

*Let each of you discover where your chance for greatness lies. Seize that chance and let no power on earth deter you. – Chariots of Fire*

<p><b>SOCIAL RESPONSIBILITY IN BUSINESS</b>  <b>BUS 465 &amp; HI 404</b>  <b>Edgewood College</b>  <b>2008 Spring Semester</b>  <b>Tuesday &amp; Thursday, 11:30-12:45 p.m.</b>  <b>Location: PRD 114</b></p>
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 Office Hours: Tuesday and Thursday 1:00-2:15; or by appointment

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

**Required Course Textbooks:**

- 1) 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.
- 2) William McDonough & Michael Braungart, 2002, *Cradle to Cradle: Remaking the Way We Make Things*, New York: North Point Press. ISBN# 0-86547-587-3. [On Library Reserve – 2 Hours]
- 3) Denis Collins (2006) *Behaving Badly: Ethical Lessons from Enron*. Indianapolis: IN: Dog Ear Publishing, ISBN 1-59858-160-0. [On Library Reserve – 2 Hours]

**Required Material:** Create a computer file to write about ethical dilemmas you experience or observe at work or elsewhere, and your reaction to them on a weekly basis.

**Course Goals and Objectives:** Upon successful completion of this course, each student should be able to:

- (1) Describe why ethical behaviors benefit a company.
- (2) Explain the five ethical theories and apply them to a business situation to arrive at a moral answer.
- (3) Compare and contrast the shareholder and stakeholder models of corporate governance.
- (4) Discuss the two major federal business ethics legislation developed since 1990, the 1991 Federal Sentencing Guidelines and 2002 Sarbanes-Oxley Act.
- (5) Analyze international business ethics issues, including the positive and negative impacts of multinationals, discrimination, product pricing, bribery, and sweatshops.

- (6) Examine factors that impact a manager's ethical decision-making process, including ethical issue intensity, individual factors, organizational factors, opportunities, and socialization and role-sets.
- (7) Establish an ethics program that takes into account the minimum requirements for ethical compliance, ethics codes, ethics training, and conducting an ethics audit.
- (8) Apply his/her knowledge and skills to address specific community issues.
- (9) Conduct an environmental audit and apply "The Natural Step" to organizational operations.
- (10) Better understand his/her moral values and thresholds.

## COURSE SYLLABUS

**Teaching Philosophy:** My primary goal as a teacher is to help you become more thoughtful and informed citizens who can use what you learn in college to benefit yourselves, organizations, and society. I want you to gain critical thinking skills and become better managers and communicators. As a result, I try to create exams, assignments, and activities that (1) test your knowledge of the material, (2) ask you to apply the theory or concept to specific situations, and (3) ask you to integrate ideas so that critical thinking skills are developed.

I want my courses to be an exciting class. My definition of "exciting" is one where motivated students read the assignment, do their homework, make logical arguments, integrate course concepts into their discussions, and have something interesting to say.

**Course Overview:** This interdisciplinary course integrates ethical analysis from philosophy, persuasion from communication arts, and management principles from business. Students will explore and implement the critical thinking, communication, and managerial skills necessary for developing socially responsible organizations and ethical citizenry through lectures, debates, experiential exercises, class participation, and service-learning projects. The objective of this course is to engage students in the creation of a just society through current and future employers by creating more humane organizations sensitive to individual and community well-being. The course should also enhance a student's analytical, problem solving, team development, and communication skills. Successful completion of this class fulfills the Human Issues requirement for graduation.

This is a learning-by-doing course. A Chinese proverb is: *What I hear, I forget. What I see, I remember. What I do, I know.* I will provide opportunities for you to see and do things, in addition to hearing. **For you to learn a lot you must become a partner in this educational process and step through the learning doors I will be opening.** The purpose of education is to transfer knowledge and develop ethical citizenry. Hopefully, both will be achieved.

**Grading – Performance Measures**

Non-Quiz Class Attendance	8% (80 points)
Verbal Class Participation	10% (100 points)
Homework Submissions	9% (90 points)
Weekly Journaling	3% (30 points)
Readiness Quizzes	18% (180 points)
Critical Incident Group Facilitation	3% (25 points)
Human Issues Project Team Meetings	7% (70 points)
Human Issues Project Report	12% (120 points)
Community Meal Program Essay	7% (70 points)
Purposes in Life Essay	4% (40 points)
Final Exam	20% (195 points)
Potential Extra Credit	2% (20 points)
Total Points: 1,020	

**Final Grade Scale:**

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

In extremely rare circumstances, the professor may deviate from these grading guidelines.

**Class Attendance:** Attendance at each class session is expected. Class lectures complement, but do not duplicate, textbook information. There are no excused absences except to participate in a pre-approved collegiate sporting event, this is Edgewood College policy.

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. Your first job in this relationship is to show up! **If you miss 20% of our class meetings (6 out of 30), which includes your human issues team meetings, you fall under a special situation where the highest grade you can receive for the course is a "C".** So be very careful about missing classes at the beginning of the semester because you never know what emergencies will happen later in the semester.

You are responsible for material discussed in your absence. Together the students and instructor will be creating a learning organization. We are all responsible for the learning that takes place in this "organization." Beginning Class #2, **5 attendance points** will be assigned to each class meeting that does not have a quiz (16 non-quiz class sessions for a **total of 80 points; 8% of your grade**). Attendance will be determined by submitting a homework assignment or submitting a note stating you were in class. *Do not assume* I know you attended a particular class. It is up to you to inform me. Each student is allowed one, and only one, "make-up" assignment for missing one class session. The make-up assignment is **Extra Credit Assignment #1 (C-SPAN)**, which appears later in the syllabus.

**MANAGERS MUST LEARN HOW TO BE ON TIME FOR MEETINGS.** It is extremely disrespectful to other people (particularly the manager/teacher) to be late for a meeting. You should come a few minutes early either to write down what is on the board or just relax. I will begin class on time, usually with a quiz based on the reading assignment. Let me know if you have an arrival time problem due to your work schedule.

**Verbal Class Participation:** As suggested by the class format above, 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. The ability to engage in productive dialogues with others is an essential part of being an effective manager. Naturally, you should become excellent active listeners too. Improving your critical thinking ability is one of the many lifelong gifts you receive for your tuition payments. **You must become more assertive, even if you think you are already assertive, to fully experience all that life has to offer.** Verbal participation is worth **100 points (10% of your grade)**. Each student is graded at the end of the semester using the following scale:

- 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; if not a member of this class, the quality of discussion would not change or valuable air time would be saved!

**Homework Submissions:** There are 23 homework assignments. **“Homework Due”** in the course calendar means you must **type your answers (one paragraph per homework assignment is usually sufficient) before class**. Use single-space, but skip a space between answers, such as in this syllabus. Do not compose these during the class session. Beginning Class #2, each homework submission is worth **4 points, for a total of 90 points (9% of your grade)**, and will be collected at the end of class so that you may refer to them during class discussions. **Homework must be typed, otherwise one point is deducted.** The following grade scale will be used:

- 4 points: Given to the 15-30% most thorough analyses
- 3 points: Given to the 40-70% moderately done analyses
- 2 points or lower: Given to the 15-30% least thorough analyses

**Deadlines and Late Policy:** As managers, you will not be afforded the luxury of missing deadlines. Late assignments will be **penalized 20%** for each class period it is late. **Do not email me late 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.

**Enron:** We will either begin several class discussions with an Enron dilemma. In 1989, following the collapse of the Berlin Wall, democratic capitalism was declared victorious over dictatorial communism. The United States was the lone super power and in the process of creating a "new world order" and a "new economy." Enron was at the forefront of the new economy, but human nature hadn't changed. The ethical dilemmas Enron experienced have existed for centuries and will exist for centuries. Hopefully, you will learn from their mistakes.

**Weekly Journaling:** The purpose of journaling is to deepen awareness of your beliefs regarding events that take place in your life. This is a Human Issues course and the most important human issue is you – your thoughts in reaction to events taking place around you. Your greatest gift to the world is your own goodness, and connecting with the goodness of others. Events you currently experience at work or school will influence your attitudes and behaviors throughout life. Students are very busy people and for that very reason you need to find some quiet time to reflect on your daily experiences. Even the President of the United States finds time to compose daily journal entries.

Beginning with the second class, you should make dated journal entries in a computer file once a week in response to work-related ethical issues (as an employee or customer) you just experienced or observed, and your reactions to them. These would entail situations where the following ethical values were either supported or violated: honesty, promise keeping, respect for people, respect for property. **All information in the journal is considered confidential.**

I will collect the journals **three times** during the semester. Your weekly entry should tell a story that includes an internal dialogue, stating what you really think. Consider the diary a friend wanting to know more detail about the situation. Each time the journal entries are collected they will be worth 10 points, **for a total of 30 points (3% of your grade)**. The following grade scale will be used **based on once a week entries:**

- 9-10 points: Given to the 15-30% most thorough reflections
- 7-8 points: Given to the 40-70% moderately done reflections
- Below 7 points: Given to the 15-30% least thorough reflections

**Journal Submission #1:** (a) Once a week describe behaviors you experienced or observed at work that were either praiseworthy or blameworthy.

**Journal Submission #2:** (a) Once a week describe behaviors you experienced or observed at work that were praiseworthy or blameworthy. (b) Why did this behavior excite you in a positive or negative manner? What does this say about yourself?

**Journal Submission #3:** (a) Once a week describe behaviors you experienced or observed at work that were either praiseworthy or blameworthy. (b) Why did this behavior excite you in a positive or negative manner? What does this say about yourself? (c) What could be changed to foster more repetition of praiseworthy behaviors or less repetition of blameworthy behaviors?

**Individual and Group Readiness Quizzes:** In order to maximize your learning, it is important to have a basic understanding of the reading assignments prior to discussing them in class. There are 6 class sessions that have required textbook reading assignments. We will begin each textbook class session with a six-question quiz highlighting the main points of the reading. Each individual readiness quiz is worth **18 points, for a total of 108 points (11% of your grade)**. If you are late for that class session, or miss class, you will receive **zero points** for the quiz. If you know you will miss class, you can arrange to take the quiz prior to the class session, but not after. Your quiz performance will demonstrate how prepared you are for class and will serve as the basis for what reading concepts need further elaboration.

Immediately after completing an individual readiness quiz, you will turn in your individual quiz and gather with a small group and, as a group, complete the very same quiz with the help of your group members (but no book or notes). The object is to share your knowledge and understanding of the subject matter with your peers. You will find that your group performs best if you encourage each member to contribute to the discussion. Each group readiness quiz is worth **12 points, for a total of 72 points (7% of your grade)**. Together, each of the 6 individual and group readiness quizzes are worth **30 points each, for a total of 180 points (18% of your grade)**.

To minimize quiz anxiety, general areas you will be quizzed on appear later in the syllabus. Please note the comment about the punishment for cheating.

**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.”

Edgewood College policies allow professors to give a student caught cheating either an “F” for the assignment or an “F” for the entire course.

**Critical Incident Group Facilitation:** It is essential for employees to discuss work-related ethical issues. Teams will be created to compose a work-related critical incident that has ethical ramifications, distribute a copy to everyone in class, and facilitate the class discussion of the

issue. A rubric for evaluating team performance appears later in the syllabus. The critical incident discussion is worth **25 points (3% of your grade)**.

**Human Issues Project Report – Making a Difference:** One objective of the Human Issues Study program is to apply interdisciplinary knowledge to a unique project that has social benefits and take action. The human issues project goals are to: (1) sensitive future business and community leaders about community issues, (2) apply your knowledge and skills to address a specific community issue, and (3) experience how various stakeholders can work together on a community issue.

In October 2006, Edgewood College became the first college or university to receive “Green Tier” certification by the Wisconsin Department of Natural Resources. We will focus on making a few small changes to help the college continually improve its environmental performance. Teams will be created to enhance the ecological well-being of the Edgewood College campus by managing our annual “Eco-Olympics.” Duke University created the Eco-Olympics friendly competition concept and many colleges and universities have adopted it ([www.duke.edu/web/env\\_alliance/games/](http://www.duke.edu/web/env_alliance/games/)). You are likely to be on teams and committees your entire adult life so it is worth learning hands-on how to appropriately manage being on a team.

Several teams will help a residence hall (Stevie, Regina, Marshall, Weber, Siena, Dominican) compete in the Olympics. One team will conduct a neighborhood survey about boardwalk use.

To be successful, you will need contacts within each residence hall, such as Resident Assistants or friends and students you know who live there. One of the reasons we have not solved our environmental problems as a nation is because not people are too busy to pay attention to them or to do something about them. Your challenge is to figure out how to motivate students who are taking too many credit hours of courses and working too many job hours, to improve their environmental performance.

Work on this paper incrementally during the semester. You will develop an Action Plan and Lewin Force-Field Analysis at the beginning of the project, and must maintain a task activity log after every meeting. Any posters or flyers you hang up must be approved by the Dean of Students Office in 215 Predolin. Please take down all posters or flyers when the Olympics ends.

**The general format of the paper appears later in the syllabus.** The paper should be **single-spaced, though double-spaced between paragraphs, with one inch margins and 12 point font size**, stapled without any folder, binders or covers. Don’t just piece together sections written by different people. Instead, make sure the paper has a consistent voice and style, and the information is not repetitive. The report format, a rubric for evaluating team performance, and a rubric for evaluating individual performance on the team project, appear later in the syllabus. The Human Issues Project Report is worth **120 points (12% of your grade)**.

I have set-aside **7** class sessions for you to work with your team on the project during class time to minimize the problem of arranging your busy schedules to meet as a team. All group members must show up on time for these “working sessions.” Make optimal use of the class time by

having an agenda and working on the project. Make sure each team member adds value to the project. Many students have a bad habit of waiting until the last minute to perform essential tasks, and then things go wrong. **Set deadlines and don't procrastinate.** Learn to budget time for things to go wrong and be focused! Each of the scheduled team meetings are worth **10 points each** based on the rubric that appears later in the syllabus, for a **total of 70 points (7% of your grade).**

**Free Rider Problems in Team Projects:** Just as often times happens at work, individuals are sometimes placed on teams with people who are disruptive influences or do not do their fair share of work. In such circumstances, the teams are expected to try and work out their differences prior to appealing to a higher authority. At the very first team meeting you will be setting norms of behavior for performance, sharing the work, dealing with conflict, and attending meetings. Please have an **initial discussion** of (1) your goals for the team, (2) schedule conflicts, and (3) how to utilize each person's skills.

If you think someone is not contributing sufficiently, initially assume s/he wants to become more involved but is shy or doesn't know how to contribute (particularly if language problems exist). Speak directly to the person. Hopefully s/he is willing to work with you to forge a more productive role or will correct your misperception. On the other hand, your initial pre-judgments may be proven to be correct. *At that point you should approach the professor for advice.*

**Community Meal Program Essay:** Some Madison businesses and nonprofits give back to the community by encouraging groups of employees to serve food at free meal providers or homeless shelters. This is a very nice offering, but sometimes serving food solidifies the power imbalance between the "haves" and "have nots" rather than leveling the playing field.

Instead, Paul Ashe, the Luke House Community Meal Program Executive Director has graciously invited everyone in class share a free Community Meal at **Luke House, 310 S. Ingersoll Street (just off Williamson Street, about two blocks before the Willy Street Coop).**

Luke House serves free community meals every Sunday through Thursday from 5:30 to 6:30 p.m. You may experience a meal any day **except** the second Sunday of a month, which is when Edgewood College faculty, staff and students serve the meal. You may go by yourself or with one other student or friend, but do not sit with the other student during the meal. Instead, each student should sit at a different table.

People find themselves in the need of a free meal for a variety of reasons, including: low-wage job, sustained job loss without sufficient economic savings, loss of savings due to an accident or expensive family situation, mental illness, and alcohol and drug addictions.

If anyone asks why you are there, tell the person that Paul Ashe invited you. If any asks for more information, which rarely happens, tell them that you are doing it as part of our class experience, which most guests at Luke House would find very interesting.

**Bring joy to your table and interactions** with others who are eating at the Community Meal Program that day. It is natural to feel nervous, anxious or even scared if you have never shared a dinner at a free meal center. Many students have had fascinating experiences despite the initial tension.

Lastly, nobody eating at Luke House is starving, they just need a free meal for economic reasons. So you are not taking food away from a needy person by eating at Luke House. There is usually always food left over, and anyone needing extra food can get some. After all, this is Madison, a very enlightened city in terms of available social services.

The Process:

**Step 1:** Ideally one or two weeks in advance, **call Paul Ashe**, Executive Director of the Community Meal Program, Luke House **at 256-6325** and **let him know what night you plan on coming** (pick one Sunday through Thursday, 5:30-6:30). If he is not in, leave a message on the answering machine telling Paul (1) when you plan on coming, (2) your name, and (3) your phone number in case he has to call you back.

**Step 2:** **Arrive between 5:45 and 6:00 p.m.** (310 S. Ingersoll Street, just off Williamson Street, about two blocks from the Willy Street Coop) and wait on line with the guests. You will be seated at a table. Enjoy your meal and conversation with the guests at your table.

**Step 3:** **At 6:30**, introduce yourself to Paul Ashe and he will tell you more about Luke House and other relevant issues. Ask him whatever questions you might have.

**Step 4: Write a two-page, single-space essay answering the following:** What were your preconceptions about homeless people and free Community Meal guests prior to your visit? What did you do there? What did you learn about the clients? How were your expectations confirmed or disconfirmed by your experience?

A thoughtfully written essay is worth **70 points (7% of your grade)**.

NOTE: If you choose not to do this assignment, but you have volunteered in the past with low-income or disabled people, you can write an essay about your prior experience but it is only worth **20 points**. **Please DO NOT lie about doing this, like someone once did.**

**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 **a 6 to 9 page essay – typed and double-spaced** – articulating your values and 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 **40 points (4% of your grade)**. The following grade scale will be used:

40 points: Given to the 15-30% most systematic and self-exploratory analyses

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

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

**Final Exam:** The final exam will consist of short essays based on material contained in the textbook. **A review sheet with topics that are likely to be covered on the final exam appears later in the syllabus.** Each answer will be evaluated in terms of being superior (A), very good (AB), good (B), fair (C), or poor (D/F). The exam is worth **210 points (21% of your grade).**

**Extra Credit Possibilities:** You can earn up to **20 points** for two extra credit assignments (**2% of your grade**). Extra credit submissions have enabled students to earn a higher grade. You can do one or both assignments. You may hand these essays in any time during the semester.

**Assignment #1:** Every day CSPAN and CSPAN2 broadcast sessions from the Senate and House of Representatives, either the entire body, committee hearings, conferences, or individual speeches. Watch a session for 60 minutes and observe the politicians at work. Watching academics or pundits talk about politicians does not count, you must watch real politicians in action. Write a **two-page essay, single-spaced but double-space between paragraphs**, answering the following: What did you watch? What issues were explored? What did you think about the way the politicians addressed the issue? Did you agree or disagree with the politicians? Why? A thoughtfully written Politician-in-Action essay is worth **10 points extra credit.**

**Assignment #2:** Watch a movie in the theater or on video/DVD that dramatizes an ethical dilemma that might be experienced at work. Write a **two-page essay, single-spaced but double-space between paragraphs**, answering the following: What ethical issues appeared in the movie? Who did what, or didn't do what, and why? What ethical theory was supported or violated? What moral judgments were evident in the movie? Do you agree or disagree with them? Why? What would be your ideal resolution to the ethical dilemma(s)? Realistically, what is the best outcome that could be achieved given the circumstances? Why? A thoughtfully written movie essay is worth **10 points extra credit.**

### **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.
- **Learning Support Services:** Learning Support Services, located in DeRicci 206 (The Student Resource Center) 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.
- **Students with Disabilities:** If you have a documented disability that requires accommodations in this course, please contact Learning Support Services, located in the Student Resource Center in DeRicci 206, 663-2281. They will work with you to provide appropriate accommodations, and all information will be kept confidential.

## **BOOK CONCEPTS WORTHY OF BEING QUIZZED ON**

**NOTE:** Each book chapter contains a lot of useful information. To reduce quiz anxiety, below is a list of key concepts in each chapter that will likely have some type of quiz question.

Obtaining and using quiz answers from students who previously took this class is **cheating**. It is **unfair to classmates who are not cheating** and is **lying to the professor** about the knowledge you possess. Cheating on any exam, particularly an ethics exam, is unacceptable. **If you are caught using answers from quizzes issued during a previous semester, you will, at a minimum, be given an “F” for all of your quizzes. I may give you an “F” for the entire semester.** Please do not abuse the help I am offering below.

Cheating is a very bad habit. Students who cheat on college exams and papers are likely to cheat as professionals, which can ruin an organization and your life. You create yourself every day, so try your best to create a moral human being.

If you know someone in the class is cheating, you have a moral obligation to tell the professor. I will protect your confidentiality and will address the problem without telling the cheater you were the person who courageously told me the truth.

### **Chapter 1: The Importance of Business Ethics**

- 1) Define business ethics.
- 2) Why is it important to study business ethics?
- 3) How has the concept “business ethics” evolved over history?

### **Chapter 2: Emerging Business Ethics Issues**

- 1) Why do ethical issues arise in business?
- 2) Who are the primary organizational stakeholders?
- 3) What types of conflicts of interest arise in business?

### **Chapter 3: Ethics as a Dimension of Social Responsibility**

- 1) What are the dimensions of social responsibility?
- 2) What is the cornerstone of pro-competition legislation?
- 3) How are conflicts involving companies resolved?
- 4) What is the Federal Sentencing Guidelines for Organizations?
- 5) What is the 2002 Sarbanes-Oxley Act?
- 6) What are the different types of philanthropy?

### **Chapter 10: Business Ethics in a Global Economy**

- 1) Which nations are the least/most corrupt?
- 2) How does national culture impact business behavior?
- 3) What values are shared across cultures?
- 4) What impact do multinational corporations have on society?
- 5) When is price discrimination legal?
- 6) What is the Foreign Corrupt Practices Act?

**Chapter 4: Understanding Ethical Decision Making and Corporate Governance**

- 1) What are the key components of the ethical decision-making framework?
- 2) What has the greatest impact on an employee's ethical decision making?
- 3) Define corporate governance.

**Chapter 5: Individual Factors – Moral Philosophies and Cognitive Moral Development**

- 1) What is the impact of moral philosophy?
- 2) What moral philosophy should guide business decisions?
- 3) What are Kohlberg's stages of cognitive moral development?

**Chapter 6: Organizational Factors – Corporate Culture**

- 1) What is corporate culture?
- 2) What are the different types of power?

**Chapter 7: Organizational Factors – Structure, Relationships, Conflicts**

- 1) How does centralization/decentralization impact ethics?
- 2) What are role-sets?
- 3) What type of relationship do young managers have with their superiors?
- 4) How do you change organizational culture?

**Chapter 8: Developing an Effective Ethics Program**

- 1) How do judges apply the Federal Sentencing Guidelines for Organizations?
- 2) What are codes of conduct?
- 3) What are the goals of ethics training programs?
- 4) What common mistakes are made in designing and implementing an ethics program?

**Chapter 9: Implementing and Auditing Ethics Programs**

- 1) What is an ethical compliance audit?
- 2) Describe an ethics auditing process?
- 3) What is the impact of unethical activity on stock prices?

**SOCIAL RESPONSIBILITY IN BUSINESS  
FINAL EXAM REVIEW**

1. How does an ethical work climate enhance profitability and how does it affect the behavior of employees, customers and investors? [Chapter 1, 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? [Handout in Syllabus] How can they help a person arrive at a moral answer? [Handout in Syllabus]
3. What is the shareholder model of corporate governance and stakeholder model of corporate governance? How are they similar and different? [Chapter 2, pp. 27-31; Chapter 4, pp. 82-84]
4. Why was the Sarbanes-Oxley Act of 2002 created? What are its provisions? [Chapter 3, pp. 62-64]
5. What are the international business ethics issues associated with (1) multinationals [Chapter 10, pp. 225-230], (2) sexual and racial discrimination [Chapter 10, pp. 230-231], (3) human rights/sweatshops [Chapter 10, pp. 231-232], (4) price discrimination [Chapter 10, pp. 233-234], and (5) bribery [Chapter 10, pp. 234-236].
6. How does each of the following impacts a manager's ethical decision-making process: (1) ethical issue intensity [Chapter 4, pp. 76-77], (2) individual factors [Chapter 4, pp. 77-78], (3) organizational factors [Chapter 4, pp. 79-80], (4) socialization [Chapter 7, p. 147], and (5) role-sets [Chapter 7, pp. 147-149].
7. 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? [Chapter 1, p. 12; Chapter 3, pp. 61-62; Chapter 8, pp. 172-184].
8. What is an ethics audit? [Chapter 9, pp. 192-193]? How do you conduct one? [Chapter 9, pp. 198-207]

## TEAM ROLE SURVEY AND SKILLS/DUTIES

Your Name: \_\_\_\_\_

Circle the answer that most closely resembles your attitude for each of the following 5 statements using the following 1-5 Scale. The more honest you are the more helpful the information you will receive.

1 = Very Low

2 = Somewhat Low

3 = Neutral

4 = Somewhat High

5 = Very High

How interested are you in ...					
1. being a <b>team leader</b> (whose role is to get team members involved in activities and keep the team on track)?	1	2	3	4	5
2. <b>completing forms</b> and other records for the team?	1	2	3	4	5
3. taking the role of <b>encouraging others</b> in your team to participate?	1	2	3	4	5
4. taking the role of <b>checking other members' understanding</b> of the problem the team is solving?	1	2	3	4	5

Role	Skills/Duties	Examples of Comments
1. Leader	<ul style="list-style-type: none"> <li>• Direct team's activities to ensure all parts of assignment are completed on time</li> <li>• Direct team members to stay on task and fulfill roles</li> <li>• Encourage team dialogue about its process</li> </ul>	<ul style="list-style-type: none"> <li>• "We're getting off topic and we only have 10 minutes left!"</li> <li>• "We still need to come up with a plan."</li> <li>• "Team member B, are you happy with the way we are all participating?"</li> </ul>
2. Recorder	<ul style="list-style-type: none"> <li>• Complete all team materials</li> <li>• Provide copies of information for absent team member</li> </ul>	<ul style="list-style-type: none"> <li>• "Our performance to date is as follows ..."</li> <li>• "Does everyone agree with what I wrote down?"</li> </ul>
3. Encourager of Participation	<ul style="list-style-type: none"> <li>• Encourage all team members to participate in discussions</li> <li>• Make sure no team member dominates discussions</li> <li>• Ask for team opinions</li> </ul>	<ul style="list-style-type: none"> <li>• "Team member C, what is your opinion on this?"</li> <li>• "Everyone tell me your opinion and I'll write it on the board for us to discuss."</li> </ul>
4. Checker of Understanding	<ul style="list-style-type: none"> <li>• Develop method to check everyone's understanding before team meeting ends</li> <li>• Make sure each member can verbalize the reasoning behind the team's decisions</li> </ul>	<ul style="list-style-type: none"> <li>• "Team member A, please repeat our solution is."</li> <li>• "Team member C, please summarize why we decided to pursue the first option."</li> </ul>

**TEAM MEMBERS:**

<b>CRITICAL INCIDENT (ETHICS) FACILITATION GRADING RUBRIC</b>	Unacceptable: C-F	Good: B; Nice effort but needs a major change	Very Good: AB; Needs a minor change	Superior: A; No change
<b>Written Dilemma:</b> Informative, Interesting, Understandable, Grammar, Follows Format, Even Vote [50%]	0-18 points	19-21 points	22-24 points	25 points
<b>Discussion Facilitation:</b> All team members involved, empowered minority, challenged majority, connected conversations [50%]	0-18 points	19-21 points	22-24 points	25 points

**Professor Denis Collins' Grade Summary.**

Using a standardized 100 point scale -- Superior [A], 95-100 points: Could facilitate discussion at company. Very Good [AB], 85-94 points: Need to make a few minor changes before facilitating. Good [B], 72-84 points: Need to make a few major changes before facilitating. Unacceptable [C-F], Below 72 points: Need a lot more practice before facilitating.

**EDGEWOOD COLLEGE CERTIFIED “GREEN TIER”  
BY WISCONSIN DEPARTMENT OF NATURAL RESOURCES**  
<http://dnr.wi.gov/org/caer/cea/environmental/participants/edgewood/>

Note: The 10 hottest years in recorded history all occurred during the past 12 years

**In October 2006, Edgewood College became the first college or university in Wisconsin to be accepted into the Department of Natural Resources’ Green Tier program**, a statewide program that encourages institutions and businesses to go beyond current rules and regulations to reduce their impact on the environment.

Institutions and companies participating in Green Tier can benefit through specific flexibilities outlined in statute, individual contracts and charters. Statutory incentives include, for example, a single point-of-contact within DNR to facilitate effective communications, and use of the Green Tier logo for marketing. Most importantly, companies are recognized for environmental performance that goes beyond what the law requires them to do, and for systematically and continually improving on that performance. Recent environmental accomplishments at Edgewood include:

- Environmental Management System
- Environmental Management Policy
- Annual Environmental Audit
- Annual Environmental Indicator Report
- New Residence Hall LEED (Leadership in Energy and Environmental Design) Certified
- Construction of a Community Boardwalk to help manage the Lake Wingra marsh
- Mazzuchelli renovation awarded *2005 Environmental Excellence Award*
- Rain gardens designed to capture large volumes of runoff from the campus
- **Annual Eco-Olympics**

**Energy Conservation in Dominican Hall**

- High-efficiency natural gas boiler for space heating
- Fiberglass/foam wall insulation & low-emissivity windows
- High efficiency light fixtures & appliances
- Motion sensors for lighting
- Day lighting with windows in over 95% of the building occupied spaces
- Low-flow showerheads and toilet fixtures which reduce building water consumption by over 40%
- Construction-site waste recycling; over 90% of the building construction waste was recycled
- Preservation of heritage trees
- Rain gardens, filtration of storm water and reduction of storm water run off
- Laundry driers use direct source outside air for drying to reduce air demand
- High-efficiency natural gas water heating by solar preheating

## **ENVIRONMENTAL MANAGEMENT EDUCATION & PROJECT SCHEDULE**

Read: William McDonough & Michael Braungart, 2002, *Cradle to Cradle: Remaking the Way We Make Things*, New York: North Point Press. ISBN# 0-86547-587-3.

1/29: Energy Problems, Ecological Footprint and the Natural Step

1/31: A Sense of Place: Edgewood College

2/5: How to Conduct an Environmental Audit

2/7: Eco-Olympics Team Project Organizing

2/12: Project Management, work on developing an action plan

2/14: Work on implementing your action plan

2/21: Work on implementing your action plan

2/28: Work on implementing your action plan

3/6: Work on implementing your action plan. **Discuss with professor for feedback.**

3/13: Work on implementing your action plan

3/25: Work on implementing your action plan

4/1: Work on your team paper

4/15: Papers due, present in class

## MAKING A DIFFERENCE HUMAN ISSUES PROJECT REPORT

- 1) **Cover Page:** Creative title, authors, date, class name, professor's name
- 2) **Table of Contents** – List major subheadings and page numbers in report
- 3) **Executive Summary** – Summarize the information contained in this report. This is not an introduction to the paper. Instead, it should clearly and concisely summarize the details regarding who, what, when, where, and why, along with what was accomplished, and information demonstrating that the goal was achieved (or not achieved). Don't say that you faced obstacles or spoke with people, tell the reader who you spoke with, what major obstacle you had to deal with, and how you dealt with it. Avoid jargon and vague generalities. This may be the only page an executive might read, so if key information is omitted then the executive will not know what you did or accomplished. [Never more than 1 page, and never put anything else on this page]
- 4) **Environmental Issue:** What issue did the team address? Why? [1 paragraph]
- 5) **Action Plan:** Describe your initial plan to accomplish your goals that you created in class as a team. Who was going to do what, when, where, and why? Create a "Project Management" table as shown below, listing the tasks that need to be completed and dates the tasks will be completed, arranged in chronological order. Cut and paste the table below into your report, insert additional rows as needed, and fill in the information. **Do not change** these dates as the project evolves. This table documents your initial expectations for reflection later in this paper.

<b>Initial Action Plan Schedule</b>	
<b>Deadline Date</b>	<b>Task</b>
2/22/07	Create first draft of Initial Action Plan Schedule
4/22/07	Submit paper and present in class.

Then create a Lewin Force-Field Analysis organizational change chart as shown below. First, list the forces against change (given your initial plan, these are your obstacles you expected to have to deal with, the things you thought might go wrong). Then for each obstacle, describe how your group initially planned to overcome the obstacle. Cut and paste the table below into your report, insert additional rows as needed, and fill in the information. [1-2 pages]

<b>CURRENT STATE: (Problem)</b> Students insensitive to environmental issues	<b>FUTURE STATE: (Goal)</b> Students become good environmental agents
<b>(2) Forces For Change</b>	<b>(1) Forces Against Change</b>
Overcome #1 by ...	Obstacle #1: Students are apathetic
Overcome obstacle #2 by ...	Obstacle #2: (etc.)

6) **Implementation Experience and Results:** What was your experience implementing your plan. Who did what, when, where, and why? What unanticipated obstacles happened and what did you do about them? Tell stories about what actually happened. Look over your “Initial Action Plan Schedule” and discuss which deadlines and tasks were unrealistic and explain why they needed to be changed. What results did you accomplish? Provide actual data when appropriate. [1-2 pages]

7) **Newspaper Article:** Compose a 200 word newspaper article about your human issues project that the Edgewood College Public Relations office can send to your hometown newspaper (that’s about 5 short 3-sentence paragraphs). As a team, develop paragraphs 2 through 5 paragraphs summarizing, who, what, when, where, why, and outcome. Each team member must then compose a unique and catchy 2 to 3 sentence introductory paragraph that mentions your name, high school graduated from, and hometown. Our Public Relations office will then send these articles to your hometown newspaper for publication consideration. [1 page per team member]

8) **Appendix A – Task Activity Time Log:** Dated diary documenting what each team member did on each work day using the table below. End with summary of how much time each team member put into the project.

<b>Date</b>	<b>Task Activity</b> (short one sentence description stating who did what on which date; longer detailed activity explanations should appear in text under action plan or implementation experience)	<b>Person (People) Doing Task</b>	<b>Amount of time to do task</b>
1/1/08	Developed Action Plan and Lewin Chart	Kim, Chris	75 minutes each
1/8/08	Created flyers and internet research	Kim, Chris	75 minutes each
<b>End of Project Summary of Amount of Time Per Student:</b>		<b>Kim</b>	11 hours, 30 minutes
		<b>Chris</b>	12 hours, 15 minutes

9) **Appendix B – Lessons Learned:** Summary of each person’s primary lessons learned as a result of doing this team project, including lessons learned about project management and yourself. What would you do differently if you had to start this project again? [1 page per team member]

10) **Appendix C – Other Information:** Any other relevant information associated with the project, such as a copy of survey or flyer. Explain why the information is relevant.

<b>HUMAN ISSUES PROJECT GRADING RUBRIC</b>	Unacceptable: C-F	Good: B; Nice effort but needs a major change	Very Good: AB; Needs a minor change	Superior: A; No change
<b>Class Presentation:</b> Informative, Interesting, Within Time Constraints, All Members Involved [10%]	0-4 points	8 points	9 points	10 points
<b>Report Appearance and Writing Quality:</b> Format, Neatness, Grammar [10%]	0-4 points	8 points	9 points	10 points
<b>Executive Summary and Action Plan:</b> Thorough and Logical [30%]	0-12 points	24 points	27 points	30 points
<b>Implementation Experience and Results:</b> Thorough and Reasonable; Data supporting your statements [20%]	0-8 points	16 points	18 points	20 points
<b>Newspaper Article:</b> Thorough and Appropriate [10%]	0-4 points	8 points	9 points	10 points
<b>Task Activity Team Log (Appendix A):</b> Thorough and understandable [10%]	0-4 points	8 points	9 points	10 points
<b>Personal Reflections (Appendix B):</b> Thorough and Appropriate [10%]	0-4 points	8 points	9 points	10 points

**Professor Denis Collins' Grade Summary.**

**Excellent [A], 95-100 points: Could hand in report to the boss. Very Good [AB], 85-94 points: Need to make a few minor changes before giving to boss.**

**Good [B], 72-84 points: Need to make a few major changes before giving to boss. Unacceptable [C-F], Below 72 points: Need to start over again.**

## ASSESSMENT OF SELF AND TEAM MEMBERS

The team project is worth **200 points** – **70 points** for your performance during team meetings and **130 points** for the quality of the final product.

### Team Meeting Performance Evaluation

You must meet as a team during **7 class periods** to work on your team project. Each working session is worth **10 points**. After each team meeting please Xerox this page, insert the points representing each team member's effort for the work session, have each person in attendance sign the sheet, and then give it to me at my office [LLL 28] or slide it under my door. Please be honest in your assessments.

<b>CLASS:</b>		<b>DATE:</b>		
<b>TEAM MEMBERS</b>	<i>Name</i>	<i>Name</i>	<i>Name</i>	<i>Name</i>
1) Work session preparation: Fulfilled expected work tasks due – Point Scale: 0 (none), 1 (little), 2 (half), 3 (a lot), or 4 (all)				
2) Work session attendance – Point Scale: 0 (missed it), 1 (some); 2 (most), 3 (attended all of it)				
3) Was a constructive participant during work session – Point Scale: 0 (no), 1 (a little), 2 (most of the time), 3 (all the time)				
<b>TOTAL POINTS EARNED BY EACH TEAM MEMBER</b>				

What did team members do during the 75 minutes set aside to work on the project?

What will team members do before the next team meeting?

What will team members do during the next 75 minutes set aside to work on the project?

## PEER EVALUATION FORM

Your Name: \_\_\_\_\_

Please evaluate yourself and each group member in a fair and accurate manner. Your ratings will be kept *anonymous*. Take your time and provide a useful and complete evaluation.

**1. Point Allocation** – below, rate yourself and your team members using a zero to four point scale (4 = superior, 3 = adequate, 2 = average, 1 = poor, and 0 = no contribution).

<b><u>Team Member Names</u></b> <b>(Include Yourself):</b>				
<i>Organizational Ability</i>				
<i>Cooperativeness</i>				
<i>Originality or Creativity of Ideas Contributed</i>				
<i>Functional Contribution— Analysis &amp; Recommendations</i>				
<i>Dependability</i>				
<i>Quantity of Work Contributed</i>				
<i>Quality of Work Contributed</i>				
<b>TOTAL POINTS</b>				

**2. Percent Allocation** – below, rate yourself and your team members using the following 80% to 120% scale:

**120%:** This team member performed **a lot more** than everyone else

**100%:** This team member performed **the same** as everyone else

**80% (or less):** This team member performed **a lot less** than everyone else

<b>Your and Team Member Names</b>	<b>120%, 100% or 80% using scale above</b>

**PLEASE PROVIDE COMMENTS ON BACK EXPLAINING YOUR EVALUATION**

<b>Five Ethical Theories</b>
<p><b>EGOISM:</b> How does the action relate to me? If the action furthers my interests, then it is right. If it conflicts with my interests, then it is wrong.</p>
<p><b>SOCIAL GROUP RELATIVISM:</b> How does the action relate to my social group (peers, friends, etc.)? If the action conforms with the social group's norms, then it is right. If it is contrary to the social group's norms, then it is wrong.</p>
<p><b>CULTURAL RELATIVISM:</b> How does the action relate to the national culture, particularly its laws? If the action conforms with the law, then it is right. If it is contrary to the law, then it is wrong.</p>
<p><b>UTILITARIANISM:</b> How does the action relate to everyone who is affected by it? If the action is beneficial to the greatest number of people affected by it, then it is right. If it is detrimental to the greatest number, then it is wrong.</p>
<p><b>DEONTOLOGY:</b> How does the action relate to my duty to become an ideal human being who treats others in the way that I would want to be treated? Does it treat <u>every stakeholder</u> truthfully and with respect and integrity? If it does, then it is right. If it does not, then it is wrong.</p>

### Applying Ethical Theories to Decision Making\*

*Instructions:* Answer Questions 1 through 6 to gather the information necessary for performing an ethical analysis. Based on this information, develop a policy option that has the strongest ethical basis.

1. Who are all the people affected by the action (stakeholder analysis)?
  2. Is the action beneficial to me (egoism)?
  3. Is the action supported by my social group (social group relativism)?
  4. Is the action supported by national laws (cultural relativism)?
  5. Is the action for the greatest good of the greatest number of people affected by it (utilitarianism)?
  6. Are the motives behind the action based on truthfulness and respect/integrity toward each stakeholder (deontology)?
- *If answers to Questions 2 through 6 are all “yes,” then do it.*
  - *If answers to Questions 2 through 6 are all “no,” then do not do it.*
  - *If answers to Questions 2 through 6 are mixed, then modify your decision.*
    - *If answers to Questions 5 and 6 are “yes,” this action is the *most* ethical. You may need to modify this decision in consideration of any “no” answer to Questions 2 through 4.*
    - *If answers to Questions 5 and 6 are “no,” this action is the *least* ethical. Modify this decision in consideration of these objections.*
    - *If answers to Questions 5 and 6 are mixed, this action is *moderately* ethical. Modify this decision in considerations of objections raised by Questions 5 or 6. You may need to further modify this decision in consideration of any “no” answer to Questions 2 through 4.*

Denis Collins (2006) *Behaving Badly: Ethical Lessons from Enron*, Indianapolis, IN: Dog Ear Publishing, <http://business.edgewood.edu/behavingbadly>

## 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 you or someone else cried out to your heart/mind and led you to demand justice. You might have said: “That’s not right/fair and I’m going to do something about it!” You could have been responding to something you experienced or observed, something a friend told you, or a talk or news story. 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 and your journal entries. Based on all this information about yourself, did you tend to be an egoist, social group relativist, cultural relativist, utilitarian, or deontologist. Explain your answer and discuss if you think the rest of society has the same ethics you have.

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

- (1) What is your purpose, or are your purposes, in life?
- (2) How will you fulfill this purpose through your work, career, and family?

## KEEPING TRACK OF POINTS EARNED – BUS 465

Non-Quiz Class Attendance			Homework			Readiness Quizzes		
<i>Class #</i>	<i>Value</i>	<i>Earned</i>	<i>Class #</i>	<i>Value</i>	<i>Earned</i>	<i>Class: Ch.</i>	<i>Value</i>	<i>Earned</i>
2	5		2A	4		C11: 1&2	30	
3	5		2B	4		C13: 3	30	
4	5		2C	4		C15: 10	30	
5	5		3A	4		C17: 4&5	30	
6	5		3B	4		C19: 6&7	30	
7	5		4A	4		C29: 8&9	30	
9	5		4B	4		<b>Total</b>	<i>180</i>	
21	5		5	4				
22	5		6A	4				
23	5		6B	4				
24	5		6C	4				
25	5		7	4				
26	5		9	4				
27	5		11	4		<b>Weekly Journaling</b>		
28	5		12	4			<i>Value</i>	<i>Earned</i>
30	5		13	4		#1	10	
<b>Total</b>	<i>80</i>		14	4		#2	10	
			15	4		#3	10	
			18	4		<b>Total</b>	<i>30</i>	
			20	4				
			22	4				
			25	4				
			29	2				
			<b>Total</b>	<i>90</i>				
<b>Human Issues Team Meetings</b>			<b>Extra Credit</b>					
<i>Class #</i>	<i>Value</i>	<i>Earned</i>		<i>Value</i>	<i>Earned</i>			
8	10		#1	10				
10	10		#2	10				
12	10		<b>Total</b>	<i>20</i>			<i>Value</i>	<i>Earned</i>
14	10		<b>Human Issues Paper</b>				<i>120</i>	
16	10		<b>Critical Incident Presentation</b>				<i>25</i>	
17	10		<b>Community Meal Program Essay</b>				<i>70</i>	
19	10		<b>Purposes in Life Essay</b>				<i>40</i>	
<b>Total</b>	<i>70</i>		<b>Verbal Class Participation</b>				<i>100</i>	
			<b>Final Exam</b>				<i>195</i>	

**SOCIAL RESPONSIBILITY IN BUSINESS, BUS 465/HI 404; Tues. and Thurs. 11:30-12:45 p.m. – SPRING 2008**

#	Date	Assignment
1	1/22	<p><b>REAL-LIFE ETHICS, VALUES. Purchase:</b></p> <ol style="list-style-type: none"> <li>1. O.C. Ferrell, John Fraedrich &amp; Linda Ferrell, 2005, <i>Business Ethics: Ethical Decision Making and Cases</i>, Sixth Edition, New York: Houghton Mifflin Company. ISBN 0-618-39573-3. In Bookstore.</li> <li>2. William McDonough &amp; Michael Braungart, 2002, <i>Cradle to Cradle: Remaking the Way We Make Things</i>, New York: North Point Press. ISBN# 0-86547-587-3. In Bookstore.</li> <li>3. Denis Collins (2006) <i>Behaving Badly: Ethical Lessons from Enron</i>. Indianapolis: IN: Dog Ear Publishing, ISBN 1-59858-160-0. In Bookstore.</li> </ol>
2	1/24	<p><b>PERSONALLY EXPERIENCED OR OBSERVED ETHICAL DILEMMAS.</b></p> <p><b><u>Read</u></b> the syllabus.</p> <p><b><u>Handout: Ecological Footprint and Personal Environmental Performance surveys.</u></b></p> <p><b>HOMEWORK DUE (A):</b> Write one short paragraph describing an incident at work (a part-time job or student organization) that represented an ethical dilemma, something that troubled your conscience. We will discuss these in class, so use fictitious names to describe who did what, when, where, and why? How did you feel about it? Use the “<b>Applying Ethical Theories to Decision Making</b>” six question framework that appear in this syllabus to derive a moral conclusion to the dilemma.</p> <p><b>HOMEWORK DUE (B):</b> Write one short paragraph describing an incident at work (a part-time job or student organization) that was either (1) contrary to the firm’s interest, (2) contrary to industry standards, (3) contrary to national laws, (4) not to the greatest good of the greatest number affected by it, or (5) disrespectful toward other human beings. We will discuss these in class, so use fictitious names to describe who did what, when, where, and why? How did you feel about it? Use the “<b>Applying Ethical Theories to Decision Making</b>” six question framework in this syllabus to derive a moral conclusion to the dilemma.</p> <p><b>HOMEWORK DUE (C):</b> <u>Create a computer journal file.</u> On the first page, write the 5 values of a good society the class agreed on. Next, write down an inspiring quote that you find meaningful and explain why it is. Print a copy of the quote and explanation and submit it as your homework.</p>

3	1/29	<p>ENERGY PROBLEMS, ECOLOGICAL FOOTPRINT AND THE NATURAL STEP</p> <p><b><u>Handout: List of Eco-Projects,</u></b></p> <p><b>HOMEWORK DUE (A):</b> Complete the Carbon Footprint calculator at <a href="http://www.safeclimate.net/calculator/">www.safeclimate.net/calculator/</a> and the “Environmental Performance Surveys.” Summarize your survey scores and discuss how you did in comparison to the “average” score listed. Were you surprised by the results?</p> <p><b>HOMEWORK DUE (B):</b> Read McDonough &amp; Braungart, <i>Cradle to Cradle</i>, “Introduction: This Book is Not a Tree,” pp. 3-16. Write one paragraph about something in the chapter that you found interesting.</p>
4	1/31	<p>A SENSE OF PLACE: EDGEWOOD COLLEGE</p> <ul style="list-style-type: none"> <li>• Tim Andrews, Landscape and Grounds Coordinator, Edgewood College</li> <li>• Memorial Ceremony for Tyler Buralow</li> </ul> <p><b>HOMEWORK DUE (A):</b> List your top three project choices, one of which you will be assigned. If there are any unique considerations (such as you live in that residence hall), then write that down, otherwise I will not know. If it doesn’t matter to you which project you are assigned, then write that.</p> <p><b>HOMEWORK DUE (B):</b> Read McDonough &amp; Braungart, <i>Cradle to Cradle</i>, “Chapter 1: A Question of Design,” pp. 17-44. Write one paragraph about something in the chapter that you found interesting.</p>
5	2/5	<p>CONDUCTING AN ENVIRONMENTAL AUDIT</p> <p><b>HOMEWORK DUE:</b> Read McDonough &amp; Braungart, <i>Cradle to Cradle</i>, “Chapter 2: Why Being Less Bad Is No Good,” pp. 45-67. Write one paragraph about something in the chapter that you found interesting.</p> <p><b>Handout: Myers-Briggs Survey.</b></p>
6	2/7	<p>ECO-OLYMPICS TEAM PROJECT ORGANIZING. <b><u>DO NOT miss this class because we are forming eco-teams. If you miss it you will receive one full-grade lower for team project grade.</u></b></p> <p><b>Read</b> the Tallories Declaration that expresses the sustainability views of some university presidents at: <a href="http://www.ulsf.org/programs_talloires_td.html">www.ulsf.org/programs_talloires_td.html</a></p> <p><b>HOMEWORK DUE (A):</b> Complete “Team Role Survey” on page 14 of this syllabus. Xerox and submit for homework credit.</p> <p><b>HOMEWORK DUE (B):</b> Complete “Myers-Briggs Survey.” Xerox and submit for homework credit.</p> <p><b>HOMEWORK DUE (C):</b> Read McDonough &amp; Braungart, <i>Cradle to Cradle</i>, “Chapter 3: Eco-Effectiveness,” pp. 68-91. Write one paragraph about something in the chapter that you found interesting.</p>
7	2/12	<p>HUMAN ISSUES PROJECT MANAGEMENT.</p> <p><b>HOMEWORK DUE:</b> Read McDonough &amp; Braungart, <i>Cradle to Cradle</i>, “Chapter 4: Waste Equals Food,” pp. 92-117. Write one paragraph about something in the chapter that you found interesting.</p>

8	2/14 Team	HUMAN ISSUES PROJECT TEAM MEETING #1 Begin working with eco-team.
9	2/19	ETHICAL STYLES, MACHIAVELLI, AND ENRON #1 <b>Read</b> Collins, “A Moral Compass,” pp. 171-173 and “Real-Time Decision-Making,” “Corporate Raiders,” “Ken Lay,” and “Another White Knight Opportunity,” pp. 1-9. <b>HOMEWORK DUE [one paragraph in total]:</b> Use the 6 ethical framework questions that appear in Collins, <i>Behaving Badly</i> , pp. 172-173 to derive an answer to the “Decision Choice” in Collins, <i>Behaving Badly</i> , p. 8; what would you do if you were Ken Lay?
10	2/21 Team	HUMAN ISSUES PROJECT TEAM MEETING #2 <b>SUBMIT BEFORE/AT 11:30 IN MY OFFICE (LLL 28):</b> <b>JOURNALING SUBMISSION #1 – Four Entries from 1/29, 2/5, 2/12, 2/19</b>
11	2/26 Quiz	BUSINESS ETHICS OVERVIEW AND ISSUES, AND ENRON #2. <b>Read</b> Chapter 1 and Chapter 2. <b>Read</b> Collins, <i>Behaving Badly</i> , “Mark-to-Market Accounting,” pp. 26-29; <b>Skim</b> “Jeff Skilling” pp. 11-14 and “Andy Fastow” pp. 22-24 if you desire additional background information. <b>HOMEWORK DUE [one paragraph in total]:</b> Use the 6 ethical framework questions that appear in Collins, <i>Behaving Badly</i> , pp. 172-173 to derive an answer to the “Decision Choice” in Collins, <i>Behaving Badly</i> , p. 29; what would you do if you were Jeff Skilling?
12	2/28 Team	HUMAN ISSUES PROJECT TEAM MEETING #3 <b>HOMEWORK DUE:</b> Read McDonough & Braungart, <i>Cradle to Cradle</i> , “Chapter 5: Respect Diversity,” pp. 118-156. Write one paragraph about something in the chapter that you found interesting.
13	3/4 Quiz	CULTURAL RELATIVISM – U.S. LAWS, AND ENRON #3. <b>Read</b> Chapter 3. <b>Read</b> Collins, <i>Behaving Badly</i> , “Transferring Managerial Power,” pp. 45-47; <b>Skim</b> “Bailing Out Rebecca Mark” pp. 39-43 if you desire additional background information. <b>HOMEWORK DUE [one paragraph in total]:</b> Use the 6 ethical framework questions that appear in Collins, <i>Behaving Badly</i> , pp. 172-173 to derive an answer to the “Decision Choice” in Collins, <i>Behaving Badly</i> , p. 47; what would you do if you were Ken Lay?
14	3/6 Team	HUMAN ISSUES PROJECT TEAM MEETING #4 <b>TEAM MEETS WITH PROFESSOR FOR 10 MINUTES TO DISCUSS PROGRESS AND PLANS</b> <b>HOMEWORK DUE:</b> Read McDonough & Braungart, <i>Cradle to Cradle</i> , “Chapter 6: Putting Eco-Effectiveness into Practice,” pp. 157-186. Write one paragraph about something in the chapter that you found interesting.

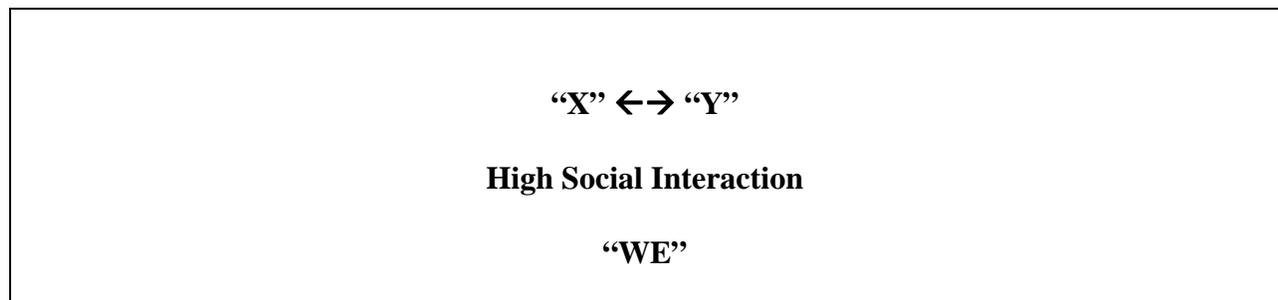
15	3/11 Quiz	<p>CULTURAL RELATIVISM IN A GLOBAL ECONOMY, AND ENRON #4.</p> <p><b>Read</b> Chapter 10.</p> <p><b>Read</b> Collins, <i>Behaving Badly</i>, “SPE Prepay Solutions” pp. 35-38 and “Entering California’s Electricity Market” pp. 48-51.</p> <p><b>HOMEWORK DUE [one paragraph in total]:</b> Use the 6 ethical framework questions that appear in Collins, <i>Behaving Badly</i>, pp. 172-173 to derive an answer to the “Decision Choice” in Collins, <i>Behaving Badly</i>, p. 51; what would you do if you were Michael Kopper?</p>
16	3/13 Team	<p>HUMAN ISSUES PROJECT TEAM MEETING #5</p> <p>Work on implementing your action plan</p> <p><b><u>SUBMIT BEFORE/AT 11:30 TO MY OFFICE IN LLL 28: “PURPOSES IN LIFE” ESSAY</u></b></p>
	3/18 & 3/20	<b>SPRING BREAK... HORRAY!!!</b>
17	3/25 Team	<p>HUMAN ISSUES PROJECT TEAM MEETING #6</p> <p>Work on implementing your action</p>
18	3/27 Quiz	<p>ETHICAL DECISION MAKING FACTORS AND MORAL DEVELOPMENT, AND ENRON #5.</p> <p><b>Read</b> Chapter 4 and Chapter 5.</p> <p><b>Read</b> Collins, <i>Behaving Badly</i>, “Checks and Balances” and “Conquering Checks and Balances,” pp. 54-59.</p> <p><b>HOMEWORK DUE [one paragraph in total]:</b> Use the 6 ethical framework questions that appear in Collins, <i>Behaving Badly</i>, pp. 172-173 to derive an answer to the “Decision Choice” in Collins, <i>Behaving Badly</i>, p. 59; what would you do if you were David Duncan?</p> <p><b><u>JOURNALING SUBMISSION #2 – Four Entries from 2/26, 3/4, 3/11, 3/25</u></b></p>
19	4/1 Team	<p>HUMAN ISSUES PROJECT TEAM MEETING #7</p> <p>Work on writing paper</p>
20	4/3 Quiz	<p>CORPORATE CULTURE, RELATIONSHIPS, AND CONFLICTS, AND ENRON #6.</p> <p><b>Read</b> Chapter 6 and Chapter 7.</p> <p><b>Read</b> Collins, <i>Behaving Badly</i>, “Lay Learns about Fastow’s Raptors,” “<i>Wall Street Journal</i> Investigation,” and “Preparing to Meet with Lay about Fastow’s Raptors” pp. 119-125.</p> <p><b>HOMEWORK DUE [one paragraph in total]:</b> Use the 6 ethical framework questions that appear in Collins, <i>Behaving Badly</i>, pp. 172-173 to derive an answer to the “Decision Choice” in Collins, <i>Behaving Badly</i>, p. 124; what would you do if you were Sherron Watkins?</p>
21	4/8	<p>COMMUNITY SERVICE GUEST SPEAKER</p> <ul style="list-style-type: none"> <li>• Greg Coddington, Covance – “Corporate Community Service in Rwanda”</li> <li>• Rob Waterman, Edward Jones – Local Community Service</li> </ul>

22	4/10	<p>[Last 15 minutes for Team Project]</p> <p>HUMAN ISSUE – HOLOCAUST, Leon Uris’ novel <i>Exodus</i> – the names are fictitious but the historical events are true.</p> <p><u>Female</u> students read Karen Clement’s family testimony pages 62-89;  <u>Male</u> students read Dov Landau’s family testimony pages 117-148, both are based on real life family experiences.</p> <p><b>HOMEWORK DUE:</b> One page, single spaced, response to the following two questions: (1) What is your most vivid memory about what you read? (2) What question about the reading do you want classmates or the professor to address? (answer your own question) [Note: National Holocaust Day is May 2]</p>
23	4/15	<p><b>HUMAN ISSUES PRESENTATION – PAPERS DUE</b></p> <p><b>Note:</b> In addition to submitting a hard copy of your paper you must email me an electronic version that can be added to the Environmental Studies’ website for campus ecological projects.</p>
24	4/17	<p>EARTH WEEK ECO-HEROINES, GUEST SPEAKERS [Note: Earth Day is April 22]:</p> <ul style="list-style-type: none"> <li>• Sonya Newenhouse (Community Car and other eco-businesses)</li> <li>• Carla Wright (Wisconsin Department of Natural Resources)</li> <li>• Beth Tryon (Edgewood College Human Issues Office)</li> </ul>
25	4/22	<p><b>RETURN HUMAN ISSUES PAPERS</b></p> <p>ENRON #8: SENTENCING – YOU BE THE JUDGE!</p> <p><b>Read</b> Collins, <i>Behaving Badly</i>, “Determining Punishments” pp. 162-165;  <b>Skim</b> “Bankrupt” and “Wait for a Phone Call” pp. 155-162 if you desire additional background information.</p> <p><b>HOMEWORK DUE [one paragraph in total]:</b> Use the 6 ethical framework questions that appear in Collins, <i>Behaving Badly</i>, pp. 172-173 to derive an answer to the “Decision Choice” in Collins, <i>Behaving Badly</i>, p. 164; what would you do if you were the federal judge?</p>
26	4/24 <b>DER 322</b>	<p>CRITICAL INCIDENT GROUP FACILITATION PREPARATION</p> <p><b><u>DO NOT miss this class. If you miss this class you will receive an “F” for this graded assignment.</u></b></p>
27	4/29	<p>CRITICAL INCIDENT GROUP FACILITATIONS</p> <p><b><u>JOURNALING SUBMISSION #3 – Four Entries from 4/1, 4/8, 4/15, 4/22</u></b></p>
28	5/1	<p>POVERTY IN MADISON</p> <p><b>FREE MEAL/HOMELESS SHELTER ESSAY DUE</b></p>

29	5/6 Quiz	<p>DEVELOPING AND AUDITING EFFECTIVE ETHICS PROGRAMS, AND ENRON #7.</p> <p><b>Read</b> Chapter 8 and Chapter 9.</p> <p><b>Read</b> Collins, <i>Behaving Badly</i>, “Preparing to Announce Third Quarter Results” pp. 132-134;</p> <p><b>Skim</b> “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.</p> <p><b>HOMEWORK DUE [one paragraph in total]:</b> Use the 6 ethical framework questions that appear in Collins, <i>Behaving Badly</i>, pp. 172-173 to derive an answer to the “Decision Choice” in Collins, <i>Behaving Badly</i>, p. 134; what would you do if you were Ken Lay?</p>
30	5/8	REVIEW FOR THE FINAL
	5/13 11:30	<b>FINAL EXAM</b> , short-answer essays.

BRIDGING THE COMMUNICATION GAPS  
BETWEEN SOVERIGNS AND SUBJECTS

<b>SOVEREIGN “X” (Rule Maker)</b>	<b>→ Force</b>	<b>SUBJECT “Y” (Dependent on)</b>
Government		Citizens
Society		Individuals
Elites		Masses
Wealthy		Poor
Educated		Uneducated
Managers		Nonmanagement
Faculty		Students
Administration		Faculty/Students
THEM		US
US		THEM



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**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 150.

**Other Writing Responsibilities:** Columnist for *Madison Magazine* on socially responsible practices.

**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

**Editorial Board:**

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