.

Carroll's pyramid (Figure 3) suggests complying with the law (category C issues) must occur before an organization is viewed as ethical (category B on American's list). Many aviation/aerospace organizations have created specific ethics policies. Continental Airlines has a Code of Ethics for the company Directors (Continental Airlines, 2004). Boeing has a detailed Code of Ethics and Business Conduct Program (Boeing, 2005). AirTran includes the importance of ethics when discussing corporate governance (AirTran Airways, 2005a). The 3M Company lists Ethical Business Conduct Guidelines (3M, 2005). These ethics statements match the third level of Carroll's pyramid. Whether or not a company is acting in an ethical manner is determined by the court of public opinion. The legal courts determine if it is acting criminally.

Social outreach and recognition is category A on American's list, top of the Carroll pyramid and the key focus of this article. Earlier comments described the theory of *why* a company may behave in a socially responsible manner. The discussion of *what* they do starts now. Examples provided are grouped by various views or perspectives. These are the actions taken to *assist society in ways beyond that required to obtain profit objectives* (as described in the working definition of CSR). Some of what is described here is an ethnographic report of 29 years as an airline manager with both field and staff experience at varied airports and corporate headquarters. As appropriate, other source material is added.

All employees – United Way

A new employee of an aviation/aerospace company will learn in his or her first year that the company provides a platform for donating to the local United Way campaign. Delta reports employee donations of $3.4 million to United Way in 2003 (Delta Airlines, 2005) and FedEx donations were $12 million (FedEx, 2004). The United Airlines Foundation, founded in 1952, indicates United Way was its only national benefactor for many years (United Airlines Foundation, 2005a). An employee is told that he or she not only can but is encouraged to give to the local United Way through payroll deduction. The company promotes the campaign and provides the collection process including computer and other support. Managers are encouraged to have a high percentage of their employees participate. In addition, a company may donate a volunteer during the annual city or region campaign to aid with the administration of United Way's program.

A personal experience indicates the depth of corporate commitment. I was asked by a senior officer of my airline to use a professional association connection to gain access to the CEO of another local (non-aviation) company that did not participate in the United Way campaign. The purpose was to encourage participation in the annual campaign. It was another way my company was attempting to be supportive.

Employee volunteerism

The second thing an employee quickly learns is that there are many ways to volunteer to support a wide array of causes. The internal company communication system might advertise for volunteers to help with the upcoming 10K or half-marathon run sponsored by the company to support a local charity. Volunteers give up all or part of a day off to direct parking, pass out water to runners, or do whatever is needed. Thousands of FedEx employees and their families volunteer to support the March of Dimes annual fund-raiser walk. In 2004 they raised over $1 million (FedEx, 2005). United Airlines says more than 30,000 employees have volunteered for community service since 1996 (United, 2005). Have you ever watched the Jerry Lewis Telethon over Labor Day Weekend? The ushers in the Las Vegas location have been volunteer flight attendants. Many individuals answering the phones are volunteer airline employees of all classifications.

Perhaps through the leadership or sponsorship of a company officer a group of employees dedicate themselves to assist a group of young people learn about business. Using training and or conference rooms and volunteer employee time airlines/aerospace companies sponsor Junior Achievement groups (see http://www.ja.org if you are not familiar with the organization) and Scout Explorer Posts which offer aviation as one of the areas of concentration. Another type of approach involves more than 450 Southwest pilots annually offer themselves for adoption by fifth grade classes for a

four-week learning program which features the importance of education (Southwest.com, 2005).

In October 2004 Miguel Arocho, an American San Juan based crew chief and Gladys Ruiz, a Miami based flight attendant for 16 years, were honored for their work on charitable missions in Central America (Someone special at American, 2004 October). Each month American describes employee volunteerism with a feature story on the AA Information page of the seat-back in-flight magazine *American Way*. Forty-eight United employees from around the entire system were brought to the Chicago headquarters in April 2004 to be honored by Chairman Glenn Tilton for their volunteerism. At the awards ceremony Tilton stated, "We must not only provide outstanding customer service, but also demonstrate outstanding corporate citizenship" (United NEWSREAL, personal communication, April 26, 2004).

It is impossible to list all the ways airline/aerospace employees help society through volunteer efforts. The public tends not to learn of, for example, flight attendants or others using their passes—with no employer involvement—to travel to Asia to pickup an adopted child and fly him or her to Los Angeles where the new mom and dad anxiously await. Nor does the public learn of the CEO who personally supports bringing busloads of middle school children from the inner-city to corporate headquarters, giving them a tour, buying their lunch and arranging for a paid junior high school summer intern all out of his own pocket. The public does not see the CEO carrying the lunch tray and sit next to the sixth-grader who has no real comprehension of the position of the person next to her. You can see in her wide eyes that she is learning about business and jobs in a way previously never imagined. (The CEO forbid the public relations department to promote his actions.) This list of laudatory efforts is essentially endless.

Employee/managerial initiatives

As an employee you may also initiate actions that benefit both society and your company. These are issues that go beyond legal requirements. Trash is an example! American Airlines permits their in-flight caterers LSG Sky Chef and Gate Gourmet to split the proceeds from recycling aluminum cans between themselves and the WINGS Foundation, an organization of American Flight Attendants that provides assistance to needy peers (Michael Saxton, personal communication, June 17, 2005). In the early 1990s United's headquarters initiated a system to recycle all paper products. Some view these situations as helping the environment. The kitchen manager is reducing his or her trash bill and adding to revenue, WINGS has a gift revenue stream, and United reduced the annual headquarters' garbage bill $200,000 a year. Yes, employees should feel good about recycling. Yes, managers should feel

good both about recycling and about improving finances. It is a win-win situation.

The pilots and flight managers and company engineers responsible for energy conservation working together to taxi on one engine and use ground electric power in place of a jet fuel driven auxiliary power units have reduced air pollutants, but they have also reduced cost. Again, it is a win-win.

Company assistance for individual organizations

Rolls Royce provides facility, equipment, administrative support, and financial assistance to Embry-Riddle (Rolls Royce, 2005). Southwest Airlines, BF Goodrich and Mitchell Air recently donated $300,000 to Lewis University to aid repair of a 737 donated by United in 1999 (Alumni help fix Lewis University jumbo jet, 2005, June 10). Formal internship programs between an aviation company and a university are also a form of support for university programs.

CHRIS Kids, Inc., in Atlanta, Georgia, identified AirTran as a strong supporter of their program (AirTran Airways, 2005b). Delta uses the proceeds from recycling aluminum cans on Hartsfield arrival flights to support Habitat for Humanity (Aluminum cans build Habitat for Humanity homes, 2005). Northwest publicizes their charitable partners through in-flight announcements made by flight attendants (Northwest, 2005). The DePortola Middle School in San Diego has been adopted by CUBIC Corporation, an AIA member primarily involved in military aviation (CUBIC Corporation, 2005). The company provides the school consulting and technical assistance, computers, tours of CUBIC's facilities, career days, and other support. The Children's Hunger Alliance in Columbus, Ohio, which works to improve the quality of school meals, receives financial support from UPS (UPS, 2005). DHL is an active supporter of Operation Slugger, an effort to donate sports equipment to US military personnel in Iraq (DHL, 2005; Operation Slugger, 2005).

The general rule for all these examples is that the airline/aerospace company's primary interest is local. Support is provided to organizations where the company is based or has major operations.

Requests of the company from the public

An airline receives countless requests from members of the general public for free tickets to be used for fundraisers (e.g., the local church group and library board) or to support some other effort such as sending a deserving individual to a national conference. The common assumption is that the airlines have lots of empty seats and it will not cost them anything to provide a ticket. Almost all of these requests are denied. United states they do not provide transportation for fundraising events (United Airlines

Foundation, 2005b). US Airways lists restrictions, as do many companies, and provides a form to use when requesting assistance (Usairways.com, 2005).

Another type of request comes from organizations such as the Urban League and NAACP that develop a working relationship with the hometown airline. A large airline will have a small staff group designed to help promote diversity. One of the functions is to judiciously provide transportation and other support to appropriate groups. The Atlanta Urban League may call Delta and ask for roundtrip tickets for two officers to attend a national convention in San Francisco. Not every request is approved, but the airline will truly try to support the group.

Customer's view through frequent flyer miles

Customers' exposure to airline CSR is probably best viewed as an opportunity to donate accumulated miles to a particular charity. Northwest has a list of *AirCares Partners* a customer may choose. US Airways and Frontier both promote the Make-a-Wish Foundation as their national charity for donating miles (usairways.com, 2005). Frontier uses the title *Miles-4-Smiles* title for this program (Frontier Airlines, 2004). Hawaiian Airlines calls their program *Akamai Miles*. Akamai is a Hawaiian word meaning "smart" or "clever" (Hawaiian Dictionaries, 2005). A unique feature is a traveler can adopt a particular local school and donate miles, to which Hawaiian Air adds 10%. Or, the traveler can adopt a particular teacher to receive the miles which may be used to fly themselves and/or their students for educational purposes (Hawaiian Airlines, 2005).

Socially responsible or public relations?

Sports stadiums tend to have corporate names. The Baltimore Ravens play at FedEx Field, the Dallas Mavericks play at the American Airlines Center, Michael Jordan played basketball at the United (Airlines) Center. This is pure public relations. The airline has written a big check to have the facility feature their name. When there is high probability that the stadium will be built, a bidding war occurs to determine what name goes on it. Is American going to allow a United Center in Dallas? No. Is the repetition of the name American Center in Dallas a cost effective means of advertising compared to print, TV or billboards? American—and other companies—must think so.

In Atlanta you find the Delta Air Lines Assistant Concertmaster Chair endowment (Atlanta Symphony Orchestra, 2005). A recent Philadelphia Museum of Art exhibit featured works that Boeing helped underwrite (Philadelphia Museum of Art, 2005). Northrop Grumman and Southwest Airlines are two of the sponsors for the Long Beach, California, Annual Jazz Festival (All About Jazz, 2005). United is the official airline of the Chicago

Symphony Orchestra and a major sponsor of the annual Ravinia (outdoor summer) Music Festival. Is this support of the community and the arts public relations or an act of social responsibility? These events are not like the stadium that will probably be built anyway. In many, if not most, cases this activity does not occur without financial and other support of corporations. Johnson's Social Responsibility Continuum is an appropriate tool to view this type of corporate activity. At which level should these actions be placed: strategy; advocacy; perhaps a little of each?

Summary of airline/aerospace practices

This discussion provides only a brief overview of the many socially supportive activities conducted by members of these industries. Much of this work is accomplished through charitable foundations. America West, AMR/American Airlines, Boeing, Delta, and GE, among others, have created a corporate foundation to be the focus of any donations of goods and services (Foundation Center, 2005). The efforts are applauded by *Business Ethics: The magazine of corporate responsibility*. The list of 100 Best Corporate Citizens included AIA/ATA members 3M in 2004 and Southwest and FedEx for 2004 and 2005 (100 Best Corporate Citizens, 2005). This should not be interpreted as a mark against those excluded from the list but a validation of the high standards of CSR subscribed to by members of the airline and aerospace family.

Social responsibility is not something limited to big corporations in the aviation industry. Sparked by a student presentation about the management of an airport in a small local community (population less than 30,000 residents) the airport's fixed base operator (FBO) was asked about participation in any CSR or community service activity. The prompt reply was that they contributed to many community organizations and also worked closely with the local Easter Seals employment program. Easter Seals supports development and hiring of those with disabilities (Easter Seals, 2006). One of the 30 full-time employees at the FBO is a part of the Easter Seals program (Steve Coulson, personal communication, May 16, 2006). In some ways this response is more impressive than the press release from the large corporate public relations department touting the donation of an airplane.

TEACHING PRACTICES

A web search was used to develop an email list of list of about 190 faculty in the 56 US aviation management programs (Phillips, 2004). An email was sent to these faculty members asking them to take a six question mostly multiple-choice survey regarding teaching practices used to support CSR. Fifty-eight faculty members from 28 schools responded. Over 90% of

those responding believe CSR is highly or of some importance. The intent of the survey is to provide a glimpse of teaching practices. No predictive claim is made regarding how all aviation faculty do or do not address CSR.

Responding faculty members indicate they teach a total of approximately 135 different courses. AVM 101 Introduction to Aviation is one (fictitious) class, regardless of how many sections are taught. Reports indicate that CSR is included in classroom lecture in about 90% of classes taught and a specific assignment regarding some aspect of CSR occurs in about 50% of classes taught.

Faculty members mentioned five teaching practices regarding CSR:
1. As one of several possible topics for an independent study class;
2. As part of the process when developing an aviation corporation;
3. As a subject for guest lecturers from industry to include in their remarks;
4. As a specific assignment to research and write about; and
5. As part of an airline simulation.

Two of the eight decisions students must make when participating in Smith and Golden's simulation are social performance budgeting and behavioral elements (2006). The web-based description of *Decisions to be Made* by students includes:

> There are 13 different mini-cases, one for each decision period. Teams must respond to each of these. They include social responsibility/business ethics issues, environmental forces, and the international environment. Each consists of a one page mini-case with multiple answers and teams must select the answer they think is most appropriate to the situation. If desired, these provide excellent class discussion topics.

These survey responses indicate that faculty members: (a) are familiar with CSR; (b) believe CSR is important; and (c) have (at least in some cases) trusted, successful techniques for including CSR in the curriculum.

Comments about classroom techniques show inclusion of the Environmental Protection Act and handling of aviation wastes, aviation liability, ethics, the harm of poor leadership, the government's role in aviation, critical thinking, aeronautical decision making, diversity and evaluating the effectiveness of a flight instructor. An instructor's classroom freedom allows wide diversity in how any subject is defined and approached. Using the tools provided by Johnson (2003), Carroll (1991) and Daft and Marcic (2004; see Figures 1, 2 and 3) position a subject such as diversity in a broad discussion of overall corporate responsibility, not just social responsibility.

CONCLUSION

This research leads to guidance for educators, those who teach aviation management students in industry and academia. Here are the key findings that should be considered for classroom discussion:

1. A business does not exist in society to only make a buck for the owners. It also exists to help make society a better place.

2. The purpose of the education process is to prepare students to make a positive impact in society.

3. Some companies and many individuals link legal requirements and ethics with social responsibility. That is not necessarily wrong, but it may cloud the issue of working toward CSR programs. The emphasis on CSR should be after and in addition to obeying the law and acting ethically in situations where the law is not specific.

4. Aviation companies and employees voluntarily do many things to help others.

5. In many cases an aviation/aerospace company's aggressive action to meet or exceed the requirement of the law helps both the company and society. It is a win-win situation.

6. What a company does is often not purely profit oriented or socially oriented. There is a continuum and much overlap.

7. The argument about whether or not a company should participate in social programs will and should continue. It is important for managers to know why they do what they do and argue against what they believe to be inappropriate policy.

8. There is personal benefit received through volunteerism at work.

One example of the last finding—one not previously discussed—is my own family (three girls, mom and dad) that has volunteered at company events. One event was helping put on a bicycle ride where riders earned pledged dollars for the laps they rode. My 12 year old daughter felt a part of the process by counting laps; and the family added to its traditions. Some of the most fun career related experiences are jointly working with other employees in a volunteer mode. Stories of the fund-raising powder puff softball games between flight attendants and local police departments are best described in another venue. Win-win is not only profit and environment; it is personally doing good and having a lot of fun.

As a final thought, reflect on the responsibility of the academic or industry educator. If our students do not have an appreciation for the history, importance and benefits of their organization and themselves acting in a socially responsible manner, who is to blame? Do not let the answer be the educator for failing to carry the message.

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