BUAD 840 – Section 012
Ethical Issues In Business

The unexamined life is not worth living. - Socrates

It is a commonplace executive observation that businesses exist to make money, and the observation is usually allowed to go unchallenged. It is, however, a very limited statement about the purposes of business.

Overview
Our lives consistently present us with opportunities, challenges and dilemmas. The goal of this course is to explore our values and how we use them to impact our experiences in the workforce. We will strive to identify our own codes of values, explore psychological and contextual factors that prevent us from acting on our values, and practice skills to overcome these obstacles. If successful, our course will offer you the language, ideas, and experiences that allow you to live a life that is aligned with your values.

Course Objectives
• Understand language/framework of ethics and know how to apply them to (workplace) dilemmas.
• Identify psychological and contextual barriers to implementing your values.
• Explore your personal values and develop skills for voicing these values.
• Recognize that there is not one right answer and explore processes for ethical decision making.

Readings and Material
• Course material for this course will be located in both a coursepack that you can purchase from the Harvard Business School Press (HBSP) website, as well as on Sakai.
  ○ HBSP – Readings labeled HBSP can be found in a coursepack created for this course on Harvard Business School Publishing website. You can purchase this coursepack at http://cb.hbsp.harvard.edu/cb/access/1468696. You will need to create an account to purchase the coursepack.
  ○ Sakai – Materials labeled SAKAI can be found on our Sakai website. These materials can be found in Resources/Additional Readings.

Sakai
We will use Sakai to communicate in this course for:
• Class preparation – I will post questions in advance of class to prepare for the class.
• Discussion board – I encourage us to continue to discuss issues that are raised in class on the Sakai discussion board. Online participation will be considered as part of the class participation grade (see information on class participation).
• Submitting course assignments.
• Resources – You can find additional readings on Sakai
  If you have a problem accessing our classes Sakai site, please let me know ASAP.
Assignments and Grading

My intention is to create an atmosphere that enables you to expand your understanding of how to manage yourself and others, and develop your skills in critical thinking, writing, leadership, etc. In order to provide an assessment that supports this learning, I am allowing you to create your own performance evaluation metrics that will enable you to draw from your own strengths, and take risks with the material.

Below is a range of allocations for each of the assignments. You can submit your allocations on Sakai before September 14. If you do not submit your own grade allocation by September 14th your grades will be allocated using the default allotment listed below.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Default Allotment</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Code of Conduct</td>
<td>15%</td>
<td>10-20%</td>
</tr>
<tr>
<td>Group Project</td>
<td>25%</td>
<td>10-40%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>30%</td>
<td>15-50%</td>
</tr>
<tr>
<td>In Class Final Exam</td>
<td>30%</td>
<td>15-50%</td>
</tr>
</tbody>
</table>

Questions and reactions

I look forward to hearing your questions and reactions to the material and to the course. The best way to contact me is through email smithw@udel.edu.

Course Values

Engagement and Participation – Your learning and your classmates’ in this class depends on your engagement with the materials and participation in class discussions. To help us all keep focused on the class discussion please keep all cell phones and computers OFF during class time. Please see me if there are circumstances that require you to keep your cell phone or computer on.

Communal respect – This course is mostly discussion-oriented, and is most effective when we can build a community of scholars helping one another learn and explore the material. Our collective learning depends on our ability to respect one another’s opinions in our comments in class, and respect that some of our class discussion should not be shared more broadly outside of class.

Academic honesty – Academic honesty is expected in this course. Please be aware that plagiarism is a serious violation in this course, and throughout your academic career. More information about academic honesty at the University of Delaware can be found at http://www.udel.edu/stuguide/06-07/code.html#honesty.
Assignment #1: Personal Code of Conduct

Goal:
The goal of this exercise is to ask you to explore your own values, and create a statement – your personal code of conduct – that will identify, explain and justify the values and can hopefully guide you as you move forward in your career and your life.

Overview:
1) First draft of a personal code of conduct – Due September 13 (on Sakai)
   A personal code of conduct identifies and justifies the values that will guide your life. Essentially, this is a contract with yourself about the kind of individual you aspire to be. Creating a personal code of conduct allows you to continually check whether you are leading your life in line with your values.
   Please submit on Sakai:
   • A first draft of a personal code of conduct. This code of conduct should include the values that are important to you. You can present your personal code of conduct in any format that you like - an essay, a list, a collage, painting, etc. If you choose to depict your values as an image, please upload onto sakai either the image or a picture of the image.
   • A reflection paper that addresses the following questions. This paper has no page limit.
     o Why are these values important to you?
     o Where and when do you see these values being implemented?
     o Where and how do you see these values being challenged?

2) Second draft of a personal code of conduct – Due November 15 (on Sakai)
   The goal of a second draft of a personal code of conduct is to reflect upon the discussions in our course, and explore how they have reinforced, challenged, updated your personal code of conduct, and the contexts for implementing these values.
   Please submit on Sakai:
   • An updated personal code of conduct. Again, this could be any format. If your personal code of conduct has not changed, please resubmit your initial code of conduct.
   • A reflection paper that addresses the following questions. Please identify specific experiences, ideas, theories, or insights from our class that have helped to inform your reflections. Again, there is no page limit for this reflection.
     o How and why has your personal code of conduct changed over the semester and/or how the semester reinforced you initial personal code of conduct?
     o What new opportunities do you see for living your values? What might you do in the next semester, next year, next 10 years, to live these values?
     o What experiences do you see that might challenge these values? What skills, insights, and resources might you have that can help you respond to these challenges? How can you continue to build necessary skills, insights, and resources to respond to these challenges?

Grading:
This exercise is worth 15 points. I will not be grading on the content of your personal code of conduct, but rather on the effort and investment in this exercise and the thoroughness and thoughtfulness of your reflections. Moreover, I will only provide a grade after your final draft is submitted. If you would like to talk more about your first draft, let me know and we can schedule a time to meet.

Please note that I will take off one point for each day that your submission is late.

Updated: DRAFT: August 28, 2012
Assignment #2: Group Project

Goal:
The goal of this exercise is to give you a chance to explore an ethical issue that you find interesting and important, and “teach” the class based on this insight. This project will be conducted in groups. Group sizes and presentation dates will be determined in the first or second week of class.

Overview:
1. Identify a current ethical issue in a business context.
   This project could be based on an issue that is currently in the news (equal pay, human rights violations, manufacturing in China, accounting integrity, etc.), or could be a current ethical issue that you might be facing in your own workplace. This issue could also reflect an ethical opportunity for businesses, i.e. an issue for an organization seeking to respond to a need in the world (i.e. microfinance, social enterprises, etc.). Your presentation will be much stronger with a more specific issue. That is, rather than explore ‘equal pay’ in general, you may want to explore the challenge for WalMart providing equal pay and opportunities for women'. I also encourage you to choose a topic that truly interests your group members.

2. Analyze this issue.
   Please analyze the issue. This analysis should describe the issue, identify the key challenges, analyze the issue, and provide suggestions going forward. I encourage you to either apply frameworks and insights from our class to analyze this issue and/or integrate frameworks and insights beyond our class that can help teach our class something new.

3. “Teach” the class based on this issue.
   Rather than simply presenting your case to the class, you will have the opportunity to teach the class based on your case and your analysis of this case. Your teaching can take multiple formats. You could facilitate a case based discussion, ask the class to engage in a debate, develop a lecture, etc. You can also ask the class to read material in advance of the class in order to prepare for this class. Any reading should be provided to the class on Sakai at least one week in advance.

I will meet with each of your groups in the middle of the semester to provide suggestions, feedback, and advice to help you develop your issues, explore additional theories and insights, and develop your pedagogical approach.

Grading:
This project will be worth 25 points. The project will be evaluated based on:
- Quality of your analysis of the ethical issues – Did you understand the issue? Did you adopt frameworks and insights either from our class or from outside of our class to analyze the issue?
- Ability to convey the key issues to other members of our class – Did you develop a thoughtful strategy for presenting/teaching this material? Did your fellow students learn something new from your analysis?
Class Participation

Goals of class participation
The success of all of our learning depends on each person's preparation, attendance and contribution to the class. Because your class participation is an important aspect of your learning, it is an important component of your final grade. In addition, your success in the work force depends on your ability to effectively communicate your point in front of a group of people.

The goal of class participation is to help you develop the following skills:
- Make a clear, succinct point that contributes to a conversation
- Speak in front of others
- Improve your synthesis and understanding of the material

Components of Class Participation
While the goal of class participation is to encourage you to speak in class, not everyone is comfortable with that mode of communication. Several components of class participation will be considered.

- Quality contributions in class – Each day you will be given the opportunity to participate in class discussions. You do not have to speak in every class, but you do have to participate in some of the discussions to be considered a strong participant. As well, strong contributions depend on quality not quantity. You do not have to speak often to make strong contributions.

  High quality contributions
  - are clear and concise.
  - push the conversation forward.
  - add to our overall understanding.
  - reflect familiarity with the case and/or readings.
  - might ask a provocative question rather than make an assertive statement.

  Low quality contributions
  - repeat what has already been said.
  - reflect an unfamiliarity with the case and/or readings.
  - distract from the flow of contributions

Class participation enables you to practice the skills of making succinct, well supported arguments. This can be challenging for some people. I am happy to arrange a time to discuss strategies that can help you effectively practice your participation skills.

- Class Reflections – Frequently you will be asked in class to reflect on the pre-reading and/or on the discussion in class. This is an opportunity for you to think through what you gained from reading the material or participating in the class discussions.

- Contributions on line – Not everyone is comfortable participating in class. In addition to participating in class, your contributions on our class discussion board on Sakai will be included in your class participation grade. Contributions on line that are provocative, integrate class material, or push our thinking in a new direction can enhance your class participation grade for that day. Online contributions will be open for a week after we discuss a particular topic.
Grading of class participation
I will assess your participation for each class on a scale of 1-5.

0 - No participation
   Did not attend class

1-2 - Limited participant
   Attended class
   Did not contribute to the discussion, or offered brief comments.
   Written comments suggest limited familiarity or synthesis of the case or reading materials.

3 - Satisfactory participant
   Attended class
   Contributed to the discussion with comments that suggest a familiarity with the case, and are clear and concise.
   Written comments suggest both knowledge and synthesis of the case or materials.

4-5 - Strong participant
   Attended class
   Made high quality contributions to the class discussion and/or on line forum that not only suggest a familiarity with the case, but push our class discussion forward to explore new ideas.
   Written comments suggest knowledge, synthesis and engagement with the case or materials.

At the end of the semester, I will average your daily class participation grades across the semester, and will curve the grade based on the rest of the class. The class average is usually around satisfactory participators:

- Non Participant – C and lower
- Limited Participant – C to B-
- Satisfactory Participant – B to B+
- Strong Participant – A to A-

A note on class attendance
Because so much of our learning happens through class discussion, attending class is important for your own learning and that of your classmates. You will receive a 0 on days that you are absent.

A note on computers and cell phone
Please note that computers and cell phones can easily distract you, as well as your colleagues, from participating in class. Please turn off all cell phones and computers during class time. If there are circumstances that would warrant you to use your computer or cell phone, please let me know. Otherwise, your distractions on your computer and cell phone will 'detract' from your class participation grade.
# BUAD 840 Class Schedule and Assignments: Overview - FALL 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Case/exercises</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-Aug</td>
<td>Introduction: Why Business Ethics</td>
<td>Parable of the Sadhu (HBSP)</td>
<td>A Framework for Ethical Reasoning (HBSP)</td>
<td></td>
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<tr>
<td></td>
<td><strong>Multiple Lenses for Ethics</strong></td>
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<tr>
<td>2</td>
<td>6-Sep</td>
<td>Moral Philosophy: Aristotelian Values</td>
<td>Letters from a Birmingham Prison (Sakai)</td>
<td>Can we teach character? An Aristotelian Answer (Sakai)</td>
</tr>
<tr>
<td>3</td>
<td>13-Sep</td>
<td>Social Psychological Lens</td>
<td>Exercise: Intergroup Interactions</td>
<td>Note on Obedience to Authority (Sakai)</td>
</tr>
<tr>
<td>4</td>
<td>20-Sep</td>
<td>Social Psychological Lens</td>
<td>In Class Video: Milgram and Zimbardo</td>
<td>Note on Five Traditional Theories of Moral Reasoning (HBSP)</td>
</tr>
<tr>
<td>5</td>
<td>27-Sep</td>
<td>Moral Philosophical Lens: Utilitarianism</td>
<td>Merck and Company (HBSP)</td>
<td>Note on Five Traditional Theories of Moral Reasoning (HBSP)</td>
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<tr>
<td></td>
<td><strong>Business Ethics in Context</strong></td>
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<tr>
<td>6</td>
<td>4-Oct</td>
<td>Personal Vs. Organizational Demands</td>
<td>Conflict on the Trading Floor (HBSP)</td>
<td>How (Un)Ethical Are You (HBSP)</td>
</tr>
<tr>
<td>7</td>
<td>11-Oct</td>
<td>Stakeholder Analysis</td>
<td>Levi Strauss and Co. (HBSP)</td>
<td>The Social Responsibility of Business (Sakai); Managing for Stakeholders (HBSP)</td>
</tr>
<tr>
<td>8</td>
<td>18-Oct</td>
<td>Managing Multiple Strategic Demands</td>
<td>In Class Video: Burt's Bees</td>
<td>TBD</td>
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<tr>
<td>9</td>
<td>25-Oct</td>
<td>Managing Diversity</td>
<td>Parson's Dilemma (Sakai)</td>
<td>Path to Leveraging Differences (HBSP); Making Difference Matter (HBSP)</td>
</tr>
<tr>
<td>10</td>
<td>1-Nov</td>
<td>Group Presentations</td>
<td>In Class Video: Terror at the Taj</td>
<td>Courage as a Skill (HBSP)</td>
</tr>
<tr>
<td>11</td>
<td>8-Nov</td>
<td>Group Presentations</td>
<td>Group Presentations</td>
<td>Group Presentations</td>
</tr>
<tr>
<td>12</td>
<td>15-Nov</td>
<td>Finding Courage</td>
<td>In Class Video: Terror at the Taj</td>
<td>Group Presentations</td>
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<td>Group Presentations</td>
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<tr>
<td>22-Nov</td>
<td>Thanksgiving: enjoy!</td>
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<tr>
<td>13</td>
<td>29-Nov</td>
<td>In Class Final Exam</td>
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Updated: August 28, 2012