

**Doane University**  
**BUS 365 – Ethics in a Business Environment**  
**BUS 603 – Ethics and Social Responsibility**  
**Syllabus**  
**(5/26/18)**

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This syllabus is subject to change as conditions dictate.

**Course Information**

BUS 365 – Ethics in the Business Environment

BUS 603 – Ethics and Social Responsibility

18/SUMM 2018 (5/21/18 – 7/21/18) – Tuesday 6:00 pm – 10:30 pm

3 Credit Hours

**Course Catalog Description**

BUS 365: Students explore the ethical implications of business policies, the decisions made and actions taken by business entities, and individual decisions and actions within a business environment. Students will be able to identify ethical problems found in business situations, analyze these problems from multiple perspectives, and apply concepts from many facets of the business environment in determining a recommended course of action for policy makers, organizations and individuals.

Bus 603: A more diverse, technologically changing society produces differing ethical standards that must be examined by managers for their application to decisions that are made about tasks and people within the workplace. This course examines the relationship between business (both for-profit and not-for-profit) organizations and society as a whole, and specifically, the responsibility of business to society.

**Course Overview**

Students will gain an understanding of the factors that influence ethical behavior.

**Course Prerequisites**

BUS 365: Junior standing or permission

BUS 603: None

## Course Textbook and Materials

### Required

- Hacker, D. & Sommers, N. (2016). *A pocket style manual: APA version* (7<sup>th</sup> ed.). Boston, MA: Bedford/St. Martin's. ISBN: 978-1-319-01113-0
- Hoyk, R., & Hersey, P. (2008). *The ethical executive*. Stanford, CA: Stanford University Press. ISBN: 978-0-8047-5965-6
- Johnson, C. E. (2018). *Meeting the ethical challenges of leadership: Casting light or shadow* (6th ed.). Los Angeles, CA: SAGE. ISBN: 978-1-506-32163-9

For Leadership Ethics at the Movies:

- Bridge of Spies (PG-13)
- Everest (PG-13)
- The Martian (PG-13)
- Selma (PG-13)
- Contagion (PG-13)

### Recommended

- Graff, G., & Birkenstein, C. (2006). "They say/I say": The moves that matter in academic writing (1st ed.). New York: W. W.Norton
- Graff and Birkenstein (2006) offer suggestions that allow students to distinguish their own ideas from those of the resources they read.

Other course material may include articles, documentaries, movies, audio clips, etc., which will be available in Blackboard.

## Instructor Information

Leslie Kuhnel, DBE, MPA  
Office Hours: Request meetings via email address  
Email Address: Leslie.Kuhnel@doane.edu (this email is the best way to contact me)  
Phone: 402-301-6999

## Communicating With the Instructor

This course uses a "three before me" policy regarding student to faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer before asking me to reply to your individual questions:

1. Course syllabus
2. Announcements in Blackboard
3. The "Student Questions" discussion board

This process will help you find answers to your questions before I can get back to you and prevents duplication of questions, which is a time saver for all of us.

If you cannot find an answer to your question, please first post your question to the "Student Questions" discussion board. Here your question can be answered to the benefit of all students by either your fellow students who know the answer to your question or by me. You are encouraged to answer questions from other students in the discussion forum when you know the answer to a question in order to help provide timely assistance.

If you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, you are welcome to contact me via email. Please allow 24 hours for me to respond.

If you have a question about the technology being used in the course, please contact the Doane University Help Desk for assistance (contact information is listed below).

### **How to Succeed in this Course**

- Thoroughly read and often review your course syllabus, schedule, and announcements posted on the BlackBoard site.
- Complete class assignments on time. If you need assistance with your writing style, please reach out to the resources offered through Doane University. APA style is expected in this course, and your text, along with online sources (such as Purdue OWL) will be helpful tools.
- Fully participate in class discussions and other activities.
- Bring your laptop and texts with you to class in case they are needed for activities and reference
- Communicate with your instructor

You should plan to work on this course and check for announcements and updates on the BlackBoard site throughout the week. Each week will be released for viewing by Monday morning. Reading assignments are included in this syllabus for those of you who prefer to read ahead.

Having access to a reliable and consistent internet connection throughout the duration of the course is a necessity. In addition, you should plan to attend each of the course sessions during the term. This course is condensed and fast-paced, which means catching up after missing even one class will be extremely difficult.

You are responsible for having a reliable computer throughout the course. Always bring a laptop with you to class. Be sure to complete class assignments on time so that you are prepared to engage in the class activities. This course requires you to be present, both physically and mentally, in every class.

### **Email and Internet**

You must have an active Doane University e-mail account and access to the Internet. *All instructor correspondence will be sent to your Doane University e-mail account.* Please plan on checking your Doane Gmail account daily for course related messages. We will use the "Send Email" tool in Blackboard. This tool uses the Doane Gmail client.

This course uses Blackboard for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The Blackboard Course Site can be accessed at <http://bb2.doane.edu>

## Learning Objectives

Upon completion of this course, students will:

1. Analyze and evaluate case studies/scenarios.
2. Apply ethical principles and theories used to develop socially responsible solutions.
3. Describe the psychological traps that lead to unethical decisions and actions.

Week	Instructional Materials	Artifact	Related Course Objective
1 5/22	Course Syllabus and Schedule  Johnson (2018): Introduction	<ol style="list-style-type: none"> <li>1. Reflective Essay</li> <li>2. Self-Assessment 0.1 – Ethical Leadership Scale</li> <li>3. Case study 0.1 – A Girl Takes on the Taliban (and World Leaders)</li> </ol>	<ol style="list-style-type: none"> <li>1. 4</li> <li>2. 4</li> <li>3. 1,2,3</li> </ol>
2 5/29	Johnson (2018): Chapter 1 – The Leader’s Light or Shadow Chapter 2 – Stepping Out of the Shadows  Leadership Ethics at the Movies: Selma (PG-13)	<ol style="list-style-type: none"> <li>1. Leadership Ethics at the Movies – Initial Posting: Selma (PG-13) – Assignment on Johnson (p.10)</li> <li>2. Leadership Ethics at the Movies – Responses to Initial Postings.</li> <li>3. Self-Assessment 1.1 – Destructive Leader Behavior Scale and Self-Assessment 1.2 – Personal Power Profile to address Johnson (p. 22, Question 3)</li> <li>4. Self-Assessment 2.2 – Propensity to Morally Disengage Scale to address Johnson (p. 57, Question 4)</li> <li>5. Case study 1.2 – Killers with Cameras</li> <li>6. Case study 2.3 – VW’s Massive Deception</li> </ol>	<ol style="list-style-type: none"> <li>1. 1, 2, 3</li> <li>2. 1,2,3</li> <li>3. 4</li> <li>4. 4</li> <li>5. 1,2,3</li> <li>6. 1,2,3</li> </ol>
3 6/5	Johnson (2018) Chapter 3 - The Leader’s Character	<ol style="list-style-type: none"> <li>1. Self-Assessment 4.2 – Apology Quotient Quiz to address Johnson (p. 131, Question 6)</li> <li>2. Case study 3.3 – Starting at the Finish Line</li> <li>3. Case study 4.2 –Poisoning Flint, Michigan</li> </ol>	<ol style="list-style-type: none"> <li>1. 4</li> <li>2. 1,2,3</li> <li>3. 1,2,3</li> </ol>
4 6/12	Johnson (2018) Chapter 4 - Combatting Evil Chapter 5 – General Ethical Perspectives Chapter 6 - Ethical Decision Making and Behavior  Leadership Ethics at the Movies: The Martian (PG-13)	<ol style="list-style-type: none"> <li>1. Leadership Ethics at the Movies Discussion– Initial Posting: The Martian (PG-13) - Assignment on Johnson (p.198)</li> <li>2. Leadership Ethics at the Movies – Responses to Postings.</li> <li>3. Self-Assessment 5.1 – The Organizational Justice Scale and Self-Assessment 5.2 – The Self Report Altruism Scale to address Johnson (p. 164, Question 5)</li> <li>4. Case study 5.2 – The Fukushima 50.</li> <li>5. Case Study 6.1 – Ethical Scenarios for Analysis to address Johnson (p. 202, Question 8)</li> </ol>	<ol style="list-style-type: none"> <li>1. 1,2,3</li> <li>2. 1,2,3</li> <li>3. 4</li> <li>4. 1,2,3</li> <li>5. 1,2,3</li> </ol>
5 6/19	Hoyk and Hersey (2008) - All chapters	<ol style="list-style-type: none"> <li>1. Academic Essay</li> </ol> <p><b>NOTE: There will be no formal class during Week 5. Students are invited to use this time as a work-session for the case study presentations scheduled in week.</b></p>	<ol style="list-style-type: none"> <li>1. 3, 4</li> </ol>
6 6/26	Johnson (2018) Chapter 7 - Exercising Ethical Influence Chapter 8 - Normative Leadership Theories  Leadership Ethics at the Movies: Bridge of Spies (PG-13)	<ol style="list-style-type: none"> <li>1. Leadership Ethics at the Movies – Initial Posting: Bridge of Spies (PG-13)-Assignment on Johnson (p.227)</li> <li>2. Leadership Ethics at the Movies – Responses to Postings.</li> <li>3. Self-Assessment 7.1 – The Argumentativeness Scale and Self-Assessment 7.2 – Incidents in Negotiation Questionnaire to address Johnson (p. 233, Question 6)</li> <li>4. Case study 7.2 – The Plight of the Modern Chicken.</li> <li>5. Case Study 8.3 – Yvon Chouinard: Putting the Environment First at Patagonia</li> </ol>	<ol style="list-style-type: none"> <li>1. 1,2,3</li> <li>2. 1,2,3</li> <li>3. 4</li> <li>4. 1,2,3</li> <li>5. 1,2,3</li> </ol>

Week	Instructional Materials	Artifact	Related Course Objective
7 7/3	Johnson (2018) Chapter 10 - Creating an Ethical Organizational Climate Chapter 12 - Ethical Crisis Leadership  Leadership Ethics at the Movies: Contagion (PG-13)	1. Leadership Ethics at the Movies Discussion – Initial Posting: Contagion (PG-13) – Assignment Distributed in class. 2. Leadership Ethics at the Movies – Responses to Postings. 3. Self-Assessment 12.1 – Crisis and/or Disaster Preparedness Scale to address Johnson (p. 440, Question 1) 4. Case Study 10.3 – Conscious Capitalism at the Container Store 5. Case Study 12.2 – New Orleans as Resilience Lab	1. 1,2,3 2. 1,2,3 3. 4 4. 1,2,3 5. 1,2,3
8 7/10	Johnson (2018) Chapter 9 - Building an Ethical Small Group Chapter 11 - Meeting the Ethical Challenges of Leadership in a Global Society  Leadership Ethics at the Movies: Everest (PG-13)	1. Leadership Ethics at the Movies Discussion – Initial Posting: Everest (PG-13) – Case study 9.1 – Chaos on K2. 2. Leadership Ethics at the Movies – Responses to Postings. 3. Self-Assessment 9.2 – Task/Relationship Conflict Scale to address Johnson (p. 315, Question 9) 4. Self-Assessment 11.1 – Individualism/ Collectivism Scale to address Johnson (p. 399, Question 1) 5. Self-Assessment 11.2 – Moral Foundations Questionnaire to address Johnson (p. 399, Question 2) 6. Case study 11.1 – Being Worked to Death? 8. Reflective Essay	1. 1,2,3 2. 1,2,3 3. 4 4. 4 5. 4 6. 1,2,3 7. 1,2,3 8. 4

## Weekly Objectives

In the 1st week, students will

- Identify class expectations, ground rules and class tools
- Distinguish between the roles of leading and following
- Define ethical leadership

In the 2nd week, students will:

- Differentiate between the ethical challenges of Leadership and Followership
- Explain the ways in which leaders use ethical development to avoid casting shadows rather than light.

In the 3<sup>rd</sup> week, students will:

- Identify the six broad categories of character strengths, explain the importance of these character strengths to leaders, and describe the ways in which leaders develop these strengths.
- Describe the forms of evil, how cycles of evil can be broken, and the role spirituality can play in fostering more ethical, productive workplaces.

In the 4th week, students will:

- Describe the five ethical perspectives and apply each perspective to a case study.
- Evaluate the results of applying the five ethical perspectives to the case study.
- Compose a conclusion based on that evaluation.
- Identify and describe the components of ethical behavior
- Describe the four decision-making formats including their advantages and disadvantages.

In the 5th week, students will:

- evaluate their own ethical foundation, including psychological traps they might face.

In the 6th week, students will:

- Describe the ethical issues surrounding four influence tools.
- Identify the ways in which leaders can resist unethical influence attempts.
- Explain six leadership theories including their limitations.

In the 7th week, students will:

- Identify the principles and practices that characterize positive ethical climates in organizations.
- Describe four climate-building tools and how each contributes to an ethical climate.
- Identify and describe the three stages of crisis situations, including the tasks that must be completed during each stage.
- Identify and describe the six ethical principles and strategies leaders use to fulfill their moral duties during crises.

In the 8th week, students will:

- Identify and describe the elements that constitute a small group.
- Explain how leaders can foster individual ethical accountability and promote ethical group interaction in small groups.
- Explain how leaders can ensure that small groups avoid moral pitfalls and establish ethical relationships with other groups
- Identify and explain Hofstede's four value orientations.
- Analyze the ways in which individualism versus collectivism may impact ethical choices.
- Distinguish among the challenges posed by globalization and cultural differences and develop strategies to meet each challenge.

## Course Grading

Assignment of letter grades is based on a percentage of points earned. The letter grade will correspond with the following percentages achieved. All course requirements must be completed before a grade is assigned.

A+	97-100%	B+	87-89.9%	C+	77-79.9%	D+	67-69.9%
A	93-96.9%	B	83-86.9%	C	73-76.9%	D	63-66.9%
A-	90-92.9%	B-	80-82.9%	C-	70-72.9%	D-	60-62.9%
						F	Below 60%

Check your grades after each assignment is returned to make sure your score is entered correctly. Contact me immediately if you suspect an error or if you would like to discuss assignments and their scoring.

Assignment Contribution towards Grade	Course Objectives	Percentage Points towards Grade
1. Class Discussion Contribution (including Case Study Discussion posts)	1, 2, 3	35 (5 points per class session)
2. Leadership Ethics on Film Postings	1, 2, 3	25 (5 points per film)
3. Reflective Essays (2)	4	6 (3 points each)
4. Academic Essay based on Hoyk and Hersey	3, 4	BUS 365: 20 BUS 605: 10
5. Case Study Analysis	1, 2	14 (2 points each)
6. Class Discussion/Facilitation (BUS 605)	2	BUS 605 Only: 10
TOTAL		100

### 1. Class Discussion Contribution

In addition to participating in face-to-face class discussions and issue analysis, students will be asked to communicate with each other on a discussion board in Blackboard. Discussion forums are and may be accessed by using either the Weekly Modules or Discussion Boards link:

- Student Questions: This discussion forum is available for students to ask the professor questions. The idea is that if one student has a question about the class or project management, others may as well. Questions about individual grades or issues specific to that student should be emailed to [Leslie.Kuhnel@doane.edu](mailto:Leslie.Kuhnel@doane.edu)
- Self-Assessment Discussions: This discussion forum is available for students to post the results of and the discussion related to their self-assessments.
- Discussion Board: The discussion board will be available for ad hoc discussion and information sharing in addition to classroom activities.

### 2. Leadership Ethics at the Movies:

Students will view movies throughout the term. Students will post a review that addresses the assigned questions related to that week's movie. Discussion about the films will also take place during class sessions.

### **3. Reflective Essays**

Reflective essays will give students the opportunity to discuss their own learning in a private forum. Students will write two reflective essays, one at the beginning of the term and one at the end. Each essay should be four to six paragraphs long.

In the first essay, students will reflect on the questions that they have about ethics and social responsibility in the business environment, what steps they plan to take to address those questions, and how the answers to the questions might help them in the future.

In the final essay, students will reflect on the original questions that they had and if those questions were answered. If students' questions were answered, were the answers what students expected? How do the answers change students' thinking about ethics and social responsibility in the business environment? If students' questions were not answered, what steps might students take to answer them? Now that students know more about ethics and social responsibility in the business environment, what additional questions do students have?

### **4. Academic Essay based on Hoyk and Hersey**

BUS 365:

In a 200 – 250 word academic essay, students will address the following questions:

- Which psychological trap(s) are you most likely to fall into and why?
- What steps might you take to avoid those trap(s)?

The essay must follow APA guidelines, as stated in Hacker and Sommers (2016), especially concerning in-text citations.

BUS 605:

In a 400-500 word academic essay, students will address the following questions:

- Which psychological trap(s) are you most likely to fall into and why?
- What steps might you take to avoid those trap(s)?
- Describe a situation where you have witnessed someone falling into a psychological trap(s). How might that situation been avoided?

The essay must follow APA guidelines, as stated in Hacker and Sommers (2016), especially concerning in-text citations.

### **5. Case Study Analysis**

Students will submit a written analysis of case studies or issues. This analysis must follow APA guidelines, as stated in Hacker and Sommers (2016), especially concerning in-text citations. Students will post their analyses on the Case Study Analysis Discussion Forum.

### **6. Class Discussion Facilitation (BUS 605 Only)**

Students will facilitate a class discussion of case studies or issues.

## Course Policies

1. Class Engagement – Students are required to complete all assignments on time even if absent from class. Your class engagement grade will be impacted negatively by lack of participation in class.
2. Study time – You should expect to invest approximately 12 hours a week preparing for and actively participating in this 8-week 3 credit hour course. This actual time for study varies depending on your background.
3. The Higher Learning Commission's, Doane University's accrediting body, definition of a credit hour can be accessed at this link  
<https://www.hlcommission.org/Policies/assignment-of-credits.html>

***Federal Credit Hour Definition:*** *A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than: (1)*

*one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)*

4. Submitting Assignments – all assignments, unless otherwise announced by the instructor, **MUST** be submitted via Blackboard. Each assignment will have a designated place to submit the assignment. Do not submit printed copies of assignments in class.
5. Late or Missed Assignments – ALL assignments must be finished and posted in Blackboard to complete the course. I encourage you to complete your work ahead of time to prevent possible stress due to computer problems, work schedules, family demands, travel delays, illness and so on. At my discretion, and only in extreme circumstances, will I allow a student to make up missed or late assignments. Unless I have been notified **BEFORE** the assignment is due and have provided you the opportunity to submit your assignment late, I may deduct points for a late assignment. Any assignment submitted more than **48 hours past the due date, will receive a 0.**
6. Academic Integrity - If you are found guilty of academic dishonesty, your academic career could be finished. The severity of the consequences is not worth taking the risk. I will never knowingly allow any student to plagiarize or cheat. Remember the following when writing a paper:
  - their idea, their words – in-text citation should include author(s), year, and page number.
  - their idea, your words – in-text citation should include author(s) and year.
  - your idea, your words – no citation required.

Anyone found cheating in any form will receive a grade of F in the course and the case will be referred to the Academic Integrity Committee for whatever action it deems advisable. Also, if you cheat in my course, you are not welcome to enroll in this or any other course I may teach in the future.

### **Doane University Policies**

1. Academic Integrity - Doane University expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. Academic dishonesty, the act of knowingly and willingly attempting or assisting others to gain academic success by dishonest means, is manifested in various measures. Gehring, et al, (1986) suggests that four categories of academic dishonesty exist<sup>1</sup>:

- Cheating
- Fabrication
- Facilitating academic dishonesty
- Plagiarism

For more information on academic integrity, please visit the website:

<http://catalog.doane.edu/content.php?catoid=4&navoid=191>

2. Accommodation – see student handbook  
<http://catalog.doane.edu/content.php?catoid=5&navoid=45>  
2
3. Student Support – see student handbook  
<https://www.doane.edu/graduate-and-adult/academic-support>
4. Disability Services - Please contact Chris Brady [402.467.9031](tel:402.467.9031) [chris.brady@doane.edu](mailto:chris.brady@doane.edu)
5. Military Services – [https://www.doane.edu/graduate-and-adult/military\\_](https://www.doane.edu/graduate-and-adult/military_)
6. Harassment – see student handbook  
<http://catalog.doane.edu/content.php?catoid=5&navoid=45>  
2
7. Grade appeal process – see student handbook  
<http://catalog.doane.edu/content.php?catoid=5&navoid=23>  
8
8. Drop and Add dates - If you feel it is necessary to withdraw from the course, please contact your Academic Advisor for full details on the types of withdrawals that are available and their procedures.

### **Technical Support Contact Information**

For technical assistance 24 hours a day, 7 days a week, please contact the Doane University Technology Office Help Desk:

Phone: 402-826-8411

Email: [helpdesk@doane.edu](mailto:helpdesk@doane.edu)

Web: <http://www.doane.edu>

**Syllabus Disclaimer**

I view the course syllabus as an educational contract between an instructor and students and will make every effort to avoid changes to the course syllabus or to the schedule. However, unforeseen events may make changes necessary and I reserve the right to make those changes. I will notify students as soon as possible about any changes using Blackboard Announcements, which will generate an email to students' Doane email accounts. Please remember to check your Doane University email and the course Blackboard Announcements daily. It is your responsibility to stay informed concerning this course and to adjust as needed if assignments or due dates change.