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Office Hours
Online: varies-Call or e-mail
Other hours by appointment-send an email to set an appointment
E-mails are welcome at any time.

School of Business Mission Statement

The mission of the University of South Carolina Aiken (USCA) School of Business Administration (SOBA) is to prepare a diverse student population primarily from South Carolina, the Central Savanah River Area (CSRA), and the southeastern United States for successful business careers.

To accomplish our mission, we seek to create a caring learning environment that helps our students understand the global, technological, and ethical issues in today's business world.

The undergraduate business program is delivered through quality instruction in both face-to-face classroom settings as well as through an online degree completion program for place-bound or non-traditional students, while the graduate business program is delivered on a part-time basis in a face-to-face classroom setting.

SOBA faculty maintain currency within their business disciplines by conducting relevant research, with a primary emphasis on peer-reviewed intellectual contributions in applied research, including both contributions to practice and learning and pedagogical research, and a secondary emphasis on discipline-based scholarship, which involves basic or theoretical research.

SOBA faculty are engaged outside the University through service in scholarly and professional organizations in their disciplines as well as business consulting and training activities provided to the local community.

Vision Statement

The USCA School of Business Administration will be recognized as an exemplary provider of undergraduate business education for both traditional and non-traditional students and graduate business education for non-business students in South Carolina and neighboring states.

Legal and Ethical Environment of Business
BADMA720

Contents

Legal and Ethical Environment of Business
BADMA720

How to Use the Syllabus
The Syllabus is divided into three parts. There is the actual syllabus that's required by all the accreditation bodies as well as students. That's the part with all the policies and information for which you need to be aware. That's the first part.

The second part of the syllabus is the Tool Box area. Here you can access the assignment directions and all the assignment rubrics.

The third part, which makes the syllabus seem monstrously long, is the schedule / To Do List. I create the course in the To Do List and then I create the course in Blackboard.

More importantly, if there is a conflict, please email me so I can fix the errors!

Netiquette Guidelines

- Treat one another with respect. It will be expected that we will not attack one another personally for holding different opinions.

- Do not use all CAPITAL LETTERS in emails or discussion board postings. This is considered "shouting" and is seen as impolite or aggressive.

- Begin emails with a proper salutation (examples: Dear Dr. Rodriguez, Dr. Rod). Starting an email without a salutation or a simple "Hey" is not appropriate.

- When sending an email, please include a detailed subject line. Additionally, make sure you reference the course – BADM 397- in the message and sign the email with your name. The best thing to do is reply to an email that you've received from me, most likely the course information will already be in the subject line.

- Use proper grammar, spelling, punctuation, and capitalization. Text messaging language is not acceptable.

- Use good taste when communicating. Profanity should be avoided.

- A growing problem is the use of cell phone emails. Avoid one-liners, it violates the aforementioned policies anyhow. An occasional 'Thanks! Sent from my iPhone' probably won't kill me.

- There is an ongoing problem with not reading the ENTIRE email on smartphones. I will send emails and students will reply with a question that has been answered in the email. Slow down on the emails. Read them carefully and remember, if you can't find the email, it's posted in the Announcements area of the course's Home Page.

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Legal and Ethical Environment of Business
BADMA720

Course description

The course provides an analysis of legal and ethical issues as they relate to the business environment. By examining the application of law and ethics to a variety of business and corporate governance issues, this course offers students an understanding of how businesses can comply with the law and use an ethical culture as a positive strategy for making successful business decisions.

The course is designed to inform and stimulate your thinking on ethical issues and professional challenges encountered in business. The material covered is intended to help prepare you to recognize and manage ethical issues as these arise, and to help you formulate your own standards of integrity and professionalism.

Required texts and materials

Honest Work: A Business Ethics Reader. Third Edition.
        Ciulla, J., Martin, C., & Solomon, R. (2014): Oxford University Press

Student learning outcomes and assessment of learning

At the end of this course, student will be able to:

1. Critically analyze and explain a number of moral frameworks and concepts relevant to ethical leadership in socially responsible organizations
2. Examine and discuss the theoretical, conceptual, and ethical issues when dealing with people, organizational resources, and stakeholders
3. Evaluate leadership styles, strategies, and practices in light of ethical and moral frameworks
4. Critically analyze and explain the complexity of balancing solutions when dealing with ethical dilemmas in the workplace taking both local and international perspectives into account
5. Determine work related ethical dilemmas and be prepared to collaborate with co-workers to create, or replace, work place polices in order to promote an ethically sound work place

Policies and statements

Submission of Assignments: <u>All electronic files for assignments must be submitted in a MS-Word or PPT compatible format.</u> Ensure that your files are saved to these formats prior to sending them. If you are uncertain of your format, text files can be saved as **.rtf** so that they can be read by MS-Word. Papers, cases and other presentation materials must be submitted electronically through the Blackboard system. PowerPoint presentations must be posted to the designated Blackboard Discussion Forum area for all students to access.

Late Work and Technology Blips

When a student experiences a problem with Blackboard resulting in the late submission of an assignment/test or the inability to submit an assignment/test, the student must do the following:

1. Immediately e-mail the instructor.
2. If the instructor does not reply to the e-mail within 24 hours, the student must attempt to call the instructor.
3. If contact is not made with the instructor within 48 hours of the problem, the student must e-mail his or her Palmetto College Advisor or Assigned Academic Advisor, who will in-turn contact the Dean of the School of Business.

Students must complete the steps as specified above; otherwise the late assignment policy in the syllabus (below) applies. If for some reason a complete resolution is not achieved within 72 hours of the problem, the student must contact the Dean directly at mickf@usca.edu. **(HINT from Dr. Rod: You have this right in every course!)**

If the student begins submitting an assignment or exam so close to the due date and time, such that no time is allowed to recover from a technology issue resulting in a late submission, then 10 points (on a 100-point scale) will be deducted from the student's assignment score for each 24-hour period or part there-of that the assignment/test is late. This policy applies only when the student has completed the steps above. This policy does not apply to late submissions that are not technology-related.

Late Work and Make-ups
Most Assignments cannot be submitted late for credit. These include Discussion Answers, Replies, and any other assignments that are to be viewed or reviewed by other students in the course. Any other assignments submitted late receive a 10% deduction based upon the total possible points achievable for that assignment. <u>Work cannot be submitted for credit later than one week after the due date</u>. ***No work is accepted after the last day of the last scheduled lesson of the course.*** Coordinate all late submissions and make-ups with the professor. There is no opportunity for re-takes or extra credit. When a Quiz or Test is submitted late, 10 points (on a 100-point scale) will be deducted from the student's quiz or test score for each 24-hour period or part there-of that the quiz or test is late.

Attendance Policy (from page 34 of the 2017-2018 Academic Bulletin)**:**   Excused absences include: Documented incapacitating illness, official representation of the University, death of a close relative, religious holidays, jury duty and documented away games. Absences do not absolve one for the responsibility of the completion of work. Please notify the professor of upcoming absences.

In the event of an impasse between the student and instructor on whether an absence will be excused or on any other issue related to attendance, the student may appeal the instructor's decision to the chair of the department or dean of the school in which the course is taught. If the conflict cannot be resolved at that level, the student or the instructor may appeal the decision through the established University appeals procedure.

Other Emergencies
From Dr. Rodriguez—this is NOT a university wide policy
Emergencies such as floods, hurricanes, ice storms, electrical outages and the like will be handled on a case by case basis.

Do not email any papers—Please, please, please, please! I lose things in my email inbox. Additionally, I need to see your work in the correct cell on Blackboard. If you need me to clear anything, please let me know. Otherwise, please use the assignment links that I will post to the assignments area. If a link is not available, insure first, that you are not past the deadline. If you are submitting before the deadline and the link is not available, please email me.

Feedback & Scores: Feedback and scores will be posted to Blackboard for review. There are times when errors are made to the Blackboard such as typographical errors. If the error is on the professor's part, send an email. At any time, the professor may change your grade—Up or Down. If the grade is lowered, a notice will be emailed to you. No grade on Blackboard is final without downloading and auditing prior to posting to VIP. If there is a discrepancy, please send an email with your concerns.

Incompletes. A grade of "I" can be given only as the result of unavoidable circumstances occurring at the end of a semester that preclude the student from submitting work on the last day of class or from taking a final exam. In addition, a grade of "I" can be requested by the student only when the student, professor, and school Dean have signed an Incomplete Grade Contract prior to the submission of grades. Avoid incompletes. Grades must be submitted to the SSC system within 72 hours of the course end date. Missing assignments will result in an unchangeable grade according to the points earned with the completed assignments and could result in an unchangeable grade of "F."

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Dress changes the manners.
                                                    Voltaire

Disability Statement*:* If you have a physical, psychological, and/or learning disability that might affect your performance in this class, please contact the Office of Disability Services, 126A B&E, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.

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Academic Honesty. As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. All students have a responsibility to adhere to the *USCA Academic Code of Conduct* for all graded assignments. Students who do not adhere to the *USCA Academic Code of Conduct* will receive a zero on any test, paper, or assignment in which the code is violated. A violation may also result in a grade of "F" for the course. *It is the responsibility of every student at USCA to be familiar with the "code"* as published in the USCA Student Handbook.

All plagiarism will be handled in accordance with the current USCA Student Handbook.

The principle of Academic Integrity prohibits all forms of academic dishonesty – including cheating, lying, bribery and plagiarism. The following examples illustrate conduct that violates Academic Integrity, but this list is not exhaustive.
1. Giving or receiving unauthorized assistance, or attempting to give or receive such assistance in connection with the performance of any academic work.
2. Unauthorized use of materials or information of any type or the unauthorized use of any electronic or mechanical device in connection with the completion of any academic work.
3. Unauthorized use any portable electronic device unless required for the course during a test period without consent of the instructor.
4. Access to the contents of any test or examination or the purchase, sale, or theft of any test or examination prior to its administration.
5. Use of another person's work without proper acknowledgment of source, i.e. plagiarism.
6. Intentional misleading of any person in connection with any academic work (including the scheduling, completion, performance, or submission of any such work).
7. Offering or giving any favor or thing of value for the purpose of influencing improperly a grade or other evaluation of a student in an academic program.
8. Conduct intended to interfere with an instructor's ability to evaluate accurately a student's competency or performance in an academic program.
Only the appropriate faculty member can "authorize" assistance, or use of materials, etc.

Course Grading Rubric

Total Points Available		
	Points	Percentage
Discussions & Replies	205	67%
Team Check In	50	16%
Team Project	50	16%
	305	100%

Final Grade Rubric	
A	274.50
B+	259.25
B	244.00
C+	228.75
C	213.50

Student Tool Box

"I'm from the Government, and I'm here to help."
Quote from Ronald Reagan, 12 August 1986

"No really…I'm here to help!"
Dr. Rod: 5 December 2017

Assignment Instructions

Discussion Questions:

PURPOSE: Discussion questions (DQs-not Dairy Queen either) perform the "heavy-lifting" of learning in an online environment. The aim of DQs is to invoke critical thinking and discussion.

WHAT ARE THE DUE DATES? For this class, initial posts are due on Mondays at midnight. Those posts should be thoughtful in that they make a claim, provide supporting evidence (from the text or your life experience), makes sense, and includes references as needed. What about those pesky replies?

I know, you're thinking that you hate when people post at the very last minute just before the deadline and you wish that more than the same three people would post early. Some folks, who barely get the initial posting completed (that pesky job gets in the way) wish they had more time to post. A compromise solution is to have replies complete by Thursdays at midnight on the following week.

WHAT DID YOU JUST SAY? HUH? If initial postings are due on Monday, let's say 22 January 2018, then you'd have a few extra days to reply (25 January 2018). Replies should also be substantive. "I agree with Suzy" won't cut the mustard, let alone the DQ hot dog.

I'M SO LOST, HOW DO I KEEP TRACK OF THE DUE DATES? Well, the good news is that the **COURSE CALENDAR** and the **GRADE CENTER** are your friends. You can find your due dates in those locations.

A note about calendar maintenance: You might need to do some maintenance on your calendar; some students have so many classes showing it's hard to be found. Here is the **LINK TO CALENDAR MAINTENANCE & HOW TO DOWNLOAD iCalendar** for your Outlook or your phone. **NEVER MISS A DUE DATE!**

I HATE REPETITIVE POSTINGS: I have to grade discussions, so I understand this concern. It's really not a good idea to try to read all the postings and then do the Cliff's Notes version for your postings and replies. Be unique! Be individual! Post something really cool…include things from around the Internet! Explore! Just remember to be tasteful and insure to meet the elements on the Discussion Rubric.
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Team Project (two people)

- Produce a project, either a presentation 15-20 slides (total), produce a short video of about 5-7 minutes, OR paper (2000 words +/- 10%) that does the following:
- MUST discuss an ethical issue in business
- The issue should be fairly current and relevant for both team members
- You can derive topic ideas from the text, current events, and the like.
- You should include an ethical framework and conceptual ideas from the text
- You could include other ideas from Blackboard discussions
- MUST ground the work in conceptual ideas from the text or additional material from the library databases. Refrain from overuse of Internet use those for ideas and pointers to other materials.
- The project should include a path to resolution where feasible what are the alternate courses of action. (25 points)
- Must use references and citations regardless of project format. APA is preferred. (20 Points)
- Follows Directions (5)

Other requirements to fulfill by the end of Module 4:
- Contact Team Member
- Choose a topic
- Determine roles and responsibilities

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Discussion Forum Grading Rubric		
Excellent (16-20)	**Satisfactory (10-15)**	**Unsatisfactory (0-9)**
Content: • Used specified theory correctly • If required, gave relevant example from own experience and explained it clearly so even an outsider could appreciate it • Required reference to specific course material shows that material read/viewed and understood	**Content:** • Mentioned but didn't use theory or approach very effectively • Gave an example, but reader has to work hard to understand it • Occasional reference to course material, but reader has to figure out the connection to the answer	**Content:** • Failed to use required theory or approach, or used it incorrectly • Gave an irrelevant example, or didn't write it up clearly and thoroughly enough to be understood • Failed to refer to specific course material, or reference shows that material was not read or viewed and understood
Quality of writing: • Divided into paragraphs, correct spelling and complete grammatical sentences • Clearly answers all parts of the question • Easy to follow line of thought • Answer explained thoroughly	**Quality of writing:** • Paragraphs used, but poor spelling and grammar distracts the reader • Reader has to try to figure out whether the answer is "all there" • Some ideas made clear, but not all • Some parts of answer explained better than others	**Quality of writing:** • Written as a single big block of text; Poor spelling and grammar makes it hard or impossible to understand • Some parts of the question are not answered • Rambling answer makes it hard or impossible to follow • Answer explained so briefly that reader has to guess at what is meant
Critical thinking: • Comments objectively on own cultural situation or experience; clearly sees that "commonsense" is culturally shaped • Student has learned substantially from the course materials that were read and viewed • Writing is careful and precise, shows student's interest and involvement with the issue	**Critical thinking:** • Attains some objectivity, but not consistent throughout answer • Student refers to at least one new idea learned, but otherwise doesn't demonstrate new learning • Writing occasionally interesting and persuasive, but presentation not consistent throughout	**Critical thinking:** • Takes correctness of own cultural situation or experience for granted, gives culturally appropriate "commonsense" answer without thinking • Student could have written the answer without doing any of the course reading or viewing at all • Writing is vague, generic, dull, brief, as if writer is just trying to do the minimum necessary to get the assignment over with
Responds to other postings:	**Responds to other postings:**	**Responds to other postings:**
• Responds to student postings as required by the syllabus and the Discussion Board Assignment sheets.	• Responds to student postings as required by the syllabus and the Discussion Board Assignment sheets.	• Does not respond to student postings as required by the syllabus and the Discussion Board Assignment sheets.

PowerPoint Presentation Rubric Criteria 50 Points					
	No (0-3)	Needs Improvement (4-6)	Average (7-9)	Excellent (10-12.5)	Points
Organization: Logical Transitions, Conclusion, and reviews major points	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because presentation jumps around.	Presentation of information is in logical sequence which audience can follow.	Presentation of information in logical, **interesting** sequence which audience can follow.	
Content Knowledge: 15 to 20 Slides with Presenter Notes, Maximum Five lines with approximately five words per bulleted items in the presentation slides	Presentation Lacks credible content; misses the target outcome	Presentation content is credible, but misses the final target.	Presentation contains credible content, provides information required to resolve all questions.	Presentation is detailed in demonstrating full knowledge (more than required) with explanations and elaboration. Includes information from the text as well as outside sources to create a more meaningful presentation. Refrain from overuse of Internet sources, Use the internet for ideas and pointers to other materials.	
Visuals: Good supportive visuals that support presentation. Appropriate White Space, headings, font size, bullets.	Visuals are disjointed / inappropriate	Presentation uses visuals that rarely supports text and presentation. Some citations present.	Visuals related to text and presentation. APA citations included as needed. (Cite all images)	Presentation uses visuals to reinforce screen text, presentation and keep audience interest. APA citations included as needed. (Cite all images)	
Mechanics: Grammar, Spelling, Verbiage, Voiceover	Presentation had four or more spelling errors and/or grammatical errors. If using Voiceover: not well done or seemed unpracticed.	Presentation had three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors. If using Voiceover: well done and practiced but some errors.	Presentation has no misspellings or grammatical errors. If using Voiceover: well done and practiced.	
Points	0	0	0	0	0

Three Strengths:					
Two Areas for Improvement:					
Insights					

Video Production Rubric
Adapted from
http://www.nuuanu.k12.hi.us/chun/course/vidrubric.html

Dimensions of Performance	Below Standard Score: 5	Satisfactory Score: 8	Accomplished Score: 9	Excellent Score: 10
Planning Research, Storyboarding, and Rehearsal	Students need help to research and write a script. The storyboard does not match the final production. Some group members have roles and some perform very few tasks. Some video vocabulary and floor language are used during rehearsals. Students need to be reminded to stay on task	Students need help to research and write a script. There is a storyboard that is adhered to during production. Most group members have roles and use some video vocabulary and floor language during rehearsals. Students need to be reminded to stay on task.	Students research and write a compelling and creative script. The storyboard is drawn carefully with shot compositions included. All group members have their and use video vocabulary and floor language during rehearsals.	Students research independently and write a compelling and creative script. The storyboard is drawn carefully with set design and shot compositions included. All group members define their roles and use video vocabulary and floor language during rehearsals.
Content (5-7 minutes)	The project has a focus but may stray from it at times. There is an organizational structure, though it may not be carried through in a consistent manner. There may be factual errors or inconsistencies, but they are relatively minor. Less than adequate evidence of student learning and efforts are reflected in student's project.	There is focus that is maintained throughout the project. The project presents information in an accurate and organized manner that can be understood by the intended audience. Adequate evidenced of student learning and efforts are reflected in student's project.	The project has a clear focus related to the chosen topic and one or more of the following elements; reflects broad research and application of critical thinking skills; shows notable insight or understanding of the topic. Excellent evidence of student learning and efforts are reflected in student's project.	The project has a clear focus related to the chosen topic and one or more of the following elements; reflects broad research and application of critical thinking skills; shows notable insight or understanding of the topic. Excellent evidence of student learning and efforts are reflected in student's project.
Layout/ Design	Either lack of preparation or illogical sequence. Transitions are choppy or distract the viewer. Titles are not present or distract from the overall video. Does not have a storyboard.	Adequate preparation and sequence is shown. Transitions are adequate. Titles are present. If storyboard is present, it shows the project in a broad outline.	Sequence of project components is clear and evident. Transitions provide easy movement from one scene to another. Titles are used and add to the video's flow. Storyboard shows general outline.	Organization of presentation is excellent. Transitions add to the viewer's understanding of the topic. Titles are added to enhance understanding. Storyboard shows progression.

Technical

Elements | The camera work is choppy and the scenes are blurry or panning is too fast. Sound and visual files contain significant distortion. Transitions are awkward between scenes. Titles are illegible. Technical difficulties seriously interfere with the viewer's ability to see, hear, or understand content. | The camera work may be choppy or panning is too fast. Sound and visual files may have some distortion but it doesn't distract the viewer. There are some technical problems, but the viewer is able to follow the presentation. | The camera work is generally smooth and the focus is usually crisp. Sound and visual files are mostly distortion free. Transitions provide a smooth movement between scenes. Titles are mostly legible. There are few technical problems. | The camera work is smooth and the focus is crisp. Sound and visual files are distortion free. Transitions are timed for smooth movement between scenes. Titles are legible. There are few technical problems, and none of a serious nature. |
| Collaboration | Obvious that the presentation was created by one person rather than as team

Students make poor choices for group members. The group is unable to complete the video in a timely fashion | Presentation a result of a group effort, but only some members contributed

Students select group members according to social desires. Some students in the group participate actively. Few students excel in the activities | Students worked together and were assigned different roles

Students select group members based on good working relationships. All students in the group participate actively 100% of the time. Most students excel in the activities | Effective teamwork. The final product represents something that would have been impossible to accomplish working alone.

Students select group members based on good working relationships. All students in the group participate actively 100% of the time. Each student excels in every activity |

Writing Assignment Rubric (50 Points)

Modified from: http://www.usca.edu/english/academics/wpp/evaluation.dot

	8 to 6	5 to 3	2 to 1
Clarity of Purpose. Clear purpose, audience awareness	Positions are clear; thesis / intent is obvious; complexities and various viewpoints are addressed. Clear sense of audience.	Positions are evident, thesis / intent is evident; and some attempt is made to accommodate various viewpoints. Somewhat aware of audience.	Lacks position on topics; thesis / intent is unclear complexities and various viewpoints are addressed. superficial; little to no addressing of various audiences.
	8 to 6	**5 to 3**	**2 to 1**
Quality of thought. Recognition / examination of complex ideas. Ample evidence.	Unified and strong control of content; Opinions and claims are well-supported; Ample Evidence	Generally unified; ideas are balanced, opinions, and claims are adequately supported.	Little evidence of control of ideas; ideas are not supported, or Use of credible and logical support. Support is cliché / sloganeering.
	8 to 6	**5 to 3**	**2 to 1**
Organization of Content. Arrangement, unity, and coherence.	Ideas are well connected through structural and linguistic transitions; structure complements and completes content.	Some evidence of structural and linguistic transitions; structure is generally adequate for the content.	Overall unity and coherence are flawed; parts are poorly connected, and there is little evidence of planning or organization
	8 to 6	**5 to 3**	**2 to 1**
Synthesis and Integration of Sources	Sources are presented clearly and concisely so as to examine, compare, and evaluate various claims, finding, and arguments.	Some attempt at synthesis; some acknowledgements of diverse perspectives.	A single source dominates discussion; overly reliant on direct quotation; no integration of writer's points with source.
	8 to 6	**5 to 3**	**2 to 1**
Attribution and Documentation. Clear attribution and accurate documentation	Readers can clearly identify purposeful use of sources and can track source material. Each source is clearly identified in text and in works cited/ references. Formatting is correct.	Generally, readers can track source material. Mixed use of citations in text and works cited. Formatting is flawed. Documentation varies	Impossible to distinguish writer's text from source material. No citation though obvious use of sources. Disregard for conventional formatting
	8 to 6	**5 to 3**	**2 to 1**
Language and Style. Vocabulary, levels of diction, syntax	Diction and syntax are well-chosen to express ideas; no redundancies.	Acceptable language, although somewhat limited in vocabulary and syntactic fluency.	Language errors and limited choices in syntactical forms. Language limits and distracts from expression of ideas.
	8 to 6	**5 to 3**	**2 to 1**
Grammar and Usage. Grammar, usage, punctuation, spelling	Grammatical structures are well-chosen; no errors distract from meaning.	Grammatical structures carry the meaning forward, although readers notice occasional error(s).	Grammar errors are so obtrusive that readers are seriously Grammar, usage, punctuation, spelling, distracted by them.

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Legal and Ethical Environment of Business
BADMA720

Schedule / To Do List

Module 1: Introduction

Start: 16 January 2018
End: 22 January 2018 (midnight US-ET / UTC -4 / GMT -4)

Introduction to Course
Module Learning Objectives:

At the end of this module students will be able to
- Explain how to begin a collaboration to create, update, or eliminate work place policies regarding ethics. (CO5)
- Analyze a policy decision and develop a possible alternate solution for a different outcome (CO1, CO2, CO4)

Introduction To Do List
- Download Syllabus-see the Getting Started Page or Student Resource Center
- Complete Introduction Discussion

Module 1 Videos
- View Video
    - HR360 Video on Policy collaboration
        - Video: http://tinyurl.com/HR360PolicyVideo
        - Transcript: http://tinyurl.com/HR360PolicyTranscript
    - Harvard Video that describes some of the elements of a 'Wise Leader.'
        - Video: http://tinyurl.com/HBRWiseLeaderVideo
        - Transcript: http://tinyurl.com/WiseLeaderTranscripts
    - Trolley Dilemma
        - Video: http://tinyurl.com/NelsenTrolleyDilemma
Module 1 Exploration
- Explore SHRM
    - This link takes you the Society for Human Resources (SHRM): https://www.shrm.org/
    - I've included this website because it can be a source to help create new policies or re-work existing policies (no sense in reinventing the wheel).
- Explore Leadership Qualities and Traits
    - This link http://briandownard.com/leadership-skills-list/ takes you to a list of 101 Best Leadership skills. Clearly, the list demonstrates why it's hard to find a good leader (we know a rotten one when we see that though!). Refresh your memory over the various characteristics.
- Explore the Trolley Dilemma
- This link http://tinyurl.com/TrolleyDilemmaDiscussion takes you to the discussion resources that go with the trolley dilemma.

Module 1 Discussion
Background:
- The module one video and exploration resources seem like an assorted set of schizophrenic materials (ask Deleuze and Guattari about schizophrenic capitalism)←This is an academic Easter Egg---psst, reading is optional.
- Anyhow, what I 'd like everyone to do is to think about Human Resource Policies, Leadership, and the notion of utilitarianism (making decisions for the greater good).

Discussion Question/s Initial Posting
- Then for the discussion, please describe a time when a decision was made where you wished you could have had a magic wand to give you the power to change things. What was the decision? Who made the decision? Why did it bother you—was there an ethical dilemma? What would you have liked to have done differently and why? What would be your path forward for change if you had a magic wand?
- Each discussion is worth 20 points, and the discussion post should be no more than about 300-400 words. There is a rubric in the syllabus tool box and there is an associated rubric attached to the discussion forum on Blackboard.

Replies
- You should reply at least once (in the range of 150-300 words) and you can do that by Thursday (midnight ET) of Module 2. The later reply allows students adequate time to read and absorb the initial postings of everyone!

Helpful Tips
- HINT: You must post first before you can see the postings of others. This longer posting, which is an initial posting, should be posted by midnight ET or UTC / GMT -4 on the last day of the module.
- HINT: It might be easiest to write your thoughts in MS Word. You will want to insure to use the "NORMAL" template with no fancy bullet things (add those once you copy the posting to Blackboard).

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Module 2: Leadership and Ethical Obligations / Ethical Reasoning Models
Start: 23 January 2018
End: 29 February 2018 (midnight US-ET / UTC -4 / GMT -4)

Module Learning Objectives:

At the end of this module students will be able to
- Differentiate between ethical reasoning models (CO1)
- Describe the traits or practices that the student might adopt to be an ethical leader (CO1)
- Describe problem solving and how the problem-solving model might be helpful in resolving ethical dilemmas (CO4, CO5)

Module 2: To Do List
Online Reading
- Are you solving the right problem?
- Follow Link: https://hbr.org/2012/09/are-you-solving-the-right-problem
- Or Download PDF

Ethical Obligations / Ethical Reasoning Models: Getting to Work
- Read: Getting to Work, p. **xxiii-xxx** AND **p. 1-3**

Leadership Readings
- Read: Introduction, p. 538-540
- Read: What is Good Leadership? P. 541-545
- Read: Is it better to be loved than Feared? P. 545-547
- Read: Plato on why ethical people don't want to be leaders, p. 564-565
- Read: Servant Leadership: A journey into the Nature of Legitimate Power and Greatness: p. 565-567

Discussions / Initial Postings
There are two discussion questions for this week. Create initial postings and be sure to post required replies

1. The article "Are you solving the right problem?" was written about creating innovations to solve problems—in this case the issue deals with water sustainability. Likely you're familiar with some type of 4 to 7 step problem-solving model. Describe (150-300 words) how this problem-solving model might be helpful in resolving ethical dilemmas or problems.

2. Regarding the text book readings, create an initial posting (150-400 words) describing two or three concepts that you might like to implement in the future and tell why those concepts are important for you

Replies

- You should reply at least once (in the range of 150-200 words) to both discussion questions and you can do that by Thursday (midnight ET) of Module 3. The later reply allows students adequate time to read and absorb the initial postings of everyone!

Helpful Tips
- HINT: You must post first before you can see the postings of others. This longer posting, which is an initial posting, should be posted by midnight ET or UTC / GMT -4 on the last day of the module (see the calendar for due dates).
- HINT: It might be easiest to write your thoughts in MS Word. You will want to insure to use the "NORMAL" template with no fancy bullet things (add those once you copy the posting to Blackboard).

Begin Team Project
Team Project (two people)

By the First Day of Module 4 (see module for due date) contact your group member. You can find your group member under GROUPS in the left navigation pane of Blackboard.

Review the project requirements and begin to discuss your ideas for a final project.

By the Thursday of Module 4 you should have
1. Heard from your group member—if not please let the professor know
2. Selected a topic and begun the process of winnowing the topic down
3. Split duties and created a timeline for the project
4. Complete the Initial Team Evaluation Survey

HINT: Each group is assigned a discussion board and the ability to exchange files in Blackboard. It might be helpful to use that area. If you choose not to use the space provided, insure that you have a trail (preferably not of texts) of your group work in case the professor needs to moderate.

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Module 3: Honesty, Trust, and the Good Life
Start: 30 January 2018
End: 5 February 2018 (midnight US-ET / UTC -4 / GMT -4)

Module Learning Objectives:

At the end of this module, students will be able to:
- Explain 'The Good Life' and how that concept impacts business decisions. (CO1, CO2, CO4)
- Choose the values for which the student might live 'the Good Life' (CO1, CO2, CO4)
- Explain Solomon and Flores' Simple, Blind, and Authentic Trust concepts (CO1, CO2, CO4)

Chapter 2: The check is in the Mail
Read

- Introduction and Business Bluffing. p. 39-48
- Read "On Bullshit" p.60-61
- Read "Building Trust" p. 68-71
- Read "Trust, Honesty, and Ethics in Business, p. 72-77
- Read "Good Bluffing"

Chapter 3: The Good Life
Read

- Aristotle is cool too. Read that, the introduction, and Solomon's piece. p. 85-93
- Read "Epicurus", p. 97
- Read "Wealth" p. 99-103.
- Read: "Are you Living the Good Life?" p. 124-126

Discussions / Initial Postings

Regarding the text book readings, create an initial posting (150-400 words). Turn to the discussion questions for Solomon's "Strategic Planning—for The Good Life (page 89). Choose Either Question 2 (Top Five Values) or Question 3 (Sitting in a rocking chair at 90) for completion. Choose ONLY one question!

Replies
- You should reply at least once (in the range of 150-200 words) to both discussion questions and you can do that by Thursday (midnight ET) of Module 4. The later reply allows students adequate time to read and absorb the initial postings of everyone!

Helpful Tips

- HINT: You must post first before you can see the postings of others. This longer posting, which is an initial posting, should be posted by midnight ET or UTC / GMT -4 on the last day of the module (see the calendar for due dates).
- HINT: It might be easiest to write your thoughts in MS Word. You will want to insure to use the "NORMAL" template with no fancy bullet things (add those once you copy the posting to Blackboard).

Continue Team Project
Team Project (two people)

By the First Day of Module 4 (see module for due date) contact your group member. You can find your group member under GROUPS in the left navigation pane of Blackboard.

Review the project requirements and begin to discuss your ideas for a final project.

By the Thursday of Module 4 you should have
1. Heard from your group member—if not please let the professor know
2. Selected a topic and begun the process of winnowing the topic down
3. Split duties and created a timeline for the project
4. Complete the Initial Team Evaluation Survey

HINT: Each group is assigned a discussion board and the ability to exchange files in Blackboard. It might be helpful to use that area. If you choose not to use the space provided, insure that you have a trail (preferably not of texts) of your group work in case the professor needs to moderate.

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Module 4: Money, Money, Money: Money Ethics & Problems of Wealth Distribution

Start: 6 February 2018
Thursday of Module 4: 8 February
End: 12 February 2018 (midnight US-ET / UTC -4 / GMT -4)

Module Learning Objectives:
- Identify the different types of responsibility expected from the financial / accounting community (CO1, CO2, CO3, CO4, CO5)
- Explain and Apply the "Ethics Questions to Consider" before making a decision (CO1, CO2, CO3, CO4, CO5)
- Describe how liberty upsets wealth distribution patterns (CO1, CO2, CO3, CO4, CO5)

Chapter 4: Money, How We Get it, and Where it Goes
Read:
- Introduction, p. 128-132
- Lies, Damned Lies, and Managed Earnings, p. 132-138
- Finance Ethics, p. 146-151
- F.I.A.S.C.O. & Aristotle, p. 160-162.

Chapter 5: Who Gets What and Why?
Read:
- Plato's cool--so read that too! Adam Smith is always a must read. He's the Father of American Capitalism.
- Introduction, p. 189-195
- Justice as Fairness, p. 201
- Anarchy, State, and Utopia, p. 203-214.
- Rich & Poor, p. 214-216

Discussions / Initial Postings

Discussion 1
- Regarding the text book readings, create a first posting (150-400 words).   What are the basic conflicts that arise in helping other people with their money?
- Turn to the "Ethics Questions to Consider" on page 136 and describe a time (personal, in the news, locally, etc.) when an ethical dilemma erupted that might have been prevented if managers had asked some of the questions on the list on page 136.

Discussion 2
- Regarding the text book readings, create a first posting (150-400 words).
- Turn to the discussion questions on page 214 and respond to the questions at the end of the Anarchy, State, and Utopia.

Replies
- You should reply at least once (in the range of 150-200 words) to both discussion questions and you can do that by Thursday (midnight ET) of Module 5. The later reply allows students adequate time to read and absorb the initial postings of everyone!

Helpful Tips
- HINT: You must post first before you can see the postings of others. This longer posting, which is an initial posting, should be posted by midnight ET or UTC / GMT -4 on the last day of the module (see the calendar for due dates).
- HINT: It might be easiest to write your thoughts in MS Word. You will want to insure to use the "NORMAL" template with no fancy bullet things (add those once you copy the posting to Blackboard).

Continue Team Project
Team Project (two people)

Complete the first Team Evaluation Survey. The link is located in the left-hand navigation panel in Blackboard

By the First Day of Module 4 (see module for due date) you should have contacted your group member/s. You can find your group member under GROUPS in the left navigation pane of Blackboard.

Review the project requirements and begin to discuss your ideas for a final project.

By the Thursday of Module 4 you should have
1. Heard from your group member—if not please let the professor know
2. Selected a topic and begun the process of winnowing the topic down
3. Split duties and created a timeline for the project
4. Complete the Initial Team Evaluation Survey

HINT: Each group is assigned a discussion board and the ability to exchange files in Blackboard. It might be helpful to use that area. If you choose not to use the space provided, insure that you have a trail (preferably not of texts) of your group work in case the professor needs to moderate.

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Module 5: I thought this was a free market. Where's the invisible hand?

Start: 13 February 2018
End: 19 February 2018 (midnight US-ET / UTC -4 / GMT -4)

Module Objectives
- Compare and Contrast opposing ideas about the Social Responsibilities of Business (CO1, CO2, CO3, CO4)
- Compare and Contrast capitalist economic ideas (CO1, CO2, CO3, CO4)
- Defend a personal position about the usefulness of stakeholder theory and economic theories (CO1, CO2, CO3, CO4)

Chapter 6: Is "the Social Responsibility of Business…to Increase its profits?"
- Read
    - Friedman (is the Father of Shareholder Wealth Ideas) p. 247-253
    - Why Shouldn't Corporations be socially responsible? P. 254-263
    - Ed Freeman (is the Father of Stakeholder theory. He claims that his work is Freeman vs. Friedman. See for yourself!) p. 263-268.
- View: Freeman R. E., (2009). What is Stakeholder Theory? YouTube, retrieved from: https://www.youtube.com/watch?v=bIRUaLcvPe8 (the first five minutes would be enough). Ed is super nice guy with a great sense of humor.

Chapter 15: Is Everything for Sale?
- Read
    - Introduction, p. 633-634
    - Aristotle, p. 634-637
    - Adam Smith, p.367-639
    - Karl Marx, p. 639-642
    - John Maynard Keynes, p. 648-653
    - Too Smart to Fail p. 674-675

Discussion / Initial Postings: Compare and Contrast the writing of the authors in Chapter 6 or you can compare and contrast the writings of the authors in Chapter 15. Create a first posting (150-400 words). Consider and describe how the business world has changed from the time of the original writer. Be sure to describe why the information on which you're writing is relevant or important. Of the ideas noted in the text, are there any ideas that can be incorporated in a modern organization? Why or Why not?

You're welcome to do a little bit of searching on the Internet, or in the library databases (https://library.usca.edu/guides) for a little more information if needed. Please remember to use APA-style formatting where needed.

Replies

- You should reply at least once (in the range of 150-200 words) to both discussion questions and you can do that by Thursday (midnight ET) of Module 6. The later reply allows students adequate time to read and absorb the initial postings of everyone!

Helpful Tips
- HINT: You must post first before you can see the postings of others. This longer posting, which is an initial posting, should be posted by midnight ET or UTC / GMT -4 on the last day of the module (see the calendar for due dates).
- HINT: It might be easiest to write your thoughts in MS Word. You will want to insure to use the "NORMAL" template with no fancy bullet things (add those once you copy the posting to Blackboard).

Continue Team Project
Team Project (two people)

By now you should begin the project in earnest. You'll have read the project requirements and have achieved the following:

- Heard from your group member—if not please let the professor know
- Selected a topic and begun the process of winnowing the topic down
- Split duties and created a timeline for the project
- Complete the **SECOND** Team Evaluation Survey

HINT: Each group is assigned a discussion board and the ability to exchange files in Blackboard. It might be helpful to use that area. If you choose not to use the space provided, insure that you have a trail (preferably not of texts) of your group work in case the professor needs to moderate.

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Module 6: Whistle while you work! I'll whistle while I work if you pay me off the books!

Start: 20 February 2018
End: 26 February 2018 (midnight US-ET / UTC -4 / GMT -4)

Module Objectives
By the end of this module students will be able to:
- Differentiate the attributes of whistleblowing (CO1, CO2, CO3, CO4)
- Describe how to report wrong-doing in a firm (CO1, CO2, CO3, CO4)
- Analyze and Describe the impact of bribery and corruption to firms (CO1, CO2, CO3, CO4)

Chapter 10: You know how to whistle, don't you?
- o Read
- o Whistleblowing p. 410-417
- o Davis: Some paradoxes of whistleblowing, p 417-423
- o Setter: Why we Cheat, p. 439-442

Online Readings
- Navigate to this web site:
  - o https://www.shrm.org/resourcesandtools/legal-and-compliance/state-and-local-updates/pages/new-hampshire-supreme-court-quickly-disposes-of-whistle-blower-claims.aspx
  - o https://www.shrm.org/resourcesandtools/legal-and-compliance/employment-law/pages/osha-whistle-blower-pilot.aspx

Chapter 11: Think Local, Act Global
- o Read
- o Glocalization Read p. 449-458
- o Donaldson: Values in Tension: Ethics Away from Home, p. 458-466
- o Wettstein: Silence and Complicity, p. 466-472
- o Noonan: A Quick Look at Bribes and the FCPA, p. 472-475

Discussion / Initial Posting: Choose one discussion only and create a first posting (150-400 words)
- Describe the elements of Whistle Blowing—keep it simple
- What happened to the NH Whistle Blower?
- Compare the New Hampshire case to the tenets of the definition of a Whistle Blower.

OR
- Describe the elements of Corruption / Bribery.
- Under what conditions do you think it is right for a business to try and change the values of employees and others in a foreign culture? What sorts of initiatives would be appropriate? What sorts of initiatives would be inappropriate?

Replies
- You should reply at least once (in the range of 150-200 words) to the discussion question for which you **DID NOT** create an initial posting. Please post by Thursday (midnight ET) of Module 7. The later reply allows students adequate time to read and absorb the initial postings of everyone!

Helpful Tips
- HINT: You must post first before you can see the postings of others. This longer posting, which is an initial posting, should be posted by midnight ET or UTC / GMT -4 on the last day of the module (see the calendar for due dates).
- HINT: It might be easiest to write your thoughts in MS Word. You will want to insure to use the "NORMAL" template with no fancy bullet things (add those once you copy the posting to Blackboard).

Continue Team Project
Team Project (two people)

By now you should begin the project in earnest. You'll have read the project requirements and have achieved the following:

- Heard from your group member—if not please let the professor know
- Selected a topic and begun the process of winnowing the topic down
- Split duties and created a timeline for the project
- Complete the Initial Team Evaluation Survey

HINT: Each group is assigned a discussion board and the ability to exchange files in Blackboard. It might be helpful to use that area. If you choose not to use the space provided, insure that you have a trail (preferably not of texts) of your group work in case the professor needs to moderate.

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Module 7: Who's Minding the Store: Corporate Governance & Course Close Out

Start: 27 February 2018
End: 9 March 2018 (midnight US-ET / UTC -4 / GMT -4)

Module Objectives:
    At the end of this module, students should be able to:
* Describe how power should be exerted in corporations (CO1, CO2, CO3, CO4)
* Describe the criteria for controlling and monitoring directors (CO1, CO2, CO3, CO4)
* Describe the relationship between power and accountability in corporations (CO1, CO2, CO3, CO4)

Chapter 14: Who's Minding the Store?
Read:
* Introductory Material, p. 580-581
* Nader, et al: Who Rules the Corporation? p. 582-587
* Shapiro: Power and Accountability, p. 588-594

Discussion / Initial Posting: Create a first posting (150-400 words)
Answer the following:
* Why do corporations and corporate boards so often encounter ethical dilemmas?
* How is the role of the board of directors changing?
Replies
* You should reply at least once (in the range of 150-200 words) to the discussion questions. Please post by the special dates indicated on the course calendar.

Helpful Tips
* HINT: You must post first before you can see the postings of others. This longer posting, which is an initial posting, should be posted by midnight ET or UTC / GMT -4 on the last day of the module (see the calendar for due dates).
* HINT: It might be easiest to write your thoughts in MS Word. You will want to insure to use the "NORMAL" template with no fancy bullet things (add those once you copy the posting to Blackboard).

Course Close Out

Team Project Discussion Post:

Check the date in Blackboard for the posting deadline!

Place your final project in the Team Project **discussion forum.**
By the end of the module, you should review at least two projects and provide a rating using the 5-stars rating in the forum.

Complete Student Evaluation of Teaching (SET): To receive the link to complete the evaluation of teaching, you'll need to ensure that your USCA.edu email is the primary email account in Blackboard. If you have any other email in use in Blackboard, you'll not receive a link.

If you upload a screen shot of your completed SET to Blackboard, there is an extra credit opportunity for two (2) points.

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