



## SYLLABUS

<b>Course Title</b>	Ethics in a Business Environment
<b>Course Number</b>	BUS 365-4
<b>Number of Credits</b>	3
<b>Course Dates</b>	3/11/19 - 5/10/19
<b>Instructor</b>	Leslie Kuhnel
<b>Email Address</b>	leslie.kuhnel@doane.edu
<b>Office Hours/Availability</b>	Available by phone and email throughout the course. Appointments can be arranged prior to class by contacting me ahead of time.
<b>Phone Number</b>	402-301-6999 (Confidential voicemail and text)
<b>Textbook Information: (e.g. title, edition, publisher, ISBN)</b>	Hoyk, R., & Hersey, P. (2008). <i>The ethical executive</i> . Stanford, CA: Stanford University Press. ISBN: 978-0-8047-5965-6  Johnson, C. E. (2018). <i>Meeting the ethical challenges of leadership: Casting light or shadow</i> (6th ed.). Los Angeles, CA: SAGE. ISBN: 978-1-506-32163-9
<b>Additional Course Materials</b>	Streaming access to the following films (or optional purchase on DVD): <ul style="list-style-type: none"><li>- Bridge of Spies (PG13)</li><li>- Selma (PG13)</li><li>- Everest (PG13)</li><li>- Contagion (PG13)</li><li>- The Martian (PG13)</li></ul>

<b>Course Description</b>	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.
<b>Program Outcomes</b>	<ul style="list-style-type: none"> <li>a. Develop and use analytical and creative thinking skills to gather and analyze information, to identify and solve problems, to determine potential outcome alternatives, and to make appropriate decisions</li> <li>b. Gain knowledge and understanding of the ethical and legal issues involved in business</li> <li>c. Gain knowledge and understanding of the various components of a business enterprise and the interrelationship of those components</li> <li>d. Gain knowledge and understanding of the nature of change and develop a willingness to anticipate, adapt, and respond effectively to change</li> <li>e. Obtain an understanding of the value of diversity</li> </ul>
<b>Course Learning Outcomes/Objectives</b>	<p>(Please check with the applicable Program Director for this information.)</p> <ul style="list-style-type: none"> <li>1. Analyze and evaluate case studies/scenarios.</li> <li>2. Apply ethical principles and theories used to develop socially responsible solutions.</li> <li>3. Describe the psychological traps that lead to unethical decisions and actions.</li> </ul>
<b>Technology Requirements</b>	<a href="https://www.doane.edu/faq/minimum-computer-requirements">https://www.doane.edu/faq/minimum-computer-requirements</a>

## Course Schedule

Week or Module	Topic	Content	Assessments Matched to Learning Outcomes	Due Date & Time
Week 1 3/11/19 6:30 - 10:00	Ethics Overview	Course Syllabus and Schedule  Johnson (2018): Introduction  Watch for next week: Leadership Ethics at the Movies: <b>Selma (PG-13)</b>	Reflective Essay (4)  <u>Self-Assessment</u> (4)  0.1 – Ethical Leadership Scale  <u>Case study</u> (1,2,3)  0.1 – A Girl Takes on the Taliban (and World Leaders)	End of Week 1  Sunday, March 17, 2019  Submit online by 11:55 pm
Week 2 3/18/19 6:00 - 10:00	Ethical Leadership Styles	Johnson (2018):  Chapter 1 – The Leader’s Light or Shadow  Chapter 2 – Stepping Out of the Shadows	<b><u>Leadership Ethics at the Movies (1,2,3)</u></b>  <b>Selma (PG-13)</b>  <u>Online Assignment</u>  Johnson (p.10)  <b><u>Self-Assessments (4)</u></b>  1.1 – Destructive Leader Behavior Scale and Self-Assessment  1.2 – Personal Power Profile  <u>Online Discussion Board:</u> Johnson: p. 22, Q3 & 7  Self-Assessment 2.2 – Propensity to Morally Disengage Scale  <u>Online Discussion Board:</u> Johnson: p. 57, Q4 & 5  <b><u>Case study (1,2,3)</u></b>  1.2 – Killers with Cameras  2.3 – VW’s Massive Deception	End of Week 2  Sunday, March 24, 2019  Submit online by 11:55 pm

<p>Week 3 3/25/19</p>	<p>Characteristics of Leaders</p>	<p>Johnson (2018)  Chapter 3 - The Leader's Character  Chapter 4 - Combating Evil  Watch for next week: Leadership Ethics at the Movies: <b>The Martian (PG-13)</b></p>	<p><b><u>Self-Assessments (4)</u></b>  Self-Assessment 4.2 – Apology Quotient Quiz  <u>Online Discussion Board:</u>  Johnson: p. 131, Q6  <b><u>Case study (1,2,3)</u></b>  3.3 – Starting at the Finish Line  4.2 –Poisoning Flint, Michigan</p>	<p>End of Week 3  Sunday, March 31, 2019  Submit online by 11:55 pm</p>
<p>Week 4 4/1/19</p>	<p>Ethics and Decision-making</p>	<p>Johnson (2018)  Chapter 5 – General Ethical Perspectives  Chapter 6 - Ethical Decision Making and Behavior  Watch for next week: Leadership Ethics at the Movies: <b>Bridge of Spies (PG- 13)</b></p>	<p><b><u>Leadership Ethics at the Movies (1,2,3)</u></b>  <b>The Martian (PG-13)</b>  <u>Online Assignment</u>  Johnson: p.198  <b><u>Self-Assessments (4)</u></b>  5.1 – The Organizational Justice Scale and Self-Assessment  5.2 – The Self Report Altruism Scale  <u>Online Discussion Board:</u>  Johnson: p. 164, Q5  <b><u>Case study (1,2,3)</u></b>  5.2 – The Fukushima 50  6.1 – Ethical Scenarios for Analysis</p>	<p>End of Week 4  Sunday, April 7, 2019  Submit online by 11:55 pm</p>

<p>Week 5 4/8/19 6:30 - 10</p>	<p>Leadership Influence and Practice</p>	<p>Johnson (2018)  Chapter 7 - Exercising Ethical Influence  Chapter 8 - Normative Leadership Theories  Watch for next week: Leadership Ethics at the Movies: <b>Contagion (PG-13)</b></p>	<p><b><u>Leadership Ethics at the Movies (1,2,3)</u></b>  <b>Bridge of Spies (PG- 13)</b>  <u>Online Assignment</u>  Johnson: p.227  <b><u>Self-Assessments (4)</u></b> 7.1 – The Argumentativeness Scale and Self-Assessment 7.2 – Incidents in Negotiation Questionnaire  <u>Online Discussion Board:</u>  Johnson: p. 233, Q6  <b><u>Case study (1,2,3)</u></b>  7.2 – The Plight of the Modern Chicken  8.3 – Yvon Chouinard: Putting the Environment First at Patagonia</p>	<p>End of Week 5  Sunday, April 14, 2019  Submit online by 11:55 pm</p>
<p>Week 6 4/15/19 6 - 10</p>	<p>Ethical Response</p>	<p>Johnson (2018)  Chapter 10 - Creating an Ethical Organizational Climate  Chapter 12 - Ethical Crisis Leadership  Article: Duty to Care  Watch for next week: Leadership Ethics at the Movies: <b>Everest (PG13)</b></p>	<p><b><u>Leadership Ethics at the Movies (1,2,3)</u></b>  <b>Contagion (PG-13)</b>  <u>Online Assignment</u>  Johnson: TBD  <b><u>Self-Assessments (4)</u></b> 12.1 – Crisis and/or Disaster Preparedness Scale  <u>Online Discussion Board:</u>  Johnson: p. 440, Q1  <b><u>Case study (1,2,3)</u></b></p>	<p>End of Week 6  Sunday, April 21, 2019  Submit online by 11:55 pm</p>

			<p>10.3 – Conscious Capitalism at the Container Store</p> <p>12.2 – New Orleans as Resilience Lab</p>	
<p>Week 7 4/22/19 6 - 10</p>	<p>Ethical Leadership in Context</p>	<p>Johnson (2018)</p> <p>Chapter 9 - Building an Ethical Small Group</p> <p>Chapter 11 - Meeting the Ethical Challenges of Leadership in a Global Society</p>	<p><b><u>Leadership Ethics at the Movies (1,2,3)</u></b></p> <p><b>Everest (PG-13)</b></p> <p><u>Online Assignment</u></p> <p>Johnson: TBD</p> <p><b><u>Self-Assessments (4)</u></b></p> <p>9.2 – Task/Relationship Conflict Scale to address Johnson (p. 315, Question 9)</p> <p>11.1 – Individualism/ Collectivism Scale to address Johnson (p. 399, Question 1)</p> <p>11.2 – Moral Foundations Questionnaire to address Johnson (p. 399, Question 2)</p> <p><u>Online Discussion Board:</u></p> <p>Johnson: p. 315, Q9 &amp; p.399, Q1&amp;2</p> <p><b><u>Case study (1,2,3)</u></b></p> <p>9.1 – Chaos on K2</p> <p>11.1 – Being Worked to Death?</p>	<p>End of Week 7</p> <p>Sunday, April 28, 2019</p> <p>Submit online by 11:55 pm</p>
<p>Week 8 4/29/19</p>	<p>The Ethical Executive</p>	<p>Hoyk and Hersey (2008) - All chapters</p>	<p><b><u>Academic Essay (1,3,4)</u></b></p> <p><b><i>NOTE: There will be no formal class during Week 8.</i></b></p>	<p>End of Term</p> <p>Sunday May 5, 2019</p> <p>Submit online by 11:59 pm</p>

## Grading Assessments

Type of Assessment	Points	Total possible points
Class participation	2 points/wk (weeks 2 - 7)	12 points
Case Study Facilitation	8 points	8 points
Movie Reflections	5 points/each (weeks 2, 4 - 7)	25 points
Self-Assessment Discussion Boards	5 points/wk (weeks 1 - 7)	35 points
Academic Essay	20	20 points
TOTAL		100 points

### Online Courses ONLY

#### Online Course

This is an online course and therefore there will not be any face-to-face class sessions. All assignments and course interactions will utilize internet technologies.

#### Communicating with the Instructor

This course uses a “three before me” policy in regards to 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 “Question Center” discussion board

This policy will help you in potentially identifying answers before I can get back to you and it also helps your instructor from answering similar questions or concerns multiple times.

If you cannot find an answer to your question, please first post your question to the “Question Center” 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 the instructor. 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, contact me via email or phone. My preference is that you will try to email me first. Please allow 24 hours for me to respond to emails Monday-Friday and 48 hours on the weekend.

If you have a question about the technology being used in the course, please contact the Doane University Help Desk for assistance.

Phone: 402-826-8411

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

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

### **Computer Requirements**

Minimum computer requirements for the successful use of Blackboard:

[http://www.doane.edu/about-doane/offices/its/help-and-support#min\\_requirements](http://www.doane.edu/about-doane/offices/its/help-and-support#min_requirements)

Minimum computer requirements for success in this course:

- Reliable computer and internet connection
- A web browser (Chrome or Mozilla Firefox)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Word processing software—Microsoft Word or Google Docs
- Webcam and mic

You are responsible for having a reliable computer and internet connection throughout the course.

### **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 regularly for course related messages.

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>

### **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.

### **Campus Network or Blackboard Outage**

When access to Blackboard is not available for an extended period of time (greater than one entire evening - 6pm till 11pm) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by midnight).

### **Grade Scale**

A+ = 97-100%   A = 94-96%   A- = 90-93%   B+ = 87-89%   B = 84-86%   B- = 80-83%  
C+ = 77-79%   C = 74-76%   C- = 70-73%   D+ = 67-69%   D = 64-66%   D- = 60-63%  
F = 59% or below



<b>Participation Policy</b>	<p>A student is expected to be prompt and regularly attend on-ground classes in their entirety. Regular engagement is expected for on-line courses. Participation in class discussions is an integral part of your grade.</p> <p>(Faculty to insert any additional class participation; see resource page for ideas.)</p>
<b>Study Time</b>	<p>Expectation of the amount of time the course requires students to spend preparing and completing assignments. Typically, students could expect to spend 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 students' backgrounds.</p>
<b>Late Work</b>	<p>(Include expectations regarding late work; please see attachment for examples.)</p>
<b>Submitting Assignments</b>	<p>(Include expectations regarding students' submission of assignments, for example, in class or in Blackboard.)</p>
<b>Communication Policy including Assignment Feedback</b>	<p>(State your policy on timeliness of communicating with students and length of time needed before assignments will be graded, e.g. 48 hours.)</p>
<b>Academic Integrity Policy</b>	<p>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 defined in four categories:</p> <ol style="list-style-type: none"> <li>1. Cheating - "Intentionally using or attempting to use unauthorized information or study aids in an academic exercise."</li> <li>2. Fabrication - "Intentional and unauthorized falsification of invention or any information or citation in an academic exercise."</li> <li>3. Facilitating Academic Dishonesty - "Intentionally or knowingly helping or attempting to help another to commit an act of dishonesty," and/or coercing others to do the same.</li> <li>4. Plagiarism - "Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise," in both oral and written projects.</li> </ol> <p><i>Gehring, D., Nuss, E.M., &amp; Pavela, G. (1986). Issues and perspectives</i></p>

	<p><i>on academic integrity. Columbus, OH: National Association of Student Personnel Administrators</i></p> <p>For more information on the sanctions for academic dishonesty, please visit the website:</p> <p><a href="https://catalog.doane.edu/content.php?catoid=16&amp;navoid=1333">https://catalog.doane.edu/content.php?catoid=16&amp;navoid=1333</a></p>
<b>Academic Support</b>	<p>Please contact <a href="mailto:academicsupport@doane.edu">academicsupport@doane.edu</a></p> <p><a href="https://www.doane.edu/graduate-and-adult/academic-support">https://www.doane.edu/graduate-and-adult/academic-support</a></p>
<b>Disability Services</b>	<p><a href="https://www.doane.edu/disability-services">https://www.doane.edu/disability-services</a></p> <p>Doane University supports reasonable accommodations to allow participation by individuals with disabilities. Any request for accommodation must be initiated by the student as soon as possible. Each student receiving accommodations is responsible for his or her educational and personal needs while enrolled at Doane University. Please contact Cuddy MacNeill at <a href="mailto:cuddy.macneill@doane.edu">cuddy.macneill@doane.edu</a> or 402-467-9031 for assistance.</p>
<b>Military Services</b>	<p><a href="https://www.doane.edu/graduate-and-adult/military">https://www.doane.edu/graduate-and-adult/military</a></p>
<b>Anti-Harassment Policy</b>	<p><a href="http://catalog.doane.edu/content.php?catoid=5&amp;navoid=452">http://catalog.doane.edu/content.php?catoid=5&amp;navoid=452</a></p>
<b>Grade Appeal Process</b>	<p><a href="http://catalog.doane.edu/content.php?catoid=5&amp;navoid=238">http://catalog.doane.edu/content.php?catoid=5&amp;navoid=238</a></p>
<b>Credit Hour Definition</b>	<p>Doane University follows the federal guideline defining a credit hour as one hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks (one semester), or the equivalent amount of work over a different time period (e.g., an 8-week term). This definition applies to courses regardless of delivery format, and thus includes in-person, online, and hybrid courses (combination of in-person and online). It also applies to internship, laboratory, performance, practicum, research, student teaching, and studio courses, among other contexts.</p>
<b>Syllabus Changes</b>	<p>Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.</p>

