

E/M 251-001
Ethics in Business
Fall, 2015
Tuesday/Thursday 12:30 – 2:20

Instructor: Kathy Lund Dean, Ph.D.
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Office Hours: 10:00 – 11:00 am, Tuesday and Thursday, or by appointment (preferred)
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URL: Moodle site (**Materials and handouts will be posted here**)

Objective: This course serves as a conversational springboard examining current issues in ethics and business. We'll practice different **processes** that help you identify, analyze, and respond to ethical issues in the workplace. Learning objectives include:

1. Identify situations where an ethical dilemma is present
2. Examine the types of ethics issues that you will likely face in organizational settings
3. Reflect on your own values, beliefs, and sense of right and wrong, and consider why you hold the values you do
4. Reflect on why others may hold values with which you do not agree, and learn to engage respectfully with that fact
5. Practice resolving ethical dilemmas in ways that align with your values system
6. Understand the significant value of your workplace reputation and relationships, and how making ethical decisions enhances both in a global economy

The course is organized in three parts:

- Understanding ethical dilemmas and practicing tools by which you can make decisions you feel good about
- Understanding different ways to think about ethical dilemmas and practicing resolving them
- Understanding the larger organizational context and how ethical decision making impacts how business will have to be run in a global environment

It's been my experience that the majority of people in organizations are like you and me: they want to do the right thing but sometimes do not. Thus, a theme throughout the semester is discussing why generally good people do rather bad things in organizational settings, and how you can be more alert to these situations when you personally face them.

Two transferable workplace outcomes are prominent: reputation and relationships. Your reputation is the 'workmanship' of today's organizational settings, and forms your currency in the marketplace. Behaving in questionable or regrettable ways has its costs in addition to its rewards. We'll talk all semester about risks to and enhancement of your professional reputation through your decision-making.

Finally, a word about the 'depressing' nature of this course...

Here's what the course is NOT: We will not debate the 'rightness' or merits of particular belief systems. We'll discuss thought processes and argumentation, NOT ideology.

Required Texts:

1. Brusseau, James. *Ethics in Business* (2015) Customized Flatworld Knowledge e-text. Available at <https://students.flatworldknowledge.com/course/2380311>
2. Skloot, R. (2011) *The Immortal Life of Henrietta Lacks*. New York. Reading in Common book for Gustavus community

Additional Readings: Unless otherwise noted, all readings are available through the Folke Bernadotte Library online database Business Source Complete:

1. Jackson, S. (1948). "The Lottery." available at <http://www.classicauthors.net/Jackson/lottery/>
2. LeGuin, U.K. (1973). "The ones who walk away from Omelas." Will be provided on the Moodle site.
3. Aristotle's ethics from the Britannica web site (n.d.) Available at <http://www.philosophypages.com/hy/2s.htm>.

4. Aquinas' ethics available at <http://caae.phil.cmu.edu/cavalier/80130/part1/sect3/Aquinas.html>
5. Cohen, A. (2008). Four decades after Milgram, we're still willing to inflict pain. *New York Times*, available on Moodle.
6. Giacalone, R.A. & Promislo, M (2013). Broken when entering: The Stigmatization of Goodness and Business Ethics Education. *Academy of Management Learning & Education*, 12(1), 86-101.
7. McCoy, B. H. (September 1983). The parable of the sadhu. *Harvard Business Review*, 103-108.
8. Moberg, D. J. (2006). Best intentions, worst results: Grounding ethics students in the realities of organizational context. *Academy of Management Learning & Education*, 5(3). 307-316.
9. Sims, R. R., & Brinkmann, J. (2003). Enron ethics (Or: Culture matters more than codes). *Journal of Business Ethics*, 45(3). 243-256.
10. Fishman, C. (2002). What if you'd worked at Enron? *Fast Company*, 58, available on Moodle
11. Haanaes, N. & colleagues (March 2013). Making sustainability profitable. *Harvard Business Review*, 110-114.
12. Rosenberg, T. (4/11/11 blog on Opinionator). A scorecard for companies with a conscience. At http://opinionator.blogs.nytimes.com/2011/04/11/a-scorecard-for-companies-with-a-conscience/?_php=true&_type=blogs&_r=0

Academic Honesty: Academic integrity is the expected norm for the Gustavus community. The Honor Code is designed to both deter academically dishonest behaviors as well as have you make mindful academic integrity choices for yourself. **It is my expectation that the Honor Code is in force for all work associated with this course, and that it includes not “giving, receiving, or tolerating” academically dishonest assistance.** Academic integrity precludes both cheating and plagiarism. I interpret academic dishonesty quite broadly, so, please do not risk being removed from the course by behaving in suspect ways. If you have questions, please ask me! Should there be evidence that you have behaved in an academically dishonest way the incident will be referred to and documented in the Provost's office. For more information about academic dishonesty, please refer to the Academic Honesty Policy and the Honor Code at https://gustavus.edu/general_catalog/current/acainfo .

Disabilities Service Availability: Gustavus is committed to all students achieving their potential. If you have a disability or think you have a disability (physical, learning, hearing, vision, psychiatric, etc) which may need a reasonable accommodation, please contact Disability Services, located in the Advising & Counseling Center, as soon as possible. You can have a confidential discussion of your needs and appropriate plans. Course requirements are not waived, but reasonable accommodations may be provided based on what your needs are. Please take advantage of these services designed to help you succeed. There is more information at <https://gustavus.edu/advising/disability/> .

English Language Learners & Multilingual Services Availability: Support is available for those students whose first language is not English, and/or those who self-identify as multilingual. Gustavus provides individual tutoring and consulting services designed to help ELL students succeed. The ELL Support staff can also assist in gaining access to appropriate academic accommodations when relevant. In addition, ELL students can seek help from peer tutors in the Writing Center. Contact Andrew Grace, ELL Support staff person, at agrace@gustavus.edu .

Professionalism:

One of my roles as instructor is to set and maintain expectations of professional behavior. Behaving professionally means being respectful to other class members, guests, and the instructor. Whether you realize it or not, you are being evaluated as a professional every day in organizational settings, be it class or on the job. Unprofessional behavior is viewed very negatively and **cumulatively** in any organizational setting.

It's been my experience that for the most part, students do behave professionally. Because of this, you begin the course with 20 points that are yours to keep as you continue your professional demeanor. Unfortunately, you lose professionalism points for arriving late to class repeatedly, leaving early without a reason, eating disruptively, interrupting class with conversations or bathroom breaks, reading the newspaper, working on material from another class, surfing during discussions, and other inappropriate actions. Should you have any concerns about this during the semester let me encourage you to make an appointment with me to discuss it.

Course Requirements:

Coursework is designed to give all students opportunities to be successful. Assignments tap different skills, abilities, and learning strengths.

This syllabus contains a lot of detail, which you will promptly forget because you're overwhelmed at the beginning of every semester! Please remember to refer to this information prior to completing assignments, as it is here to help you do assignments correctly.

1. Three skills checkpoints worth 50 points each. These will be in-class activities that will help you practice the process skills we are using. Not exams, these are more active and interactive, showcasing your abilities to work through analytic processes we will learn.
2. Class attendance and participation will be worth 230 points toward your final grade. Points will be distributed in this way: each class period is worth 10 attendance & participation (A&P) points; you're responsible for 23 class dates for discussion, both face-to-face and via Moodle. You get 6 for just attending. The other 4 points are earned through your active participation in course discussions. Note 2 things here:
 - Attendance and participation are not the same things
 - If you simply attend but do not actively participate in course discussions, you will receive only 60% of possible points for A&P, which is a D grade.

I expect most of class participation to be verbal. There are, however, other ways to offer your viewpoints about course material. These non-verbal ways to add your views to the discussion are important tools by which you may earn participation-based points. Non-verbal contributions may be made any number of ways, including

- sending me post-class email with your reactions to class time
- participating in Moodle forums
- finding popular press articles relevant to topical material and giving me a short write-up of how course material is being applied
- attending a special event relevant to class (not already required) and giving me a short write-up of how course material is being applied

If you must miss a class period, you are welcome to use non-verbal participation methods to earn back up to 8 class session points.

After each class, I record A&P grades for that class period and take detailed notes in Excel for each student. This way, I have a running total throughout the semester rather than trying to remember each student's performance at the end of the term. **You are welcome at any time to see how you're doing with A&P—please ask.**

3. To engage different learning styles and participation opportunities, some class sessions will be online and through special events.
 - **9/17, 10/15, 11/5 and 12/3 classes will be held online using Moodle forums.** Participation will be graded for those class periods with respect to the quality & engagement offered by your responses to multiple discussion questions.
 - **9/15** is the Reading in Common evening event where members of the Lacks family will be discussing the book. Your attendance is required. Worth a possible 25 points
 - **12/4** is a talk given by Dr. Nikolai Wenzel, Flagler College, about income inequality in the US as an ethical issue. Time TBD, ASAP. Your attendance is required. Worth a possible 25 points
4. Learning assignments in various forms. These assignments include both in-class and out-of-class work, and help me see how you've engaged with the material. They are graded on a percentage basis and I take the mean to create a percentage multiplier. These assignments as a whole count for 300 points. There is a peer evaluation process that may modify your final score on this assignment.
5. Four reaction papers (sometimes called position papers) that share your reaction to course readings. Each paper should be **no more than** two pages, double spaced with a 12 point font. I stop grading after the second page. Each is worth 50 points.

Recapping:

Three skills checkpoints:	150 points total
Class participation:	230 points
Special events participation:	50 points total
Reaction papers	200 points total
Professionalism	20 points
Learning assignments	<u>300 points</u>
	950 total available

Grading policy:

A = 93-100%	B- = 80-82.9%	D = 60-69.9%
A- = 90-92.9%	C+ = 78-79.9%	F = 59.9% or less
B+ = 88-89.9%	C = 73-77.9%	
B = 83-87.9%	C- = 70 – 72.9%	

Course Policies:


1. Please turn off cell phones. *Exceptions* are OK if there is something really critical for which you need your phone on. **Please discuss this with me prior to class.** If it goes off during class (assuming the above exceptions do not apply), you lose A&P points for the day.
2. The skills checkpoint activities will consist of material from class, readings, and text.
3. Because I do not maintain a lecture format, reading and preparing before class is critical. Course learning simply does not happen when you don't come prepared to discuss the material.
3. Should you miss a skills checkpoint, a make-up may be available and is an oral exam to be taken within 5 days of the missed class date. Please let me know if you have a conflict.
4. Let me encourage you to turn in work even if it's late. You earn 50% of the graded points for late work.
5. On written work that you bring to class to turn in, 20% of the grade will be based on mechanics such as spelling, grammar, punctuation, etc. **Please note:** printing before proofing, then writing in pen over typed words to correct them will ALWAYS result in forfeiting the 20% mechanics portion of the grade.
6. I would not recommend adding the course after week 1. Missing two classes (about 15% of the course) means forgoing 100 of the 230 participation points.
7. I administer a mid-term course evaluation in which I solicit your feedback and suggestions for improving the course. I make every effort to be responsive to your comments while maintaining the expectations within the course design. There will be a discussion around midterm to tweak the course for our needs as a class.

Course Schedule

FW = Flatworld text reading
LA = Learning assignment
DQ = Discussion question
Bolded # = corresponds to a supplementary reading
Underlined = in-class activity

Class Date	Topics & Activities	Assigned Readings & Pre-class Activities
9/8	Class introduction Course introduction & expectations Course materials introduction	

	Part 1: Introduction to ethics and morals	
9/10	What is ethics? What about morals? <u>The nature of ethical issues</u>	FW Chapter 1 LA #1 In class assignment DQs
9/15 Reading in Common event 7 pm, Alumni Hall	No easy answers: Difficult decisions & deciding what to do Leadership skills: Hosmer's model of ethical analysis & negotiating between the poles <u>Group formation exercise</u>	<u>The Immortal Life of Henrietta Lacks</u> LA#2 DQs for event with Lacks family
9/17 Online class	RIC online forum discussion—what did you hear? What do you think?	Respond to Moodle questions for participation today
9/22	Leadership skills practice: Hosmer and continuum model	
	Part 2: Enduring models of how we think about ethics & make ethical decisions	
	Outcomes and how we get there—what matters?	
9/24	Consequentialist ethics—When the ends justify the means	FW Chapter 2 LA #3 Hosmer analysis worksheet
9/29	Continuing: Consequentialist ethics REACTION PAPER #1 DUE	#1 Jackson reading #2 LeGuin reading
10/1	KLD in Ohio Guest facilitator: Mike Dueber '89 [Dueber Consulting]	
10/6 Nobel Conference	Duties & Rights—When the means justify the ends	FW Chapter 3
10/8	Skills checkpoint #1	
	The nature of the individual	
10/13	Virtue ethics & the focus on individual character The nature of the human person REACTION PAPER #2 DUE [respond to DQs I pose to help you frame your paper]	FW Chapter 4 (sections 4.1 & 4.2) #3 Aristotle reading #4 Aquinas reading
10/15 Online class	Continue: The nature of the individual	Watch video case: Marty Evans and ethical policy decisions and respond to Hosmer worksheet on Moodle
	Individuals & organizations together	
10/20	Discussions: Video case & Moodle forum responses Challenges to virtue and personal character <u>"Obedience" (film)</u> (The Milgram studies)	#5 Cohen reading LA #4 Obedience question sheet

10/22	What about our peers? Who can help us?	#6 Giacalone reading Values and virtues in organizations: Obedience or something else?
10/27	<i>Fall break—No Class</i>	
10/29	The interactionist ethical model: individuals operating in organizational environments REACTION PAPER #3 DUE	FW Chapter 4 (sections 4.3 & 4.4) Trevino's theory in the text #7 McCoy reading #8 Moberg reading
11/3	Continuing: Interactionist model Guest facilitator: Pastor Stephanie Vos [daughter of Jim Vos '84]	LA #5 DQs after Stephanie's talk
11/5 Online class	Please watch the Andrew Brandt & Green Bay Packers video (Moodle) and respond to discussion questions. Upload to Moodle by 11/6 MIDTERM EVALUATION DUE ON MOODLE	LA #6 Packers video case DQs
11/10	Individual character in organizational settings: Recognizing pressures and norms Midterm evaluation discussion	Focus on Moberg #8
11/12	Skills checkpoint #2	
Part 3: Organizational systems, assumptions & promising disruptions		
11/17	Culture's consequences The assumption that money can trump anything " <u>Enron: The smartest guys in the room</u> " (film)	FW Chapter 5
11/19	Continuing Enron discussion The power of skepticism and asking good questions	#9 Sims reading LA #7 Enron question sheet from web site
11/24	(Bad?) people behaving in (bad?) organizational settings: Was it all bad? Guest facilitator: John Davis '91 [President, Keller Williams Realty] REACTION PAPER #4 DUE	#10 Fishman reading
11/26	Thanksgiving—no class 	

12/1	New models of running organizations & measuring results: Triple bottom line Balanced scorecard The B Corp	#11 Haanaes reading #12 Rosenberg blog reading LA#8 Balanced scorecard activity
12/3 Online class	Social responsibility in corporations International ethics and the concept of universal values	FW Chapter 6 UN Statement of Universal Values on Moodle site
12/4	Dr. Nikolai Wenzel, Flagler College Kristian Braekkan, Gustavus Adolphus College Income inequality—is it as bad as everyone says?	Beck 201, 2:30 – 4:00
12/8	Getting smarter about social responsibility <u>“A Decent Factory” (film)</u> PEER EVALUATIONS FOR SEMESTER GROUPS DUE	LA #9 Question sheet for film
12/10	Skills checkpoint #3	
12/15	What’s next for you? Course wrap-up & take-aways	