



MGT 410 Business Ethics: Section 30, Spring 2019
CRN 20145: 3 Credit Hours: Prerequisites: MGT 305
Class Times: W 4:00-6:30, Erma Byrd Center (HEC) Room E34

Part 1

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MW 11:00-12:30
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University Mission Statement: The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

Department of Business Mission: The Mission of the Business Administration degree program at Concord University is to transform our students into competent and responsible business leaders through high quality teaching and personalized advising, while stimulating their academic and service zeal within the context of Concord's strong liberal arts tradition. Business faculty engage in active research and service to ensure that our graduates are ready to take on the challenges of the business world or to pursue rigorous graduate education.

Course Description/Rationale: This course is an examination of the role of management in promoting ethical performance and social responsibility in the modern organization. The central goals of this course are to develop students' skills in reasoning about ethical problems and encourage deep, habitual reflection on the ethical dimensions of life. In this class, students will learn to think critically about business ethics and corporate social responsibility and their effect on the personal ethical and social responsibilities of business. Students will examine the ethical and economic relationship between business and society, how governance mechanisms and corporate culture might contribute to a company's success or failure, and moral theories and moral decision-making in a business context, leaders.

Course Management System: Blackboard

Hardware/Software Needed: USB drive, Dropbox, Cloud, etc. suggested to save class work; Concord MYCU email account, necessary as the official communication tool

Text requirements: Stanwick, Peter A. and Sarah D. Stanwick. 2017. Understanding Business Ethics, Third Edition. Thousand Oaks, CA: SAGE Publications. ISBN: 9781506303239.

Concord University Educational Goal(s): The goals of this course are consistent with the mission of Concord University: The mission of Concord University is to provide a quality, liberal arts based education, to foster scholarly activities, and to serve the regional community. This course addresses all three education goals.

Skills: Proficiency in interpreting data, integrating information, formulating ideas, thinking critically, and communicating with others:

1. Effective inter-communication skills and literacy adapted as needed for the demands of various kinds of discourse:
 - listening and speaking
 - reading and writing
 - media and technological literacy
2. An ability to employ appropriate observational, logical, analytical, and critical thinking skills within and across academic disciplines; and to apply these skills in problem solving.
3. An ability to analyze, synthesize, and integrate elements, information and ideas.
4. An ability to evaluate elements, information, and ideas on the basis of appropriate criteria.
5. An ability to apply and to transfer academic and experiential learning appropriately from one context to another.
6. An ability to learn and work effectively both independently and collaboratively.

Knowledge: Familiarity with principles underlying academic discourse in various fields:

1. An ability to discern the reciprocal influences of environments, cultural beliefs and attitudes, and societal institutions and practices.
2. Self-knowledge, including awareness of one's own competencies, deficiencies, and optimal individual learning-style(s).

Attitude: Tendencies conducive to self-knowledge, personal growth and development, and responsible citizenship

1. Habitual reflection on ethical/moral implications of actions when weighing decisions and evaluating outcomes.
2. Exercise of responsible leadership, including leadership by example, and of responsible followership.
3. Respectful attentiveness to differing perspectives and willingness to engage in dialogue across differences in order to seek mutual understanding and equitable conflict resolution.

4. Cultivation of and support for attitudes and practices that foster physical, mental, emotional, and social well-being.
5. Commitment to social responsibility, including community service and civic engagement.
6. Motivation to pursue lifelong learning and ongoing intellectual growth.

Module Objectives

Each course module is designed to ensure that students progress toward achievement of the Course Objectives.

1. Students will gain an understanding of the foundations of ethical thought including several ethical frameworks which are used to make decisions.
2. Students will grasp the significance of, and the complexity of business, and will discuss integrity within the business decision making context.
3. Students will identify stakeholders of a corporation, and will begin to develop an understanding of corporate social responsibility.
4. Students will examine how ethics affects financial reporting, and will understand financial and accounting concepts related to ethics.
5. Students will identify elements of ethical leadership, and will gain an understanding of corporate governance and how a board of directors makes decisions.
6. Students will explore how ethics is involved in strategic planning for a business, and will recognize how a corporate culture is linked to corporate compliance.
7. Students will grasp the significance of moral development, and will investigate studies of obedience to authority and their effect on organizational human resources today.
8. Students will examine the role of ethics and ethical decision making on the environment.
9. Students will gain an understanding of information technology ethical issues and will critically analyze how information technology is involved in management issues and decisions.
10. Students will explore the relationship between ethics and marketing and advertising, and will gain an understanding of ethical considerations in sales and purchasing transactions.
11. Students will grasp the significance of ethical issues in the developing world, and will explore ethical concepts which are identified in third-world countries and what businesses can do to make changes for the better in a globalized world.
12. Students will evaluate codes of ethics and gain an understanding of the content of codes of ethics and their value to organizations.
13. Students will identify components of organizational fraud and will explore various elements of corporate ethics and ethics policies.

Course Objectives

The objectives of this course are to develop students' skills in reasoning about ethical problems and encourage deep, habitual reflection on the ethical dimensions of life. In this class, students

will learn to think critically about business ethics and corporate social responsibility and their effect on the personal ethical and social responsibilities of business. They will examine the ethical and economic relationship between business and society, how governance mechanisms and corporate culture might contribute to a company's success or failure, and moral theories and moral decision-making in a business context, leaders.

Learning Outcomes: Based upon online discussions, instructional activities and lecture materials, successful completion of learning activities, and the use of course curriculum materials, the students will be able to:

1. Define and discuss the concepts of ethics, business ethics, and morals, describe the different types of ethical philosophies and frameworks, explain the seven deadly sins and their relationship to ethical behavior, and discuss the Global Business Standards Codex with respect to a company's social responsibility.
2. Demonstrate an understanding of the complexities of business ethics, including the historical development of business; define and discuss integrity and its role in the corporation; explain some methods of rationalizing unethical behaviors; explain what a cheating culture is, and identify some generational differences in cheating.
3. Explain the concept of stakeholders; define power, urgency, and legitimacy of stakeholders; define and discuss corporate social responsibility and its components, as well as the role of corporate reputation and corporate philanthropy in an organization.
4. Demonstrate an understanding of ethics and financial reporting, including "creative" accounting, Ponzi schemes, conflicts of interest, and off-balance-sheet arrangements; explain the responsibilities of management, auditors, and audit committees with respect to financial reporting.
5. Define ethical leadership and corporate governance, and explain the relationship between ethical leadership and corporate governance; describe the purpose of a board of directors and the core ethical values that should guide them; identify some of the decisions made by the board of directors.
6. Explain the concept of strategic planning with respect to ethics; explain the ethics life cycle; explain ethical strategic decision making from a global perspective; define corporate culture; explain the difference between corruption, embezzlement, extortion, and bribery.
7. Describe the six stages of Kohlberg's moral development model; describe the components of organizational justice; explain equity theory; explain the importance of workplace diversity from an ethical viewpoint.
8. Explain the concept of the tragedy of the commons; discuss the natural environment as a stakeholder; describe various environmental stakeholders; list some of the major environmental regulations in the US; explain environmental justice.
9. Discuss the relationship between ethics and information technology; describe and discuss issues associated with privacy of employees and customers; discuss areas for technology fraud; explain the USA Patriot Act.

10. Explain the ethical issues that arise from relationship marketing; describe boycotts and their origin; describe the Tylenol case and Johnson & Johnson's role in that case; discuss product recalls; explain the ethical considerations of purchasing and sales transactions; describe the marketing campaigns of tobacco companies.
11. Describe some of the ethical issues in the developing world, including issues that MNCs face when dealing with Bottom of the Pyramid markets; define social entrepreneurship and social entrepreneurs; describe the Grameen Bank's purpose; discuss the concept of fair trade and its significance for third-world countries; explain why human rights, hunger, and poverty are important to be addressed by businesses; list and explain the Millennium Development Goals.
12. Describe the role of a code of ethics in organizations; explain the benefits of having a living code of ethics; list the recommended items for a code of ethics; explain the necessary ingredients for ethics programs to add value to organizations.
13. Describe the components of organizational fraud; discuss goals of ethics training programs; describe how firms can increase the ethical awareness of employees; explain key elements in a global ethics training program; explain how companies can enforce ethics policies.

Teaching Strategies and Processes

The following teaching methods will be utilized in the presentation of course materials:

1. **Class Discussions:** Lectures will be utilized to provide important material from the text and outside sources to be covered in class, and students are expected to discuss topics in class. Students should plan to take careful notes as not all material can be found in the text or readings.
2. **Case Study analysis:** Case studies may be utilized to review and discuss a variety of cases related to business ethics. Discussions in small groups as well as the whole class will be expected. Students are encouraged to engage in question/answer sessions to facilitate a more effective learning process.
3. **Learning Activities:** Students will engage in a variety of learning activities to provide hands-on applications of course content presented. A variety of activities including large and small group discussions, peer reviews of work, internet research, research readings, and case studies analysis will be utilized.
4. **Visual Aids and Computer Applications:** Several visual aids including computer presentation media will be used as part of the learning environment. In addition, students will utilize computers to conduct research using the Internet as part of their assignments. Email will also be utilized during the course as a communication tool.
5. **Assessment Measures:** Assessment measures utilized in this course will include completion of instructional topics and examinations.

Grading Policy and Scale, Make-up Policy, Late Work

Performance Evaluation:

Grading Scale	
90 – 100(%)	A
80-89(%)	B
70-79(%)	C
60-69(%)	D
Below 60	F

Performance Criteria:

Exams (3 x 10 points each)	300 points
News Articles (5 x 20 points each)	100 points
Quizzes (5 x 20 points each)	100 points
Group Assignments (4 x 100 points each)	400 points
Attendance and other	100 points
Total	1000 points

Homework, Quizzes, Exams, and Attendance: Homework is designed to promote class readiness and learning reinforcement. Some homework assignments are listed below in the syllabus; however, you may have other assignments which are not listed below. Homework should be posted into Blackboard in the appropriate section, and all assignments are due at **11:59 pm** on the date posted in the syllabus.

- There will be three (3) exams in this course this semester, made up of a mixture of multiple choice, true-false, and essay questions.
- There are six news articles listed in the syllabus. I will drop the lowest news article grade, and will count five of them.
- There will be six quizzes, each one over two or three chapters in the textbook. Quizzes will be administered online, and will be open book and open notes. I will drop the lowest quiz grade, leaving five quizzes to be counted.
- There will be four group assignments. More information will be provided about the group assignments during the semester.
- Do not discount attendance. I will take roll almost every class period. If you are not in class when I take roll, then I will not count you. If you arrive to class late, it is your responsibility to see me after class and remind me that you were there. If you do not do this, then you will be counted absent for the day. Do not wait until the next class period, as I will not count you present then.

Classroom Policies

The Learning Environment – An orderly classroom is essential to teaching and learning, and respect for all students and the instructor is expected. In order to maintain a productive learning environment, it is requested that each student in this course follow and maintain the classroom policies as outlined below.

1. ***Attendance and Make-up Work*** – In order for students to complete assignments and to actively and effectively learn the course content presented, consistent class attendance is essential. Roll will be taken at each class meeting.
 - If you are absent, a **valid excuse** must be presented within one week of the absence or the absence will be considered unexcused and any work missed will be graded as zero. In addition to university-excused absences and medically excused absences, I will work

with each individual student to determine what is determined as an excused or unexcused absence.

- Students who miss exams without my prior knowledge and who do not have a valid excuse, will **not** be allowed to makeup the missed exam.
- **It is your responsibility to complete work assigned and to obtain notes and instructions missed during an absence, excused or unexcused.**

2. ***Late Submission Policy:*** For quizzes and individual assignments, any quiz or assignment not submitted via Blackboard by the deadline will be subject to a **ten percent** (10%) deduction per calendar day late. No quiz or assignment will be accepted and no points will be awarded after five (5) calendar days from the deadline. Do not email me at the end of the semester and ask me if you can make up any late quizzes or assignments.

3. ***General policies for maintaining a productive learning environment.***

- Please keep all cell phones on silent during class.
- Laptops, tablets, etc. in class are permitted, however, individuals who are using their laptops (tablets, cell phones, etc.) for other activities rather than what is directly related to class will not be allowed to bring them to future class sessions.
- Students who disturb the learning environment by talking, whispering, laughing, making motions to fellow students, or other types of nuisances, are a distraction not only to the instructor but to their fellow students, and will be asked to leave the class. If the behavior occurs in a second class, the student(s) will be dropped from the course.
- Department of Business and RTM – General Expectations of Students: All students seeking a Business Administration degree will have an attitude and demeanor that demonstrates a real commitment to the learning process. You will adhere to the expectations developed by the Department Faculty while in class and while representing the Department of Business and RTM and Concord University. A complete list of these expectations can be found displayed on the Department bulletin boards and the website – <http://www.concord.edu/business/>

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching

atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states: *"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."* The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to: <http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:
University Closure No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harassment & Assault

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-3845290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304384-5357). **As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.**

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Course Timeline (Schedule of Assignments/Assessments/Presentations)

Week	Date	Content covered	Assignments due
1	January 16	Introductions and Chapter 1	
2	January 23	Chapter 1	News Article 1 due
3	January 30	Chapter 2	Quiz 1 due
4	February 6	Chapter 3	Group Assignment 1 due
5	February 13	Chapter 4	News Article 2 due
6	February 20	Chapter 5	Quiz 2 due
7	February 27	<u>Exam 1 (Chapters 1-5)</u> , Chapter 6	Quiz 3 due
8	March 6	Chapter 7	News Article 3 due
9	March 13	<u>Spring Break – No Classes</u>	
10	March 20	Chapter 8	Group Assignment 2 due
11	March 27	Chapter 9	Quiz 4 due, News Article 4 due
12	April 3	<u>Exam 2 (Chapters 6-9)</u> , Chapter 10	Group Assignment 3 due
13	April 10	Chapter 10	News Article 5 due
14	April 17	Chapter 11	Quiz 5 due
15	April 24	Chapter 12	News Article 6 due
16	May 1	Chapter 13	Group Assignment 4 due, Quiz 6 due
	May 8	<u>Final Exam (Chapters 13-16) – 4:00-6:15</u>	

Syllabus Disclaimer: "This syllabus is subject to change based on the needs of the class. Please check it regularly."