

MGMT/IDIS 310 Course Schedule – Fall 2013

WEEK	DATE	TOPIC	READINGS		ASSIGNMENTS
			TEXT	Articles	
1	8/28/13	Course Overview Foundations of Ethical Thought Ethical Dilemmas	Unit 1		Review syllabus; discuss Personal Model, Module Presentations and journals Assign Module Teams/Topics; Assign Doing Good With Topics
2	9/04/13	Foundations (cont'd) Purpose of the Corporation The Meaning of Work Stakeholders & CSR	Unit 1 (cont'd) Unit 2: Module 11	Introduction: #1 I: #2 & 3	In-Class Exercise: Stakeholder Analysis (Worksheet on Blackboard); Module Presentation Example: #11
3	9/11/13	Doing Good Cuz It Pays Off Environmental Ethics	Unit 2: Modules 6-10 Unit 9	II: #4 & 5	DGW: None Module Presentation: #47 PMDG: Theoretical Foundations: principles/values
4	9/18/13	Limitations of an Economics- Based Model Ethics & Marketing	Unit 3	I: #6 & 7 Media Articles: Agenda Setting in a Culture of Fear; TV and Humiliation	DGW: Immigration Module Presentation: #17 Discipline-Specific section for Media Articles PMDG: Theoretical Foundations: origins and research
5	9/25/13	Doing Good Cuz It's Right Treatment of Employees	Unit 4	IV: #8 & 9	DGW: Workplace Bullying; PMDG: Research list Module Presentation: #20, 21, 25
6	10/02/13	Individual Responsibility to Do	Unit 5	V: #10	Module Presentation: #27, 28,

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		Good Ethical Code & Guidelines Responding to Employee Behavior			32; DGW: Marriage Equality PMDG: Value judgments
7	10/09/13	IT Ethics and Workplace Privacy Healthcare Ethics	Unit 6	Technology Article: Ethics of Technology; Healthcare Articles: Nursing Ethics; Insuring America's Health	Discipline-Specific section for Technology and Healthcare articles Module Presentations: #34, 35, 36 ; DGW: Health and Healthcare PMDG: Behavioral Applications
8	10/16/13	Employee Compensation Personal Model Presentation (by professor)	Unit 7		Module Presentations: #38 ; DGW: Corporate Greed ; Ideas for Class-Planned Session PMDG: Outcomes
9	10/23/13	Special Obligations to Customers	Unit 8		DGW: Gun Control Module Presentations: #41, 44 PMDG: Depiction & Title
10	10/30/13	International Ethics	Unit 10		DGW: Corporate Social Responsibility Module Presentations: #52, 54
11	11/6/13	Class-Planned Session: Service Trip, Speaker, Program or Film/Play related to PMDG			DGW: Pet-Friendly Workplace PMDG: Final Paper due

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			TEXT	Articles	
12	11/13/13	Personal Model Presentations			DGW: Capital Punishment
13	11/20/13	Personal Model Presentations			
14	11/27/13	THANKSGIVING BREAK – No Class			
15	12/04/13	Personal Model Presentations			

MGMT/IDIS 310: Doing Good at Work

Syllabus – Fall 2013

Dr. Santo D. Marabella

The following sub-sections are contained in this syllabus: course description, learning objectives, expected outcomes, course expectations, accommodations, required materials, research guidelines, grading policies assignments overview and schedule.

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.”

Learning Objectives

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.

Expected Outcomes

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 Expectations

1. Read all assigned readings.
2. Attend all classes (be physically present).

3. Be on time, and stay for the entire class.
4. Proactively participate in all classes (be emotionally, psychologically and socially present).
5. All electronic communication, entertainment and information devices such as cell phones, tablets, iPods, laptops and pagers must be turned off or silenced during class (unless there is a family member health issue) ; refrain from sending/receiving/reading text messages and emails during class sessions
6. You have a right to use a laptop/tablet 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.
7. Each student has one Free Pass (one permissible absence) to use at their discretion; notify the professor by email before using a Free Pass; Free Passes may not be used during any scheduled exams or final presentations, or when you have an individual presentation or assignment due.
8. Excused absences are at the discretion of the professor and typically include serious illness, a medical or family emergency; a scheduled athletic game/match, a professional obligation; notify the professor by email beforehand; or, in the case of emergency, an email or phone call as soon as possible is acceptable.
9. Any 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.
10. Grammar and spelling count – proof your work.
11. Use APA (revised 6th edition) for citing all research done for written and presentation assignments.
12. Conserve resources as much as possible – no title pages, no binders or fancy covers, 2-sided printing, staples instead of paper clips.
13. Email is best used to communicate absences, being late, request an appointment or express a concern; questions about course material, tests, or assignments usually are best handled through an in-person meeting or phone call.
14. It is within the Instructor's purview to apply qualitative judgment in determining grades for an assignment or for a course
15. 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.

Accommodations

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Required Materials

Required Course Textbook:

Applied Business Ethics, Dean A. Bredeson, 2012

Read all Modules in Unit 1 & 2; read the Unit Introductions and Modules to be presented for Units 9, 3, 4, 5, 6, 7, 8 and 10

Required Course Readings:

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

Required Reference:

Publication Manual of the American Psychological Association, 6th edition, 2009 (corrected version of this edition should be referenced and is found in our Blackboard coursesite). This reference is essential in preparing all written assignments for this course, and should be helpful in preparing assignments for other courses as well.

Quick Guide Link:  [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/>

Research Guidelines

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 2009 (6th edition) of the APA Publication Manual, as revised.

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.

Grading Policies

Measurement & Grading:

Case Presentation (2-3 person team, presentation)	25%
Doing Good Model (individual, paper, panel presentation)	30%
Doing Good with ... (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.

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

Module Presentations

Each student will participate in a two to three-person team that will present an analysis of one of the modules found in the textbook.

The Modules which are eligible for selection are: #47, 49, 14, 15, 17, 20, 21, 25, 27, 28, 32, 34, 35, 36, 38, 40, 41, 44, 52, and 54. 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:

Module Summary

Summarize the history, background and details of the Scenario.

Ethical Problem

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

Scenario 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.

Scenario Discussion Questions

Respond to the questions at the end of the Scenario

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.

Outside Research

To strengthen student learning and substantiate their decision, teams will consult outside sources (for a clarification of outside sources, see Research Guidelines above) 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	=	<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:

Team Members' Full Names

Module #

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.

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
- 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:

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 in paragraphs and complete sentences, according to the following format and with the following explicit "headings":

Title of Model

Theoretical Foundation (keywords, themes, thoughts)

- Ethical Principles & Values
- Origins of the Model
 - What/who influenced the development of my model
 - From where did the values come
- Research about the Principles/Values

Depiction of the Model

- Chart, graphic and/or text that explains the Model

Value Judgments

- What is permitted and what is prohibited in my Model

Behavioral Applications

- Decision-Making in My Model – 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

- Working My Model - how my Model will work at work; specifically, how it will be implemented with or impact my: 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, and Outcomes.

Presentation Schedule:

Your presentation date will be announced and posted no later than mid-term in a link on our Blackboard coursesite.

Tips for Preparing your Model:

1. Use research (class reading, outside reading, other sources) to give context to your values/principles. In addition, where it is helpful and appropriate, use literature and sources to elaborate, explain or support your model.
2. As noted above, the paper describing your model should be in paragraph form (rather than bulleted outline) with the following headings and sub-headings:

Title of Model

Theoretical Foundation

- Ethical Principles & Values
- Origins of the Model
- Research about the Principles/Values

Depiction of the Model

Value Judgments

Behavioral Applications

- Decision-Making in My Model*
- Working My Model*

Outcomes

*these sections have always been a part of the outline, but they are now titled as sub-headings for added clarity

3. Give specific examples, situations, experiences throughout the model, but particularly in the Theoretical Foundation section. This level of introspection and self-acknowledgement will serve as a strong foundation for a relevant and useful model. As stated, you will have discretion over what details you choose to share during your presentation.
4. Be creative and open in depicting your model. A photo, drawing, chart, graphic, logo, collage that accurately describes the primary theme(s) of your model are just some of the appropriate ways to visually bring your model to life.
5. Value judgments and behavior applications differ in this way. Value judgments provide a roster or listing of do's and don'ts in your model, while how those "do's and don'ts" translate into decisions and ways of acting are the behavioral applications.

6. Remember to consider positive and negative “outcomes” that you anticipate as a result of being your model. The positives are usually more obvious, but the “negative” or less pleasant or potentially discouraging outcomes may not be so evident. It’s important to anticipate the negative ones as much as the positive, so that you are prepared for whatever might occur. This will give you a better chance of being able to stick with your model for years to come.

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 ...

There are a number of important socio-political issues that have emerged and become part of the national debate, perhaps more so this year because of the national elections. We will look at ten issues which are critically important, relevant and complex. During this semester, each student will prepare a research paper on a question about one of these issues.

Students will select one issue as the topic of their assignment, and explore the topic from one specific point of view (POV). The possible POVs include:

Topic	POVs
Capital Punishment	Criminal, victim/family, American society, US state governments
Corporate Greed	Employee, shareholders, CEO, clients/customers
Corporate Social Responsibility	Company, community, employee, volunteer
Gun Control	Gun lobby, pro-gun control, U.S. or state government
Health & Healthcare	Employer, employee, U.S. government
Immigration	U.S. or state government, immigrant, American citizen, U.S. employers
Marriage Equality	Couple, U.S. or state government, Christian Right, Liberal Left
Pet-friendly Workplace	Pro-pet employee, anti-pets at work employee, company, clients/customers
Sustainability	The environment, conservation agencies, U.S. or state government, business, American citizen
Workplace Bullying	Bully, Victim, Employer, Witness

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 3 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 on our Blackboard coursesite.

Gun Control (gun lobby) – Why the current crime rate supports the notion that the right to bear arms be protected?

Immigration (state government) – What would be the impact of closing the borders on the state of Texas?

Sustainability (the environment) – Is global warming fiction or fact?

Marriage Equality (Liberal Left) – What are the benefits of same-sex unions on the economy?

Health and Healthcare (employer) – What are the costs of Obama Care to my small business?

Workplace Bullying (bully) – What interventions can reduce or eliminate the bully's behavior?

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: Topic; 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	=	<u>7 points</u>
TOTAL	=	25 points

Participation

As outlined in the Expectations section of this syllabus, you are expected to attend all classes, come to class prepared and on time and participate as much as possible in all class sessions. All of these factors are considered in calculating your participation grade.

Weekly News Update

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 can be found on our Blackboard coursesite.