

*Millions of people have died so that you may be free. What are you doing with your freedom?*  
Denis Collins

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| <p><b>BUSINESS ETHICS – BUS 616</b><br/><b>Edgewood College</b><br/><b>Tuesday, 5:45-9:15 p.m.</b><br/><b>Location: Deming Way</b></p> |
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Professor Denis Collins; Office LLL 28; 608-663-2878; email: [dcollins@edgewood.edu](mailto:dcollins@edgewood.edu);  
Webpage: <http://dcollins.faculty.edgewood.edu>;  
Links to Publications: [http://dcollins.faculty.edgewood.edu/full\\_vitae.htm](http://dcollins.faculty.edgewood.edu/full_vitae.htm)  
Office Hours: Tuesday and Thursday 2:00-3:15; or by appointment

**Edgewood College Mission:** *Edgewood College, rooted in the Dominican tradition, engages students within a community of learners committed to building a just and compassionate world. The College educates students for meaningful personal and professional lives of ethical leadership, service, and a lifelong search for truth.*

**Required Textbook and Material**

- 1) Denis Collins (2019) [\*Business Ethics: Best Practices for Designing and Managing Ethical Organizations\*](#), Second Edition. Thousand Oaks, CA: SAGE Publications. ISBN 978-1-5063-8805-2.  
(Available in the bookstore)
- 2) Richard Paul Evans (2009) *The Christmas List*. New York: Simon & Schuster, ISBN 978-1-439-15000-9. [34 copies are available in the Madison Public Library system]
- 3) Create a computer file to write, on a weekly basis, about an ethical dilemma you either experience or observe at work or elsewhere, and your reaction to it.

**Course Goals and Objectives:** Upon successful completion of this course, each student should be able to:

1. Develop a deeper understanding of ethical dilemmas at work and your personal ethical beliefs.
2. Use a systematic ethics decision-making framework to arrive at moral conclusions.
3. Explain why firms should be ethical.
4. Describe best practices for enhancing an organization's ethical performance:
  - a. screening job candidates for ethics,
  - b. managing ethics codes,
  - c. conducting ethics and diversity training workshops,
  - d. creating an ethical reporting system,
  - e. integrating ethics into work goals and performance appraisals,
  - f. engaging and empowering employees,
  - g. developing an Environmental Management system plan, and
  - h. aligning community outreach with the organization's mission and assets.
5. Benchmark and assess your organization's ethical performance.

**Additional Topics:** I maintain a “blog” for Business Ethics professors internationally to help make their classes relevant at <https://deniscollins.tumblr.com/>. Every day I add one article from the day’s *New York Times* that addresses a business ethics topic and pose a question about the topic for blog followers to ponder (e.g., Should organizations be forbidden to use credit checks as a hiring screen?). Click the “archives” link to see a list of entries, or go to: <https://deniscollins.tumblr.com/archive>

Also note that your work colleagues can learn about these best practices via an Online ethics training for managers and other employees based on the 90 best practices Optimal Ethics Systems Model discussed in this class is available as an Udemy Business Ethics course at: <https://www.udemy.com/business-ethics-how-to-create-an-ethical-organization/>

**Teaching Philosophy:** My primary goal as a teacher is to help you become more thoughtful and informed citizens who can use what you learn in college to benefit yourselves, organizations, and society. I want you to gain critical thinking skills and become better managers and communicators. As a result, I try to create exams, assignments, and activities that (1) test your knowledge of the material, (2) ask you to apply the theory or concept to specific situations, and (3) ask you to integrate ideas so that critical thinking skills are developed.

I want my courses to be an exciting class. My definition of “exciting” is one where motivated students read the assignment, do their homework, make logical arguments, integrate course concepts into their discussions, and have something interesting to say.

**Course Description:** This interdisciplinary course explores and implements the critical thinking, communication, and managerial skills necessary for developing ethical organizations. The objective of this course is to design ethical organizations and create organizations of high integrity. In addition to learning book material about business ethics and social responsibility, students will explore the ethical performance of their own companies. By the end of the term students will have conducted a very thorough ethical analysis of organizational operations, created a list of organizational activities to praise, and a list of areas to improve. Students actively engaged in the course will improve their communication skills and ability to apply ethical analysis to business situations.

Note: It would be unethical for the professor to earn book royalties from students enrolled in this course. All royalties from student book purchases are calculated at the end of the year and donated to charity.

### **Grading – Performance Measures**

|                                  |                  |
|----------------------------------|------------------|
| Class Attendance                 | (See Below)      |
| Verbal Class Participation       | 15% (150 points) |
| Homework Submissions             | 35% (350 points) |
| Weekly Journaling                | 7% (70 points)   |
| <i>The Christmas List</i>        | 7% (70 points)   |
| Purpose of Life Essay            | 11% (110 points) |
| Ethical Dilemma Narrative        | 10% (100 points) |
| Optimal Ethics Assessment Report | 15% (150 points) |
| Total Points: 1,000              |                  |

**Final Grade Scale:**

A: 950-1000

B: 840-889

C: 700-779

D: 600-649

AB: 890-949

BC: 780-839

CD: 650-699

In extremely rare circumstances, the professor may deviate from these grading guidelines.

**Class Attendance:** Attendance at each class session is expected. Class lectures complement, but do not duplicate, textbook information. There are no excused absences. There are always many reasons to miss a class, including work obligations and other activities. But please remember that you are only a graduate student taking classes once in your life and you will be working the rest of your life. You will not learn as much if you miss class and I will do all that I can to make sure you get your money's worth.

***Texting and surfing the internet during class disrespects both the professor and classmates.*** Please wait to do so until one of our two breaks. Otherwise, I will ask you to leave the classroom until the end of the next break.

Each of our eight 210 minute class meetings counts as two class sessions, for a total of 16 class sessions. The first 100 minutes is one class session and the second 100 minutes is the second class session. If you miss an entire evening, you will have missed 12.5% of the semester, which is significant because there are a lot of in-class learning opportunities every week. The highest grade you can earn is related to your class attendance. If you miss one class, then you missed 12.5% of our semester. Thus, the highest grade you can earned for the class is linked to class attendance, as noted below. The following scale will be used for grading attendance:

Highest Grade an "A": Attend all 16 sessions

Highest Grade an "A": Attend 15 of 16 sessions [miss half of one night]

Highest Grade an "AB": Attend 14 of 16 sessions [miss an entire night]

Highest Grade a "B": Attend 13 of 16 sessions [miss 1.5 nights]

Highest Grade a "C": Attend 12 of 16 sessions [miss 2 entire nights]

Highest Grade an "F": Miss more than 2 nights

**Each student is allowed one, and only one, "make-up" assignment for missing an entire night of classes. For instance, if you miss 2 nights (you attended only 12 of our 16 class sessions) you cannot receive higher than a "C". But, if you do the make-up (which counts as 2 class sessions), you can still qualify for an "AB." Similarly, if you miss 1 night, you can still qualify for an "A" by doing the make-up assignment. The nature of the "make-up" assignment is discussed below. Upload Part I and II to Blackboard site.**

**THREE PART MAKE-UP ASSIGNMENT:**

**Part I:** Contact one classmate and ask what 2 things s/he learned in the class that you missed that was not in the textbook. In one paragraph, discuss each of the two learning points you missed (do not mention the classmate's name).

**Part II:** Every day C-SPAN and C-SPAN2 broadcast live sessions from the Senate and House of Representatives, either the entire body, committee hearings, conferences, or individual speeches. Watch a session for 60 minutes and observe the politicians at work. Watching academics or pundits talk about politicians does not count, you must watch real politicians in action. It's fun to watch C-SPAN live, but if your schedule does not permit it, then watch a

recorded C-SPAN video on the internet by going to [www.cspan.org](http://www.cspan.org) or [www.c-span.org/Politics](http://www.c-span.org/Politics) and surfing until you find something interesting.

Ila. Write one paragraph about what you watched and what issues were explored

Ilb. Write one paragraph as to whether you agreed or disagreed with the politician, and why.

**Part III:** Go to my “blog” for Business Ethics professors internationally at <http://deniscollins.tumblr.com/>. Every day or so I add an article from the day’s newspaper that addresses a business ethics topic and pose a question about the topic for blog followers to ponder (e.g., Should organizations be forbidden to use credit checks as a hiring screen?). Click the “archives” link to see a list of entries, or go to: <http://deniscollins.tumblr.com/archive>. Scroll through some entries and pick one you find interesting to share with the class. Write a one paragraph response to the lead question on that blog. Then do a 3-5 minute presentation educating classmates about the issue and your opinion about it.

**Verbal Class Participation:** This course requires a great deal of **verbal (speaking out)** participation by everyone. Students are expected to come to class prepared to **make relevant points and ask relevant questions**. Although this may seem difficult at first, the ability to engage in productive dialogues with others is an essential part of being an effective manager. Improving your critical thinking ability is one of the many lifelong gifts you receive for your tuition payments. **You must become more assertive, even if you think you are already assertive, to fully experience all that life has to offer.** Verbal participation is worth **150 points (15% of your grade)**. Each student is graded at the end of the semester using the following scale, multiplied by a factor of 1.5:

- 100 points: You verbally contribute very informative and insightful comments in every class; if not a member of this class, the quality of our daily discussions would diminish significantly.
- 80 points: You verbally contribute informative and insightful comments in most classes; if not a member of this class, the quality of discussion would diminish considerable.
- 60 points: You verbally contribute informative and insightful comments occasionally; you contribute in small groups but rarely in the large class discussions; if not a member of this class, the quality of discussion would diminish somewhat.
- 40 points: You verbally contribute very little in large or small group discussions; if not a member of this class, the quality of discussion would not change.
- 0 points: Contributions in class reflect inadequate preparation and are seldom informative, insightful, or constructive; if not a member of this class, valuable air time would be saved!

Lastly, there may come a time when you wish the class would discuss something not on the agenda or not yet raised. **In those situations, please just raise your hand and redirect the discussion. If not possible, then speak with me so that I can raise the issue during our next class meeting.**

**Homework Submission:** There are 35 short assignments in the course calendar noted as “Homework to Submit.” Most of these are just one paragraph reflections. Use single-space, but skip a space between answers. Do not compose these during the class session. Most submissions are worth **10 points, for a total of 350 points (35% of your grade)**, and **must be submitted on**

**Blackboard site by 5:30 to receive full credit. We may also refer to these during class discussions.**

Importantly: (1) Homework must be typed, otherwise 3 points will be deducted and (2) Homework longer than directed will also have a 3-point deduction – one paragraph means one paragraph, it does not mean two paragraphs or just one sentence. Learning to write things concisely is an essential managerial skill. The following grade scale will be used for submitted homeworks:

10 points: Thorough analyses

8 points or lower: Moderate or minimal effort

**Deadlines and Late Policy:** Late assignments will be **penalized 20%** for each class day it is late. **Do not email me late homework assignments.** I teach about 100 students every semester. If I print one student's homework assignment I should be willing to print everyone's homework assignment. But I can't. Therefore, please put late assignments in my mailbox or submit the following class.

**Enron:** We will begin several class discussions with an Enron dilemma. In 1989, following the collapse of the Berlin Wall, democratic capitalism was declared victorious over dictatorial communism. The United States was the lone super power and in the process of creating a "new world order" and a "new economy." Enron was at the forefront of the new economy, but human nature hadn't changed. The ethical dilemmas Enron experienced have existed for centuries and will exist for centuries. Hopefully, you will learn from their mistakes by applying the "Critical Thinking Decision-Making Process Table" that appears at the beginning of the "**Assignments Packet**."

*Enron: The Smartest Guys in the Room*, an award winning 109 minute documentary about Enron, is available to rent or purchase on Amazon.com at "[Enron: The Smartest Guys in the Room](#)". Also, many public libraries may have the DVD available for free borrowing.

**Weekly Journaling:** The purpose of journaling is to deepen awareness of your beliefs regarding events that take place in your life. The most important human issue is you – your thoughts in reaction to events taking place around you. Your greatest gift to the world is your own goodness, and connecting with the goodness of others. Events you currently experience at work or school will influence your attitudes and behaviors throughout life. Students are very busy people and for that very reason you need to find some quiet time to reflect on your daily experiences. Even the President of the United States finds time to compose daily journal entries.

You should make dated journal entries in a computer file **once a week** in response to work-related ethical issues (as an employee or customer) you just experienced or observed, and your reactions to them. These would entail situations where the following ethical values were either supported or violated: honesty, promise keeping, respect for people, and respect for property.

I **WILL NOT** collect the journals during the semester. I want you to be very honest, and you are likely to be most honest if you are the only person who reads the journal entries. Instead, we will do this on an honor system, which seems appropriate for a business ethics type class.

Once a week do the following 3 steps (**one paragraph per step**):

STEP 1: Describe a behavior you experienced or observed at work that was either praiseworthy or blameworthy

STEP 2: Why did this behavior excite you in a positive or negative manner?

STEP 3: What could be changed to foster more repetition of praiseworthy behaviors or less repetition of blameworthy behaviors?

Your weekly entry should tell a story that includes an internal dialogue stating what you really think. Consider the diary a friend wanting to know more detail about the situation.

Beginning Week 2, each week you will submit a one sentence summary as part of your homework submissions about the journal entry incident that is worth up to 10 points, **for a total of 70 points (7% of your grade)**. The following grade scale will be used **based on once a week entries**:

**10 points**: You wrote at least one full paragraph for **each of the 3 steps**

**8 points**: You wrote one full paragraph for **only 2 of the 3 steps**

**6 points**: You wrote one full paragraph for **only 1 of the 3 steps**

**0 points**: You did not compose a journal entry

**The Christmas List**: *The Christmas List* is an “easy read” novel by Richard Paul Evans. The obituary of an unethical business person mistakenly and prematurely appears in the local newspaper and, after reading blunt on-line reader comments, he tries to apologize to five people he harmed. It’s 353 pages, but it’s a miniature book with a lot of blank space and chapters that are only 3-5 pages long. After reading the book, write a 1-page essay in response to two questions: (1) What lasting impression did the book leave with you? (can be good or bad) and (2) How does (or does not) the book and its characters, be it the protagonist Kier or one of the victims, relate to your own life? There is no need to summarize the book because I’ve read it! This essay is worth **70 points (7% of your grade)**.

**Purpose of Life Essay**: Every day we recreate ourselves, though we tend to be a lot like the person we were the previous day. Compose a 6 page essay – typed and double-spaced – articulating your purpose of life based on your life experiences prior to taking this class and as a result of experiences you had during this class. A more detailed explanation of the assignment appears in the “**Assignments Packet**.” This “Purpose of Life” essay is worth **110 points (11% of your grade)**. The following grade scale will be used:

110 points (100%): Thorough analyses

99 points (90%): Moderately done analyses

88 points (80%) or lower: Minimal effort

**Ethical Dilemma Narrative:** You will compose a real-life ethical dilemma narrative and read it to your classmates. *Please do not share the details of your story with classmates prior to your discussion date.* The amount of time for discussion will depend on the number of students enrolled. Instructions for writing the dilemma appear in beginning of the “**Assignments Packet.**” The written dilemma is **worth 100 points (10% of your grade).** Upload to Blackboard site. The following grade scale will be used:

**94-100 points:** Excellent writing and effort to educate others

**85-93 points:** Very good writing and effort to educate others

**75-84:** Good writing and effort to educate others

**65-74:** Adequate writing and effort to educate others

**Below 65:** Inadequate writing and effort to educate others

**EMAIL** a very good draft to the professor by 5 p.m. the day prior to class, the sooner the better, so the professor can read and provide feedback for reading clarity.

**Take Home Final Exam:** We are challenged to create organizations of high integrity on behalf of our customers, owners, employees, suppliers, and ourselves. The purpose of the final exam is to apply the knowledge you are learning in class for the benefit of your organization. The final exam will also provide you a “to do” list that you can work on for many years to enhance organizational ethics.

Using the format that appears in the “**Assignments Packet,**” briefly describe how you educated your boss, peers, or direct reports about what you are learning in class?

Then create a “snapshot ethics assessment” of your organization that, for each assessed area, describes: (1) percentage of best practices being used, (2) strengths, (3) weaknesses, and (4) recommendation to improve one weakness. Then for one of the specific recommendations create an action plan for change, and meet with a change agent to discuss your recommendation for feedback. I also want you to educate your boss, peers, and direct reports about what you are learning in class.

Throughout the semester some homework assignments require that you benchmark your organization to the best practices in business ethics using an Optimal Ethics Systems Model. Your final exam will be a 3-4 page report based on these assessments using the chart and format that appear in the “**Assignments Packet,**” which is summarized below.

- Pages 1-2: Describe how you educated your boss, peers, or direct reports about what you are learning in class. Complete the Optimal Ethics Systems assessment chart summarizing scores, strengths, weaknesses, and recommendations for improvement.
- Page 3: Primary Recommendation, Action Plan to Address Primary Recommendation (Clearly Stated Problem, Goal, Strategy, Measure Success), and Change Agent Response and Outcome.

Final Exam examples for a High Performing Firm and a Low Performing firm appear on my website at: [http://dcollins.faculty.edgewood.edu/syllabi/course\\_material.htm](http://dcollins.faculty.edgewood.edu/syllabi/course_material.htm). Under the “Final Exam Examples” heading you can click on the high performing and low performing examples.

The exam is due our last class session, and is **worth 150 points (15% of your grade)**. The following grade scale will be used (multiplied by a factor of 1.5):

**94-100 points:** Thorough assessment and analysis.

**85-93 points:** Moderate assessment and analysis.

**Below 84:** Inadequate assessment and analysis.

NOTE: You should do this for your place of employment. If not currently employed, you may do this for a previous place of employment or some community organization you are affiliated.

**Edgewood College Policy on Academic Honesty:** “As members of a scholarly community dedicated to healthy intellectual development, students and faculty at Edgewood College are expected to share the responsibility for maintaining high standards of honesty and integrity in their academic work. Each student should reflect this sense of responsibility toward the community by submitting work that is a product of his or her own effort in a particular course, unless the instructor has directed otherwise. [Cheating and plagiarism] are examples of violations of standards for academic honesty and are subject to academic sanctions.”

Any student caught cheating will receive an “F” for the assignment and possibly an “F” for the course.

#### **Other Administrative Details:**

- If you know you will be missing a class in which an assignment is due, turn in the assignment to me or put in my mailbox **prior** to class to receive full credit.
- **Do not wait** until the end of the semester to see me regarding problems with the course material or your performance. Your performance in this class is important to me.
- Like managers executing actual strategy, we may need to slightly amend this syllabus as the semester progresses.
- **Writing Center:** The Writing Center, located in the library, first floor (behind the Printing & Copy Center) offers free, drop-in service to all students. No appointment necessary. Students may bring work from any class, at any stage of development. Tutors offer feedback on all aspects of writing, from organization, evidence, and flow, to citation style and punctuation. We work with students at all levels, in every school and department, and at every level of ability and experience. Hours are drop-in, no appointment necessary, during M-Th 9-9, Fri 9-2, Sun 1-5. (*updated 9/1/15*)
- **Learning Support Services:** Learning Support Services, located in DeRicci 206 (The Student Resource Center) and in Sonderegger 408, provides academic support for students. Peer tutoring is available in some introductory-level undergraduate courses. Individual assistance in time management, study skills, and test-taking skills is also available. Please contact Learning Support Services at 663-2281 for more information.
- **Students with Disabilities:** If you have a documented disability that requires accommodations in this course, please contact Learning Support Services, located in the

Student Resource Center in DeRicci 206, 663-2281. They will work with you to provide appropriate accommodations, and all information will be kept confidential.

## **BUS 616 – SPRING 2018 FLOWCHART**

### **Class 1, March 20: Maximizing Ethical Behavior in Organizations**

Human Nature [Chapter 1]

Unethical Behaviors at Work [Chapter 1]

Capitalism [Chapter 2]

Federal Sentencing Guidelines [Chapter 2]

Optimal Ethics Systems Model [Chapter 2]

### **Class 2, March 27: Job Candidates**

Hiring Ethical People [Chapter 3]

### **Class 3, April 3: Ethics Orientation**

Codes of Ethics and Conduct [Chapter 4]

Ethical Decision-Making Framework [Chapter 5]

### **Class 4, April 10: Ethics Training and Purpose of Life**

Ethics Training [Chapter 6]

Purpose of Life

### **Class 5, April 17: Diversity Training and Ethics Reporting Systems**

Respecting Employee Diversity [Chapter 7]

Ethics Reporting Systems [Chapter 8]

### **Class 6, April 24: Ethical Leadership, Work Goals, and Performance Appraisals**

Ethical Leadership [Chapter 9]

Work Goals and Performance Appraisals [Chapter 9]

### **Class 7, May 1: Employee Empowerment and Environmental Management**

Teams, Problem-Solving, and Sharing Financial Improvements [Chapter 10]

Environmental Management [Chapter 11]

### **Class 8, May 8: Community Outreach and Assessment**

Community Involvement [Chapter 12]

Optimal Ethics Systems Assessment

*The Christmas List* Essay

### **Class Takeaways**

- 1) The “quality” of your relationships and achievements define who you are.
- 2) The organization’s goals should be the 3Es: Efficiency, Effectiveness & Ethics. Without good ethics, efficiency and effectiveness are less than optimal.
- 3) All human beings – you and everyone you know – are morally flawed.
- 4) All human beings – you and everyone you know – exhibit kindness and compassion.
- 5) When in doubt, talk things out directly with the person/people involved. Don’t just think and then judge them; instead, approach them with humor, wonder, and concern.
- 6) Share your ethical dilemmas with people affected and mentors, and listen closely to what they suggest.
- 7) Be sensitive about calling any person or action at work “unethical” or “immoral” because it alienates the people you need to engage. Instead, talk about how an action (which you may consider unethical or immoral) negatively impacts performance and the bottom-line.
- 8) Hire and appraise people for their high quality skills and ethics.
- 9) Use the code of ethics as a compass to help drive organizational change, and link it to training & development, goals, appraisals, and general assessments.
- 10) Create an organizational culture where all employees feel as if they belong to a community of people and are valuable contributors to a mission that matters.
- 11) Welcome the inner voice of conscience.
- 12) You are a role model – your words and actions are continually judged by others!
- 13) Everything you do matters, impacts yourself and others, and creates memories.
- 14) Embrace the joys that are ever present.
- 15) Today, within your limitations, live your dream, grow your heart, and practice kindness.

### **The Path to Creating Organizations of High Integrity**

- 1) Recognize that all human beings are morally imperfect (Chapter 1).
- 2) Recognize that economic systems evolve in response to unethical behaviors and outcomes (Chapter 2).
- 3) Hire ethical job candidates (Chapter 3).
- 4) Clarify ethical expectations with effective Codes of Ethics and Conduct (Chapter 4).
- 5) Apply a systematic ethics decision-making framework when issues arise (Chapter 5).
- 6) Provide ethics training on an annual basis (Chapter 6).
- 7) Respect employee diversity (Chapter 7).
- 8) Administer an internal reporting system for ethical issues (Chapter 8).
- 9) Serve as an ethical role model (Chapter 9).
- 10) Establish work goals that generate ethical behaviors (Chapter 9).
- 11) Design and conduct performance appraisals that encourage ethical behaviors (Chapter 9).
- 12) Empower ethical employees through participatory management and sharing financial improvements with all employees (Chapter 10).
- 13) Manage environmental performance (Chapter 11).
- 14) Develop effective community outreach programs (Chapter 12).
- 15) Assess the implementation of best practices and make changes as needed (Chapter 13).

**Denis Collins**  
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**Education:** Ph.D., University of Pittsburgh, 1990; Business Environment & Public Policy  
MA, Bowling Green State University, 1987; Philosophy  
BS, Montclair State College, 1977; Business Administration

**Books:**

Denis Collins (2019) *Business Ethics: Best Practices for Designing and Management Ethical Organizations*, Second Edition. Thousand Oaks, CA: SAGE Publications.  
Denis Collins (2006) *Behaving Badly: Ethical Lessons from Enron*, Dog Ear Publishing.  
Denis Collins (1998) *Gainsharing and Power: Lessons from Scanlon Plans*, Cornell University Press.  
Denis Collins & Mark Starik (1995) *Sustaining the Natural Environment*, JAI Press.  
Denis Collins & Thomas O'Rourke (1994) *Ethical Dilemmas in Business*, South-Western.

**Peer-Reviewed Scholarly Articles:** More than 25 articles in *Personnel Psychology*, *Organization Science*, *Environmental Ethics*, *Journal of Labor Research*, *Journal of Applied Behavioral Science*, *Business & Society*, *Journal of Business Ethics*, among others.

**Other Scholarly Articles, Conference Papers, General Essays:** Over 100.

**Invited Speeches and Presentations:** Over 150.

**Other Writing Responsibilities:** Columnist for *Madison Magazine* on socially responsible practices.

**Teaching Experience:** Business Ethics, Social Responsibility in Business, Organization Leadership, Organization Development and Change, Organizational Effectiveness, Human Performance in Organizations, Multicultural Management, and Strategy to MBAs, Executive MBAs and Undergraduates.

**Teaching and Service Awards:**

- 2015 Wisconsin BBB Torch Light for Ethics for service to Wisconsin Better Business Bureau
- 2014 Sister Stevie Award for embodying Edgewood College's mission and spirit.
- 2011 Samuel Mazzuchelli Medallion for empowering others, Sinsinawa Dominican Sisters.
- 2010 MBA Outstanding Faculty Award, Edgewood College.
- 2009 Estervig-Beaubien Outstanding Professor Award, Edgewood College.
- Finalist, Academy of Management's Distinguished Educator Award, 1996.
- Lawrence J. Larson Excellence in Teaching Award, University of Wisconsin-Madison, 1994.
- Voted Most Outstanding MBA faculty member at University of Wisconsin-Madison in three consecutive *Business Week* alumni surveys (*The Best B Schools*, 1993, 1995 and 1997).

**Professional Service:**

- Board of Trustees, Edgewood College (elected by faculty)
- Board of Governance, Social Issues in Management Division, Academy of Management
- Board of Directors, International Association for Business and Society

**Editorial Board:**

- *Encyclopedia of Business Ethics & Society*
- *Journal of Business Ethics*
- *Journal of Academic Ethics*