MBA 5325-N Ethical & Moral Business Management - Summer 2015

Instructor: Dr. David D. Schein Office: 205 Welder Phone: 713-942-5936*
Skype: ProfDSchein1 Email: scheind@stthom.edu Emergency: 713-880-9563
*Please send me an email if you reach my office voicemail. I do not check it remotely.

Summer 2015 Office Hours:
Monday: 11:30 - 12:30 PM, 5:00 – 5:30 PM, and immediately after class.
Wednesday: 11:30 - 12:30 PM, 5:00 – 5:30 PM, and immediately after class.
Other times by appointment. I am on campus a great deal, so let me know if you need to meet.
Please email faculty member to confirm your time and day.

Skype is now an option for students, as well. Contact me through my Skype address to initiate contact and I will accept your invite and then we can Skype.

Texts:
- There no longer is a required textbook for the course. We will have required readings each week and preparation of cases.
- This text book is no longer required for the course. If you would prefer the security of a textbook, you might certainly look for a used one to use as a resource. There are readings that can be found in the former text, but other sources for those articles will be provided. Hartman, DesJardins, MacDonald BUSINESS ETHICS, 3RD ED. (Burr Ridge, IL: Irwin/McGraw-Hill, 2013)
- Additional resources will be posted to the course site. Please check it often and check your UST email for updates emailed to you. Some examples of resources include:
  o http://www.aspencbe.org/ - Aspen Institute Center for Business Ethics
  o http://josephsoninstitute.org/business/overview/faq.html - Josephson Institute
  o http://www.ethics.org/ - Ethics Resource Center

Course Description
The course aims at introducing students to the ethics and morality of business management and to organizations as social systems in themselves. Topics include the difference between ethical integrity and moral compliance, the role of leadership, types of moral theories, and the moral foundations of the market, consumerism, and an introduction to sustainability. The course uses a variety of media and materials to guide students in recognizing, describing, and addressing ethical integrity and moral compliance issues at the personal, organizational, and societal levels.

This is a “Writing Intensive” course. If you have difficulty writing, you should plan in advance and work with the UST Tutoring Center. Failure to schedule a timely meeting with the Tutoring Center will not be an acceptable excuse. The Tutoring Center has specific hours and rules. You should get familiar with them.
Program Learning Goals
The Masters of Business Administration program has six goals. When students complete the MBA degree at the University of St. Thomas:

**Goal 1. They will be effective communicators.**
1. Objective 1: Graduates will deliver a compelling oral presentation.
2. Objective 2: Graduates will write professional quality documents.

**Goal 2. They will be effective team members.**
- Objective 1: Graduates will demonstrate appropriate group techniques to participate in a team task that results in effective performance.
- Objective 2: Graduates will demonstrate effective leadership skills in a group project.

**Goal 3. They will be ethical decision makers.**
- Objective 1: Graduates will recognize the ethical issues implicit in a business situation.
- Objective 2: Graduates will describe and use ethical frameworks applicable to business situations.
- Objective 3: Graduates will develop a variety of ethical alternatives for resolving or at least addressing, a problem in business.

**Goal 4. They will be globally aware.**
- Objective 1: Graduates will perform a global business situation analysis.
- Objective 2: Graduates will formulate global business strategy.
- Objective 3: Students will evaluate global business strategy.

**Goal 5. They will be able to integrate knowledge across multiple business disciplines.**
- Objective 1: Graduates will identify business problems and opportunities that result from factors internal and external to the organization.
- Objective 2: Graduates will apply quantitative and qualitative techniques from the different business disciplines to address problems and opportunities.

**Goal 6. They will be knowledgeable about multiple business disciplines**

Course Learning Objectives

- Identify and recognize ethical issues that comprise the relationship of business in society (Goal 3, Objective 1)
- Engage creative responses to business issues applying ethical and moral theory (Goal 3, Objective 3)
- Understand context and role of business at the organizational, individual and societal level (Goal 3, Objective 2)
- Effectively lead and participate in a team project (Goal 2, Objectives 1&2)

Class Design / Instructional Methods

The unique aspect of a class about business ethics is that it focuses on thinking about real situations that may confront any person involved with business. “Business” is a generic term as used here. This term includes traditional for-profit businesses, but also includes non-profit organizations and governmental organizations. Often, there is no one “right” answer. The focus in the classroom will be questions and discussion. It is critical that every student come prepared
to discuss the readings and cases for that class. Outside research for each topic is encouraged. There will be a focus on the thought process behind the difficult decisions that business persons must make in today’s dynamic, international business climate.

When reviewing the issues we will address in class, these questions follow:
1. What do the issues and challenges today mean for the organization?
2. What do the issues and challenges today mean for me?
3. What do the issues and challenges today mean for society?

The objective in class is not for the purpose of academic exercise, but for the purpose of stimulating the thought process behind the decisions that leaders need to make. Ethical leaders understand the direct relationship between their organizations and the society in which they operate. The direction will be to enhance the identification of ethical business issues, increasing self-awareness, and developing leadership skills. This is especially important as large corporations and other organizations dominate our society in many ways.

Class Design: Class format uses an adult learning model. It is highly interactive and participatory with its success, depth and breadth contingent upon student willingness to contribute. In each class, we will discuss the readings. The focus of this class is on conversation and discussion at a level that promotes critical thinking and ethical analysis of business management issues.

Grading: The following assignments comprise student grade as based on a straight scale:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Thorough Class Preparation &amp; Participation</td>
<td>15</td>
</tr>
<tr>
<td>Leading Case Discussion</td>
<td>15</td>
</tr>
<tr>
<td>Individual Research Paper</td>
<td>25</td>
</tr>
<tr>
<td>Team Semester Project:*</td>
<td>45</td>
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<tr>
<td>Presentation</td>
<td>20</td>
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<tr>
<td>Written</td>
<td>25</td>
</tr>
<tr>
<td>Grade distribution:</td>
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<tr>
<td>95-100 = A</td>
<td></td>
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<tr>
<td>94-90 = A-</td>
<td></td>
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<tr>
<td>87-89 = B+</td>
<td></td>
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<tr>
<td>84-86 = B</td>
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<tr>
<td>80-83 = B-</td>
<td></td>
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<tr>
<td>79-77 = C+</td>
<td></td>
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<tr>
<td>74-76 = C</td>
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<tr>
<td>70-73 = C-</td>
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<td>69 or less - F</td>
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*There are 5 extra points on the team project for the team lead.

Class Assignments Format:
All assignments are to be submitted electronically to Dr. Schein’s email address. Timely submission will be based on the time and date of the email submission. Standard format will be Times New Roman in 12 point with double-spaced paragraphs. Format for citations will be APA 6th Edition. Detailed guidelines for each assignment are posted on Blackboard.
**Thorough Class Preparation and Participation:** Given the interactive design of this course, it is critical students participate and contribute their voice. The Detailed Class Schedule below identifies the topics for each class meeting. See Blackboard for readings and other materials related to the topics being covered in that class.

Participation points include: (1) Student attendance will be noted and counted toward the determination of the final grade. Excessive absences, tardiness and/or leaving early will lower the grade by one-half to one full grade; (2) Your participation in class is critical. **Simply showing up does not get you an A grade in class participation.** You should be prepared to answer questions about the scheduled materials and cases. If you are asked a question about the scheduled readings and you do not have a good response, that will count against your participation grade. Ask questions of your professor and classmates. (3) Class comportment: laptops and smart pads being used to review course material are fine for class. However, no cell phone use, texting or iPods in class.

**It is critical that all written work be your own work or properly cited to your sources. This is a growing problem in academia and UST is not immune from this problem. If you are not certain how to cite your sources, get help from the Tutoring Center, referenced above. There will be substantial penalties for plagiarism and there are no “redos” on assignments.**

**Note:** All writing is to be in compliance with APA 6th Edition. For a head start, see this quick reference guide: [http://campusguides.stthom.edu/content.php?pid=91540](http://campusguides.stthom.edu/content.php?pid=91540)

Every paper you submit should have a cover page identifying you, the course, the assignment, the submission date and your professor’s name. When you submit an individual paper, the file name should be your last name, first initial, and abbreviated name of the assignment: smith_j_selfeval_paperSU_15. For team papers and Powerpoints, put team number first: Team_1_GM_analysisSU_15.

**Leading Case Discussion:** This course will employ the case method as much as possible. Each student will lead one case discussion during the semester. A list with dates when the cases will be covered will be circulated by the second class meeting. If we have more students than cases, I will provide an alternative of several of the assigned articles to lead the class in review.

**Individual Research Paper:** By the second class, you will select and get approval from your instructor for a “business ethical failure” which will be the subject of your paper. Selection of the business ethical failure is up to each student. The failure must have occurred within the last 20 years. Your paper will start with a thoroughly researched analysis of the failure and its key components. Then you will present a stakeholder analysis by identifying the principal stakeholders in the failure and how they were impacted. Finally, you will present an action plan for remediation of the failure and avoiding its reoccurrence. Submit your 8 to 10 page, double-spaced, paper before class on the date indicated in the Detailed Course Schedule by email to Dr. Schein. A paper of this length should have approximately two solid sources per page, not including textbooks. At least half of your sources must be primary sources or peer-reviewed academic publications.
Team Semester Project: Students will form small teams of three or four students per team. Each team will select an organization facing a current ethical situation and provide an analysis of the situation. Then, develop a well-researched solution to the situation. Each team must obtain approval for the ethical situation from the instructor by the third class. Grading will be based on two components: class presentation and the paper. Submit your team’s 10 to 12 page, double-spaced, paper before class on the date indicated in the Detailed Course Schedule by email to Dr. Schein. Note that this is the class before the class presentation. A paper of this length should have approximately two solid sources per page, not including textbooks. At least half of the paper’s sources must be primary sources or peer-reviewed academic publications. The class presentation will be approximately 15 minutes with up to two minutes for questions from the rest of the class. Submit your team’s PowerPoint presentation before class on the date indicated in the Detailed Course Schedule by email to Dr. Schein. In order to receive a grade, each student must email to Dr. Schein following the class presentation the Team Semester Project Peer Evaluation form. The form is a way to ensure accountability and fairness among team members. The form is loaded to Blackboard in the Assignments Folder.

Please Note: All assignments are due on the dates/times listed in the Detailed Course Schedule below. There is a penalty of one letter grade per day for any work that is submitted later. There are no make-up assignments or extra credit, except team lead. All assignments are graded in absolute terms and in relationship to your colleague’s work. The professor reserves the right to tailor class activities based on student involvement and interest. The class schedule may be amended due to weather circumstances or other scheduling needs beyond the instructor’s control. A site set up by an author of a business ethics text may be of interest in your writing about ethics: "Student’s Guide to Writing Critical Essays in Business Ethics" [http://businessethicsjournalreview.com/resources/students-guide-to-writing-critical-essays-in-business-ethics/](http://businessethicsjournalreview.com/resources/students-guide-to-writing-critical-essays-in-business-ethics/)

DETAILED COURSE SCHEDULE

It is the instructor’s intention to stay on this schedule as much as possible, but it is not guaranteed. It is your responsibility to read this schedule and check Blackboard on a regular basis to stay up on your school work and prepare for class and other assignments. If you miss all or part of a class, make sure you get notes from a classmate for any missed material.

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Area of lecture or tasks being completed in class</th>
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</thead>
<tbody>
<tr>
<td>WED</td>
<td>5/27</td>
<td>In Class – Review of syllabus, answer questions, discuss objectives for course. Review of Ethical Theories and related readings.</td>
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<tr>
<td></td>
<td></td>
<td>Readings: Syllabus and See Blackboard and listed readings under Ethical Theories for Business Ethics. Be prepared to ask questions and actively participate in discussion of this material.</td>
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<tr>
<td></td>
<td></td>
<td>Review first assignments: Explanation of the Leading Case Discussion assignment.</td>
</tr>
<tr>
<td>MON</td>
<td>6/1</td>
<td>In Class:</td>
</tr>
</tbody>
</table>
| **Moral Development and Ethical Influences** | Review of Blackboard material on Moral Development and Ethical Influences.  
**Readings:** Blackboard - Moral Development and Ethical Influences. Be prepared to ask questions and actively participate in discussion of this material  
**Establish Teams for Semester Projects due June 24 and 29th** |
| **WED 6/3 Ethical Analysis & CSR & Case** | **In Class:** Ethical Analysis approaches and CSR. Case: “Grandma Got Run Over by a Freeway.”  
**Readings:** Blackboard – Ethical Analysis approaches and CSR. Prepare Case: “Grandma Got Run Over by a Freeway”  
Be prepared to ask questions and actively participate in discussion of this material. |
| **MON 6/8 Ethics and Employment and Cases** | **In Class** – Ethics and Employment  
**Readings:** Blackboard Material Ethics and Employment  
Be prepared to ask questions and actively participate in discussion of this material.  
Prepare Cases:  
“Lisa Baxter – Developing a Voice”  
“Missing Money A + B”  
“No I in Team A + B” |
| **WED 6/10 Ethics and Employment and Privacy and Cases** | **In Class** – Continue review of Ethics and Employment. Discuss Privacy Issues  
**Readings:** Blackboard - Ethics and Employment and Privacy  
Be prepared to ask questions and actively participate in discussion of this material.  
Prepare Cases:  
“OnLine Identities A + B”  
“Soft Issues in the Software Industry A + B”  
“The Part-time Job with a Full-time Challenge” |
| **MON 6/15 Privacy and Diversity and Cases** | **In Class:** Discuss Privacy Issues and Diversity  
**Readings:** Blackboard – Privacy and Diversity  
Be prepared to ask questions and actively participate in discussion of this material.  
Prepare Cases:  
“Agency Theory and Corporate Governance” |
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment Due: Individual Research Paper</th>
<th>In Class: Discuss Ethics and Marketing</th>
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</table>
| Wed 6/17 | “Every Client Treated Equally? A + B”  
“Market Research Deception”  
“Better Wrong than Right A + B” | “Profit Maximization and Layoffs”  
“Student Privileges with Strings Attached”  
“The Diversity Consultant A + B” |
| Wed 6/24 | Prepare and submit by email your team paper to Dr. Schein’s email address prior to class today. | “Profit Maximization and Layoffs”  
“Student Privileges with Strings Attached”  
“The Diversity Consultant A + B” |
| Wed 6/24 | In Class: Corporate Codes and Compliance | “Naiveté or Boldness? A + B”  
“No an Option to Even Consider A + B”  
“Paying Bribes: Do Small Suppliers have Choices?”  
“Product Safety and PreEmptive Recalls” |
| Wed 6/24 | Team Paper Assignment Due | Prepare and submit by email your team paper to Dr. Schein’s email address prior to class today. |
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“Product Safety and PreEmptive Recalls” |
| Wed 6/24 | Team Paper Assignment Due | Prepare and submit by email your team paper to Dr. Schein’s email address prior to class today. |
In Class: Team Presentations of the Semester Projects. Discuss any open cases and questions.

Preparation: Prepare and submit by email your team PPT to Dr. Schein’s email address prior to class today. Each student will individually submit via email their Peer Evaluation Form directly to Dr. Schein. Review your class notes for any questions.

The Cameron School of Business at University of St. Thomas

Mission Statement The Cameron School of Business will serve students of diverse backgrounds, providing them the necessary professional skills for a changing global economy, and instilling in them a deep appreciation for ethical behavior as the hallmark of a successful and fulfilling business career. The Cameron School will provide its students a timely and comprehensive business curriculum, with opportunities for specialized study in major business fields. The faculty will provide quality teaching, as this is the core of our mission. As an extension of our teaching mission, the faculty will engage in scholarly activity and service to the University, the profession, and the community.

Academic Honesty Ethical conduct is essential to a community of scholars and students searching for truth. Anything less than total commitment to honesty and honorable conduct undermines the efforts of the entire community. Academic integrity lies at the very heart of any institution of higher learning. In the Cameron School of Business, students and faculty are expected to commit to a code that exemplifies each individual's honor and integrity. Any conduct that violates this standard and betrays the respect of others is a matter of grave concern and, accordingly, is deemed unacceptable. This includes cheating and plagiarism on any assignments, which results in a grade of “F” for the assignment or for the class at the discretion of the professor.

Accommodations The University of St. Thomas abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your performance in this class and for which you may require accommodations, you must be registered with and provide documentation of your disability to Counseling and Disability Services which is located on the second floor of Crooker Center. Contact Debby Jones or Rose Signorello at 713-525-6953 or 713-525-3162.

Tutorial Services The University offers comprehensive peer tutoring for students currently enrolled at the University of St. Thomas. Tutorial Services is primarily a tutorial center for writing but provides tutors in other subjects as well. Students receive personalized instruction in writing from trained student tutors and staff professionals. Contact: Dr. Connie Michalos at
Some Reading Resources

- Expect the Unexpected: Building business value in a changing world; KPMG, 2012.
- The Age of Responsibility: CSR 2.0 and the New DNA of Business by Wayne Visser.
- Sustainability Nears a Tipping Point by MIT Sloan Management Review and; The Boston Consulting Group; Winter 2012.
Some Suggestions for Writing Better Papers

After grading many student papers, I have developed a list of suggestions for students striving to write better papers and to receive higher grades for their efforts:

1. Understand the difference between first person, (“I”), second person, (“You”), and third person, (“He”). Formal writing is generally in the third person. For your written assignments, however, when you are making reference to your own involvement or views, that should be written in the first person.

2. Avoid contractions in all formal writing, unless the contraction is actually included in the material you are citing.

3. Avoid colloquialisms. Again, this is formal writing. Your paper should make sense regardless of who is grading or reading your paper.

4. Write short, concise sentences, wherever possible. “Run-on sentences” are very common in student papers and it makes them difficult to read.

5. Follow generally accepted writing techniques. Make an outline before you begin writing. Have an introductory section. Then, in the body of the paper, you should present evidence and argument relying on your evidence. End your paper with a conclusion that logically flows from the body of the paper. You will find a great deal of helpful information in the American Psychological Association (“APA”) Publication Manual, 6th Edition.

6. Student papers often misuse citations. Every statement of another, whether a direct quote or not, should have a citation in APA form identifying the source of the information. Your opinion should be differentiated from your statement of information from others. The current APA citation form does not use the traditional footnote/endnote format for citations. Endnotes/footnotes are now used only for information that is not appropriate for inclusion in the text, and should be avoided in your papers.

7. The quality of your research is illustrated by the quality of the sources you cite. Try to find original research on your subject, “primary sources,” not just an interpretation in a general magazine or newspaper, “secondary sources.”

8. Vary your sources of information. Different types of publications should be cited. Even if there is a journal that contains a number of helpful articles, do not rely on that one publication for most or all of your citations.
SEVEN STEPS FOR MORAL DECISION MAKING

1. Determine the relevant facts.

2. Identify the ethical issues.

3. Develop alternatives for resolving the issues.

4. Define the stakeholders for each alternative.

5. Evaluate the ethics of each alternative.

6. Take stock of the practical constraints.

7. Decide on and plan implementation of an alternative.

Based on: Velasquez, Manuel, “Conducting an Ethics Case Discussion,” Copyright 1992 Arthur Anderson & Co. SC.

Tips for Better Classroom Presentations

1. Your presentation should be well organized so that the content fits in the time allowed. Leave time for questions, if that is indicated in the assignment.

2. A key aspect of an oral presentation is the selection of the material you present.

3. When presenting slides, keep in mind that the audience can only absorb so much. A few more slides, with each having a little less material, is more effective.

4. Do not let technology overwhelm your message. Content is most important.

5. Speak with a clear voice and look at your audience. Avoid reading your presentation.