

**RAAD-RETURNING ADULT ACCELERATED DEGREE PROGRAM**

**SOCIAL RESPONSIBILITY  
IN BUSINESS  
RBUS 402**



**EDGEWOOD COLLEGE**

**STUDENT SYLLABUS PACKET**

**SUMMER 2007, Term E**

# **SOCIAL RESPONSIBILITY IN BUSINESS**

## **RBUS 402**

### **INSTRUCTOR INFORMATION**

**Name:** Professor Denis Collins, 28 Lower Level Library

**Phone Number:** 608-663-2878

**Office Hours:** Wednesday 1:00-2:30 p.m. or by appointment

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### **EDGEWOOD COLLEGE MISSION STATEMENT**

*Edgewood College, rooted in the Dominican tradition, engages students within a community of learners committed to building a just and compassionate world. The College educates students for meaningful personal and professional lives of ethical leadership, service, and a lifelong search for truth.*

### **COURSE DESCRIPTION**

This interdisciplinary course explores and implements the critical thinking, communication, and managerial skills necessary for developing socially responsible organizations and ethical citizenry. The objective of this course is to examine the role of businesses and organizations in the creation of a just society. In addition to learning book material about business ethics and social responsibility, students will explore the ethical performance of their own companies and participate in a community service project utilizing your management skills. Students actively engaged in the course will improve their communication skills and ability to apply ethical analysis to business situations.

### **COURSE TOPICS**

- Business Ethics
- Social Responsibility
- Moral Theories
- Business Scandals
- Federal Sentencing Guidelines
- Codes of Ethics
- Effective Ethics Programs
- Employee Goals and Appraisals
- Ethics Audit
- Environmental Management

## **COURSE GOALS**

Upon successful completion of this course, each student should be able to:

1. Describe why firms should be ethical.
2. Compare and contrast ethical theories to derive moral conclusions.
3. Develop an effective ethics program.
4. Identify business issues that impact society.
5. Assess your organization's social performance.
6. Conduct a systematic ethics audit.
7. Explain and apply the Natural Step framework for environmental management.
8. Articulate your purposes in life.

## **COURSE ASSESSMENTS**

Each student will be expected to demonstrate mastery of the course through:

1. Verbal class participation
2. Homework submissions
3. Purposes in Life essay

## **COURSE MATERIALS**

These are the materials to be used in this course:

### **TEXTBOOKS:** (Available in the bookstore)

O.C. Ferrell, John Fraedrich & Linda Ferrell (2005) *Business Ethics: Ethical Decision Making and Cases, Sixth Edition*. New York: Houghton Mifflin Company, ISBN 0-618-39573-3.

Denis Collins (2006) *Behaving Badly: Ethical Lessons from Enron*. Indianapolis: IN: Dog Ear Publishing, ISBN 1-59858-160-0.

### **STUDENT READINGS:**

Please bring the appropriate “Student Readings” handouts to class.

### **TEACHING/LEARNING METHODS:**

The teaching/learning methodologies used in this class will center on active participation by all class members and will be carried out primarily through discussion and seminar. There will also be occasion for lectures, small group work, and student presentations. Students are expected to be prepared for each of the class sessions. The success of the class will depend on each student fulfilling her/his responsibility for each session.

## **NOTES TO STUDENTS**

**Weekly class attendance throughout the term is expected. Each faculty member has the right to set class attendance policies and its impact on your grade.**

**In the case of an unavoidable absence (sickness, family emergency etc.) you will need to contact the instructor within 24 hours.**

**If you know in advance you will be missing a class, it is your responsibility to contact the instructor as soon as you know you will be gone, to discuss the impact of your absence. If you know prior to the start of the term that you will be absent on a particular class session, please discuss this with the instructor before the start of classes.**

**Please keep in mind that any absence, planned or emergency will result in your missing important class content. This may have an impact on your grade. Students are fully responsible for any material presented and/or announcements made in class and are responsible for work missed.**

- Non-attendance in a class or informing the instructor does not constitute dropping it or withdrawal. Students who stop attending or who have never attended a class must formally drop the class following official add/drop procedures. Failure to do so will result in liability for all tuition and fees associated with the course and a grade of 'F' recorded for the course at the end of the semester.
- Students in accelerated courses will be administratively withdrawn after three absences from class. Students withdrawn for non-attendance will still be responsible for all tuition and fees charged for the term.

- Coming to class late is disruptive; please be punctual. Also turn off your cell phone or pager.
- All written work, including outlines, must be typed. It is your responsibility to both spell check and proof read your paper. Late homework or assignments may not be accepted for credit.
- Keep copies of all written papers in the unlikely event that one of your papers is “lost.”
- Each class activity requires that students come to class having read the material, completed all assignments, and ready to participate. The general “rule of thumb” for out of class study and preparation time is 2 hours outside of class for every hour in class. If your class meets for four hours a week, you can expect to spend approximately eight hours of studying (reading, completing assignments, researching, etc.) per week. This will vary depending on the course content and your own personal aptitude for each course.
- If you have a problem or grievance with the course or the instructor, you may first want to discuss the issue with your academic advisor. After talking to your advisor you may be asked to arrange a meeting with the instructor to discuss the conflict. If an agreement cannot be reached between the student and the instructor, the student may go to the department chair.
- The unacknowledged use of someone else’s writing as one’s own or cheating on exams may result in an automatic “F.” Violations of Academic Honesty may also be subject to action by the Dean. See College Catalogue for details. It is a rare occurrence, especially for adult learners, but it is still a serious matter that everyone should be mindful of.
- If you have a documented disability, which requires accommodations in this course, please contact Learning Support Services, located in the Student Resource Center in De Ricci 206, 663-2281. They will work with you to provide appropriate accommodations and all information will be kept confidential.

- Learning Support Services, located in De Ricci 206 and in Sonderegger 408, provides academic support for students. Peer tutoring is available in some introductory-level undergraduate courses. Individual assistance in time management, study skills, and test-taking skills is also available. Please contact Learning Support Services at 663-2281 for more information.

# NOTES TO STUDENTS ~ COURSE POLICIES

## GRADING AND EVALUATION

Verbal Class Participation	30% (300 points)
Homework Submissions	50% (500 points)
Purposes in Life Essay	20% (200 points)
Total Points: 1,000	

### Final Grade Scale:

A: 950-1000	B: 840-889	C: 700-779	D: 600-649
AB: 890-949	BC: 780-839	CD: 650-699	

**Class Attendance:** Attendance at each class session is expected. Class lectures complement, but do not duplicate, textbook information. There are no excused absences. There are always many reasons to miss a class, including work obligations and other activities. But please remember that you are only an undergraduate student taking classes once in your life and you will be working the rest of your life. You will not learn as much if you miss class and I will do all that I can to make sure you get your money's worth.

Each of our 7 four-hour class meetings counts as two class sessions, for a total of 14 class sessions. The first two hours is one class session and the second two hours is the second class session. If you miss an entire evening, you will have missed 14% of the semester, which is significant because there are a lot of in-class learning opportunities every week. The highest grade you can earn is related to your class attendance. **Each student is allowed one, and only one, "make-up" assignment for missing an entire night of classes. The nature of the assignment must be developed with the professor.** The following scale will be used for grading attendance:

- Highest Grade an "A": Attend all 14 sessions
- Highest Grade an "A": Attend 13 of 14 sessions [miss half of one night]
- Highest Grade an "AB": Attend 12 of 14 sessions [miss an entire night]**
- Highest Grade a "B": Attend 11 of 14 sessions [miss 1.5 nights]
- Highest Grade a "C": Attend 10 of 14 sessions [miss 2 entire nights]
- Highest Grade an "F": Attend 9 or fewer sessions [miss 2.5 nights]

**Verbal Class Participation:** This course requires a great deal of **verbal (speaking out)** participation by everyone. Students are expected to come to class prepared to **make relevant points and ask relevant questions**. You have a responsibility to share your understandings and experiences with the class to advance the group's collective skills and knowledge. Although this may seem difficult at first, the ability to engage in productive dialogues with others is an essential part of being an effective manager. Improving your critical thinking ability is one of the many lifelong gifts you receive for your tuition payments. Verbal participation is worth **300 points (30% of your grade)**. Each student is graded at the end of the semester using the following scale (multiplied by a factor of 3):

- 100 points: You verbally contribute very informative and insightful comments in every class; if not a member of this class, the quality of our daily discussions would diminish significantly.
- 80 points: You verbally contribute informative and insightful comments in most classes; if not a member of this class, the quality of discussion would diminish considerable.
- 60 points: You verbally contribute informative and insightful comments occasionally; you contribute in small groups but rarely in the large class discussions; if not a member of this class, the quality of discussion would diminish somewhat.
- 40 points: You verbally contribute very little in large or small group discussions; if not a member of this class, the quality of discussion would change very little.
- 0 points: Contributions in class reflect inadequate preparation and are seldom informative, insightful, or constructive; the quality of discussion would not change or valuable air time would be saved!

**Homework Submission:** There are 36 short assignments in the course calendar noted as “**Homework to Submit.**” Most of these are just one paragraph reflections. Use single-space, but skip a space between answers, such as in this syllabus. Do not compose these during the class session. Each submission is worth either **10 or 15 points, for a total of 500 points (50% of your grade)**, and will be collected at the end of class so that you may refer to them during class discussions.

Importantly: (1) **Homework must be typed, otherwise 3 points will be deducted** and (2) **Homework longer than directed will also have a 3-point deduction – one paragraph means one paragraph, it does not mean two paragraphs or just one sentence. Learning to write things concisely is an**

**essential managerial skill.** The following grade scale will be used for submitted homeworks:

15 points: Given to the 15-30% most thorough analyses

13 points: Given to the 40-70% moderately done analyses

11 points or lower: Given to the 15-30% least thorough analyses

**Deadlines and Late Policy:** Late assignments will be **penalized 20%** for each class period it is late. **Do not email me late homework assignments.** I teach about 100 students every semester. If I print one student's homework assignment I should be willing to print everyone's homework assignment. But I can't. Therefore, please put late assignments in my campus mailbox or submit the following class.

**Edgewood College Policy on Academic Honesty:** "As members of a scholarly community dedicated to healthy intellectual development, students and faculty at Edgewood College are expected to share the responsibility for maintaining high standards of honesty and integrity in their academic work. Each student should reflect this sense of responsibility toward the community by submitting work that is a product of his or her own effort in a particular course, unless the instructor has directed otherwise. [Cheating and plagiarism] are examples of violations of standards for academic honesty and are subject to academic sanctions."

Any student caught cheating on a quiz, exam or assignment will receive an "F" for it. If caught cheating a second time, you will receive an "F" for the course.

**Debates:** Current and future leaders must be well-informed about both sides of contentious public issues. We will debate four topics during the semester. Twenty-five percent of the students will be assigned each topic, with half defending the issue and the other half opposing the issue. Only students debating the issue have to read the associated readings. Everyone else should simply rely on their intuitive reactions to the issue. These debates are not graded to minimize anxieties. The format of each debate is as follows:

2 minute – "Yes" and "No" teams organize remarks

5 minutes – "Yes" Team argues in favor of the proposition

5 minutes – "No" Team argues in opposition to the proposition

2 minutes – "Yes" Team responds to points raised by "No" Team

2 minutes – "No" Team responds to points raised by "Yes" Team

14 minutes – Both teams respond to questions raised by other students

**Purposes in Life Essay:** Every day we recreate ourselves, though we tend to be a lot like the person we were the previous day. Compose an 8 to 12 page essay – typed and double-spaced – articulating your purposes in life based on your life experiences prior to taking this class and as a result of experiences you had during this class. A more detailed explanation of the assignment appears later in the syllabus. This “Purposes in Life” essay is worth **200 points (20% of your grade)**. The following grade scale will be used:

200 points (100%): Given to the 15-30% most superior analyses

180 points (90%): Given to the 40-70% moderately done analyses

160 points (80%) or lower: Given to the 15-30% least systematic and self-exploratory analyses

**Typical Class Structure:** Most class sessions will have the following format:

- Enron business problem/ethical issue
- Topic of the Day
- Break
- Current Events Discussion
- Topic of the day
- Break
- Debate

**Other Administrative Details:**

- If you know you will be missing a class in which an assignment is due, turn in the assignment to me or put in my mailbox **prior** to class to receive full credit.
- **Do not wait** until the end of the semester to see me regarding problems with the course material or your performance. Your performance in this class is important to me.
- Like managers executing actual strategy, we may need to slightly amend this syllabus as the semester progresses.

## PURPOSES IN LIFE ESSAY

*“The unexamined life is not worth living.”* – Socrates

*“This is the true joy in life – the ‘being’ used for a purpose recognized by yourself as a mighty one; the ‘being’ a force of nature instead of a feverish, selfish little clod of ailments and grievances, complaining that the world will not devote itself to making you happy.”* – George Bernard Shaw

Every day we recreate ourselves, though we tend to be a lot like the person we were the previous day. As Socrates suggests, personal reflection on our own lives is very important to our evolution as individuals, community members, and a species. As George Bernard Shaw suggests, a life of meaning generates tremendous joy as we travel through life’s adventures.

The Dominican educational tradition consists of study, reflection and action. Throughout the semester we have studied, reflected and acted. Now it is time to study yourself and reflect on the data you gather about yourself.

**Part I:** Compose a 4-6 paged, double-spaced typed response to the following questions:

(1) What three characteristics best describe who you are? Assume a judge responds: “That’s not true!” Defend each characteristic you listed with a real experience that exemplifies it is true.

(2) The five values at the heart of Edgewood College are: Truth, Justice, Compassion, Partnership and Community. Write five short paragraphs about whether people in your work organization (a) are truthful, (b) pursue justice [fairness for all], (c) are compassionate, (d) develop partnerships, and (e) engage others in the spirit of community, one short paragraph per value. Support your conclusions with examples.

(3) At some point in your life an injustice to someone else cried out to your heart and mind that led you to demand justice. Whether it was a news story, an article, a talk you attended, a call from a friend, or something you observed, it moved you to seek justice. What was it? What did you do?

(4) In class we examined ethical dilemmas, critical incidents, business scandals, and community issues. Reflect on the positions you took in these discussions. Based on all this information about yourself, discuss your belief system about human beings, business, and society.

**Part II:** Compose a 4-6 paged, double-spaced type response to the following questions:

(1) What is the purpose of life?

(2) How will you fulfill this purpose through your work, career, and family?

**SOCIAL RESPONSIBILITY IN BUSINESS**  
**KEY CONCEPTS IN TEXTBOOK**  
**[OR ... IF WE HAD A FINAL, THESE ARE THE QUESTIONS!]**

1. How does an ethical work climate enhance profitability and how does it affect the behavior of employees, customers and investors? [Ferrell, *Business Ethics*, pp. 13-19]
2. What are the five ethical theories in philosophical order beginning with most basic ethical theory and ending with the most important ethical theory? [Student Readings: Week 1 Handouts] How can they help a person arrive at a moral answer? [Student Readings: Week 1 Handouts, and Collins, *Behaving Badly*, pp. 171-173]
3. How can an organization enhance ethical behavior and minimize the likelihood of unethical behavior? [Collins, *Behaving Badly*, pp. 185-191]
4. What is an ethics audit? [Ferrell, *Business Ethics*, pp. 192-193]? How do you conduct one? [Ferrell, *Business Ethics*, pp. 198-207]
5. How do judges apply the 1991 Federal Sentencing Guidelines to determine how much a company should be fined for a criminal conviction? What are the 7 minimum requirements recommended by the Federal Sentencing Guidelines for developing an effective ethics compliance program? [Ferrell, *Business Ethics*, pp. 12, 61-62, and 172-173].
6. Why was the Sarbanes-Oxley Act of 2002 created? What are its provisions? [Ferrell, *Business Ethics*, pp. 62-64]

## **RBUS 402 – SUMMER 2007 FLOWCHART**

### **Class 1, May 9: What is Business Ethics?**

Business Ethics  
Seven Moral Levees  
Ethical Theories  
Capitalism

### **Class 2, May 16: Effective Ethics Programs**

Machiavelli and Kohlberg  
Hiring Ethical Employees  
Ethics Training  
Ethics Codes  
Debate: Should Dane County Ban Casino Gambling?

### **Class 3, May 23: Community Service in Action**

Responsibilities to People on the Bottom of the Economic Ladder  
Applying Management Skills to Assist a Nonprofit

### **Class 4, May 30: Managers and Employee Performance**

Managers as Role Models  
Attainable Work Goals  
Holistic Performance Appraisals  
Debate: Should Dane County Ban Additional Wal-Marts?

### **Class 5, June 6: Social Responsibility and Purposes of Life**

Treating Employees and Community in a Socially Responsible/Ethical Manner  
Debate: Are Affirmative Action Hirings and Promotions Unethical?

### **Class 6, June 13: Conducting an Ethics Audit and External Stakeholder Protection**

Ethical Compliance Audit  
Relations with Auditors, Lawyers, and Government Regulators  
Debate: Is it Unethical for U.S. firms to Outsource Jobs to Developing Nations?

### **Class 7, June 23: Environmental Management and Final Exam**

Ecological Footprint and The Natural Step  
Ethical Issues Panels

**KEEPING TRACK OF POINTS EARNED – RBUS 402**

<b>Homework</b>					
<i>Class #</i>	<i>Value</i>	<i>Earned</i>	<i>Class #</i>	<i>Value</i>	<i>Earned</i>
1a	15		4d	15	
1b	15		4e	10	
1c	15		4f	10	
1d	15		5a	15	
1e	15		5b	15	
1f	15		5c	15	
1g	15		5d	10	
2a	15		6a	15	
2b	15		6b	15	
2c	15		6c	15	
2d	15		6d	10	
2e	15		6e	10	
2f	15		7a	10	
3a	15		7b	10	
3b	15		7c	10	
4a	15		7d	15	
4b	15		7e	15	
4c	15		7f	15	
			<b>Total</b>	500	
				<i>Value</i>	<i>Earned</i>
<b>Purposes in Life Essay</b>				200	
<b>Verbal Class Participation</b>				300	

# CLASS SESSION ONE (May 9, 2007): WHAT IS BUSINESS ETHICS?

*“Wealth consists not in having great possessions, but in having few wants.”*  
Epicurus, ancient Greek Philosopher

## LEARNING OBJECTIVES

Upon completion of this class session, each student should be able to:

1. Describe why firms should be ethical.
2. Identify common reasons for being unethical.
3. Describe how to systematically minimize unethical behaviors.
4. Compare and contrast five ethical theories and apply them to a business situation.
5. Explain the ethical foundation of capitalism.

## ASSIGNMENTS

The following assignments are to be completed prior to this class session:

**Read** Ferrell, *Business Ethics*, Chapter 1, “The Reasons for Studying Business Ethics” pp. 8-9 and “The Benefits of Business Ethics” pp. 13-19;  
**Skim** the rest of the chapter to see if something interests you.

Read Collins, *Behaving Badly*:

- a) “A Moral Compass,” pp. 171-173,
- b) “Seven Moral Levees,” pp. 185-191, and
- c) “Real-Time Decision-Making,” “Corporate Raiders,” “Ken Lay,” and “Another White Knight Opportunity,” pp. 1-9.

Review the “Week 1” handouts in the Student Readings.

Reminder #1 from earlier in the Syllabus: Importantly: **“Homework must be typed, otherwise 3 points will be deducted”**

Reminder #2 from earlier in this Syllabus: **“Homework longer than directed will also have a 3-point deduction – one paragraph means one paragraph, it does not mean two paragraphs or just one sentence. Learning to write things concisely is an essential managerial skill.”**

**1a. Homework to Submit:** Read “Class Guidelines and Confidentiality Agreement” in “Student Readings: Week 1 Handouts.” Please xerox the page, sign the agreement, and submit it to maximize the learning potential of this class adventure.

**1b. Homework to Submit [one paragraph]:** Have you ever lied to your boss, a work peer, or a customer? How did you and justify the lie?

**1c. Homework to Submit [one paragraph]:** When faced with an ethical dilemma it is good to reflect on an inspiring quote that encourages you to make the appropriate moral decision. Pick an inspiring quote that is meaningful to you and explain why it is.

**1d. Homework to Submit [one paragraph in total]:** Weyco Inc., a 200-employee Michigan-based medical benefits firm, informed employees in early 2004 that the company would stop employing smokers beginning January 2005, even those who smoked only during nonworking hours. Employees were told to either quit the habit or the company because smokers cost employers about \$3,000 more each year when medical, productivity, absenteeism and work-break losses are tallied. The new policy mandates random blood tests for nicotine. In January, four of your subordinates refuse to take the blood tests. Under employment-at-will law, Weyco has the legal right to fire them. Your boss orders you to either fire them or you would be fired for insubordination.

(1d1) Is it ethical for companies to require that employees not smoke during nonworking hours? Why?

(1d2) Would you fire them? Why?

**1e. Homework to Submit [one paragraph in total]:** Use the 6 ethical framework questions that appear in Collins, *Behaving Badly*, pp. 172-173 to

derive an answer to the “Decision Choice” in Collins, *Behaving Badly*, p. 8; what would you do if you were Ken Lay?

1f. **Homework to Submit [one paragraph]:** What number best represents how ethical you think free market capitalism is: #1 – Very Ethical; #2 – Ethical; #3 – Slightly more ethical than unethical; #4 – Slightly more unethical than ethical; #5 – Unethical; #6 – Very Unethical. Why? Be prepared to defend your position in class.

1g. **Homework to Submit:**

1g1: Should Dane County ban casino gambling?

1g2: Should Dane County ban additional Wal-Marts?

1g3: Are Affirmative Action hirings and promotions unethical?

1g4: Is it unethical for U.S. firms to outsource jobs to developing nations?

## **CLASS SESSION TWO (MAY 16, 2007): EFFECTIVE ETHICS PROGRAMS**

*“All that is necessary for evil to triumph is for good men to do nothing.”* Edmund Burke, 18<sup>th</sup> century English political philosopher

### **LEARNING OBJECTIVES**

Upon completion of this class session, each student should be able to:

1. Recognize ways of obtaining and maintaining power.
2. Describe issues related to hiring ethical employees.
3. Use a code of ethics analysis as part of ethics training.
4. Create an effective ethics program.

### **ASSIGNMENTS**

The following assignments are to be completed prior to this class session:

**Read** Ferrell, *Business Ethics*, Chapter 8, “Developing an Effective Ethics Program” pp. 168-187.

**Skim** Code of Ethics examples: Lockheed Martin, pp. 397-406 and Hospital Corporation of America, pp. 407-424.

**Read** Collins, *Behaving Badly*, “Mark-to-Market Accounting,” pp. 26-29;

**Skim** “Jeff Skilling” pp. 11-14 and “Andy Fastow” pp. 22-24 if you desire additional background information.

Review the “Week 3” handouts in the Student Readings.

**2a. Homework to Submit [one paragraph in total]:** Use the 6 ethical framework questions that appear in Collins, *Behaving Badly*, pp. 172-173 to derive an answer to the “Decision Choice” in Collins, *Behaving Badly*, p. 29; what would you do if you were Jeff Skilling?

**2b. Homework to Submit [one paragraph]:** Complete the Machiavellian Survey in “Student Readings: Week 3 Handouts,” calculate your score and write one paragraph on why this is, or is not, representative of your Machiavellian (the “means justify the ends”) tendencies.

**2c. Homework to Submit [one paragraph]:** How does your organization screen job applicants for their ethics? How can this “ethics” screening process be improved?

**2d. Homework to Submit [one paragraph]:** Describe the type of ethics training your organization does for new and current employees. How can your ethics training be improved?

**2e. Homework to Submit [one paragraph in total]:** Evaluate how well your organization lives up to its code of ethics on a 1 (Absolutely) to 10 (Not at All) scale. If you can’t find it, assume that it says: “We will always treat all stakeholders (owners, employees, customers, suppliers, community, government, the natural environment) with the utmost respect and integrity (deontology). What is your organization’s ethical strong point, ethical weak point, and how can you transform the weakest point into a strong point?

**2f. Homework to Submit [one paragraph]:** Should Dane County ban casino gambling? Provide a “Yes” or “No” answer and then justify your position.

## CLASS SESSION THREE (MAY 23, 2007): COMMUNITY SERVICE IN ACTION

*“Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you can.”* John Wesley, 18<sup>th</sup>-century Anglican clergyman

### LEARNING OBJECTIVES

Upon completion of this class session, each student should be able to:

1. Explain your personal belief whether businesses have any responsibilities to people at the bottom of the economic ladder.
2. Describe how employees can participate in a one-time community immersion opportunity.

### ASSIGNMENTS

The following assignments are to be completed prior to this class session:

Go to my website at <http://business.edgewood.edu/dcollins>, click on “Biography” and then “Full Vitae,” find the appropriate article in PDF format (click on the blue article title).

**Read ONE** of the following Book Review Essays:

- [Denis Collins \(2006\) “Globalization, Interconnectedness and Wal-Mart the Bully,” \*Business Ethics Quarterly\*, 16\(2\).](#)
- [Denis Collins \(2003\) “Stumbling Our Way Toward A World-Wide Democratic Government: Globalization and Sweatshops,” \*Business Ethics Quarterly\*, 13\(3\), 403-411.](#)

**Read ONE** of the following Encyclopedia Articles:

- [Denis Collins \(2007\) "Adam Smith,"](#)
- [Denis Collins \(2007\) "Karl Marx".](#)
- [Denis Collins \(2007\) "Labor Unions".](#)
- [Denis Collins \(2007\) "Living Wage".](#)
- [Denis Collins \(2007\) "Minimum Wage".](#)

3a. **Homework to Submit [one paragraph]**: For the book review essay you read discuss 2 points you found meaningful or interesting.

3b. **Homework to Submit [one paragraph]**: For the encyclopedia essay you read discuss 2 points you found meaningful or interesting.

**NOTE: IF YOU OWN A LAPTOP, BRING IT TO CLASS TODAY, WE MAY NEED IT FOR THE PROJECT.**

## CLASS SESSION FOUR (MAY 30, 2007): MANAGERS AND EMPLOYEE GOALS AND APPRAISALS

“What is it that needs to be done, that you can do something about, and won’t get done unless you do it? Then do it!” Buckminster Fuller

### LEARNING OBJECTIVES

Upon completion of this class session, each student should be able to:

1. Identify moral role models in your organization.
2. Explain how work goals generate ethical or unethical behaviors.
3. Understand how performance appraisals generate ethical or unethical behaviors.

### ASSIGNMENTS

The following assignments are to be completed prior to this class session:

**Read** Ferrell, *Business Ethics*, Chapter 6, “Corporate Culture” pp. 116-131;  
**Skim** the rest of the chapter.

**Read** Collins, *Behaving Badly*, “Transferring Managerial Power,” pp. 45-47;  
**Skim** “Bailing Out Rebecca Mark” pp. 39-43 if you desire additional background information.

Review the “Week 4” handouts in the Student Readings.

4a. **Homework to Submit [one paragraph in total]:** Use the 6 ethical framework questions that appear in Collins, *Behaving Badly*, pp. 172-173 to derive an answer to the “Decision Choice” in Collins, *Behaving Badly*, p. 47; what would you do if you were Ken Lay?

4b. **Homework to Submit [one paragraph]:** Who is the best moral role model in your organization? Tell a story about this person that supports your claim that s/he is a moral role model.

4c. **Homework to Submit [three paragraphs]:** You can create meaning at work by making a real personal difference in the life of a co-worker,

customer, or supplier through a heart-to-heart discussion or action. Provide an example of when you: a) made a personal difference as described above [one paragraph], b) could have but chose not to, explain why [one paragraph], and c) can make a real personal difference in a work-related life the near future [one paragraph].

**4d. Homework to Submit [one paragraph]:** Describe how the productivity goals set for your work unit generate ethical or unethical behaviors. How can these goals be modified to generate more ethical, or less unethical, behaviors?

**4e. Homework to Submit [one paragraph]:** Describe how the criteria used for employee performance appraisals generate ethical or unethical behaviors. How can these criteria be modified to generate more ethical, or less unethical, behaviors?

**4f. Homework to Submit [one paragraph]:** Should Dane County ban additional Wal-Marts? Provide a “Yes” or “No” answer and then justify your position.

## **CLASS SESSION FIVE (JUNE 6, 2007): SOCIAL RESPONSIBILITY AND PURPOSES IN LIFE**

*“Character, in the long run, is the decisive factor in the life of an individual and of nations alike.”* President Theodore Roosevelt

### **LEARNING OBJECTIVES**

Upon completion of this class session, each student should be able to:

1. Describe an exemplar firm’s social performance activities.
2. Explain and assess your own organization’s social performance activities.
3. Articulate your purposes in life.

### **ASSIGNMENTS**

The following assignments are to be completed prior to this class session:

**Skim** Ferrell, *Business Ethics*, Case 15, “Ben & Jerry’s” pp. 358-363.

**Read** Collins, *Behaving Badly*, “SPE Prepay Solutions” pp. 35-38 and “Entering California’s Electricity Market” pp. 48-51.

Review the “Week 5” handouts in the Student Readings.

**5a. Homework to Submit [one paragraph in total]:** Use the 6 ethical framework questions that appear in Collins, *Behaving Badly*, pp. 172-173 to derive an answer to the “Decision Choice” in Collins, *Behaving Badly*, p. 51; what would you do if you were Michael Kopper?

**5b. Homework to Submit [one paragraph]:** If you were to write a *Madison Magazine* article about one good/interesting/innovative/cool thing your organization does for its employees or the community what would that be? Provide sufficient detail in case I decide to write about it. ☺

**5c. Homework to Submit [one paragraph]:** Are Affirmative Action hirings and promotions unethical? Provide a “Yes” or “No” answer and then justify your position.

5d. **Homework to Submit [8-12 double-spaced pages]:** The “Purposes in Life” essay described earlier in the syllabus.

# CLASS SESSION SIX (JUNE 13, 2007): CONDUCTING AN ETHICS AUDIT AND EXTERNAL STAKEHOLDER PROTECTION

*“Think like a person of action, act like a person of thought.”* Henri Bergson

## LEARNING OBJECTIVES

Upon completion of this class session, each student should be able to:

1. Conduct a systematic ethics audit.
2. Understand the Federal Sentencing Guidelines.
3. Describe Sarbanes-Oxley requirements.

## ASSIGNMENTS

The following assignments are to be completed prior to this class session:

**Read** Ferrell, *Business Ethics*, Chapter 9, “The (Ethics) Auditing Process” pp. 198-207;

**Skim** the rest of the chapter to see if something interests you.

**Read** Ferrell, *Business Ethics*, Chapter 3, “Laws that Encourage Ethical Conduct” pp. 61-64;

**Skim** the rest of the chapter to see if something interests you.

**Read** Collins, *Behaving Badly*, “Preparing to Announce Third Quarter Results” pp. 132-134;

**Skim** “Meeting with Lay” pp. 126-127, “Responding to Watkins” pp. 128-129 and “Public Reaction to Fastow’s SPEs” pp. 129-132 if you desire additional background information.

Review the “Week 6” handouts in the Student Readings

6a. **Homework to Submit [one paragraph in total]:** Use the 6 ethical framework questions that appear in Collins, *Behaving Badly*, pp. 172-173 to derive an answer to the “Decision Choice” in Collins, *Behaving Badly*, p. 134; what would you do if you were Ken Lay?

6b. **Homework to Submit [one paragraph in total]:** Evaluate your organization using the “Moral Levees Organizational Check-Up” checklist in Week 6 handouts. Discuss your organization’s strength, weakness, and how to transform the weakest point into strong point.

6c. **Homework to Submit [one paragraph]:** How well does your organization treat external auditors, lawyers, and/or government regulators? How can the organization’s performance improve in this area?

6d. **Homework to Submit [one paragraph]:** Assume someone in your organization committed a fraud. You are a federal judge and must apply the United States Commission’s seven mandatory steps that companies must implement to show due diligence and ethical compliance (see Handout Federal Sentencing Guidelines for Organizations.” Use a 1-5 scale for each of the 7 items, with a “1” representing absolute noncompliance, “3” neutral, and “5” representing absolute compliance to evaluate your organization’s compliance on each of the seven mandatory steps. Discuss your evaluation score results.

6e. **Homework to Submit [one paragraph]:** Is it unethical for U.S. firms to outsource jobs to developing nations? Provide a “Yes” or “No” answer and then justify your position.

## **CLASS SESSION SEVEN (JUNE 20, 2007): ENVIRONMENTAL MANAGEMENT AND ETHICAL ISSUES PANELS**

*“You are goodness and mercy and compassion and understanding. You are peace and joy and light. You are forgiveness and patience, strength and courage, a helper in time of need, a comforter in time of sorrow, a healer in time of injury, a teacher in times of confusion. You are the deepest wisdom and the highest truth; the greatest peace and the grandest love. You are these things, and in moments of your life you have known yourself as these things. Choose now to know yourself as these things always.”* Neale Donald Walsch

### **LEARNING OBJECTIVES**

Upon completion of this class session, each student should be able to:

1. Describe environmental problems associated with greenhouse gases.
2. Assess your own environmental footprint.
3. Explain your organization’s environmental efforts.
4. Describe the Natural Step framework.
5. Apply the Natural Step framework to your own organization.

### **ASSIGNMENTS**

The following assignments are to be completed prior to this class session:

Study for the Final Exam

Review the “Week 7” handouts in the Student Readings

**7a. Homework to Submit [one paragraph]:** Complete the “Calculating Your Ecological Footprint” for your own home. What are your reactions to the ecological footprint calculations?

**7b. Homework to Submit [one paragraph]:** Complete the “Socially Responsible Purchasing Survey.” Discuss your survey results and answers to the questions at the end of the survey.

**7c. Homework to Submit [one paragraph]:** Complete the “Environmentally-Friendly Consumption Surveys.” Discuss your survey results and answers to the questions at the end of the survey.

**7d. Homework to Submit [two paragraphs, one for assessment and one for the change recommendation]:** Evaluate your organization’s environmental performance using the first three Natural Step objectives: (1) reduce wasteful dependence on fossil fuels, underground metals, and minerals, (2) reduce wasteful dependence on chemicals and unnatural substances, and (3) reduce encroachment on nature, particularly regarding energy use, water use, air, material resources, food, land, transportation, and building dynamics. Make one change recommendation that would enable your work unit or organization to improve its environmental performance.

**Do “7e” and “7f” for a previous employer, not your current one, due to the sensitivity of the topic.** However, if you prefer to write about a situation involving your current employer you can. **In order to preserve anonymity, please eliminate names and any references to specific people and places.** I will put you on a “Ethical Issues Panel” and have you read your answer to EITHER “7c” OR “7d” to class for comments and questions.

**7e. Homework to Submit [two paragraphs]:** Reflect on an incident, or series of incidents, at work that represented an ethical dilemma, something that troubled your conscience. What was it (describe context, concerns, and conflicts at the time)? What ethical principle was being violated (deontology, utilitarianism, cultural relativism, social group relativism or egoism)? Why? What was the lesson you learned from this?

**7f. Homework to Submit [two paragraphs]:** Reflect on a decision made by someone at work that was one of the following: a) contrary to the firm’s interest, b) contrary to industry standards, c) contrary to national laws, d) not to the greatest good of the greatest number of people affected by it, **OR** e) disrespectful toward other human beings, animals or the natural environment. What was it (describe the context, concerns, and conflicts at the time)? What was the lesson you learned from this?

**Denis Collins**  
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<http://business.edgewood.edu/behavingbadly>

**Education:** Ph.D., University of Pittsburgh, 1990; Business Environment & Public Policy MA, Bowling Green State University, 1987; Philosophy BS, Montclair State College, 1977; Business Administration

**Books and Monographs:**

Denis Collins (2006) *Behaving Badly: Ethical Lessons from Enron*, Dog Ear Publishing  
Denis Collins (1998) *Gainsharing and Power: Employee Reactions, Organizational Outcomes, and Lessons Learned from Six Case Studies*, Cornell University Press.  
Denis Collins (1996) *Understanding and Changing Business and Society Relationships: An Annotated Bibliography of the 1990-1995 International Association for Business and Society Annual Proceedings*, a special issue of *Business & Society*, 35(3).  
Denis Collins (1996) *Community Involvement and Service Learning Student Projects*, a special issue of *Journal of Business Ethics*, 15(1).  
Denis Collins & Mark Starik (1995) *Sustaining the Natural Environment*, JAI Press.  
Denis Collins & Thomas O'Rourke (1994) *Ethical Dilemmas in Business*, South-Western.

**Peer-Reviewed Scholarly Articles:** More than 25 articles in *Personnel Psychology, Organization Science, Environmental Ethics, Journal of Labor Research, Journal of Applied Behavioral Science, Business & Society, Journal of Business Ethics*, among others.

**Scholarly Articles (Not Peer Reviewed):** Over 20.

**Conference Papers Presented:** Over 25.

**Invited Speeches and Presentations:** Over 100.

**Teaching Experience:** International Business Strategy/Policy, Multicultural Management, Organizational Behavior, Leadership, Business Ethics, Business & Society, and Political, Ethical and Legal Environments of Business to MBAs, Executive MBAs and Undergraduates.

**Teaching Awards:**

- Finalist, Academy of Management's Distinguished Educator Award, 1996.
- Lawrence J. Larson Excellence in Teaching Award, University of Wisconsin-Madison, 1994.
- Voted Most Outstanding MBA faculty member at University of Wisconsin-Madison in three consecutive *Business Week* alumni surveys (*The Best B Schools*, 1993, 1995 and 1997).

**Professional Service:**

- Board of Governance, Social Issues in Management Division, Academy of Management
- Board of Directors, International Association for Business and Society
- The Invisible College, a national organization of Service Learning Educators

**Editorial Board:**

- *Encyclopedia of Business Ethics & Society*
- *Journal of Business Ethics*
- *Journal of Academic Ethics*