MGMT/IDIS 310: Doing Good at Work
Syllabus – Fall 2014
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 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."

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, assist director of learning services for academic and disability support located on the first floor of Monocacy Hall, or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic Support Center. Students with other needs/concerns are encouraged to make an appointment with Dr. Ronald Kline in the Counseling Center (all other disabilities). The Counseling Center is located at 1307 Main Street, 610-861-1510. Please refer to the Moravian College Student Handbook under Academic Resources for more information.

Required Materials

Required Course Textbook:
Applied Business Ethics, Dean A. Bredeson, 2012
Read all assigned Modules, including the Unit Introductions and those scheduled to be presented (all assigned Modules are listed on the Course Schedule document).

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.

Course Outline
    I.   Introduction
          a.   Course overview

      b.   Conceptualizing "work" and "good"
      c.   Role of a business ethics course (Article #1)

      d.   Teaching business ethics (Article #2)
            i.   The issue of "dilemmas"
      e.   Core assumptions (Article #3)
II.   The Meaning of Work
      a.   Moral meaning of work (Article #4)
      b.   Meaningful work (Article #5)
III.   Doing Good Cuz It Pays Off
      a.   Benefits of environmental stewardship (Article #6)
      b.   Sustainable economy (Article #7)
IV.   Limitations of Economics-Based Model
      a.   Ethical business myths (Article #8)
      b.   Shareholder maximization as entitlement (Article #9)
V.   Doing Good Cuz It's Right
      a.   Virtue ethics (Article #10 & 11)
VI.   Individual Responsibility to Do Good
      a.   Building character (Article #12)
VII.   Course Themes
      a.   Passion (Article #13)
      b.   Courage (Article #14 & 15)
      c.   Bullying (Article #16, 17 & 18)
      d.   Equality (Article #19)
      e.   Spirit (Article #20)

Fall 2014 Course Themes

This semester, as in the past, the College's InFocus topic will be used as the foundation for our course themes. This year's InFocus topic is: War, Peace-Building and Social Justice. Our course themes are: passion, courage, bullying, equality and spirit. Each will be viewed in a workplace context and they are listed below. Their definitions and conceptualizations will be developed throughout the semester through readings, research, presentations and discussion.

<u>Individual Perspective</u>
Passion
Courage
<u>Inter-Employee Perspective</u>
Bullying
Equality
<u>Workplace as Community Perspective</u>
Spirit

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 that are eligible for selection are: #6, 7, 47, 48, 14, 17, 20, 21, 31, 32, 34, 35, 38 and 44. 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 (Module & Scenario)**
> Summarize the history, background and details of the Module from the Unit Introduction & 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
Passion	Student, employee, manager, organization/company
Courage	Student, employee, manager, organization/company
Bullying	Bully, victim, manager, organization/company
Equality	Diverse employee, manager, organization/company, law (i.e. ENDA)
Spirit	Employee, manager, organization/company

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.

Spirit (organization/company) – What can a company do to create a spirit-filled culture?
Passion (student) – Where can I begin to look to find my passion?
Equality (employer) – Is it ethical for an employer to refuse to hire or promote an LGBT employee?
Courage (employee) – How can I stand up for what is right without getting fired?

Bullying (bully) – Why do I bully and how can I stop?

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.

| WEEK | DATE | TOPIC | READINGS | | ASSIGNMENTS |
			TEXT	Articles	
1	8/27/14	Course Overview I. Introduction: conceptualizing "work" and "good"			Review syllabus; discuss Personal Model, Module Presentations and journals Assign Module Teams/Topics; Assign Doing Good With Topics
2	9/03/14	I. Introduction (cont'd): role of an ethics course; Teaching ethics (issue of dilemmas); core assumptions; purpose of the corporation; stakeholders & CSR	Unit 2: Module 11	I: #1, 2 & 3	In-Class Exercise: Stakeholder Analysis (Worksheet on Blackboard); Module Presentation Example: **#11**
3	9/10/14	II. The Meaning of Work: moral meaning of work; meaningful work; stakeholder ethics	Unit 2: Modules 6 & 7	II: #4 & 5	DGW: **Passion (Part 1)** Module Presentation: **#6 or 7** PMDG: **Theoretical Foundations: principles/values**
4	9/17/14	III. Doing Good Cuz It Pays Off: benefits of environmental ethics; sustainable economy; dumping; environmental disasters	Unit 9: Modules 47 & 48	III: #6 & 7	DGW: **Passion (Part 2)** Module Presentation: **#47 & 48** Discipline-Specific section for Media Articles PMDG: **Theoretical Foundations: origins and research**
5	9/24/14	IV. Limitations of an Economics-Based Model: ethical business myths; shareholder maximization as entitlement; ethics and marketing (fear to sell; violent video games)	Unit 3: Modules 14 & 17	IV: #8 & 9	DGW: **Courage (Part 1)** PMDG: **Research list** Module Presentation: **#14 & 17**
6	10/01/14	V. Doing Good Cuz It's Right: virtue ethics, treatment of employees	Unit 4: Modules 20 & 21	V: #10 & 11	Module Presentation: **#20 & 21;**DGW: **Courage (Part 2)** PMDG: **Value judgments**
7	10/08/14	VI. Individual Responsibility:	Unit 5:	VI: #12 & 13	Module Presentations: **#31 & 32**

WEEK	DATE	TOPIC	READINGS		ASSIGNMENTS
			TEXT	Articles	
		building character VII. Course Theme: Passion Ethical Code & Guidelines Responding to Employee Behavior	Modules 31 & 32		DGW: **Bullying (Part 1)** PMDG: **Behavioral Applications**
8	10/15/14	IT Ethics and Workplace Privacy VII. Course Theme: Courage Personal Model Presentation (by professor)	Unit 6: Modules 34 & 35	VII: #14 & 15	Module Presentations: **#34 & 35** DGW: **Bullying (Part 2)** Ideas for Class-Planned Session PMDG: **Outcomes**
9	10/22/14	Employee Compensation VII. Course Theme: Bullying	Unit 7: Module 38	VII: #16, 17 & 18	DGW: **Equality (Part 1)** Module Presentations: **#38** PMDG: **Depiction & Title**
10	10/29/14	Special Obligations to Customers VII. Course Theme: Equality	Unit 8: Module 44	VII: #19	DGW: **Equality (Part 2)** Module Presentations: **#44**
11	11/05/14	VII. Course Theme: Spirit		VII: #20	DGW: **Spirit** PMDG: **Final Paper due**
12	11/12/14	**Personal Model Presentations**			
13	11/19/14	**Personal Model Presentations**			
14	11/26/14	**THANKSGIVING BREAK – No Class**			
15	12/03/14	**Personal Model Presentations**			