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Personal Link <http://>

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.

Announcements

Content

Welcome to Doing "Good" at Work

Hi, this is the Blackboard course-site for IDIS 310 - Doing "Good" at Work. I look forward to working with you this semester as we explore how we can "do good" in the world of work.

Posted by: Santo Marabella

Posted on : Sun, Aug 29, 2010

Content

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 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

11. 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.
12. 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:

13. exposure to knowledge about ethics in the workplace that is drawn from social work, management, psychology and philosophy.
14. opportunities to challenge one's "mental model" about *doing good at work*
15. 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"
16. creation of a personal model for doing good at work

Longer term:

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

Course Materials

Required Course Textbook:

Understanding Business Ethics, Stanwick & Stanwick, 2009

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

- Attached Files
-  [APA QuickGuide by Reeves Library](#) (15.735 KB)

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 Unemployment (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.

Student Expectations

Expectations of the Course:


Expectations of the Instructor:

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 Unemployment (individual, paper, 25%)
- Total Quality Class Participation (20%)
- Weekly News Item Update (shared with class; ungraded)

Case Presentations

- Attached Files
-  [Case Assignments](#) (41 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, 21 and 23. 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 = 8 points

Research = 5 points

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:

Team Members' Full Names

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:

18. 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.

- 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 = 12 points
Total = 30 points

Doing Good with Unemployment

- Attached Files
-  [Unemployment POVs](#) (15.546 KB)

Unemployment 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 Unemployment from one of the following five points of view (POV): Unemployed Worker (e.g. a friend or family member who lost his/her job and the impact that has/had); Employer (e.g. what it's like for the company to have to do the same or more work with less help); Government (i.e. the federal and/or state government's role in providing/paying for unemployment benefits); the Advocate/Ally (e.g. a not-for-profit organization that provide job training or job placement services to unemployed workers); and, the Economy (e.g. impact on the community, state or nation as a result of high unemployment).

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.

Unemployed: Can I make myself indispensable at my job? What is the psychosocial impact of being unemployed?

Employer: How do I take care of the employees who remain after a layoff so they do not burnout? Is there a way to create jobs when sales do not support more workers?

Government: What has been the impact of the American Reinvestment and Recovery Act on providing more benefits to the unemployed? What is the "ideal" employment rate?

Advocate/Ally: What type of job training do the unemployed need most in 2010? What can I do to be supportive of my unemployed friend?

The Economy: What is the root cause of excessively high unemployment? What is the impact of high U.S. unemployment on international commerce?

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 = 5 points

Response to Research Question = 7 points

Future Implications = 7 points

TOTAL = 25 points

Weekly News Update

- Attached Files
-  [News Topics](#) (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****Content**

Introduction - Article #1

- Attached Files
-  [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:

4. How does the author view profit? Does he consider it the goal of business? Why?
5. Money makes us work, but it doesn't necessarily make us feel job satisfaction. Agree or disagree?
6. According to the article, what are the roots of individual change?
7. What's the difference between having a performance v. a learning orientation towards work?
8. 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:

9. What are greenhouse gas emissions? Is the U.S. a great or a small source of greenhouse gas emissions?
10. 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.
11. 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:

12. What is meant by the term "sustainable economy"?
13. Why is the term "natural capitalism or eco-economy" compared to the second industrial revolution?
14. 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:

15. 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?
16. 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.
17. Are people followers or leaders when it comes to ethics? Why?
18. Why are formal ethics programs and codes no guarantee for ethical behavior?
19. 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, with the possibility of not being reinstated next semester. Is this president more of a moral person or a moral manager? Why?
20. The article states that there is not more greed just that the "avenues to express greed have grown so enormously." Do you agree?
21. 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:

22. Why is it mostly false that stockholders fund major public corporations?
23. How is it that a corporation (or its stockholders) can be said to have "done well" and its employees lose?
24. What is the author's rationale for being critical of shareholder maximization as a form of entitlement?
25. What is meant by the phrase: ownership (as stockholders' own a company) has shrunk to one dimension - extracting wealth?
26. The author believes that it is the stockholders' ownership of property (the company) that gives them power. What are the implications of this power?
27. What does Kelly mean by "ROE is forever" to stockholders?
28. How does Kelly believe employees are viewed?
29. 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:

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

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

- o Attached Files
- o  [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:

35. What is the difference between virtue ethics and quandry ethics approaches to teaching ethics? Which approach does our course take?
36. Why doesn't etxcellence equal ethics?
37. How can our class enrich our notion of "the good" and reinforce our incination to "advance the good?"
38. Why aren't "rules-based" theories a good way to understand the Parable of the Sadhu?
39. 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:

40. What is the difference between an ethical decision and a defining moment?
41. How does a defining moment "form, reveal and test" our character?

42. 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.
43. 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

			READINGS		
WEEK	DATE	TOPIC	TEXT	Articles	ASSIGNMENTS
1	8/31/10	Course Overview Foundations of Ethical Thought	Chapter 1		Review syllabus; discuss Personal Model, Case Presentations and journals
2	9/07/10	Foundations (cont'd) Contemporary Issues	Chapter 1 (cont'd) Chapter 2	Introduction: #1	Assign Case Teams & topics; schedule group meetings with professor
3	9/14/10	The Meaning of Work Stakeholders & CSR Governance	Chapter 3 & 4	I: #2 & 3	DGU: Unemployed Worker Stakeholder Analysis Exercise: Worksheet on Blackboard)
4	9/21/10	Doing Good Cuz It Pays Off Ethics & the Environment	Chapter 5	II: #4 & 5	DGU: Employer Case Presentation: #__, __
5	9/28/10	Limitations of an Economics-Based Model Planning & Corporate Culture	Chapter 8	III: #6 & 7	Submit Personal Model outline & references DGU: Government ; ind. mtgs re: PMDG Case Presentation: #__, __
6	10/05/10	Doing Good Cuz It's Right Ethics & Financial Reporting	Chapter 9	IV: #8 & 9	Case Presentation: #__, __; DGU: Advocate/Ally
7	10/12/10	FALL BREAK – No Class			
8	10/19/10	Individual Responsibility to Do Good Ethical Code & Guidelines	Chapter 10	V: #10	Case Presentations: #__, __; DGU: The Economy
9	10/26/10	Healthcare & Ethics	Chapter 6	Nursing Ethics;	Case Presentations: #__, __;

			READINGS		
WEEK	DATE	TOPIC	TEXT	Articles	ASSIGNMENTS
		Personal Model Presentation (by professor)		Insuring America's Health; Conflict & Compromise	Ideas for speakers
10	11/02/10	Ethics & IT	Chapter 7	Ethics of Technology	Case Presentations: #__
11	11/9/10	Media: Fear & Humiliation Ethics & Art		Agenda Setting; TV & Humiliation	
12	11/16/10	TBD: Guest Speakers: Personal Models of DG or Film/Play related to PMDG			All Personal Model final papers due
13	11/23/10	Personal Model Presentations			
14	11/30/10	Personal Model Presentations			
15	12/07/10	Personal Model Presentations			