



Staff Information



Dr Santo D Marabella

Email santo@moravian.edu
Work Phone 610-625-7903
Office Location Room 203 Comenius
Office Hours Tues: 4:00pm - 4:45pm
Wed: 1:30pm - 2:30pm
Thurs: 11am - 11:45am

Notes

Other times available by appointment. While students may "drop in" at any time during office hours, scheduled appointments are highly recommended. Please contact me by phone or email to make an appointment.





Course Information



QuickGuide to Success in IDIS 310

If you read nothing else in this syllabus, READ THIS...

1. **Be There or Be Square.** Attend all classes – call or email if you cannot attend before your absence (whenever possible)
2. **Ferris Buehler’s (insert your name here) Day Off.** You get one “free pass” – a chance to blow off class without any hassles; BUT, like a day off from work, you must still notify your “boss” (professor) that you will not be coming in to “work” (class)
3. **The “Fine Print” about Free Passes.** No free passes may be taken:
 - a. Day you have a presentation
 - b. During all Personal Model presentations
4. **Go Outside, It’s Fun.** You are intelligent and creative, but you need some “outside” help now and then, especially when you are preparing papers, cases, presentations; so, cite “outside” sources – that is, information written or prepared by a knowledgeable source (other than the professor) not already being referenced in this course
5. **Give Credit Where Credit is Due.** You have to recognize your outside source. The only way to do that in this class is APA, as APA is the only approved, sanctioned, permitted, (are you getting the picture?); if you don’t know it, time for some new learning
6. **Picky Paper Procedures.** In preparing written assignments:
 - a. No title pages – save trees
 - b. Name, date, course section, title of assignment on page 1 – helps in assigning grades
 - c. Number every page after the first – easy reference (e.g. “Great job on page 3...”)
 - d. Staple, not clip, pages – I lose things too easily
7. **Cell Phones & PDAs.** Your cell phone/PDA must be silenced or off and may not be used during class (if there is an extenuating circumstance, please consult with the Instructor).
8. **Laptops.** You have a right to use your laptop to take notes during class. With that right comes the responsibility to use it appropriately. Students who surf the Internet, IM or engage in activities other than note-taking will lose their right to take notes electronically.
9. **Academic Honesty.** Please refer to the Student Handbook for policies on academic honesty.
10. **Other Issues.**
 - a. It is within the Instructor’s purview to apply qualitative judgment in determining grades for an assignment or for a course
 - b. This syllabus is my best effort at presenting a definitive statement on the course’s policies, assignments and schedule; however, circumstances may arise that necessitate changes; if this occurs, students will be given as much advanced notice as possible.



Course Description

This course is built upon the premise that organization policies and practices that promote, advance or incorporate “doing good” – that is, philanthropy, ethical codes of conduct, voluntarism, social responsibility, environmental

stewardship –are not only the morally correct thing to do, but the right way to conduct oneself at work. In addition, the more individuals in the organization who “do good,” the more likely the organization will succeed on economic, social, and mission-related levels/goals. Students will be learn about the philosophy and history of “doing good”, and models for “doing good” at work; they will be engaged in debate about the dilemmas that “doing good” can create; and, they will integrate what they have learned and what they believe to develop their own model for “doing good” that they can work and “live with.”



Course Goals

1. Present an interdisciplinary theoretical framework for reflecting upon a moral life which explores the psychology and philosophy behind charitable and philanthropic works; the dynamic of "free riding"; the role of self-interests and self-preservation in one's journey in the *world of work*; the rationale for corporate social responsibility; the perceived conflict between "doing good" and the profit motive.
2. Help students apply the knowledge from this framework to an analysis of their own past experiences, as a way to understand organizational behavior and as a strategy to build their own model for "doing good" at work.



Course Outcomes

The outcomes that are sought upon the completion of the course are:

Near term:

1. exposure to knowledge about ethics in the workplace that is drawn from social work, management, psychology and philosophy.
2. opportunities to challenge one's "mental model" about *doing good at work*
3. identification of one's position on a continuum that describes the *compatibility of doing good at work and being profitable* where one pole is "incompatible" and the opposite pole is "compatible"
4. creation of a personal model for doing good at work

Longer term:

1. more conscious, purposeful deliberation to ensure that making decisions at work always consider "doing good" as well as making profit
2. willingness to "witness" for *doing good* by speaking up, taking initiative, setting examples.



Course Materials

Required Course Textbook:

Understanding Business Ethics, Stanwick & Stanwick, 2009

Extraordinary Circumstances, Cooper, 2008

Required Course Readings:

Articles found in the "Article Readings" section of this course website

Required Reference:

Publication Manual of the American Psychological Association, 5th edition, 2001.

This reference is essential in preparing all written assignments for this course, and should be helpful in preparing assignments for other courses as well.



Research Guidelines

APA Info Link: <http://www.psywww.com/resource/apacrib.htm>

Additional APA Link: <http://owl.english.purdue.edu/owl/resource/560/01/>

It is important that classroom and textbook learning are augmented by **outside sources**. **Outside sources** are literature, data and information that has been obtained or developed by credible, quality practitioner, professional or academic publication sources AND not already being used in the course (i.e. the textbook are articles assigned for class).

The Internet is an excellent tool for identifying and acquiring research effectively and efficiently. It can save time and connect you with quality sources of literature and information. However, websites sponsored by organizations or individuals normally have little credibility or value in providing literature or information about anything other than the sponsoring individual or organization. The exception is if the website contains data from professional research studies or projects sponsored by the website owner, in which case it will be clear that the information is research rather than opinion or propaganda.

All research that students do needs to be cited according to the 2001 (5th edition) of the APA Publication Manual.

Important Note: The research you consult should be listed as citations for References. Unlike citations for Bibliographies that may permit all consulted sources, References include only those sources you **have actually used**. Citations are listed in a References list at the end of a written work or paper in alphabetical order, with the second line of text indented. Citations listed in the text of your work are listed as (last name and year) e.g. (Smith, 2005) or last name (year) e.g. Ramirez (2005).

Sample Citation

Sample APA citation format for the articles in the Article Reading sections of this course website, when you cite them in any assignments:

Osborne, R. (1995). Company with a soul. *Industry Week/IW*, 244(9), 20-26. Retrieved [insert today's date without brackets], from Business Source Elite database.



Course Expectations

Readings

Students will be responsible for preparing the assigned Reading(s) for each class. Assigned readings are indicated in the "Assignment" column of the Course Schedule. Students should be prepared to discuss Readings on the date listed for that particular topic.

Total Quality Participation

Students are expected to attend all class sessions and participate in class discussions. Participation quality is measured by a student's classroom activity (e.g. responsiveness to questions) and initiative (e.g. preparing additional reading and sharing this with the class).

Students begin the semester with the maximum points possible for Quality Participation. Attendance will be taken and absences recorded. Points will be deducted for each session a student does not attend and does not have an Excused Absence (an illness, a

medical or family emergency; a scheduled athletic game/match, a professional obligation). Students are not penalized for Excused Absences which are approved by the Instructor and accompanied by appropriate documentation. Each semester, students are permitted one free pass (absence from class without excuse and for any reason). A free pass may not be used during a class session in which an exam is given, or any group presentation is being made.

In any case, a student should inform the Instructor of anticipated absences in advance (whenever possible) so that it can be determined if an absence will be excused. A student using a free pass should inform the instructor before or after the absence. Also, a student who misses a class session for any reason is responsible for preparing readings, obtaining discussion notes and handouts and completing and submitting (on time) assignments for the session missed.



Grading Policies

Measurement & Grading:

Case Presentation (2-3 person team, presentation)	25%
Doing Good Model (individual, paper, panel presentation)	30%
Doing Good with HealthCare (individual, paper)	25%
Total Quality Participation	20%
TOTAL	100%

Numerical & Corresponding Letter Grades:

93 and above - A [Distinguished performance]

Exceptional performance in all aspects of the course; highest level of learning, effort and participation are consistently demonstrated

90 - 92 - A-

86 - 89 - B+ [Very Good]

High levels of learning, effort and participation are often demonstrated

80 -85 - B [Good]

Sound performance in all aspects of the course

76 - 79 - C+

70 - 75 - C [Average Performance]

Acceptable level of learning, effort and participation are frequently demonstrated

65 - 69 - D [Marginal Performance]

Low or inconsistent levels of learning for most course topics; however, effort and/or participation is demonstrated consistently

64 and below - F

Little or no evidence of an acceptable level of learning, or effort

Academic Honesty:

Integrity and honesty are qualities considered to be the "norm" among students.

However, any students who choose to deviate from that "norm," risk automatic failure in the course.



Managing a Marabella Course

For Class:

- Always notify the Instructor in advance if you will be absent from class (if advance notice is not feasible, as soon as possible).
- Ask the Instructor, rather than assume, if anything in class or in this syllabus is unclear.

For Written Assignments:

- Do not use title pages or fancy covers.
- Always number pages, beginning with page two.
- Type section headings as described in the syllabus.
- Staple pages. Do not use paper clips.
- Use APA style of citing sources correctly.

If any of the above guidelines are not followed, the paper will be returned and points deducted.



Student Expectations

Expectations of the Course:

Expectations of the Instructor:



Be the Consummate Student

[The Consummate Student](#) (22 Kb)



Assignments



Assignments Overview

The following Assignments are **required** for this course:

- ▶ Case Presentation (3-person team, presentation, 25%)
- ▶ Doing Good Model (individual, paper, panel presentation, 30%)
- ▶ Doing Good with HealthCare (individual, paper, 25%)
- ▶ Total Quality Class Participation (20%)
- ▶ Weekly News Item Update (shared with class; ungraded)



Supplemental Readings

[Ethics on the Job Notes](#) (38 Kb)

The attached link is a Word document with notes related to Ethics on the Job.



Case Presentations

[Case Assignments 2008](#) (41.5 Kb)

Each student will participate in a two to three-person team that will present an analysis of one of the cases found in the textbook. There are twenty-three cases in the textbook, but only the fourteen listed here are eligible for selection are: #1, 2, 4, 6, 8, 9, 10, 11, 14, 15, 16, 17, 18 and 21. The team will prepare the case according to the following format:

Format

Prepare a 3 to 4 page, typewritten research paper and a 10-minute maximum oral presentation (you will be timed!). The presentation and written paper (which may be in outline form) should be organized according to the following format, and the written paper should also contain the headings listed below:

Summary

- ▶ *Summarize* the history, background and details of the case.

Ethical Problem

- ▶ State the main *ethical problem or issue* that is presented in the case.

Analysis

- ▶ Identify the factors, sub-issues, problems that emerged as a result of the ethical problem and discuss how they interact, relate and impact the organization and its stakeholders.

Questions for Thought

- ▶ Respond to the questions at the end of the case.

Conclusions

- ▶ Indicate any action(s) you would take and why to correct, improve or eliminate the ethical problem. Summarize what you have shared in your presentation.

Research

To strengthen student learning and substantiate their decision, teams will consult *outside sources* (for a clarification of *outside sources*, see Research Guidelines under Course Information of this website) of research and the literature. Teams are encouraged to read at least five (5) articles from at least three different journals (e.g. Sociological

Review, Journal of Philosophy, Academy of Management Review, etc.) or selective business periodicals (e. g. US News & World Reports, Business Week); consult with the Instructor for any clarifications) related to the specific case you selected above. The research you consult should be listed as citations for References according to APA style as described in the Course Information section of this course website.

Grading

The assignment will be graded as follows:

Content of the Paper	=	12 points
Quality of the Presentation	=	8points
Research	=	<u>5 points</u>
Total	=	25 points

Important Notes

To conserve paper, do not create a title page; instead include the following information at the top of page 1:

Your name
Case #
Dr. Marabella
Date Due
IDIS 310

Your presentation will be given to the Instructor and the Class on a date determined during the first week of the semester.

Number all pages after page 1.

Case Assignments:

See attached document.



Doing Good Model

Background:

Using the knowledge gained from the course, observations from personal experience and journal reflections of that experience, as well as outside research, students will draft, critique, refine and defend their personal model for doing good.

Objective:

To develop a model that you can live and work with that guides you to do good.

Components:

List/describe the:

- ▶ origins of the model, ethical principles you believe, research about the values that informed your thinking about the development of your model
- ▶ a depiction of the model
- ▶ value judgments spawned by your ethical principles
- ▶ behavioral applications (decisions, actions, stances) you will practice as a result of these value judgments; how this model will work at work
- ▶ outcomes (costs, benefits and development) that will result

Format:

1. This Personal Model for DG (PMDG) will count as the **FINAL EXAM**. Therefore, **all students must attend all presentations** of the PMDG, or risk failing the Final Exam.

2. The PMDG will be completed by each student individually in the format of a written paper that will be no more than 10 pages, excluding appendices, exhibits, etc. There should be a **minimum of ten (10) outside sources** (i.e. research other than that found in class readings). The paper will be prepared according to the following format and with the following "headings":
 - **Title of Model**
 - **Theoretical Foundation (keywords, themes, thoughts)**
 - **Ethical Principles & Values**
 - **Origins of the Model**
 - **What/who influenced the development of my model**
 - **Where did the values come from**
 - **Research about the Principles/Values**
 - **Depiction of the Model**
 - **Chart, graphic and/or text that explains the Model**
 - **Value Judgments**
 - **What is wrong and right in (not with) my Model**
 - **Behavioral Applications**
 - **Decisions I will make, actions I will take, perspectives I will have, the behaviors I will practice given the value judgments I have identified above**
 - **How my Model will work at work**
 - **Specifically, how it will be implemented with or impact:**
 - **Co-workers**
 - **Supervisors**
 - **Work ethic**
 - **Tasks/duties**
 - **Outcomes**
 - **What I expect to experience or achieve, in terms of quality of life, self-satisfaction and contentment as a result of following my Model**

Present your PMDG during the last three weeks of the semester. The focus of the presentation will be: Influencers, Behavioral Applications, Outcomes.

Presentation Schedule:

Your presentation date will be announced and posted no later than mid-term in a link at the beginning of this section.

Grading:

The grading for this assignment will be as follows:

Presentation	=	10 points
Research	=	8 points
Model Development	=	<u>12 points</u>
Total	=	30 points



Doing Good with HealthCare

[Research Assignments 2008](#) (42 Kb)

HealthCare is a critically important and relevant issue today. It is complex and multi-faceted. During this semester, each student will prepare a research paper on a question about healthcare from one of the following five points of view (POV): Consumer (e.g. you as a student or employee); Provider (e.g. hospital, doctor); Insurance Industry (i.e. companies which provide health care insurance); Government (i.e. the federal government's role in providing/paying for healthcare) and the Employer. Develop a question from one of the above POVs that you can research from journals, periodicals, books and other scholarly sources. There can be up to 5 students per topic; topic due dates are listed on Course Schedule. [25% of final grade]

Sample Questions:

Students may select from the sample questions below, or create a question on their own. In either case, the research question must be approved by the Instructor. Assignments for topics are found in the attached document.

Consumer: What can a consumer do to lower his/her own healthcare costs? What would be the minimum healthcare benefits that I need to provide for my spouse and children?

Provider: How can a provider balance ethical healthcare management with reasonable cost containment strategies?

Insurance Industry: Is there an ethical mandate to contain profit levels within our industry? What role should our industry play in limiting or reducing healthcare costs?

Government: Is the federal government ethically bound to ensure that all citizens receive healthcare benefits? What role is the federal government ethically required to play in underwriting the costs of healthcare?

Employer: What healthcare benefits am I ethically required to provide my full-time employees? Do I have an ethical responsibility to provide and pay for healthcare benefits for part-time employees? How can I balance my responsibility to provide healthcare with reasonable cost containment strategies?

Format:

No cover page; name, course number, topic & date on upper left corner of page 1

(number all pages after #1). Three to five page (maximum) that cites at least 5 scholarly sources. Topic, research question and sources must be approved by the instructor. Use these explicit section headings: POV; Research Question; Response to Research Question; Future Implications.

Grading:

Professionalism (follow format) = 3 points

Research Question = 3 points

Research Quality = 7 points

Response to Research Question = 12 points

TOTAL = 25 points



Weekly News Update

[News Item Topics 2008](#) (27 Kb)

For each class session, students should be prepared to present a news item relevant to the course. You may use the following sources: NPR Radio; KYW Newsradio; Daily Show, Colbert Report, CNBC, CNN; ABC, CBS, NBC and Fox News; Time, Newsweek and Atlantic Monthly; New York Times, Washington Post, Los Angeles Times, Wall Street Journal and The Morning Call. You must cite your source, but no written paper is required.

A roster of possible topics is attached.



Total Quality Participation

Students will be responsible for meaningful and consistent participation (assumes full class attendance) in class discussions, activities and experiences. Challenging assumptions – including the instructors, their classmates and their own – in productive and respectful ways is inherent to the notion of meaningful participation. [20% of final grade]



Handouts



Readings



Introduction - Article #1

[Professor \(text\)](#) (332.21 Kb)

[Professor \(original newsprint\)](#) (2.096 Mb)

"What's a Professor to Do" by Jonathan Schonsheck. Use with permission from the author. Also, published in *The Post-Standard*, January 22, 2006.

Discussion Questions:

1. When people in business behave badly, their ethics professors have failed. Agree/disagree
2. According to the article, what is a professor to do?
3. Who does the author consider his greatest "competitor"? Why?
4. What should companies do?



I: Meaning of Work - Article #2

Wolfe, A. (1997). [The Moral Meaning of Work](#). *Journal of Socio-Economics*, 26(6), 559-570.

Discussion Questions:

1. Is work degrading or enabling?
2. What is meant by learning the importance of "unfreedom"?
3. Is the job - raising kids - one of the most important forms of labor in our society as the article states?
4. How can employers put people first?



I: Meaning of Work - Article #3

Chalofsky, N. (2003). [Meaningful Work](#). *T+D*, 57(12), 52-58.

Discussion Questions:

1. How does the author view profit? Does he consider it the goal of business? Why?
2. Money makes us work, but it doesn't necessarily make us feel job satisfaction. Agree or disagree?
3. According to the article, what are the roots of individual change?
4. What's the difference between having a performance v. a learning orientation towards work?

5. The author claims that meaningful work requires the interplay of what three elements/themes? How?



II: Doing Good Cuz It Pays Off - Article #4

Manning, D.J. (2004). [Benefits of Environmental Stewardship](#). *Review of Business*, 25(2), 9-14.

Discussion Questions:

1. What are greenhouse gas emissions? Is the U.S. a great or a small source of greenhouse gas emissions?
2. The article offers five strategies/guidelines for doing good where environmental responsibility is concerned. Select one and give an example of how a college might implement the strategy.
3. Why should companies care about environmental stewardship?



II: Doing Good Cuz It Pays Off - Article #5

Little, J.B. (2004). [Doing Well by Doing Good](#). *American Forests*, 110(1), 32-26.

Discussion Questions:

1. What is meant by the term "sustainable economy"?
2. Why is the term "natural capitalism or eco-economy" compared to the second industrial revolution?
3. Should the campaign to sustain and restore natural resources be driven by companies or citizens?



III: Limitations of an Economics-Based Model - Article #6

Treviño, L.K. and M.E. Brown. (2004). [Managing to be Ethical: Debunking Five Business Ethics Myths](#). *Academy of Management Executive*, 18(2), 69-71.

Discussion Questions:

1. In discussing the first myth, the article said being ethical in business is not as easy as it is when you dent someone's car in a parking lot. What makes it more difficult to be ethical in business?
2. The article suggests the following stages to the ethical decision-making process: moral awareness moves to moral judgment which moves to moral motivation and finally, to moral character. Use the example of dealing with a classmate who you know cheated on a test to explain these stages.
3. Are people followers or leaders when it comes to ethics? Why?
4. Why are formal ethics programs and codes no guarantee for ethical behavior?
5. A group of drunk students - male and female - were observed making racial slurs about the new black student union at the state university. The University president released a statement that said the University does not tolerate this type of behavior. She further stated these students will be discontinued this semester next semester, with the possibility of not being reinstated next semester. Is this president more of a moral person or a moral manager? Why?
6. The article states that there is not more greed just that the "avenues to express

- greed have grown so enormously." Do you agree?
7. The article offers four guidelines to effective ethics management. Select one and show how it could be applied - at a College? in a fraternity or sorority?



III: Limitations of an Economics-Based Model - Article #7

Kelly, M. (2000). [The Divine Right of Capital](#). *Tikkun* 15(4), 33-39.

Discussion Questions:

1. Why is it mostly false that stockholders fund major public corporations?
2. How is it that a corporation (or its stockholders) can be said to have "done well" and its employees lose?
3. What is the author's rationale for being critical of shareholder maximization as a form of entitlement?
4. What is meant by the phrase: ownership (as stockholders' own a company) has shrunk to one dimension - extracting wealth?
5. The author believes that it is the stockholders' ownership of property (the company) that gives them power. What are the implications of this power?
6. What does Kelly mean by "ROE is forever" to stockholders?
7. How does Kelly believe employees are viewed?
8. What is "wealthism?"



IV: Doing Good Cuz It's Right - Article #8

McCoy B.H. (1997). [The Parable of the Sadhu](#). *Harvard Business Review*, 75(3):54-64.

Discussion Questions:

1. Why was it so difficult to get people to help the dying man?
2. When (under what conditions) do we take a stand?
3. What does this article suggest about organizational support for individual values?



IV: Doing Good Cuz It's Right - Article #9

[Virtual Ethics \(Article Link\)](#) (99.516 Kb)

McCracken, J., W. Martin, and B. Shaw. (1998). Virtue Ethics and the Parable of the Sadhu. *Journal of Business Ethics, Part 1*, 17(1), 25-38.

Discussion Questions:

1. What is the difference between virtue ethics and quandry ethics approaches to teaching ethics? Which approach does our course take?
2. Why doesn't etxcellence equal ethics?
3. How can our class enrich our notion of "the good" and reinforce our inlcination to "advance the good?"
4. Why aren't "rules-based" theories a good way to understand the Parable of the Sadhu?
5. Give an example of the difference between "moral adequacy" and "moral excellence."



V: Individual Responsibility to Do Good - Article #10

Baldaracco, Jr., Joseph. (1998). [The Discipline of Building Character.](#) *Harvard Business Review*, 76(2), 114-124.

Discussion Questions:

1. What is the difference between an ethical decision and a defining moment?
2. How does a defining moment "form, reveal and test" our character?
3. Apply the Guide to Defining Moments (p. 119) to an example from your life in which you faced a defining moment (it does not have to be a dramatic or major issue to be a true defining moment). Or, create one that could happen or one that you have observed. State which type of defining moment it is - who am I, who are we, who is the company.
4. Of the three personal cases discussed in the article, who was the most "successful" - Steve Lewis, Peter Adario or Eduoard Sakiz? Why?



[Discipline-Specific Articles](#)



Extraordinary Circumstances by Cynthia Cooper

Class Discussion Questions:

Chapter 1

1. Scott rationalizes that the cost of telling the truth is too high, and that the "error" will correct itself in the next quarter. We know that it did not, but if it had, would his decision have passed muster (been okay) in terms of its ethical correctness?
2. Was David's decision to make the changes justified by his loyalty to Scott - that is, his upholding the value of fidelity?

Chapter 2

1. Do you think the loyalty of Cynthia's friend, Sandy, have any impact on the decision we know Cynthia would make as an adult (i.e. blowing the whistle on the WorldCom scandal)?

Chapter 3

1. How do you think Bernie Ebbers family history and background growing up impacted his effectiveness in the early days of LDDS?

Chapter 4

1. What does Cynthia's decline of the Touche Ross offer reveal about

her?

Chapter 5

1. Reading the description of Bernie Ebber's management philosophy and practice (p. 58-9), how would you assess his effectiveness?

Chapter 6

1. Cynthia describes her poor negotiating skills (p. 64). Do you think this is typical of people her age at that time (early 1990's) or is there some other explanation?

Chapter 7

1. Why do you think Cynthia took the LDDS position but not the real estate company position - both seemed to have comparably low salaries?
2. How do you understand the difference between internal and external auditing?
3. Did Terri do the right thing with the consultant?

Chapter 8

1. Why was the purchase of ATC considered a "defining moment" for LDDS?

Chapter 9

1. Do you think Cipicchio's response to Cynthia that after a year of good performance, she will be more likely to get what she wanted in terms of additional staff and reporting structure, is gender-based or just good management?
2. Bernie's efforts to get WilTel to "play" in the buy and sell game was legal. Do you think it was ethical?

Chapter 10

1. What does Cynthia's "falling out of favor" with Bernie say about his character and leadership style?
2. How did Cynthia win Bernie over by the end of Chapter 10?

Chapter 11

1. What are the implications of Bernie's stated goal for WorldCom - to be the #1 stock on Wall Street (p. 127)?

2. Do you think Bernie's philanthropy - rebuilding the Kid's Town playground, contributions to Mississippi College - is sincere or just part of his "strategy?"

Chapter 12

1. Do you think "look like a woman, act like a man, and work like a dog" good advice for women executives?
2. Shouldn't Cynthia have played golf even if she would have played badly?

Chapter 13

1. Why does Bernie, not Charles her direct supervisor, promote Cynthia to Director of Internal Audit?

Chapter 14

1. Is it appropriate for an analyst to have a central role influencing investment banking businesses even if the advice the analyst gives is good? Could this type of behavior have any bearing on the current financial crisis on Wall Street?
2. What's the impact on stock for the acquiring and the acquired company during a merger/acquisition?
3. Does it seem like a contradiction that Bernie who is so anti-luxury and pompous spending for executives (special dining room, corporate jets, etc.) has such a large ego?

Chapter 15

1. Do you think the decision to suggest that her husband, Lance, be a stay at home dad was difficult or had any negative impact on Cynthia?
2. If given the opportunity, would you be a stay at home dad? Would you want your husband to be a stay at home dad?

Chapter 16

1. What do you think about the rise in the gap of CEO v. regular employee salaries (i.e. the gap was 5 times higher - CEO v. employee - in 1990)?
2. What is meant by the term "new economy?"
3. Do you agree with Charles: "lot of ego involved in us buying Spring?"

Chapter 17

1. I think Bernie is bipolar - he acquires companies when he is manic; he is nasty and withdraws to himself when he is depressed. What do you think?
2. What does Charles mean when he criticizes Bernie and says to him: "you want to give people responsibility, but never any authority?"
3. Bernie Ebbers is not a "big picture" guy?

Chapter 18

1. Do you agree with Grubman's statement: "what used to be a conflict is now a synergy?"
2. If the definition of an entrepreneur is starter/creator of a company and the definition of a manager is keeping them going, is Bernie both, either or neither?

Chapter 19

1. As we discussed before, as WorldCom continued to acquire companies, it also acquired systems - billing, commissions, etc. What role did the lack of having integrated systems play in the the \$10 million commissions scheme?
2. Do you agree with Cynthia's assessment: women express frustration by crying, men express it through anger? Did Cynthia show weakness by crying?

Chapter 20

1. So, what IS "prepaid capacity?"

Chapter 21

1. Does it seem odd that Cynthia would tell Gene to "fib" about the work he is doing at night, unless Scott or David ask him directly about the data he is pulling - in which case, she instructs him to tell them the truth?
2. Is Scott really interested in getting to know the staff Cynthia recommended for promotion?
3. How is "prepaid capacity" helping the company look "healthier" than it really is?

Chapter 22

1. Would you be able to do what Cynthia did - go against her two "bosses?"

2. Why do you think that David told the truth?

Chapter 23

1. Does it surprise you how much Scott will do to keep the scandal going?

Chapter 24

1. Why would Cynthia and Glyn need an attorney?

Chapter 25

1. Do you think Cynthia would say that the "personal toll" was worth it to do her job? At the time she was going through this, not now in 2008.
2. If you were Cynthia, which attorney would you pick - Joe from Mississippi or Bob from D.C.?

Chapter 26

1. What are the reforms presented in the settlement between Jack Grubman and the SEC (and other regulators)?
2. The interim CEO, John Sidgmore, has something in common with Ken Lay, former CEO of Enron. What is it?
3. What values were Colleen the FBI whistle-blower trying to uphold in her situation?
4. What do Sherron, Colleen and Cynthia have in common?
5. According to Joe Stiglitz, Nobel Laureate and former Chairman of the White House Council of Economic Advisers, was the de-regulation that occurred across a number of industries generally helpful or hurtful to the economy?

Chapter 27

1. Why do you think Morgan Freeman came to the realization that Mississippi is no more racist than the rest of the country?
2. If you were Cynthia, would you have talked to Bernie?

Chapter 28

1. Do you believe Bernie knew and was directing the scandal, or that Scott was the mastermind behind it?

Chapter 29

1. Do you think the sentences given to Bernie, Scott, David, Betty and

Buddy are fair?

2. Do you agree: "life is 10% what happens to me and 90% how I react to it?"

Epilogue

1. Do agree with Cynthia that most people are "honorable and want to do the right thing?"
2. What did John C. Maxwell write about ethics?

WEEK	DATE	TOPIC	READINGS		ASSIGNMENT S
			TEXT	Articles	
1	9/01/09	Course Overview Foundations of Ethical Thought	Chapter 1		Review syllabus; discuss Personal Model, Case Presentations and journals
2	9/08/09	Foundations (cont'd) Contemporary Issues	Chapter 1 (cont'd) Chapter 2	Introduction: #1	Assign Case Teams & topics; schedule group meetings with professor
3	9/15/09	The Meaning of Work Stakeholders & CSR Governance	Chapter 3 & 4	I: #2 & 3	DGHC: Consumer Stakeholder Analysis Exercise: (Worksheet on Blackboard)
4	9/22/09	Doing Good Cuz It Pays Off Ethics & the Environment	Chapter 5	II: #4 & 5	DGHC: Provider
5	9/29/09	Limitations of an Economics-Based Model HealthCare Ethics	Chapter 6	III: #6 & 7 Healthcare (Nursing, Bio, Biochem)	Submit Personal Model outline & references DGHC: Employer ; ind. mtgs re: PMDG Case Presentation: #___;
6	10/06/09	Doing Good Cuz It's Right Ethics & IT	Chapter 7	IV: #8 & 9 Technology (Math, Comp Sci)	Case Presentation: #___; DGHC: Insurer
7	10/13/09	FALL BREAK - No Class			
8	10/20/09	Individual Responsibility to Do Good Planning & Corporate Culture	Chapter 8	V: #10	Case Presentations: #___; DGHC: Government
9	10/27/09	Ethics & Financial Reporting	Chapter 9	Media: Fear &	Case Presentations: #___; Ideas

			READINGS		
WEEK	DATE	TOPIC	TEXT	Articles	ASSIGNMENT S
		Personal Model Presentation (by professor) Extraordinary Circumstances	Cooper Book: Ch 1-6	Humiliation (Mkt Comm*, Brand Mgt, Psych)	for speakers
10	11/03/09	Ethical Code & Guidelines Extraordinary Circumstances	Chapter 10 Ch 7-13		Case Presentations: #___;
11	11/10/09	Extraordinary Circumstances	Ch 14-20	Art (Mus, Mus Prod Mgt, Art) Education (Ed, His)	Case Presentations: #___;
12	11/17/09	Extraordinary Circumstances Guest Speakers: Personal Models of DG	Ch 21-29		Case Presentations: #___; All Personal Model final papers due
13	11/24/09	Personal Model Presentations			
14	12/01/09	Personal Model Presentations			
15	12/08/09	Personal Model Presentations			

*majors represented by students in the course; acct, econ & mgmt are not identified here because many of the course readings already emphasize these disciplines