

Millions of people have died so that you may be free. What are you doing with your freedom?
 Denis Collins

ETHICAL BUSINESS PRACTICES IN MADISON

BUS 310 & HI 404 Section 3

Professor Denis Collins

Edgewood College

2008 Spring Semester

Tuesday and Thursday, 2:30-3:45 p.m.

Location: PRD 118

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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 educates students for meaningful personal and professional lives of ethical leadership, service, and a lifelong search for truth.*

Required Textbook and Materials

- 1) Bill Clinton, 2007, *Giving: How Each of Us Can Change the World*, Alfred A. Knopf: New York, ISBN#: 978-0-307-26674-3. [On Library Reserve – 2 Hours]
- 2) Philip Roth, 2006/2007, *Everyman* (a novel), Vintage Books: New York, ISBN-10: 0307277712; ISBN-13: 978-0307277718 [On Library Reserve – 2 Hours]

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

- (1) Perform independent research
- (2) Conduct personal interviews
- (3) Describe how Madison-area businesses respond to community needs
- (4) Present the experience and views of change agents
- (5) Constructively work as a member of a team

COURSE SYLLABUS

Teaching Philosophy: My primary goal as 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 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: Businesses play an important role in Madison's annual ranking as one of the best cities in the nation to live and work. This interdisciplinary course **will research** the social and ethical performance of Madison-area businesses through telephone interviews, archival research, personal interviews, and other relevant research methods.

Students will serve as a committee recommending finalists to a panel of judges consisting of community leaders for the 2007 Good Samaritan Award. The award will be given to several businesses for exemplary service beyond the call of duty in the area of **aiding the elderly through employment, volunteerism, or philanthropy**.

The Good Samaritan Award is sponsored by the Samaritan Counseling Center (www.samaritancounselingcenterwi.org), an ecumenical group of Madison area clergy and laypersons who seek to help people's lives be transformed through quality, faith-based, interdisciplinary counseling and educational services. Licensed professionals provide these services in a caring environment, affirming the dignity and faith of all serviced. The Samaritan Counseling Center of Southern Wisconsin, a not-for-profit charitable organization, opened in 1993 and was accredited by Lutheran Services in America in 2001. It is affiliated with the National Samaritan Institute, which has 500 offices in 33 states and in Japan.

This is **an active-learning course**. You will primarily learn by conducting research and engaging in learning opportunities with your classmates. There will be very little professorial lecturing, although we will have several guest speakers. 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

Attendance	16% (160 points)
Verbal Participation	10% (100 points)
Homework	11% (110 points)
Good Samaritan Presentation and Handout	20% (200 points)
Good Samaritan Magazine Article	20% (200 points)
Socially Responsible Business Presentation	8% (80 points)
Community Meal Program Essay	10% (100 points)
Purposes in Life Essay	5% (50 points)
Potential Extra Credit	1% (10 points)

Total Points: 1,010

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 except where noted is expected. There are no excused absences except to participate in a pre-approved collegiate sporting event.

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 (5 out of 27 class meeting sessions—does not include 2 days for interviews and the dinner), 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, **6 attendance points** will be assigned to each class meeting for a **total of 160 points (16% of your grade).**

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. Let me know if you have an arrival time problem due to your work schedule. **Also, you must become more assertive, even if you think you are already assertive, to fully experience all that life has to offer.**

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 11 homework assignments. “**Homework Due**” in the course calendar means you must **type your answers (one page 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 **10 points, for a total of 110 points (11% 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 two points will be deducted.** The following grade scale will be used:

- 10 points: Given to the 15-30% most thorough analyses
- 9 points: Given to the 40-70% moderately done analyses
- 8 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 day it is late. **Do not email me late assignments.** I teach about 100 students every semester. If I print one late assignment I should be willing to print everyone’s late assignment. But I can’t. Therefore, please put late assignments in my campus mailbox or submit the following class.

Good Samaritan Nominee Handout and Presentation: An objective of the Human Issues Study program is to apply intellectual knowledge to a unique project that has social benefits. Each student or team will research a particular business’ contribution to the **elderly community**, interview a key contact, and rank order the nominees for award consideration. Each student will then develop a one-page Good Samaritan Nominee handout to distribute to all the judges and make a **five minute** presentation about the company to the official judges.

All the nominees are deserving of an award, but we want to differentiate the very top tier from the praiseworthy efforts of all the nominees. We will apply four flexible judging criteria to rank order the nominees:

- Number of clients impact: One versus Many
- Number of people in business participating: One versus Many
- Activity Regularity: One time Only versus Long-Term Commitment
- Issue being addressed: Tangential Issue versus Core Issue

So the **ideal winner** is a business engaged in an activity that (1) impacts many elderly people, (2) many people in the business are involved, (3) happens on a regular basis, **and** (4) addresses a very core issue of high concern to the elderly community. We are unlikely to find an ideal

winner, and that's why judging will be a challenge. A list of previous Good Samaritan Winners appear later in the syllabus.

The Samaritan Awards Dinner will be held Thursday evening, April 24, at Monona Terrace. We will not have class that day. Instead, several students will be randomly selected to attend the dinner. Approximately 100 to 200 community people will be attending the dinner.

A rubric for evaluating the handout and presentation appears later in the syllabus. The Good Samaritan Nominee Handout and Presentation is worth **200 points (20% of your grade)**.

Good Samaritan Magazine Article: We need to educate the Madison community about the socially responsible activities of our Good Samaritan Award nominees, not only for the purposes of praising the good, but in the hopes of inspiring other businesses to do likewise. Each student or team must compose an 800 to 1,000 word (3 to 4 double-spaced pages) magazine article about the company's Good Samaritan activities. The article needs to be interesting and jazzy, yet factual. It should include quotes from key participants and consist of short paragraphs. You must also take a photograph of the person interviewed with some company identification in the background. Examples of such articles will be provided in class.

A rubric for evaluating the magazine article appears later in the syllabus. The Good Samaritan Magazine Article is worth **200 points (20% of your grade)**.

Socially Responsible Business Presentation: Student teams will read and present an assigned chapter from former President Bill Clinton's *Giving: How Each of Us Can Change the World*, 2007. Each chapter is about different ways people can give-back to the community. The team will have **twenty minutes** of class time to educate everyone else about the contents of the chapter and facilitate a discussion around something team members found interesting.

The presentation will be evaluated according to three criteria:

- 1) **Content:** Exhibits thorough understanding of the reading
- 2) **Style:** Confidence, poise, eye contact, enthusiasm, material not just read
- 3) **Audience Interaction:** Engaged the audience in the discussion

A rubric for evaluating the presentation appears later in the syllabus. The Socially Responsible Business Presentation is worth **80 points (8% of your grade)**.

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.

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 **an eight to twelve 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.

The “Purposes in Life” essay is worth **50 points (50% of your grade)**. The following grade scale will be used:

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

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

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

Extra Credit Possibilities: You can earn up to **10 points** for an extra credit assignment (**1% of your grade**). Extra credit submissions have enabled students to earn a higher grade. You may hand the essay in any time during the semester.

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-spaced between paragraphs**, answering the following: What did you watch? What issues were explored? What did you think about the way 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**.

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.

Other Administrative Details:

- **Do not wait** until the end of the semester to see us regarding problems with the course material or your performance. Your performance in this class is important to us.

- 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.

**GOOD SAMARITAN NOMINEE
ONE-PAGE HANDOUT FORMAT**

Business’ Name, Address, Key Contact, Phone Number, Email

Background Information about Business: One paragraph, single space – When was it founded, what does it make or what service does it offer, how many employees does it have, etc.

Highlight Summary Chart: Fill in the chart below, highlighting ways the business goes beyond the call of duty for autism.

Business’ Name
<ul style="list-style-type: none"> • Highlight Item [i.e., proactively employs people with autism] • Highlight Item [i.e., donated \$X or services to autism groups] • Highlight Item [i.e., employees volunteer to do XYZ for autism organizations] • Etc.

Story: One paragraph, single space – Tell an interesting story about the company’s involvement in autism that provides a human feeling for one of the highlight items above.

[NOTE, 4 FLEXIBLE JUDGING CRITERIA ARE:

- Number of clients impact: One versus Many
- Number of people in business participating: One versus Many
- Activity Regularity: One time Only versus Long-Term Commitment
- Issue being addressed: Tangential Issue versus Core Issue

So the **ideal winner** is a business engaged in an activity that (1) impacts many autistic people, (2) many people in the business are involved, (3) happens on a regular basis, **and** (4) addresses a very core issue of high concern to the autistic community. We are unlikely to find an ideal winner, and that’s why judging will be a challenge.]

**PREVIOUS GOOD SAMARITAN AWARD
BUSINESS WINNERS**

2007 Good Samaritan Business Award Winners: Autism

Winners: Willy Street Coop, Star Cinema, Culver's of Verona, Fitzgerald's Restaurant, Pump It Up.

Finalists: Gymfinity Gymnasites, Kittelson Swim School, Swim West, C's Specialty Foods, Home Security of America

2006 Good Samaritan Business Award Winners: People with Disabilities

Winners: Taste of Asia, Manna Café & Bakery, Keva Sports Center

Finalists: HyCite of Middleton, Pinnacle Pharmacy, University of Wisconsin-Madison Athletics Food & Beverage

2005 Good Samaritan Business Award Winners: At-Risk Children

Winners: Vogel Brothers, Culver's of McFarland

See http://business.edgewood.edu/dcollins/csr_firms.htm for additional information about the winners.

HUMAN ISSUES PRESENTATION AND HANDOUT RUBRIC	Unacceptable: C-F	Good: B; Nice effort but needs a major change	Very Good: AB; Needs a minor change	Superior: A
Class Presentation: Informative, Interesting, and within Time Constraints [30%]	0-18 points	24 points	27 points	30 points
Business Information: Contact and Background Information [10%]	0-6 points	8 points	9 points	10 points
Highlight Summary Chart: Inclusive and Appropriate [20%]	0-12 points	16 points	18 points	20 points
Picture of Firm or Activity. Clear enough to reproduce in promotion materials. [10%]	0-6 points	8 points	9 points	10 points
Story: Interesting and Appropriate [30%]	0-18 points	24 points	27 points	30 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.

MAGAZINE ARTICLE ABOUT GOOD SAMARITAN RUBRIC	Unacceptable: C-F	Good: B; Nice effort but needs a major change	Very Good: AB; Needs a minor change	Superior: A
Grammar: Appropriate nouns, verbs, and punctuation [30%]	0-18 points	24 points	27 points	30 points
Length: 3-4 typed double-spaced pages, short paragraphs [10%]	0-6 points	8 points	9 points	10 points
Style: Interesting and jazzy [30%]	0-18 points	24 points	27 points	30 points
Company Info: Contains facts about firm and activity, and quotes from key person or people [30%]	0-18 points	24 points	27 points	30 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.

GIVING PRESENTATION RUBRIC	Unacceptable: C-F	Good: B; Nice effort but needs a major change	Very Good: AB; Needs a minor change	Superior: A
Presentation Content: Thorough understanding of the chapter [30%]	0-18 points	24 points	27 points	30 points
Presentation Style: Confident, poised, eye contact with audience, enthusiastic [30%]	0-18 points	24 points	27 points	30 points
Audience Interaction: Creatively involved the audience in the presentation – didn't just lecture the audience [40%]	0-24 points	32 points	36 points	40 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.

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, (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 businesses and individuals going beyond the call of duty and other social issues. Reflect on your feelings about these activities and your journal entries. 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?

KEEPING TRACK OF POINTS EARNED – BUS 310

Class Attendance						Extra Credits		
<i>Class #</i>	<i>Value</i>	<i>Earned</i>					<i>Value</i>	<i>Earned</i>
2	6						10	
3	6							
4	6							
5	6							
6	6						<i>Value</i>	<i>Earned</i>
7	6		Verbal Participation				100	
8	6		Good Samaritan Presentation & HO				200	
9	6		Good Samaritan Magazine Article				200	
10	6		Socially Responsible Business Pres.				80	
13	6		Community Meal Program				100	
14	6		Purpose in Life Essay				50	
15	6		Homework					
16	6							
17	6		<i>Class #</i>	<i>Value</i>	<i>Earned</i>			
18	6		4	10				
19	6		5	10				
20	6		8	10				
21	6		11	10				
22	6		13	10				
23	6		14	10				
24	6		20	10				
25	6		22	10				
26	6		23	10				
27	6		29	10				
28	6		30	10				
29	6		Total	110				
30	6							
Total	162							

ETHICAL BUSINESS PRACTICES IN MADISON, BUS 310/HI 404, Tuesday and Thursday 2:30-3:45 p.m. – SPRING 2008

#	Date	Assignment
1	1/22	INTRODUCTION: Community Building, Syllabus, Previous Awards, Criteria, Questions for Samaritan Counseling Center
2	1/24	GOOD SAMARITAN AWARD AND ELDERLY ISSUES, GUEST SPEAKERS: <ul style="list-style-type: none"> • Dan Feaster, Samaritan Counseling Center • Jacque Schutz, Samaritan Counseling Center • Professor Colleen Gullickson, School of Nursing, Edgewood College
3	1/29	DOCUMENTARY VIDEO: Growing Old
4	1/31	TEAM BUILDING: Learn About Yourself and Others, Business Assignment Homework Due: Complete Myers-Briggs Survey. In one paragraph, note what your Myers-Briggs 4 Letters are (I'm INFJ) and why you agree or disagree with this categorization. DO NOT MISS THIS CLASS. IF YOU DO, YOU WILL EARN ONE GRADE LOWER FOR THE SEMESTER
5	2/5 LIB LAB, 1 st Floor behind Tech. Desk	INTERVIEW REQUEST LETTER. We compose and mail letters to the company nominee requesting a personal interview. Homework Due: Write a one-page business letter requesting a personal interview with your nominee. Single-space, but skip lines between paragraphs. The letter should contain (1) the company address, (2) information about the class, (3) information about the Award process, (4) request to conduct interview Tuesday, February 19 or Thursday, February 21, and (5) your email address and phone number for them to contact to arrange the interview. The night before this class email this to me at dcollins@edgewood.edu, and yourself. We will modify these during class.
6	2/7	ELDERLY ISSUES, GUEST SPEAKERS: <ul style="list-style-type: none"> • Barb Thoni, Director, Dane County Human Services Area Agency on Aging • Tom Frazier, Executive Director, Coalition of Wisconsin Aging Groups • Gail Sumi, State Issues Advocacy Director, AARP Wisconsin • Donna McDowell, Director, Bureau of Aging and Disability Resources, Wisconsin Department of Health and Family Services
7	2/12 LIB LAB	INTERNET RESEARCH. During class time we will search the regional Lexis-Nexis database and the internet for background information about your assigned company.

8	2/14 LIB LAB	INTERVIEW QUESTIONS. During class time meet with team member at a computer and develop a list of questions you will ask your company during the personal interview. <u>Email me (dcollins@edgewood.edu) your well-written questions at the end of the class session.</u> Homework Due: On your own, develop a list of questions you would like to ask a company representative during your interview. [NOTE: You will share this list with your teammate during class and together come up with a final list of questions, which you will then email me.]
9	2/19	CONDUCT COMPANY INTERVIEW AND TAKE PHOTOGRAPH
10	2/21	CONDUCT COMPANY INTERVIEW/PHOTO OR WRITE UP NOTES
11	2/26	HANDOUT. In class, work with team to develop your one-page handouts.
12	2/28	PRESENTATION PREPARATION. In class, work with team to outline your presentation.
13	Mar. 4	NO CLASS – FOR COMMUNITY MEAL ACTIVITY Begin reading Philip Roth Novel
14	3/6	CHOOSING THE SAMARITAN AWARD WINNERS. We will rank the nominees for the judges from #1 [definitely deserves the award] to the end of the list [deserving of honorable mention but not the big award relative to the other nominees]. All nominees are winners, but only a few can receive the award. We will determine who those few should be. Homework Due: <u>1 copy per student in class</u> of your one-page handout describing your nominee to distribute to everyone.
15	3/11	PREPARE TEAM PRESENTATION FOR JUDGES. We will practice the team presentation. Assigned chapter from Bill Clinton’s “Giving.”
16	3/13	PRESENTATION. Students will make presentations to panel of judges BRING 10 COPIES of your one-page handout for judges.
	3/18 & 3/20	SPRING BREAK... HORRAY!!!
17	3/25 LIB LAB	Guest speaker on writing a magazine article
18	3/27 LIB LAB	1. MAGAZINE RESEARCH. In class, explore the internet to determine the best outlet, probably a trade magazine, for publishing an article about your Good Samaritan nominee
19	4/1	PURPOSE OF LIFE ESSAY DUE. We will discuss the purpose of life and Poverty issues
20	4/3	<i>Everyman</i> NOVEL by Philip Roth, pages 1-93, the first half of the book. Homework Due: 1) What did the main character do during his life that was admirable? 2) What mistakes did the main character make in his life? Why? 3) Pick any woman character (3 wives, daughter Nancy), what did they do right and wrong?

21	4/8 LIB LAB	2. MAGAZINE ARTICLE. In class, work with team on revising your article. Homework Due: Provide an outline for a magazine article about the company you researched.
22	4/10 LIB LAB	GIVING. Assignments for President Bill Clinton's latest book: <i>How Each of Us Can Change the World</i> . Homework Due: Summarize the introduction chapter and your assigned chapter.
23	4/15 LIB LAB	3. MAGAZINE ARTICLE. In class, work with team on revising your article.
24	4/17 LIB LAB	4. MAGAZINE ARTICLE. Read to class and revise.
25	4/22	GIVING PRESENTATION. Present assigned chapters to class
26	4/24	GOOD SAMARITAN AWARDS DINNER
27	4/29	5. LETTER TO MAGAZINE and mail.
28	5/1	MOVIE: [First 60 minutes]
29	5/6	MOVIE AND DISCUSSION: [Last 35 minutes] Homework Due: Write a paragraph about something in the first 60 minutes of the movie that you would like your classmates or I to discuss. What is the issue? What are your thoughts about the issue?
30	5/8	<i>Everyman</i> NOVEL by Philip Roth, pages 93-180, the second half of the book. Homework Due: 1) What did the main character do during his life that was admirable? 2) What mistakes did the main character make in his life? Why? 3) Pick any woman character (3 wives, daughter Nancy), what did they do right and wrong?

COURSE CONCEPT FLOWCHART

#	Date	No Worries	Samaritan Award	Other Assignments
1	1/22	Introduction		
2	1/24	Speakers		
3	1/29	Video		
4	1/31		Form Team	
5	2/5		Compose & Mail Letter	
6	2/7	Speakers		
7	2/12		Library Research	
8	2/14		Develop Questions	
9	2/19		Interview Firm	
10	2/21		Interview Firm	
11	2/26		Develop Handout	
12	2/28		Presentation Preparation	
13	3/4			Begin Reading Roth Novel
14	3/6		Rank Order Nominees	
15	3/11		Practice Presentation	<i>Giving</i> Chapter Assigned
16	3/13		Presentation for Judges	
	3/18 & 20	Spring Break		
17	3/25	Guest Speaker		
18	3/27		Magazine Research	
19	4/1			Purpose in Life Due
20	4/3			First Half Novel Due
21	4/8		Article Draft	
22	4/10			<i>Giving</i> Assignment Due
23	4/15		Article Revision	
24	4/17		Article Presentation	
25	4/22			<i>Giving</i> Presentation
26	4/24		Samaritan Award Dinner	
27	4/29		Article Letter and Mailed	
28	5/1	Movie		
29	5/6	Movie Discussion		
30	5/8			Second Half Novel Due

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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*