



Department of Management
"Developing tomorrow's leaders today"

MANAGEMENT 5337¹
Business Ethics

"Be better than you have to be" anonymous

Spring 2013	Saturdays and Mondays
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I. MATERIALS

Required materials:

Justice: What's the Right Thing to Do? Michael J. Sandel, 2010 (paperback) Farrar, Straus & Giroux: NY

Readings and short cases (provided by instructor) from Giving Voice to Values (Babson College) and Denis Collins, used with permission.

Readings – available through UTA Library Electronic Journals, electronic reserves and handouts provided in class

Wall Street Journal Ethics articles (reduced rate subscriptions are available)

¹ I gratefully acknowledge Dr. Richard Priem (TCU), Dr. Mary Gentile (Babson College) and Dr. Denis Collins (Edgewood) for their permission to adapt and adopt their work in developing this course.

II. COURSE OBJECTIVES

Upon successful completion of this course, each student should be able to:

- (1) Understand fundamental perspectives for ethical decision making.
- (2) Use a systematic ethical decision-making framework to arrive at moral conclusions.
- (3) Work to develop an alignment between one's individual sense of purpose and that of the organization.
- (4) Construct and practice responses to the most frequently heard reasons and rationalizations for not acting on one's values.
- (5) Provide peer feedback and coaching to enhance colleagues' effectiveness in expressing their values in work situations.
- (6) Integrate ethics into work goals, performance appraisals, team dynamics, and financial incentives.
- (7) Benchmark and assess an organization's ethical performance.
- (8) Discuss why firms should be ethical.

III. COURSE DESCRIPTION:

This course explores and implements the critical thinking, communication, and managerial skills necessary for giving voice to one's values in a business environment and for developing ethical organizations. Each week we will engage in activities that increase (1) our understanding of fundamental perspectives for ethical decision making (from Michael Sandel's book); (2) our skill at voicing our values in a business environment; and (3) our ability to evaluate the ethical performance of our own companies and, ultimately, to develop ethical organizations.

IV. ACTIVITIES AND POINT ALLOCATIONS:

Ethical Dilemma Narrative.....	20
1-page Case Analysis #1.....	20
1-page Case Analysis #2.....	20
Building Ethical Organizations.....	20
Exam... ..	20
Total Points	100

Final Grade Scale:

Evaluation	Points	Letter Grade
Excellent	93-100	A
Outstanding	90-92	A-
Superior	87-89	B+
Very Good	83-86	B
Good	80-82	B-
Average+	77-79	C+
Average	73-76	C
Below Average	70-72	C-
Unsatisfactory	<69	D-F

ACTIVITY DESCRIPTIONS:

1-Page Case Analyses. You are required to submit two 1-page analysis of an ethics case. Analyzing a case study in only one, single-spaced page is a particularly difficult task. Be concise in your writing and be effective in responding to case the case questions provided. Please go beyond repeating in summary form the factual information from the case (I have read it). Rather, focus and organize your analysis on the questions.

Exam. The case essay final exam will assess your understanding of and ability to apply course concepts and terminology.

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. The written dilemma is worth 20 points (20% of your grade). The following grade scale will be used:

- 9-10 points: Excellent writing and effort to educate others
- 8 points: Very good writing and effort to educate others
- 7 points: Good writing and effort to educate others
- 6 points: Adequate writing and effort to educate others
- Below 6: Inadequate writing and effort to educate others

Email the final copy of your narrative to me by 5:00 p.m. the day prior to your presentation so that the narratives being presented the day of class may be organized in some logical manner.

Building Ethical Organizations. We are challenged to create organizations of high integrity on behalf of our customers, owners, employees, suppliers, and ourselves. The purpose of this exercise is to apply the knowledge you are learning in class for the benefit

of an organization. It will also provide you a “to do” list that you can work on for many years to enhance organizational ethics.

This assignment requires that you benchmark an organization to the best practices in business ethics using a Building Ethical Organizations Form provided. Please complete the form to identify and list strengths and weaknesses for each area of an ethical organization. Then select just one area with major weaknesses and, in 1 single-spaced page, describe for that area: (1) the best practices being used, if any (2) major strengths, (3) major weaknesses, and (4) provide a thoughtful and specific recommendation for improving the weaknesses, including an action plan for change (i.e., a clearly stated problem, goal, strategy and measure of success).

Please do this for your current place of employment. If not currently employed, please do this for your last employer or for a nonprofit or community organization.

V. STUDENT SUCCESS FACTORS:

Attendance. Attendance at each class session is expected. Class lectures complement, however, do not duplicate readings materials. There are always many reasons to miss a class, including work obligations and other activities. Please remember you are only a graduate student taking classes once in your life and will be working the rest of your life. You will not learn as much if you miss class and I will do all I can to make sure you get your money’s worth.

We will have 10 scheduled class sessions. The highest grade you can earn is related to your class attendance. The following scale will be used for grading attendance:

- Highest Grade an “A”: Attend all 10 sessions
- Highest Grade an “A-”: Attend 9 of 10 sessions
- Highest Grade an “B”: Attend 8 of 10 sessions
- Highest Grade a “C”: Attend 7 of 10 sessions
- Highest Grade a “D”: Attend 6 of 10 sessions
- Highest Grade an “F”: Miss more than 4 sessions

Each student is allowed two, and only two, “make-up” assignments for missing classes. For instance, if you miss 2 classes (you attended only 8 of our 10 class sessions) you cannot receive a grade higher than a “B”. But, if you do the make-up assignment twice (which counts as 2 class sessions), you can still qualify for an “A.” Similarly, if you miss 1 classes, you can still qualify for an “A” by doing the make-up assignment once. The “make-up” assignment is discussed below.

Put differently, if you earned 100 points on your assignments, however, missed 2 class sessions and did not complete make up assignments, you would be assigned a “B” for your efforts this semester.

If you earned 100 points on your assignments, and missed 3 class sessions and did not complete make up assignments, you would be assigned a “C” for your efforts this semester.

Participation. Please note and remember attendance does not in any way equal participation. You have to attend to participate; however, by attending you do not garner participation points.

Participation will be assessed in several manners. First, you are required to participate in classroom discussions. Please do not be afraid to ask questions in class, but do not waste class time by not being prepared. Anyone having a problem with speaking in front of the class should notify me immediately.

Participation is assessed on both the quantity and the quality of the contribution to the discussion. Please read the materials, consider the issues raised by the cases and assignments, and arrive at a thoughtful position concerning the ethical issues facing the firms and managers we discuss. Please develop a personal position on the issues that the cases and readings raise. Unless you have thought about and adopted a personal position, it is difficult to learn from others' contributions in the class. Thus, you must complete the assigned readings and cases prior to each class and be fully prepared to discuss them.

An effective participant:

- is a good listener
- makes points relevant to the ongoing discussion
- makes comments that add to our understanding of the reading or case
- is willing to challenge ideas that are being expressed
- integrates material from past classes and other courses.

In sum, you will be successful in this course if you:

1. Attend class.
2. Are fully prepared for each class, because I may call on you at any time to start the discussion, answer a specific question or to explain your analysis. If there is a rare occasion that you are not prepared, please email me ahead of class so that I do not inadvertently embarrass you in class.
3. Participate effectively by introducing new ideas and building on others' contributions.

VI. EVALUATION CRITERIA:

1-Page Analyses. The following criteria will be used for your analyses and presentations. Read them very carefully before you start to prepare these assignments.

- **Rigor of Analyses.** Your analysis should bring in all course content that is relevant to the problem. Do not spend time rehashing unnecessary facts. Assume the reader has read the case so you do not need to repeat any case material.
- **Realism.** If I gave (or you made) your report to a practicing manager, would he or she take it seriously? How believable are your analyses and conclusions? Do the conclusions flow naturally from your analyses? In addition, have you considered organizational realities that may act as barriers to certain strategies (e.g., politics, culture, and informal rewards)? Have you considered the organizational consequences and the changes necessary to initiate any bold moves?
- **Clarity.** Address your analysis to a managerial audience. This means that you should outline carefully and write clearly. You should also, however, cite your sources and identify any direct quotes from other work.

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.

VI. OTHER INFORMATION

ACADEMIC INTEGRITY VIOLATIONS

Simply put, scholastic dishonesty will not be tolerated in this course. All work in this course is to be an individual effort. If I suspect that you have been assisted by another to complete your work required for this course or if I suspect that you have aided another to complete his/her work in this course, I will write up the suspected violations and turn the incident directly over to the Office of Student Conduct. Any and all violations of academic integrity will be prosecuted. You will receive a 0 on the work in question, an F in the course and recommended to take a class on ethics. Depending on the severity, I may also recommend dismissal from the university. Information on what constitutes scholastic dishonesty and how the university addresses it may be found at <http://www.uta.edu/studentaffairs/judicialaffairs/academicintegrity.html>.

LATE PENALTY

Late assignments will not be accepted for credit.

AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services for Students at 817-272-3364 or visit the website: <http://www.uta.edu/disability/links.php>. No accommodations will be provided to students unless they are registered with the Disability Services for Students.

TENTATIVE COURSE SCHEDULE

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SPRING 2013

- S 4/6 – Introduction
Giving Voice to Values (GVV)
WSJ Article Summaries
- M 4/8 – Read: Justice Chapter 1; An Action Framework for GVV, Starting Assumptions for GVV.
Assignments: A Tale of Two Stories; Lisa Baxter A.
Building Ethical Organizations (BEO)
- S 4/13 – Read: Justice Ch 2 (Utilitarianism).
Assignment: GVV Reasons & Rationalizations Exercise.
WSJ Article Summaries
- M 4/15 – First Narrative Presentations
Read: Justice Ch 3 & 4
Assignments: Is this My Place? The Diversity Consultant A.
Video Case
- S 4/20 – Narrative Presentations
Assignments: Be Careful What You Wish For, Student Privileges
Read: Justice Ch 5
WSJ Article Summaries
Video Case Analysis 1 Due
- M 4/22 – Narrative Presentations;
Video Case
Read: Justice Ch 6 & 7
Building Ethical Organizations assignment due
- S 4/27 – Narrative Presentations
Read: Justice Ch 8
Peer Coaching, GVV Toolkit.
Assignments: Profit Maximization; Product Safety and Preemptive Recalls.
WSJ Article Summaries
Video Case Analysis 2 Due
- M 4/29 – Narratives Presentations
Video Case
Read Justice Ch 9 & 10
- S 5/4 – Narrative Presentations
WSJ Article Summaries
- M 5/6 – Final

MAKE-UPS FOR CLASS ABSENCES:

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 or www.c-span.org/Politics and surfing until you find something interesting.

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

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

Part III: Pick one ethical issue in the news that you find interesting to share with the class. Write a one paragraph comment analyzing that issue for the instructor. Then do a 3-5 minute presentation educating classmates about the issue and your opinion about it. If you have trouble finding a topic, you can go to a "blog" Denis Collins maintains for Business Ethics professors internationally at <http://deniscollins.tumblr.com/>. Every day or so he adds 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?). Scroll through until you find a topic you like.

Suggested Readings

MBA Oath: Setting a Higher Standard for Business Leaders by Max Anderson, Peter Escher ISBN-13: 9781591843351 Publisher: Penguin Group (USA) Incorporated
Pub Date: 2010 (<http://mbaoath.org/>)

The Ethical Executive. Becoming Aware of the Root Causes of Unethical Behavior: 45 Psychological Traps That Every One of Us Falls Prey To. Robert Hoyk & Paul Hersey. 2008. Stanford Business School Books.

The Art of the Long View: Planning for the Future in an Uncertain World. Peter Schwartz. Currency/Doubleday Press, 1996.

Hartmann, Thom. 2010. Unequal Protection: How Corporations Became “People”---And How You Can Fight Back. Berrett-Koehler Publishers.

Levitt, Steven & Dubner, Stephen. 2009. SuperFreakonomics: Global Cooling, Patriotic Prostitutes, and Why Suicide Bombers Should Buy Life Insurance. William Morrow an Imprint of Harper Collins Publishers.

Lewis, Michael. 2010. The Big Short: Inside the Doomsday Machine. Norton & Company Publishers.

Sorkin, Andrew Ross. 2009. Too Big To Fail: The Inside Story of How Wall Street and Washington Fought to Save the Financial System---and Themselves. Viking Penguin Press Publishers.

Sowell, Thomas. 2009. The Housing Boom and Bust, Revised Edition. Basic Books.