



# Business Ethics

## MGT 327

### Course Syllabus: Spring 2018

<b>Instructor:</b>	Dr. Leslie E. Sekerka
<b>Office:</b>	Brawner Hall #465
<b>Hours:</b>	Tues 10-11am; 2-5pm/Wed 5-6pm/Thurs 10-11am
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#### **TEXT MATERIALS:**

- Ferrell, O. C., Fraedrich, J., & Ferrell, L. (2017). *Business Ethics, Ethical Decision Making & Cases* (11<sup>th</sup> edition). Mason, OH: South-Western Cengage Learning (ISBN-13: 978-1285423715)<sup>1</sup>
- Plante, T. G. (2004). *Do the Right Thing: Living Ethically in an Unethical World*. Oakland, CA: New Harbinger Publications (ISBN-13: 978-1572243644)
- Spar, D. L. (2002). *Hitting the Wall: Nike and International Labor Practices*. Harvard Business School: Case 9-700-047
- Sekerka, L. E. (2016). *Ethics is a daily deal: Choosing to build moral strength as a practice*. Basel, Switzerland: Springer International Publishing AG.
- Supplemental readings provided (see MOLE)

#### **PREQUISITE:**

MGT 317 - Organizational Theory & Development

#### **LIBRARY COURSE PAGE:**

<http://www.menlo.edu/library/courses/courses.php?course=mgt327Sekerka.html>

#### **ATTENDANCE:**

- You are required to attend every class and the Wed night Dr. Plant lecture (which may be different than your regular class time). If you have a scheduling conflict, please make arrangements to complete the required make-up paper assignment.
- Participation is 30% of your grade. This requires active engagement in class. If you are not present, for whatever reason (athletics, work, travel), your participation is impacted. Please notify me by email before class, should circumstances prevent attendance.

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<sup>1</sup> If you buy a *used book* the material is likely to be slightly different (ethical dilemmas, cases, etc.).

## **COURSE DESCRIPTION:**

This course helps you become aware of and reflect on the ethical challenges you are likely to encounter in your business and professional life. The material is designed to prompt your exploration and analysis of conflicts between personal values, expected behavior, and procedures in organizations. Attention is directed toward examination of key approaches to address ethical issues and how these theories/philosophies can be applied to cases and contemporary management concerns.

## **LEARNING OBJECTIVES:**

- Become familiar with the major schools/philosophical theories of ethical analysis and problem-solving as they relate to business and everyday organizational issues.
- Become aware of the ethical challenges and moral choices people and the organizations they represent often encounter.
- Learn the characteristics of sound moral reasoning and apply them to business, management, and practical issues.
- Develop a coherent strategy for how to examine a situation and apply sense making tools, ethical theories, and practical skills to promote ethical action.
- Learn and demonstrate skills in critical thinking, written and oral expression, and moral competencies pertaining to reasoning and ethical action in management.
- Reflect on how ethical thought, feeling, and skills are applied, practiced, and implemented in a globally competitive business environment.

## **PERFORMANCE GOALS:**

### **Responsibilities**

1. Attend all classes (note Wed night event date).
2. Contact professor when you have questions or need support (email preferred).
3. Read all assigned materials before class.
4. Contribute to class discussion.
5. Complete all assignments on time.
6. Conversation starters are due at the **beginning of class** Tues (Wed for eve class).
7. Comply with school's academic integrity and general policies (see Appendix).

### **Requirements**

A combination of participation (individual and group work), will assess your performance. The final course grade is based on:

<b>Participation (attendance, cases, CS work)</b>	<b>30%</b>
<b>Exam</b>	<b>30%</b>
<b>Organizational Ethics Audit</b>	<b>20%</b>
<b>Virtuous Self Reflection Paper (Final)</b>	<b>20%</b>

**Assignments:** Readings, cases, and supplements are assigned weekly. This material is the basis for a conversation starter (CS), fueling all class activities. You must attend class and spend

ample time in study/preparation. You are provided some class periods for prep, teamwork, and research. Use this time wisely! You are required to attend all speaker visits during your class period and Dr. Plante's event.<sup>2</sup> **Contact the professor if you are unable to attend this event, to arrange for a make-up paper.**

**Attendance/Conversation Starters:** Class is an interactive informed discussion. You are expected to contribute; attendance must be matched with preparation. Write the CS covering that week's material so you are able to add value to the dialogue as a learning forum. This helps refine your written/oral communication skills and prepare you for major assignments. Come to class with your CS in hand.<sup>3</sup>

- ✓ Three (3) CS papers are REQUIRED, identified in the syllabus agenda.
- ✓ CS work prepares you for class and builds a framework for major assignments. Your contributions to class stem from an effective CS, strengthening your participation grade.
- ✓ When OPTIONAL, you must still read/prepare the assignment informally. One optional CS can serve as extra credit however, this does **not replace** a prior or missing CS grade.
- ✓ Homework is due in class. **NO late work is accepted.**
- ✓ **Each CS is 3 pgs, single-spaced, Times Roman 12 pt. font, and carefully proofread.**
- ✓ Address syllabus questions for the week as it relates to the readings, core topic, and the ethical dilemma. Follow directions and demonstrate both reflective insight and critical thinking. All work must be in the prescribed format (see above). Relate your answers to the reading with examples (e.g., directly from texts, supplements, and external sources).

Conversation Starter - Grading Rubric			
	Element	Points Possible	Points Achieved
a.	Address all syllabus questions for the week, using content from the assigned readings to justify answers (i.e., opinions supported with factual evidence).	4	
b.	Address the ethical dilemma for the week (see <u>Mole</u> ), using content from the readings to justify your answers. <sup>4</sup> Be sure to: -describe the ethical issue; -answer the <b>textbook questions</b> about the ethical dilemma; -state your assumptions; -identify stakeholders; and -apply the assigned reading to help unpack/address issue(s).	3	
c.	Describe an ethics innovation that helps to address this week's topic. An ethical innovation would be a novel action, step, measure, method, process, or strategy that improves/builds ethical strength at the individual, organizational, or societal levels. Your innovation should be driven by concepts in this week's reading, applying both reflection and critical thought.	1	
d.	Proofread and ensure your CS is in the proper format, and confirm overall professionalism (proofread, clear/coherent, complete sentences, no typos).	2	
	<b>TOTAL</b>	10	

<sup>2</sup> Tues/Thurs class must attend the combined class with Dr. Plante on Wed, instead of their regular class that week.

<sup>3</sup> CS homework is due on the first day of class each week, unless announced otherwise.

<sup>4</sup> All of the ethical dilemmas are posted on MOLE, crosscheck by verifying the chapter and name of the key actor.

**All CS work must be typed, hard copy, and turned in on the assigned day.**

***Team Case Participation:***

- 1) For the ***mini-cases***, each group presents a single case (see BACK of Ferrell text). You are responsible for reviewing ALL of the cases, but your team presents just one.
- 2) After you read the cases, study/answer the questions pertaining to your case.
- 3) Join your team in the library to attend the **REQUIRED** case prep sessions. Read through **each case** and vet/research your **assigned case** collectively.
- 4) Study the text, research, media, and current events to prepare your review, analyses, and recommendations. Team members work together to:
  - a) preview ALL cases;
  - b) thoroughly prepare/manage your assigned case;
  - c) relate analyses to the text, research, and current events;
  - d) prepare to lead the class in a discussion of your case; and
  - e) craft a CS for your case (individually). ***You must write your own CS!***

***Exam:*** There is one exam covering material up to 3/27. It is a mixed format (multiple choice, fill in, and essay). The exam includes textbook questions and essay questions drawn from class lectures/discussion. A study guide will be provided.

***Organizational Ethics Audit:*** The purpose of this assignment is to understand how to assess the ethics of an organization. Identify a firm and investigate how they ensure their corporate ethical performance. This involves:

- a) selection/approval of firm (see Appendix), **submit audit memo (due in class on exam day)**;
- b) understand how to assess ethics in an organization;
- c) perform an audit by examining the company;
- d) create a professional report of your findings;
- e) form recommendations to improve/strengthen current operations; and
- f) present/submit your audit report (no PPs, 10 mins).

Contract with professor and your team regarding the selection of your firm. Social loafing is unacceptable. If you are identified as a free-rider, you will be excused from the project (receiving no credit). **You MUST interview 3 individuals at the firm.** This takes preparation. **Start early!**

***Journal Writing:*** Keep an ethics journal **throughout the term**. Make 1 entry per week, noting reflections/habits/events, with an eye on ethics in your daily life. Where do you demonstrate your virtue strengths (or where you can you improve)? Entries are 1 full pg. typed (single spaced). You must have at least 10 entries. **This is data for your final paper, which is the final exam.**

Discuss what happened to you, friends, or family members that week, circumstances that brought forward an ethical issue. You can consider items in the news that had ethical connotations. How did ethical awareness impact your life? What is happening with your classes, team work, sports events, clubs, etc. that relate to ethics? Do you care (why or why not)? This practice will help you see who you are and if you possess moral strength. The goal is to help you recognize ethical issues, and what thoughts, attitudes, feelings, and behaviors are associated with ethics in your

everyday life. Five journal entries (typed) for the first half of the term are due on the day of the MT exam. **Confidentiality is honored.**

***Virtuous Self-Reflection Paper:*** Business ethics is about issues that emerge in the workplace. If you are to become an ethical employee, manager, or leader you will need to recognize issues and assume responsibility for the development and exercise of your moral character. Additional details regarding peer data will be provided. Gathering/preparing data for this assignment requires coordination and is essential information for the reflective component of the activity. Both external/internal input is important in understanding the “self.”

Start with CS#1 and your strengths profile, and then present your data. This includes **external input** (10 different contributors from peers, co-workers, family members, coaches, teammates)<sup>5</sup> and **internal input** (10 journal entries). This material, along with the readings and class discussions, is used to reflect on your virtuous self (both strengths and weaknesses). Compare/contrast your findings.

The final exam paper is 4-5 pages, single-spaced, Times Roman 12 pt. font. Clip (no folders please) to the back of the paper as an Appendix: CS#1, strengths profile, 10 feedback entries (2-3 stories per person), and 10 journal entries. No title or reference pages needed. This is NOT a research paper; rather, it is a self-reflection activity, applying core concepts to aid in your personal development.

**\*\*THIS IS THE FINAL EXAM\*\***

***General:*** The syllabus is a guideline for learning, exam preparation, and course completion. It is subject to change. If you miss a class due to illness, sports, work, or emergency, please let me know in advance **by email**. It is your responsibility to find out what material was covered. **Please check MOLE for course information.**

***Attendance counts!***

PLEASE use the Academic Success and Writing Centers.<sup>6</sup> If you would like to discuss the course, your grade, or any other questions or concerns, let me know. Questions are welcomed via email throughout the day, every day!

*It is my privilege to create an interesting, fun, and productive learning environment for you.*

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<sup>5</sup> A form for gathering data from external sources will be provided. All data must be typed and is a REQUIRED component to pass the final (10 complete forms and 10 journal entries).

<sup>6</sup> Visit the WC; they offer consultations to help you generate ideas and improve your writing (outlining, forming a thesis, developing paragraphs, revising, and citing). Contact Erik at [erik.bakke@menlo.edu](mailto:erik.bakke@menlo.edu) or x3849.

<b>-COURSE AGENDA-</b>					
<b>How to use this course agenda:</b> Refer to your corresponding class time (Tues/Thurs or Wed). For each week you can see what is covered, what is due, and what needs to be completed. All assignments are due the first day of class each week, unless otherwise modified. No late work accepted.					
<b>Tues</b>	<b>Wed</b>	<b>Thurs</b>	<b>DUE in Class</b>	<b>Reading</b>	<b>Preparation &amp; Instructions</b> Homework Due each week ON Tues (Wed for eve class)
<b>WEEK 1</b>					
1/9  Introduction	1/10  Introduction	1/11  Introduction	<b>Introduction</b>  Overview  Form Teams 3 people  PMC SCALE	Read Ferrell Chapter 1  Read Sekerka Chapters 1-3	1. Procure all course reading materials. 2. Read the syllabus and outline questions for class review. 3. Read assignment for this week.
<b>WEEK 2</b>					
1/16  Guest Erik Bakke	1/17  Guest Erik Bakke  Business Ethics Issues The Corporation	1/18  Business Ethics Issues The Corporation	<b>Business Ethics Issues</b>  Due: CS#1 <b>REQUIRED</b>  ASSIGN CASES	Read Ferrell Chapter 3  Read Sekerka Chapter 4-6  VIA Strengths Inventory: <a href="http://www.viacharacter.org/VIAINSTITUTE/Classification.aspx">http://www.viacharacter.org/VIAINSTITUTE/Classification.aspx</a>  <b>READ Plante's book by next week!</b>	CS#1: Read the assignment and respond to the following: 1. Define the term virtue. What does it mean in the context of business? 2. Take the VIA strengths inventory (short form is free/print out your results and save them). 3. Describe your virtuous self. What are three of your strengths? For each virtue, offer specific examples to justify your claims. 4. What virtues would you like to work on this term? What will you do (specifically) this term to make this happen? Set specific objectives to attain these goals. 5. In a few sentences, describe <u>your purpose in life</u> . Why are you here and what do you intend to accomplish in your life? 6. Applying information from Chapter 3, address the ethical dilemma questions (11 <sup>th</sup> edition, posted on MOLE). Opinions must be substantiated with evidence.

					<b>NOTE:</b> CS#1 is the beginning of your final <i>Virtuous Self Reflection Final Paper</i> .
<b>WEEK 3</b>					
1/23 <sup>7</sup>  NO CLASS: Attend Wed	1/24  Guest Dr. Thomas Plante Author, Professor, and Psychologist	1/25  NO CLASS: Attend Wed	Who do you want to be in the World?  BRING BOOK By Dr. Plante  Due: CS#2 <b>REQUIRED</b> Due Wed	Read Plante (2004), <i>Do the Right Thing</i>  Read Sekerka Chapters 7 and 10	CS#2: Read the assignment and respond to the following: <i>Think back to a time when you were faced with an <b>ethical challenge</b>. This might be a situation where there was a conflict between doing what you thought you should do and what the organization or social norms would suggest. It might have involved a conflict between your values and the organization's or others' goals. It may have been difficult for you to act, to know what to do, or to determine how to resolve the situation. As you think back about your work or team experiences, this is a time when you may have been unsure how to act or did not know what to do. It was an ethical challenge, issue, or dilemma.</i> 1. Describe YOUR ethical challenge. Explain what you were thinking and feeling <u>at the time</u> . 2. What supports or curtails your ability to proceed with ethical action? 3. What would Dr. Plante say about your ability (or lack thereof) to do the right thing in this situation? 4. Can you become more ethical? Why or why not? Use theory and examples to substantiate your claims. 5. Describe the ethical decision-making process (drawing from Sekerka's model). What is your weak point? What is your area of strength? 6. Applying information from Sekerka's chapter, describe the moral competencies. Did you apply them in your ethical challenge (above)? Why or why not? If not, how might you apply them in the future?
<b>WEEK 4</b>					



<sup>7</sup> Students in Tues/Thurs class **must attend Wed 1/24 session at 6:10pm**. If you cannot attend, a makeup paper is required.



1/30 <b>Ethical Decision-making</b>	1/31 <b>Ethical Decision-making &amp; Moral Philosophies</b>	2/1 <b>Moral Philosophies</b>	<b>Ethical Decision-making &amp; Moral Philosophies</b>  Due: CS#3 OPTIONAL	Read Ferrell Chapters 5-7  Read Sekerka Chapters 8-9	CS#3: Read the assignment and respond to the following: 1. What are the major moral philosophies? Describe the ones you typically use when facing an ethical challenge (with examples). 2. What level of moral development describes you? Do you aspire to be at a higher stage? If so, how will you develop your moral strength? 3. Do virtues support business transactions? How do you balance “being good” with making money? 4. What are the differences between principles and values, and how might they impact one’s moral philosophy? 5. Find an example of dishonesty (lying) in recent business news; what contributes to deceit? How does this relate to a lack of applied moral philosophy in business? 6. Describe Sekerka’s ethical decision-making model. 7. Applying information from this week’s reading, address the ethical dilemma questions for Chapter 6 (11 <sup>th</sup> edition, posted on MOLE). Opinions must be substantiated with evidence.
<b>WEEK 5</b>					
2/6  <b>Case Prep</b>  <b>GO TO THE LIBRARY</b>  Required Case Prep Session Group Assignment	2/7  <b>Case Prep</b>  <b>GO TO THE LIBRARY</b>  Required Case Prep Session Anne Linvill	2/8  <b>Case Prep</b>  <b>GO TO THE LIBRARY</b>  Required Case Prep Session Anne Linvill	<b>CASE PREP IN THE LIBRARY</b>	Read Ferrell Chapter 2	<ul style="list-style-type: none"> <li>Attend library mini-case prep session.</li> <li>Meet in groups to research/build your case.</li> <li>Prepare CS#4 (below) for mini-case presentation.</li> </ul>
<b>WEEK 6</b>					
2/13  <b>Stakeholders Mini-Cases</b>	2/14  <b>Stakeholders Mini-cases</b>	2/15  <b>Stakeholders Mini-Cases</b>	<b>Stakeholder Relationships</b>  Due: CS#4	<ul style="list-style-type: none"> <li>Monsanto</li> <li>Starbucks</li> <li>Wal-Mart</li> <li>N Belgium Brew</li> </ul>	CS#4 Read the assignment and respond to the following: 1. Using external business/academic sources substantiate the strength of business ethics within your assigned case’s general domain/industry (agriculture, retail,



			<b>REQUIRED</b> Mini-case Team Presentations  CS#4 is an individual paper, but report outs are a team activity (from seats, no PPs)	<ul style="list-style-type: none"> <li>▪ Google</li> <li>▪ Zappos</li> <li>▪ Whole Foods</li> <li>▪ NCAA</li> <li>▪ Apple</li> <li>▪ PepsiCo</li> <li>▪ Belle Meade</li> <li>▪ Herbalife</li> <li>▪ CVS</li> <li>▪ LuLu Lemon</li> <li>▪ Galleon Group</li> <li>▪ Big Pharma*</li> </ul>	technology, etc.). 2. Given your answer to #1, where does your case stand? 3. How ethical is this firm (scale of 1-10; 1=worst, 10=best) within this industry? 4. You have just been appointed Chief Ethics Officer of the firm in your case. What will be your first actions as leader, strategist, and person responsible for ethics within all operations? 5. How does the case relate to you the consumer? Do you care about what this firm is doing or <i>not</i> doing? Why or why not? 6. Applying information from Chapter 2, address the ethical dilemma questions (11 <sup>th</sup> edition, posted on MOLE). Opinions must be substantiated with evidence. <b>NOTE:</b> CS work is prepared/written individually, but presented as a team (everyone must participate). *If you are interested in this case, ask the Professor for a copy.
<b>WEEK 7</b>					
2/20  <b>Guest</b> Doug Heske John Boyer Grow App	2/21  <b>Guest</b> Doug Heske John Boyer Grow App	2/22  <b>Guest</b> Roxane Marenberg Cisco Systems	<b>Corporate Social            Responsibility            (CSR)</b>  Due: CS#5 OPTIONAL	Read Ferrell Chapter 12  Read <i>The Business Case for Social Responsibility</i> : <a href="https://corpgov.law.harvard.edu/2011/06/26/the-business-case-for-corporate-social-responsibility/">https://corpgov.law.harvard.edu/2011/06/26/the-business-case-for-corporate-social-responsibility/</a>	CS#5: Read the assignment and respond to the following: 1. Outline all of the core arguments for making CSR essential to the livelihood of any business. 2. Identify 3 challenges that might thwart a budding entrepreneur from caring about CSR in their business. 3. Take your answer to #2 (above) and respond to each challenge with a plan for how to overcome these obstacles, as an innovative ethical leader. 4. How can we move business leaders and investors to adopt a more stakeholder-focused model? 5. Find an example of a nascent firm and/or industry that is focusing on ethical concerns/issues and building an culture from the start. Describe what you found and how you know it's a genuine approach to create ethical

					<p>strength in business.</p> <p>6. Applying information from this week's reading, address the ethical dilemma questions for Chapter 12 (11<sup>th</sup> edition, posted on MOLE). Opinions must be substantiated with evidence.</p>
<b>WEEK 8</b>					
<p>2/27</p> <p><b>Organizational Culture (Enron) &amp; Institutionalized Ethics</b></p>	<p>2/28</p> <p><b>Organizational Culture (Enron) &amp; Institutionalized Ethics</b></p> <p><b>Guest</b> Aaron Silverman CEO &amp; Cofounder Canna Group, Inc.</p>	<p>3/1</p> <p><b>Guest</b> Aaron Silverman CEO &amp; Cofounder Canna Group, Inc.</p>	<p><b>Organizational Culture &amp; Institutionalization</b></p> <p>Due: CS#6 OPTIONAL</p> <p>Due: Team memo for <i>Organizational Ethics Audit Project</i></p>	<p>Read Ferrell Chapters 4 and 7</p> <p>Read Enron Case (back of text)</p> <p>Read Watkins article (on MOLE)</p>	<p>CS#6: Read the assignment and respond to the following:</p> <ol style="list-style-type: none"> <li>1. What role does the corporate culture play in how people achieve their goals in the workplace?</li> <li>2. Offer several examples of mandated and voluntary ethics in business. What are the pros/cons of each?</li> <li>3. What is the difference between compliance- and values-based ethics?</li> <li>4. Relate the concepts you studied in OB to the subject of ethics. What do power, structure, motivation, teams, and leadership have to do with business ethics? How can you use these elements as tools to shape an ethical culture?</li> <li>5. What about the organizational culture at Enron led to its own demise? How could such gross moral failings have been prevented?</li> <li>6. Select a firm you buy product from regularly, and identify its core ethical practices (exercised, not just marketing/rhetoric).</li> <li>7. Applying information from Chapter 7, address the ethical dilemma questions (11<sup>th</sup> edition, posted on MOLE). Opinions must be substantiated with evidence.</li> </ol>
<b>WEEK 9</b>					
3/6	3/7	3/8		<b>SPRING BREAK</b>	
<b>WEEK 10</b>					
3/13	3/14	3/15	<b>Ethical Challenges in the Workplace</b>	Read <i>What Men Can Do</i> :	<b>NOTE:</b> NBES is an example of professional report (see Org Ethics Audit project).

Ethical Challenges	<p>Nike Case Prep</p> <p>Guest Lisa Villarreal</p> <p>Ethical Challenges</p> <p>Guest Ann Stromberg HR Attorney</p>	<p>Guest GAP, Inc. Arnetta Lee Jessica Beane</p>		<p><a href="http://www.cnn.com/2017/10/21/opinions/what-men-can-do-me-too-stamp-opinion/index.html">http://www.cnn.com/2017/10/21/opinions/what-men-can-do-me-too-stamp-opinion/index.html</a></p> <p>Read <i>Why I thought twice before saying #MeToo</i>: <a href="https://www.washingtonpost.com/news/act-four/wp/2017/10/16/metoo-of-course-but-what-comes-next/?utm_term=.41c76bf785ab">https://www.washingtonpost.com/news/act-four/wp/2017/10/16/metoo-of-course-but-what-comes-next/?utm_term=.41c76bf785ab</a></p> <p>Read <i>National Business Ethics Survey</i> (NBES): <i>Millennial, Gen X, and Baby Boomers</i> (ERC), on MOLE</p>	
<b>WEEK 11</b>					
<p>3/20</p> <p>Nike Case Prep</p> <p>Guest Marianne Neuwirth</p>	<p>3/21</p> <p>NIKE CASE COMPETITION</p>	<p>3/22</p> <p>NIKE CASE COMPETITION</p> <p>Exam Study Guide Made Available</p>	<p><b>Corporate Social Responsibility &amp; Globalization</b></p> <p>Due: CS#7 <b>OPTIONAL</b></p>	<p>Read Ferrell Chapter 10 and 12</p> <p>Read HBR case by Spar: <i>Nike: Hitting the Wall</i></p> <p>1: <i>Jeff Ballinger</i> (NGO, stakeholder, CSR lens) 2: <i>Nike</i> (Phil Knight, corporate lens) 3: <i>Consumer/General</i></p>	<p>CS#7: Read the assignment and respond to the following:</p> <ol style="list-style-type: none"> <li>1. Why does Ballinger have a convincing argument?</li> <li>2. Does Nike have a convincing response?</li> <li>3. How well did Nike handle the publicity and labor practices?</li> <li>4. Could/should Nike have done anything differently?</li> <li>5. What is a fair wage in Vietnam? How should Nike and other US employers think about this?</li> <li>6. What role do consumers play in CSR? Do we have power? If so, have we used it to shape unfair practices around the world? Do you care; why or why not?</li> <li>7. Applying information from Chapter 10, why is ethics particularly challenging when conducting business</li> </ol>

				<i>Public</i> (stakeholder lens)  <b>HINT:</b> This is an <b>EXCELLENT</b> choice for extra credit! It'll put you in a better position to win the class debate! 😊	around the world? 8. Applying information from Chapter 10, address the ethical dilemma questions (11 <sup>th</sup> edition, posted on MOLE). Opinions must be substantiated with evidence. <b>NOTE:</b> Analyze each role and be prepared to defend or refute all three positions.
<b>WEEK 12</b>					
3/27  <b>EXAM PREP</b>  <b>NO CLASS STUDY DAY</b>	3/28  <b>EXAM</b>	3/29  <b>EXAM</b>	<b>EXAM</b>		Test is multiple choice and essay, covering all assigned readings and class lectures. A study guide will be provided.
<b>WEEK 13</b>					
4/3  <b>Ethics Programs &amp; Audits</b>  Ladder Research	4/4  <b>Ethics Programs &amp; Audits</b>  Ladder Research	4/5  <b>Guest</b> Andy Hinton Tony Macri Google, VP Ethics	<b>Ethics Programs &amp; Audits</b>  Due: CS#8 <b>OPTIONAL</b>  This CS provides structure for your org ethics audit	Read Ferrell Chapters 8-9  <b>HINT:</b> This is yet another fine choice for extra credit! It is work you have to do anyway, for the Org Ethics Audit project. 😊	CS#8: Read the assignment and address the following: 1. Describe the ethics program in this organization. Is it more compliance or values-based? 2. What is the code of conduct in this organization? How is it enforced? 3. Who is responsible for business ethics in this organization? 4. How are education, training and communication of ethics addressed/disseminated? 5. What systems monitor and enforce ethical standards? 6. How does the org ensure <i>ethical performance</i> ? 7. Read assignment address items in Tables 9.4-6 (based on your selected firm for your org ethics audit). 8. Applying information from Chapter 9, address the ethical dilemma questions (11 <sup>th</sup> edition, posted on MOLE). Opinions must be substantiated with evidence. <b>NOTE:</b> This prepares you for the org ethics audit!

WEEK 14					
4/10  <b>Guest</b> Aaron Beam Convicted Felon, HealthSouth Case	4/11  <b>Guest</b> Aaron Beam Convicted Felon, HealthSouth Case	4/12  TEAM PREP NO CLASS	<b>Ethical Leadership</b>  Due: CS#9 OPTIONAL	Read Ferrell Chapter 11  Read Sekerka Chapter 5  All teams must be prepared to present their audits next week	CS#9: Read the assignment and address the following: 1. How does a focus only on compliance contribute to the emergence of unethical decisions and actions in business? 2. What elements are present in an organization, leading good people to choose to do bad things? 3. How can you prevent yourself and those around you from succumbing to peer pressure that prompts unethical action? 4. What are the core elements of professional moral courage, as described by Sekerka? 5. Describe what it means to be an ethical leader. How do you demonstrate ethical leadership on a daily basis? 6. Applying information from Chapter 11, address the ethical dilemma questions (11 <sup>th</sup> edition, posted on MOLE). Opinions must be substantiated with evidence.
WEEK 15					
4/17  <b>Guest</b> Emilia Bueno GLOBAL CEO	4/18  <b>Team Audits</b>	4/19  <b>Team Audits</b>	<b>Audit Presentations</b>		
WEEK 16					

4/24  Catch up	4/25  LAST CLASS  Final Paper DUE Presentation  YOU are a Superhero Party!	4/26  LAST CLASS  Final Paper DUE Presentation  YOU are a Super Hero Party!	<p><b>Course Wrap Up</b></p> <p>Due: <b>Virtuous Self Paper</b></p> <p>Due: CS#10 OPTIONAL</p> <p><b>Report Outs</b></p>	<p>Read Batman reading <i>Does the Dark Knight Always do Right?</i> (on Mole)</p>	<p>CS#10: Read the article and answer the following questions:</p> <ol style="list-style-type: none"> <li>1. How are you like Batman/woman? What norms of morality do you apply to your daily life?</li> <li>2. What are the pros/cons of being a superhero or a follower, in terms of living an ethical life <u>in business</u>?</li> <li>3. How does use of just one moral philosophy (e.g., utilitarianism) limit your moral strength?</li> <li>4. Should Batman kill the joker? Why or why not?</li> <li>5. Relate this ethical dilemma to business. Think about corporate issues that cause harm to the public. Who serves as the Batman looking out for the public's interest?</li> <li>6. Should evil corporations be allowed to continue to wield their power? What can consumers do about this concern?</li> <li>7. What key learning about "ethics" surprised you the most this term?</li> </ol>
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## APPENDIX

### External Resources

#### **Popular Press**

*The Atlantic*  
*New York Times*  
*Business Ethics Magazine*  
*Wall Street Journal*

*USA Today*  
*Business Week*  
*Forbes*  
*Christian Science Monitor*

*Barron's*  
*Wired*  
*Fast Company*  
*Fortune*

#### **Academic Journals**

*Academy of Management Discoveries*  
*Business Horizons*  
*Journal of Business Ethics*  
*Business & Society*  
*Business Ethics Quarterly*

*Bus Ethics: A Full Review*  
*CA Management Review*  
*J of Corp Citizenship*  
*Harvard Business Review*  
*Intl J of Sustainability Strategic Management*

*J of Business Ethics Education*  
*J of Business & Professional Ethics*  
*J of Business Research*

#### **Websites**

<http://www.ethics.org>

<http://ethicsinactioncenter.com/>

<http://www.corporateknights.com/reports/global-100/>

[www.corporatecompliance.org](http://www.corporatecompliance.org)

<http://ethisphere.com/>

<http://www.scu.edu/ethics/practicing/focusareas/business/>

<http://managementhelp.org/ethics/ethxgde.htm#anchor23124>

[http://www.nysscpa.org/prof\\_library/ethicsindex.htm](http://www.nysscpa.org/prof_library/ethicsindex.htm)

<http://blogs.law.harvard.edu/corpgov/>

<http://www.wbcds.org/home.aspx>

<http://theweekinethics.wordpress.com/>

<http://business-ethics.com/>

#### **Movies**

*Margin Call*  
*Batman: Dark Knight*  
*Boiler Room*  
*Blue Chips*  
*Hotel Rwanda*  
*Pinocchio*

*Wolf of Wall Street*  
*Quiz Show*  
*The Corporation*  
*Schindler's List*  
*Smartest Guys in the Room*  
*Inside Job*

*Wall Street*  
*Do the Right Thing*  
*The Insider*  
*Bread and Roses*  
*Up in the Air*  
*Glengarry Glen Ross*



## **Suggested Readings**

- Aristotle. 1985. *Nicomachean Ethics*. Translated by T. Irwin. Indianapolis: Hackett Publishing Co.
- Bentham, J. 1780. *Introduction to the Principles of Morals and Legislation*. Oxford: Oxford University Press.
- Donaldson, T., & Werhane, P.H. 1999. *Ethical issues in business: A philosophical approach*, 6<sup>th</sup> Edition. Upper Saddle River, NJ: Prentice Hall.
- Edmonson, H.T. 2000. *The Moral of the Story: Literature and Public Ethics*. Lanham, MD: Lexington Books.
- Hobbes, T. 1651. *Leviathan*. Online: <http://studymore.org.uk/xhobint.htm>
- Ethics. (2016). In *Encyclopedia Britannica*. Retrieved from <http://academic.eb.com/menlocollege.idm.oclc.org/levels/collegiate/article/106054#252551.toc>
- Lafollette, H. 2007. *The practice of ethics*. Oxford, UK: Blackwell Publishing.
- Mill, J. S. 1963. *Collected Works of John Stuart Mill*. Toronto: University of Toronto Press.
- Morris, T. & Morris, M., 2005. *Superheroes and Philosophy: Truth, Justice, and the Socratic Way*. Peru, IL: Open Court.
- Newton, L. 2003. *Ethics in America: Source Reader* (2<sup>nd</sup> edition). New York: Prentice Hall.
- Plato. 1937. Translated by B. Jowett in the dialogues of Plato: Vol. 1 (3rd ed.). New York: Random House.
- Rest, J.R. 1988. Can ethics be taught in professional schools? The psychological research, *Ethics: Easier Said than Done*, 1(1), 22-26.
- Sekerka, L.E. 2015. *Being a better bear: What it means to be ethical*. Atherton, CA: Menlo Imprint.
- Smith, A. 1759. *Theory of Moral Sentiments*. London: A. Millar.
- White, M. D., Arp, R. & Irwin, W. 2008. *Batman and Philosophy: The Dark Knight of the Soul*. Hoboken, NJ: John Wiley & Son.

## **GUIDELINES FOR ETHICS AUDIT**

An audit is a viable organizational assessment and regulation tool. Audits raise consciousness of ethics and unethical behavior for boards, officers, managers, and employees—thereby strengthening the firm and helping to prevent corruption. To proceed with this assignment, select your team and company (firms must have 1000+ employees). It is BEST to choose an organization where you know people who work there (easier to get interviews). You can be on the same team as your mini-case or create a new group (small classes 3 per team; larger classes 4). **Submit an audit memo (one per team) with a first and second choice.** In your professional memo explain why want to examine the organization of choice, and how you will approach the investigation. Memos are due on the day of your exam. You will research the firm and interview current employees (at least 3). In an actual audit you would interview senior managers and board members. Here, you connect with organizational members. **This requires prep time!** Self-selected interviews are not empirical, however they provide an excellent starting point for discovery. All firms must be pre-approved and first come first serve. You cannot use a firm you have investigated in another course. If a firm is claimed, it *cannot* be used by another team.

**Firms must have at least 1000 employees.**  
**Firms must be pre-approved\*\***

## Ideas: Organizational Ethics Audit

Adobe	Philip Morris	International Paper
Accenture	Vanguard Group	Kmart
Aflac	Geico	AT&T
American Airlines	OfficeMax	ING
Dunkin' Donuts	Harley Davidson	Kraft
Ebay	Pillsbury	Unilever
General Electric	Merck	Seagate
United Airlines	Levi Strauss	McDonald's
USAA	Huntington Bank	PayPal
Manpower	Waste Management	Cleveland Clinic
Chevron	Green Mountain Coffee	UPS
PG&E	Patagonia	IBM
Procter & Gamble	Intel	Vodafone
Honeywell Intl	Granite Construction	Virgin Airlines
Suncor Energy	Kimberly-Clark	Home Depot
Bluescope Steel	Hasbro	General Motors
American Express	Weyerhaeuser	Amazon
Stoneyfield Farm	Herman Miller	Campbell Soup
Kellogg Company	Holland American Line	Toyota
Natura	Blue Shield of CA	Verizon
salesforce.com	Marx & Spencer	L'Oreal SA
Sun Life Financial	Ford Motor	Wyndham Worldwide
Danone	FedEx	Haliburton
BMW	Dun & Bradstreet	Lowe's

**After completing the CS questions**, work with teammates to achieve the project requirements. Please refer to **Tables 9.4-5** in your text and be sure to include the following:

- ✓ Define the scope of your organizational ethics audit.
- ✓ Use material from the web, class and CS work to craft an introduction. Describe the organization, including the firm's purpose, mission, and corporate identity (no PPs or videos). Do not **cut/paste information from a website**; rather, collect, rewrite and summarize all information in your own words.
- ✓ Identify and describe the firm's top management, including the BoDs (the class is the org ethics audit committee).
- ✓ Identify ethical subject areas/issues you deem relevant to your firm (**Tables 9.4-5**).<sup>8</sup>
- ✓ Describe the organization's ethics policies, goals, and objectives, and determine/define their ethical priorities. Collect, describe, and analyze all relevant information.
- ✓ Prepare YOUR recommendations based on the audit assessment and findings. You will need to gather information directly from the company and via popular press (i.e., not just the company's website info).
- ✓ To vet the firm thoroughly you need to **conduct at least 3 interviews** with employees of the firm (one may be a "former" employee).
  - ✓ Obtain insight from an independent agent (e.g., WC staff, librarian, colleague, or parent) for feedback (note this is not "verification"). Agents should fully examine the report for

<sup>8</sup> Audit tables form the rubric used by the audit committee to judge your presentation.

professionalism, clarity, thoroughness, and usefulness. If you rely upon a peer, make sure your reviewer takes it seriously. This step is designed to help you improve your overall product.

- ✓ Once you receive your feedback, amend your report to make the suggested improvements.
- ✓ Report the findings (to audit committee). Every member of the team must participate.
- ✓ **Provide 5 copies of your report** (1 for the Chair/professor, and 4 for the class to share).
- ✓ Teams typically begin with an overview of the firm, presenting its organizational identity, purpose and scope of the operation.
- ✓ Presentations provide an overview: 10 minutes per audit team.
- ✓ Submit formal audit report. Reports should be professional, the style/format is up to you (Note: this is a professional report not a term paper.) Identify your independent agent who reviewed your audit report draft, include their comments/suggestions, and explain how you addressed them. Reports should not exceed 10 pages (not including Appendices) due at the time of your presentation.

**REMINDER: Do not cut/paste material from sources**—read and summarize the information! If you report anything verbatim you **MUST** cite it. If you do not, it is considered plagiarism.

## CLASS POLICIES<sup>9</sup>

### CLASSROOM ETIQUETTE

Use of electronic devices (to send or check texts/tweets, etc.) and web surfing during class **is not permitted**. Cell phones must be turned off at the start of class. Computers should only be used for note-taking. Engaging in distracting activities during class is rude and can inadvertently infringe on others' learning and a culture of respect. Those choosing not to honor this request will be asked to excuse themselves. **Please remove hoods, hats, and sunglasses, as a measure of professional courtesy.**

### ACADEMIC INTEGRITY POLICY

Menlo College expects that students will do their own work and that their quizzes, tests, examinations, lab work, research papers, essays, projects, internships, and all other assignments honestly reflect their own learning and knowledge in the course. Violations of this policy include: copying from another student during an exam; having another person write a paper on the student's behalf; individual assignments not representative of a solo work effort; any other form of plagiarism or cheating, etc.

### DISCIPLINARY ACTION

Students found in violation of the policy are given a failing grade on the assignment. In any one course, repeat offenders will be given a failing grade for that course. In addition, students found in violations of the Academic Integrity Policy during a final examination, final project or related final evaluation or assignment, are given a failing grade for the course. Any student who fails a course as a result of violating the Academic Integrity Policy will not be allowed to withdraw from the that course. All violations of the Academic Integrity Policy will be recorded through the Office of

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<sup>9</sup> Menlo College Academic Procedures Manual 2008-2009, p. 17-18.

academic affairs. Repeat offenders across courses will be subject to disciplinary action as determined by the VP of Academic Affairs. Such disciplinary action will normally result in the expulsion of the offending student from Menlo College.

## **RELIGIOUS OBSERVANCES**

Some students, staff, and faculty may wish to observe various religious holidays. If you need to be away for this purpose, you must notify me within the first week of class so that I am aware and can accommodate your needs. I will accommodate your religious practices. In turn, you need to plan in advance so that you are able to attend to all coursework requirements. The workload will not be reduced, but can be adapted to meet your needs.

## **PLAGIARISM<sup>10</sup>**

To plagiarize is to present someone else's work, ideas, or writing style as your own. Another person's "work" includes printed or electronic copies of computer programs, musical compositions, drawings, paintings, oral or written presentations (e.g., papers, essays, articles, chapters), statistical data, tables, or figures (The Learning Centre, UNBC, "Plagiarism"). In short, if you use any information that can be considered the intellectual property of another without acknowledging the original source properly, then you are engaging in theft and deception, which is plagiarism, a form of academic dishonesty.

There are various types and levels of plagiarism, all of which are unacceptable. The first and most blatant form is to submit or present someone else's complete published or unpublished work as your own with no acknowledgement that the ideas originated with someone else. This includes submitting for credit another student's work, with or without that person's knowledge or consent, using information from a campus file of old assignments, downloading a term paper from a web site, or buying a term paper from a mail order company or web site.

Other forms of plagiarism are more subtle but are just as unacceptable and consist of using the ideas, direct statements, or writing style of another without acknowledging the source or giving any credit to the author (Saupe, 1998; Student Judicial Affairs, UCD, 1999). This includes cutting and pasting information from electronic sources, leaving out quotation marks, and not citing the source in the text and on the Works Cited or References page. It also includes paraphrasing (putting the information into your own words) when you don't cite the source in the text and on the Works Cited or References page. Finally, plagiarism also involves copying the writing style or "thought pattern" of the source without acknowledging the source properly in the text and on the Works Cited or References page (Saupe, 1998). This can occur when you substitute synonyms into the original sentence rather than rewriting the sentence, switch the order of phrases in the original sentence, or lift phrases verbatim from the original source.

You are also guilty of academic dishonesty if you help another plagiarize (Saupe, 1998). This includes completing an assignment for that person or allowing him or her to look at, "borrow," or otherwise use your work to complete his or her assignment.

Plagiarism may occur intentionally or unintentionally, but it is generally accepted that intent does not determine whether plagiarism has occurred or what consequences apply. Just as a driver is

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<sup>10</sup>See [www.westmont.edu/academics/pages/departments.pscyhology/pages/current\\_students/writing/index.html](http://www.westmont.edu/academics/pages/departments.pscyhology/pages/current_students/writing/index.html).

responsible for knowing and abiding by the rules of the road and ignorance does not excuse the driver if he or she violates a law, a writer is also responsible for his or her writing and knowing the rules of writing. Pleading ignorance is not an acceptable defense or an excuse and does not protect the writer from the consequences of plagiarizing. For more information see:

[www.westmont.edu/academics/pages/departments/psychology/pages/current\\_students/writing/index.html](http://www.westmont.edu/academics/pages/departments/psychology/pages/current_students/writing/index.html)

**Plagiarism explained.** If the original source includes the following statement: "Although it is rarely tried, commercials can be constructed to send desirable messages to children"--from Perry and Bussey, *Social Development*, 1984, p. 132. Additionally, the following are examples of plagiarism:

1. COPY TEXT, NO QUOTES, NO REFERENCES:

Although it is rarely tried, commercials can be constructed to send desirable messages to children.

2. CHANGE A FEW WORDS, NO QUOTES, NO REFERENCES:

Even though it is not often tried, commercials can be made to send desirable messages to children.

3. CHANGE SENTENCE STRUCTURE, NO QUOTES, NO REFERENCES:

Commercials can be constructed to send desirable messages to children, even though it is rarely tried.

**Correct Citations.** If the original source includes the following statement:

"Although it is rarely tried, commercials can be constructed to send desirable messages to children"--from Perry and Bussey, *Social Development*, 1984, p. 132. Additionally, the following are examples of correct citations:

1. QUOTE DIRECTLY WITH REFERENCE:

"Although it is rarely tried, commercials can be constructed to send desirable messages to children" (Perry & Bussey, 1984, p. 132).

2. CONVEY IDEA IN DIFFERENT WORDS WITH REFERENCE:

a. According to Perry and Bussey (1984), positive messages can be communicated to children using TV commercials, but this is not done very often. **OR**

Positive messages can be communicated to children using TV commercials but does not occur very frequently (Perry & Bussey, 1984).

## **MENLO COLLEGE POLICIES**

Throughout the course (MGT 327), writing assignments are designed to help you explore ethical issues that relate to your everyday personal lives. Any information disclosed to me or other professors in your coursework is not considered notice to the school for the purposes of Title IX reporting. If you wish to report something, disclosure can be made to a faculty member, outside of a writing assignment. That person will then provide you with Title IX information.

It is your responsibility to become knowledgeable of Menlo's sexual harassment policies to act accordingly. Students with disabilities as defined by the ADA, whether physical, learning, or psychological, who believe that they may need accommodations in this class, are encouraged to contact the Academic Success Center at ext. #3854 as soon as possible, to ensure that such accommodations are implemented in a timely fashion. If you need accommodations for a disability or have special medical needs, see me at the start of the term.