Department of Management Warrington College University of Florida BUL 6441 Business Ethics and Corporate Social Responsibility (section 05A2) Spring 2017 Mod 3: Jan 4, 2017 – week of Feb 20, 2017

I. Locator Information:

Instructor: Dr. Michelle Darnell Class Meets: MW periods 5-6

(9:35 - 11:30 am), HGS 240

Online Resources: https://lss.at.ufl.edu/

CANVAS site

Office hours:

TR: 2:00 - 4:00

and by appointment

Office: STZ 219A

Office Phone: 392-8138

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II. Course Description:

Catalog Description: Explores "Ethical issues managers face in business organizations."

Instructors Description: Business ethics is often at best described as a 'grey field', and at worst as absurd or an oxymoron. Dismissal of b-ethics is often the result of taking an un-systematic approach to ethical issues or taking too uncritical of a view of corporate social responsibility. As such, this course is designed around a very deliberate approach to business ethics, starting with a consideration of ethics at the individual level (decision making), rising to a discussion of how ethics and social responsibility exist within a competitive market, and lastly exploring how managers can develop into leaders and influence an organizational culture that is committed to ethical practices. Additionally, this course focuses on helping students develop and refine practical skills that are required to successfully avoid ethical wrongdoings, use ethics as a competitive advantage, and engage in crisis management when others make unethical decisions.

III. Disabled Student Services: "Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation."

IV. Textbook: Readings are provided on Canvas

V. Student Learning Outcomes: Upon successful completion of this course, the student will be able to:

- Critically analyze business case studies with respect to their ethical dimensions
- Develop a value framework to guide ethical decision making
- Argue in favor of particular ethical decisions in business scenarios
- Create action plans for resolving ethical dilemmas

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last weeks of the module, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results. If at any time a student wishes to file a formal complaint about the course, the following policy should be noted: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

VI. Class Format

The delivery of this course draws on case-study and team-based learning methodologies. With respect to the "TBL" approach, student teams will be assigned on a principle of "resource wealth distribution" during the first class period. The teams will be created based on student experiences with previous courses in ethics and business, employment, leadership, and international travel/residence, and specializations in business. Research on Team-based learning shows that students in TBL courses actively focus on making decisions, that problem-solving improves, and that students gain a more indepth understanding of the course concepts and are more likely to continue learning about the course topics beyond the course.

TBL is dependent on a sequence of 3 distinct phases: (1) Preparation, (2) Readiness Assurance, and (3) Application. We will deviate slightly from the official TBL methodology with respect to phase 2; rather than checking student readiness via quizzes, this class will rely on a case-study methodology to both confirm individual readiness and work collaboratively to develop a more critical understanding of the assigned readings. In this approach, students typically are asked to read a narrative about a situation or topic, and then strategic Q and A in the course discussion is designed to raise student critical awareness. Similarly, while the assigned readings for this class are typically not case studies, per se, they are all written as narratives on a particular topic. Students will be expected to answer questions when called upon (and 'cold calling' is a strong possibility), ultimately revealing more sophisticated concepts, assumptions, and implications associated with the assigned narratives.

VII. Course Requirements and Evaluation Criteria: Your final grade will be determined on the basis of the formal requirements outlined below.

Criterion	Individual /Team	% of Course Grade	# Relevant Assignments X	Total Possible Points	
			Possible Points		
Weekly Reflections	Individual	23%	7 entries x 3 pts	23	
			1 entry x 2 pts		
Discussion Board Post	Individual	5%	1 x 10 pts	10	
Presentation/Evaluation	Individual	5%	1 x 5%	5	
Final Case Study	Individual	20%	1 x 20 pts	20	53 individual points
In Class Team Assignments	Team	7%	7 x 1 pt	7	
Team Case Study	Team	40%	2 x 20 pts	40	47 team points
Total Possible Points for Course:				100	

INDIVIDUAL POINTS

Participation: while no formal participation points will be earned, each student is expected to make "positive contributions" to the course, which includes being involved in class discussions, providing insights into assigned material, raising questions, and answering questions raised by others. Distracting behaviors include (but are not limited to) engaging in side conversations, readings newspapers, texting, surfing the internet, etc. Phones must be silenced before entering the classroom. Video and Audio Recording, **as well as still Photography** of lectures/classroom requires explicit permission of the instructor. It should also be noted that ethics can be a very a personal subject. It is essential that every student both feels comfortable sharing her/his views and is respectful of the views of others. If a student is unable to maintain a mature and respectful demeanor during discussions, she/he will be asked to leave the classroom.

If a student is engaging in disruptive or distracting behavior, the instructor will penalize the student 1% point each time she must ask the student to refrain from or cease such behavior.

Journal (7 entries @ 2% each= 14%): A significant, but in many ways less 'tangible', aspect of ethical development is becoming more reflective of your own values, taking time to critically think through scenarios with ethical dimensions, forming arguments to support your views, and recognizing your own personal strengths and weaknesses. As such, each student is expected to write a short (2-3 page) journal entry at the end of each week of class. More specifically, students should consider the following prompts in preparation for writing each entry: how does the reading relate to me? Why do I think the material is correct or incorrect? How does it translate into tangible actions or good in the world? Can I give an example from my own experiences that either supports or weakens the material discussed? Students should note that the instructor does not assume all material presented is 'necessarily correct' – there are obvious weaknesses to some of these theories/expressed view points, and student are graded on the basis of the degree of critical thinking they display in their reflection, not simple agreement or disagreement with the material:

0 points = not submitted

1 point = summary of readings discussed is provided

2 points = material abstractly presented in the readings is tied to more concrete events in one's own life or business, which supports an evaluation of strengths or weaknesses of the material discussed during the week is provided.

During finals week, each student is required to submit a last reflection that makes explicit how business ethics and corporate social responsibility will like provide both opportunities and challenges in his or her own professional life. 1 point will be awarded if general consideration of ethics/CSR is demonstrated, 2 points if use of specific reference to material discussed is included.

Current Event Discussion Board Post (1 @ 10% = 10%). Ethical leaders are aware of current issues in business – and the ethical dimensions of those issues. Each student in this course is expected to find and share a contemporary event in business that has an ethical dimension. No two students can post the same issue, but students are encourage to be very specific about the issue they've identified, so that multiple students could, for example, find multiple issues within a single company. For example, "uber" is not a topic; the status of drivers at Uber (are they *employees*?) is an appropriate issue to post. Note that this leaves open other issues with Uber, such as price surging, for another student to choose. Student must post a paragraph that does the following:

- post a link to an article that describes the issue
- summarize the issue in 3-5 sentences, including why this issue has an ethical dimension
- offer an evaluation of behaviors described in the issue are the behaviors 'good' or 'bad', and why?

Presentation / Review of Presentations (1 @ 5% = 5%). Teams will be work together to complete analyses of 2 different case studies (see below). For one of these case studies, individual students will either contribute to their team's presentation of their analysis, or complete a review of other presentations. More information will be provided in class and on Canvas.

Final Case Study (1 @ 20% = 20%). Similar to the team case studies completed throughout the term, students will be given a third case study, written by an alumnus, that must be analyzed. Each student will submit a written final analysis of this case before 11:59pm on Tuesday February 21.

TEAM POINTS

Team in class assignments (7 @ 1% each = 7%). During the second half of each class period, student teams will be given a specific assignment to complete, which will be followed by a discussion on the assignment. These assignments will help to build skill sets needed to both complete future case study assignments (see below) as well as develop into ethical leaders.

Team case studies (2 @ 20% each = 40%). Teams will be given 2 case studies to analyze throughout the course. The cases were written by alumni and are based on experiences they've personally had in their professional lives. For each of these analyses, teams will be required to create a formal analysis and suggestions for actions (approximately 6-8 pages) approximately 1 week after receiving the case. While each team must submit a written analysis, even numbered teams must also prepare to give a 15-20 minute presentation of their analysis and recommendations for case #1, and odd numbered teams must prepared to give a presentation for case #2. On the day that case studies are due, select teams will be chosen to deliver their presentation not only to the whole class, but also to the alumnus who wrote the case.

A note on earning team points: Grades for this class may be divided into two categories: those earned by the individual student ("individual" points), and those earned by the student by completing team assignments ("team" points). At the end of the term, each student will be required to distribute 100

possible points total among the members of his/her team (excluding self) on the basis of level of contribution to team success. The sum of points assigned to each team member by the collective team will constitute the percentage of team points that the individual team member will be assigned. So if, for example, I am on a team of 4 people, and each of my peers assigns me 30 points, then the sum of those points is 90 and I will earn 90% of the points earned by my team. Note, it is possible for an individual to earn more than 100% of the points earned.

Failure to complete the peer evaluation of your team members will result in a 10% penalty of your own earned team points. Peer evaluations are **due by 11:59pm on Tuesday Feb 21**st.

Absences: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx "Make ups" of formal assignments will ONLY be accepted in accordance with the UF policy on "acceptable reasons for absence" Students that provide documentation that their absence was for one of these "acceptable reasons" will be allowed to make up all assignments without penalty. If it is known in advance that a personal obligation (not covered in UFs policy on "acceptable reasons for absence") exists that conflicts with an assignment, it is the student's responsibility to inform the instructor at least 2 business days before the scheduled assignment; the instructor will then work to arrange an alternate day/time to complete the assignment early. Any exceptions to this are at the discretion of the instructor, though, at minimum, the student must provide objective documentation that shows the (reasonable) inability of the student to complete an assignment on time, if the instructor is to consider making an exception.

With respect to team assignments, the points a team earns on an assignment will be awarded to every member of the team, irrespective of whether the individual was or was not present in class for completion of the assignment. This is consistent with what you will find in the workplace: teams as a whole are given credit for the products they produce, irrespective of "who did what". Nonetheless, even in the workplace, "free riders" will eventually be recognized and at minimum they will not be awarded opportunities for growth in their careers, and may ultimately be reprimanded by their supervisors and peers, and eventually fired. Accordingly, in this class it is important to remember that teams will perform better if all members are able to contribute to the completion of the assignment, and the peer evaluation of team members will determine the percentage of team points that each individual member earned. It is in each individual's best interest to (1) make every effort to be "fully" present at each class, (2) communicate with your team members if you must be absent before class to let them know about your situation, and (3) potentially share with your team's page on Canvas) in order to help them complete the in class team assignments, (4) be fully committed to the team's success on the three formal case analyses.

Grading Scale: Note that the formal requirements listed above total 100% when added together.

The grading scale for this course will be: 100%-94%=A, 93%-90%=A-, 89%-87%=B+, 86%-83%=B, 82%-80%=B-, 79%-77%=C+, 76%-73%=C, 72%-70%=C-, 69%-67%=D+, 66%-63%=D, 62%-60%=D-, 59%-0%=E.

The instructor reserves the right to assign a higher grade than outlined by this scale if there is *strong* evidence of significant and continuous improvement by the student over the course term, or if there is significant reason to believe a single anomalous grade is inappropriately affecting the student's course grade. However, any deviation from the above scale will be considered only if the student is less than 1% away from the next grade designation, and no deviation will be greater than a single grade designation (e.g. an 86.1%-86.9% may be evaluated for a change from a "B" to a "B+", but nothing higher than a "B+" is possible). The above is consistent with current UF grading policies for assigning grade points, which may be found at https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

Academic Honesty: Academic dishonesty will not be tolerated, and may result in a failing grade for the course and additional disciplinary action at the College or University level. UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (http://www.dso.ufl.edu/sccr/process/studentconduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

VIII. Course Outline and Assignment Schedule: This course is scheduled for Jan 4 – week of Feb 20, 2017. Readings must be completed before coming to class on the date the material is to be discussed. This schedule is subject to change at the instructor's discretion; any changes will be announced in class.

Jan 4: Introduction to course

Suggested Readings: "What's the matter with business ethics?"

Jan 9: Ethical Decision Making in a Business Environment

Readings: "Ethics without the sermon"

"Why 'good' mangers make bad decisions"

Jan 11: Ethical Decision Making continued Readings: "How (un)ethical are you?"

"When is different just different?"

Jan 16: MLK Holiday (No School)

Jan 18: No In-Person Class Work on Team Case Study

Jan 23: Business Ethics as Strategy

Readings: "Managing for Stakeholders"

"Strategy and Society"

Jan 25: Case 1 Presentations with guest Mr. Ron Wheeler

Jan 30: Business Ethics as Strategy cont.

Readings: "The ethical mind"

"The values thing"

Feb 1: Ethical Leadership and Culture Building

Readings: "Ethical breakdowns"

Wells Fargo Accounts Scandal

Feb 6: Ethical Leadership and Culture Building cont.

Readings: "Why be honest if honesty doesn't pay"

"Discipline of building character"

Feb 8: Ethical Leadership and Culture Building cont.

Readings:

"Avoiding integrity downfalls"

"To stop bad behavior..."

Feb 13: Ethical Leadership and Culture Building cont. Readings: "Crisis Communications"

Feb 15: Case 2 Presentation with guest Mr. Alex Smith

Tues Feb 21: Discussion post, Peer Evaluations (on Team Members), and Final Case Study due before 11:59pm