

BUS 390: Ethics in Business

Fall Semester 2017

Instructor: Judy Rannow

Lecture 5:30 – 8:00 pm Thursday CCC 214

Please review this Syllabus and the Syllabus Supplement completely. Let me know if you have questions.

Contact Information

E-mail: jrannow@uwsp.edu (Preferred contact)

Cell Phone: 540-414-5168

Office Hours: By appointment

Materials and Course Requirements

Textbook: Parboteeah, K. P., & Cullen, J. B. (2013). *Business Ethics*. Routledge.

Other readings and handouts: if we use them will be announced in class and posted in D2L

Syllabus: This syllabus may be modified at the discretion of the instructor.

Attendance and Class Participation: Participation in this course is very important as much of the learning will take place through discussion during class. Participation will be a combination of attendance and contributions during class. Regular attendance is an underpinning of doing well in the class. Everyone is expected to participate in class and group activities. It is your responsibility to make sure you participate in a group. If you miss class, it is your responsibility to get the notes and other materials from another classmate. If you are going to miss a test or a presentation you must let me know at least one day in advance by email. Otherwise, you do not need to let me know you are going to miss class. I will take attendance.

Late Work: Not accepted without prior explanation.

Academic Honesty: No plagiarism or cheating will be tolerated. **All written work will be submitted to a drop box on D2L and evaluated by turnitin.com.** Please see student manual on academic honesty on page 4.

UWSP Catalog Description: BUS 390. Ethics in Business

Course Description: **3 Credits** - Principles of ethics and professional responsibility applied to specific workplace situations and business activities. Explore interplay between corporate culture, professional codes of conduct, and individual behavior. Develop, clarify, communicate, and defend positions on corporate conduct.

Course Learning Objectives: Upon completion of this course you will be able to:

- **Explain** concepts and theories connected to business ethics.
- **Demonstrate** understanding of ethical business issues and dilemmas.
- **Critically evaluate** ethical business cases.
- **Engage** in conversations regarding ethics in business.

SBE Mission: The UWSP School of Business & Economics educates and inspires students and prepares graduates for success in positions of leadership and responsibility. Our students achieve an understanding of regional opportunities that exist within the global economy. Evidence of our graduates' level of preparation is evident in their ability to:

- analyze and solve business and economics problems
- understand the opportunities and consequences associated with globalization
- appreciate the importance of behaving professionally and ethically
- communicate effectively.

Permission to use your work or feedback: I may wish to use a sample of your work or some of the feedback you share with me in future teaching or research activities or projects. Examples: showing students an example of a

well-done assignment; discussing teaching techniques at a conference. Of course, if I used some of your work, I would conceal your identity. If you prefer not to have your work included in any future projects of mine, please send me an e-mail indicating that you are opting out of this request. Otherwise, your participation in the class will be taken as consent to have portions of your work or feedback anonymously used for teaching or research purposes.

Weekly Reading Assignments: Weekly reading assignments are on the detailed schedule in this syllabus. You should read the assigned chapters prior to coming to class. We may deviate from the detailed schedule depending on how quickly we cover the materials in class and how much class time is needed to work on the group projects. My intention is to focus on the most important concepts in the textbook. However you will still be accountable for developing an understanding of the other concepts and terms not covered. If you have any questions about something we did not cover in class please ask.

Class Time: Class time may be used for groups to meet and work on projects.

Participation: During class we will discuss various topics. You are expected to come to class prepared to discuss the material scheduled for the day, participate in class discussions and group activities. If you are selected to participate in a focus group, project or presentation – attendance is mandatory. Students having to leave class early must inform instructor prior to the start of class and sit near an exit. Please do not take calls during class.

Written Assignments: Follow for all written assignments for this course.

- You should follow accepted research approaches and citation format.
- Your paper should be well developed and convey your understanding of the readings and concepts.
- Your paper should be organized, coherent, and unified.
- Your paper should be free of spelling and grammatical errors.

All written assignments should be each student's original work, as assigned. Please note that making references to the work of others strengthens your own work by granting you greater authority and by showing that you are part of a discussion located within an intellectual community. When you make references to the ideas of others, it is essential to provide proper attribution and citation. Failing to do so is considered academically dishonest, as is copying or paraphrasing someone else's work. The consequences of such behavior will lead to consequences ranging from failure on an assignment to failure in the course. Please ask if you are in doubt about the use of a citation. Honest mistakes can always be corrected or prevented.

A Note about Research: The use of Wikipedia or other online encyclopedias is highly discouraged. Aside from the uneven quality of the information that may be found in these sources, the real issue is that the information presented in these sources is "already digested." Students gathering information from these sites are essentially obtaining analyses done by someone else. Rather than exploring the literature on a subject, such students are merely using the words of others who have already taken this vital step in academic research. It is imperative that students be able to search the more academically-oriented literature, sift through useful (and not so useful) information, analyze, synthesize, and report the results of their activities. All of these steps are bypassed if information is cited from an online site such as Wikipedia.

Collaboration Policy: Much of the work in this course is a team effort; you may work with anyone and consult any reference in preparing for class and class presentations. Make sure to document all collaboration appropriately.

ADA Statement: If you need an accommodation or special services for this class please see me or call the service at 346-2002. <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicy.pdf>

Student Rights and Responsibilities/Academic Misconduct: Please review the information found at the following: <http://www.uwsp.edu/acadaff/Pages/gradeReview.aspx>

MAJOR ASSIGNMENT AND GRADING CRITERIA

As a student, you are expected to:

- Participate in class
- Complete all readings and individual assignments on time
- Contribute to class discussions, your team projects, presentations and assignments
- Be open to new thoughts, ideas and opinions
- Challenge your assumptions
- Engage in thoughtful debates and discussions
- Respect others and their opinions at all times
- Discuss class topics in a respectful manner, even when disagreements occur

	Points
Participation	
• In-Class Participation	375
Assignments	
• Ethics Self-Reflection	25
• Chapter Presentation	100
• Chapter Long Case Analysis	180 (12 @ 15 points each)
• Exams	100 (2 @ 50 points each)
• Local Ethical Case Study	20
• Ethical Decision Making Model Analysis	50
• Personal Ethical Decision Making Model	50
• Real World Resources	50
• Ethical Discussion	50
• Ethical Topics Discussion	25
• Practical Application	50
• Personal Code of Ethics	<u>25</u>
Total	1100

Grading Scale:

Letter Grade	Total Point Range	Grading Scale
A	1034-1100	94%-100%
A-	990-1033	90%-93%
B+	968-989	88%-89%
B	913-967	83%-87%
B-	880-912	80%-82%
C+	847-879	77%-79%
C	803-846	73%-76%
C-	770-802	70%-72%
D+	737-769	67%-69%
D	660-736	60%-66%
F	0-659	0%-59%

Grading: Your semester grade is based on the **TOTAL POINTS** awarded – **NOT PERCENTAGES**. In order to get the grade in the **Letter Grade Column** you need to accumulate the number of points in the **Total Point Range Column**.

TEACHING PHILOSOPHY

My goal is to make this one of your most enjoyable, challenging, and relevant learning experiences at UWSP. I will do this by creating a learning environment in which you feel empowered to think creatively and openly discuss your thoughts, ideas, and experiences. Learning in this course will come from within you, from your peers, and through reflection, questioning, and group discussion. In some cases I will be more of a coach than a source of absolute knowledge. Each of you already possesses a great deal of knowledge. Trust your instincts but be prepared to explore and challenge your assumptions and opinions.

Fundamental to this teaching philosophy is *mutual respect*. I will respect you as a person, treat you like an adult, and will value your ideas. In turn, we expect you to show respect to your classmates and people not present by avoiding the use of stereotypes, labels, and personal attacks. Ideas are open to debate, but individuals must be respected.

Instructional Methods

A variety of instructional methods will be used throughout the course.

ASSIGNMENT DESCRIPTIONS

Chapter Presentations: There are 12 chapters in the course text. For each chapter, an assigned individual or group will present on the chapter. Points will be awarded as follows:

- **Chapter Presentation:** 50 points – your team will need to ensure that the material presented:
 - is solid – your team captures all the important elements from the chapter
 - outside resources are used to support the information in the text (articles, videos, stories...)
 - everyone on the team presents
 - the presentation is visually appealing
 - the PowerPoint has no technical errors (grammar, spelling, punctuation...)
- **Interactivity:** 50 points – each team will need to ensure that there are interactive elements to the presentation to ensure class participation (discussions, questions, videos, activities)

Chapter Long Case Analysis: You will analyze the long case at the end of each chapter, submit your analysis on D2L and discuss the case and your analysis during class. You will use the TIME to GROW analysis worksheet for some of the long cases and other ethical decision making models for other cases.

- **TIME to GROW** is an acronym for an ethical decision making model you will use in class.

Ethics Self-Reflection: Reflect on the worksheet done on the first day in class and the discussion around it. Make sure to answer the following questions:

- What did you discover about ethics in general?
- What did you discover about your personal view of ethics?
- How might these impact your response to ethical situations and dilemmas?

Local Ethical Case Study: Find an example of a local issue with ethical implications. Research the issue and create a case study from your research to share in class. Use the cases in your book as an example of how to write up your local ethical case study.

Ethical Decision Making Model Analysis: Find an example of an ethical decision making model. Compare the ethical decision making model you found to the TIME to GROW ethical decision making model.

- How are the two models similar?
- How are they different?
- Looking back at the long cases that you have analyzed, would different ethical decision making models be more appropriate for different ethical situations?
- Support your answers with information covered in the textbook and in class.

Personal Ethical Decision Making Model: Create your own ethical decision making model based on your research and experience in class. Be prepared to present your ethical decision making model to the class.

- How did you create your model?
- Why did you put the elements you did into your model?
- How can you use this model to guide ethical decision making in the future?

Note: The instructor reserves the right to amend the syllabus at any time during the semester. 4 | Page

Ethical Topics Discussion: Do research on the topic your group selected/drew. Each person is to submit a 1 page reflection about the topic you researched and your personal views about what you learned. Be prepared as a group to present your findings to the class and have a group discussion.

Ethical Discussion: Have an ethical discussion over break. Write a reflection about the discussion and how it relates to the things we have covered in class.

Personal Code of Ethics: Develop and submit your personal code of ethics. Use what we have talked about in class and what you find in your research to develop yours. This should support your personal decision making model.

Practical Application: Much of what we cover in class is based on theoretical concepts and practical application done by others. For this assignment, you will be given potential ethical situations. You will analyze the situation and make your personal recommendations for overcoming the ethical dilemmas. Use information from the text and from class to support your practical application recommendations.

Answer the following three questions:

- What was the most surprising thing you learned in class?
- What have you noticed as a result of this class?
- What will you do differently as a result of this class?

Real World Resources: Select a book, journal article, or the book chapter from the lists below. Read your chosen resource and write brief synopsis of the resource, your opinion of the material, how it supports the TIME to GROW model, and how you can apply the information now and in the future.

Books:

- Badaracco, Joseph L. [*Managing in the Gray: Five Timeless Questions for Resolving Your Toughest Problems at Work*](#). Harvard Business Review Press, forthcoming.
- Badaracco, Joseph L., Jr. [*The Good Struggle: Responsible Leadership in an Unforgiving World*](#). Harvard Business Review Press, 2013.
- Badaracco, Joseph L., Jr. [*Questions of Character: Illuminating the Heart of Leadership Through Literature*](#). Boston: Harvard Business School Press, 2006.
- Badaracco, J. L., Jr. [*Leading Quietly: An Unorthodox Guide to Doing the Right Thing*](#). Boston: Harvard Business School Press, 2002.
- Badaracco, Joseph L., Jr. [*Defining Moments: When Managers Must Choose between Right and Right*](#). Boston: Harvard Business School Press, 1997.
- Badaracco, J. L., Jr. [*Business Ethics: Roles and Responsibilities*](#). Homewood, IL: Irwin, 1994.
- Badaracco, J. L., Jr. [*The Knowledge Link*](#). Boston: Harvard Business School Press, 1991.

Journal Articles:

- Badaracco, Joseph L. ["How to Tackle Your Toughest Decisions."](#) *Harvard Business Review* 94, no. 9 (September 2016): 104–107.
- Badaracco, Joseph L., Jr. ["Leadership in Literature."](#) *Harvard Business Review* 84, no. 3 (March 2006).
- Badaracco, Joseph L., Jr. ["How 'Leading Quietly' Offers Realistic Help with the Difficult, Important Human Problems."](#) *Journal of Organizational Excellence* 22, no. 3 (summer 2003).
- Badaracco, Joseph L., Jr. ["The Anything-But Unremarkable Lessons of the Quiet Leader."](#) *Ivey Business Journal* (May–June 2002): 16–21.
- Badaracco, J. L., Jr. ["We Don't Need Another Hero."](#) *Harvard Business Review* 79, no. 8 (September 2001).
- Badaracco, J. L., Jr. ["How Free Are Free Agents?"](#) *Harvard Business Review* 77, no. 6 (November–December 1999): 169–175. [View Details](#)
- Badaracco, Joseph L., Jr. ["The Discipline of Building Character."](#) *Harvard Business Review* 76, no. 2 (March–April 1998).
- Badaracco, Joseph L., Jr. ["The Internet, Intel and the Vigilante Stakeholder."](#) *Business Ethics* 6, no. 1 (January 1997): 18–29.
- Badaracco, Joseph L., Jr., and A. P. Webb. ["Business Ethics: The View from the Trenches."](#) *California Management Review* 37, no. 2 (winter 1995).

Book Chapter:

- Badaracco, Joseph L., Jr. "Right versus Right: Dealing with Ethical Dilemmas in Business." In *How to Run a Company*, edited by Dennis C. Carey and Marie-Caroline von Weichs, pp. 271–280. New York: Crown Business, 2003.

Exams: Exam questions will cover material in the textbook, from the TIME to GROW materials, and will include some practical application questions.

SBE Events: The School of Business & Economics has an exciting series of speakers, discussions, workshops and field trips called **SBE Events**. It is important to take advantage of these learning opportunities outside the classroom. The events are designed to help you make the most out of your time as a student and to prepare for a successful career.

Visit the SBE Events web site (<http://business.uwsp.edu/events>) for announcements of upcoming SBE Events. You can also follow us on social media:

Facebook: [UWSP School of Business & Economics](#)
Twitter: [@UWSPBusiness](#)

When you attend an event, it is your responsibility to sign in with your Point Card. Attendance at SBE Events will be confirmed with automatic emails to you and updated on the SBE Events web site. Please allow a week for confirmation of attendance at events held outside the SBE, such as Career Services events.

If you have multiple courses with SBE Events requirements, it is your responsibility to make sure you have attended enough events for each course. If you have not attended enough events to cover all of your courses, your attendance will be allocated to your courses in alpha-numeric order.

Course Outline

SEPTEMBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	
3	4 Labor Day No Class	5	6	7 First day of Class Personal Ethics & Credibility Introductions and Course Overview	8	9
10	11	12	13 Chapter 1 Analysis Due – Use TIME to GROW Personal Ethics Reflection Due	14 Chapter 1 Presentation & Long Case Analysis Personal Ethics Reflection Discussion	15	16
17	18	19	20 Chapter 2 Analysis Due – Use TIME to GROW	21 Chapter 2 Presentation & Long Case Analysis	22	23
24	25	26	27 Chapter 3 Analysis Due – Use TIME to GROW Real World Resource Due	28 Chapter 3 Presentation & Long Case Analysis Real World Resource Discussion	29	30

OCTOBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4 Chapter 4 Analysis Due – Use TIME to GROW	5 Chapter 4 Presentation & Long Case Analysis	6	7
8	9	10	11 Chapter 5 Analysis Due – Use TIME to GROW	12 Chapter 5 Presentation & Long Case Analysis	13	14
15	16	17	18 Chapter 6 Analysis Due – Use TIME to GROW Local Ethical Case Study Due	19 Chapter 6 Presentation & Long Case Analysis Local Ethical Case Study Discussion	20	21
22	23	24	25 Chapter 7 Analysis Due – Use analyzed decision making model Ethical Decision Making Model Analysis Due	26 Chapter 7 Presentation & Long Case Analysis Ethical Decision Making Model Analysis Discussion	27	28
29	30	31				

NOVEMBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Chapter 8 Analysis Due – Use analyzed decision making model	2 Chapter 8 Presentation & Long Case Analysis Exam 2 (Chapters 8-12)	3	4
5	6	7	8 Chapter 9 Analysis Due – Use Personal Decision Making Model Personal Ethical Decision Making Model Due	9 Chapter 9 Presentation & Long Case Analysis Personal Ethical Decision Making Model Discussion	10	11
12	13	14	15 Chapter 10 Analysis Due – Use Personal Decision Making Model Ethical Topics Reflection Due	16 Chapter 10 Presentation & Long Case Analysis Ethical Topics Reflection Discussion	17	18
19	20	21	22	23 No Class – Thanksgiving	24	25
26	27	29	29 Chapter 11 Analysis Due – Use Personal Decision Making Model Ethical Discussion Reflection Due	30 Chapter 11 Presentation & Long Case Analysis Ethical Discussion Discussion		

DECEMBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6 Chapter 12 Analysis Due – Use Personal Decision Making Model	7 Chapter 12 Presentation & Long Case Analysis	8	9
10	11	12	13 Personal Code of Ethics Due Practical Application Due	14 Last day of class Present Personal Code of Ethics Exam 2 (Chapters 8-12)	12	16
17	18 Final Exams	19 Final Exams	20 Final Exams	21 Final Exams	22 Final Exams	23