

BUS 390: Ethics in Business

Spring Semester 2017

Instructor: Judy Rannow

Lecture 5:30 – 8:00 pm Thursday CPS 209

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

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 class let me know at least one day in advance by email.

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. Please do not take calls during class.

Written Assignments (follow for all papers 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

	Points
Participation	
• In-Class Participation	350 (16 @ 25 points each class)
Assignments	
• Ethics Self-Reflection	50
• Chapter Presentation & Short Case Facilitation	100
• Long Case Analysis	180 (12 @ 15 points each)
• Real World Resources	50
• Local Ethical Case Study	20
• Ethical Decision Making Model Analysis	100
• Personal Ethical Decision Making Model	100
• Practical Application	50
• Exams	<u>100 (2 @ 50 points each)</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

Ethics Self-Reflection: Reflect on the worksheet done on the first day in class and the discussion around it. What did you discover about ethics in general and your personal view of ethics. How might this impact your response to ethical situations and dilemmas?

Chapter Presentation & Short Case Facilitation: There are 12 chapters in the course text. For each chapter, a group will present the chapter material and lead a discussion on the short case in 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:** 25 points – each team will need to ensure that there are interactive elements to the presentation to ensure class participation (discussions, questions, activities)
- **Short Case Facilitation:** 25 points – your team will facilitate a group discussion around the short case in the chapter

Long Case Analysis: You will analyze the long case at the end of each chapter and come prepared to discuss your thoughts in 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. Submit your weekly analysis on D2L and be prepared to discuss during class.

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

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. Use the cases in your book as an example of how to write up your local ethical case study.

Real World Resources: Select a book, the book chapter, or a journal article 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.

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.

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).

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. 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? Be prepared to present your ethical decision making model to the class.

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.

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

Course Outline

Chapter Presentations & Case Facilitation

JANUARY						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
22	23	24	25	26 First day of Class Introductions and Course Overview	27	28
29 Chapter 1 Long Case Analysis Due Personal Ethics Reflection Due	30	31				

FEBRUARY						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2 Chapter 1 Chapter 1 Long Case Discussion	3	4
5 Chapter 2 Long Case Analysis Due	6	7	8	9 Chapter 2 Chapter 2 Long Case Discussion	10	11
12 Chapter 3 Long Case Analysis Due Real World Resource Due	13	14	15	16 Chapter 3 Chapter 3 Long Case Discussion Real World Resource Discussion	17	18
19 Chapter 4 Long Case Analysis Due	20	21	22	23 Chapter 4 Chapter 4 Long Case Discussion	24	25
26 Chapter 5 Long Case Analysis Due Local Ethical Case Study Due	27	28				

MARCH						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2 Chapter 5 Chapter 5 Long Case Discussion Local Ethical Case Study Discussion	3	4
5 Chapter 6 Long Case Analysis Due	6	7	8	9 Chapter 6 Chapter 6 Long Case Discussion Local Ethical Case Study Discussion	10	11
12 Chapter 7 Long Case Analysis Due Ethical Decision Making Model Analysis Due	13	14	15	16 Chapter 7 Chapter 7 Long Case Discussion Ethical Decision Making Model Analysis Discussion Exam 1 (Chapters 1-7)	17	18 No Class Spring Break

19	20	21	22	23	24	25
No Class – Spring Break	No Class Spring Break	No Class Spring Break	No Class Spring Break	No Class – Spring Break	No Class Spring Break	No Class Spring Break
26	27	28	29	30	31	
No Class – Spring Break						

APRIL						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2 Chapter 8 Long Case Analysis Due Personal Ethical Decision Making Model Due	3	4	5	6 Chapter 8 Chapter 8 Long Case Discussion Personal Ethical Decision Making Model Discussion	7	8
9 Chapter 9 Long Case Analysis Due	10	11	12	13 Chapter 9 Chapter 9 Long Case Discussion Local Ethical Case Study Discussion	14	15
16 Chapter 10 Long Case Analysis Due	17	18	19	20 Chapter 10 Chapter 10 Long Case Discussion Local Ethical Case Study Discussion	21	22
23 Chapter 11 Long Case Analysis Due	24	25	26	27 Chapter 11 Chapter 11 Long Case Discussion Local Ethical Case Study Discussion	28	29
30 Chapter 12 Long Case Analysis Due						

MAY						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4 Chapter 12 Chapter 12 Long Case Discussion Local Ethical Case Study Discussion	5	6
7 Ethics Practical Application Due	8	9	10	11 Last day of class Ethics Practical Application Exam 2 (Chapters 8-12)	12	13
14	15 Final Exams	16 Final Exams	17 Final Exams	18 Final Exams	19 Final Exams	20