Department of Management Warrington College
University of Florida
BUL 6441 Business Ethics and Corporate Social Responsibility (section 05A2)
Spring 2018 Mod 3: Jan 8, 2018 – week of Feb 26, 2018

I. Locator Information:

Instructor: Dr. Michelle Darnell   Office hours:

Class Meets: MW periods 5-6   TBA

            (9:35 – 11:30 am), HGS 240   Office: STZ 219A

Online Resources: https://lss.at.ufl.edu/   Office Phone: 392-8138

    CANVAS site   Email address: michelle.darnell@ufl.edu

II. Course Description:

Catalog Description: Explores "Ethical issues managers face in business organizations."

Instructors Description: Business ethics often is described, at best, as a 'grey field' and, at worst, as absurd or an oxymoron. Furthermore, there is much confusion (among practitioners, academics, and members of society in general) about the relationship between business ethics and CSR. As such, this course is designed to help business students improve their critical understanding of the ethical dimension of business, social expectations placed on businesses, and the strategic role of engaging in responsible behavior. To help refine practical skills that are required to *successfully* navigate the business world (where success is defined by more than wealth building), students will work deliberately through theoretical material to develop analytical frameworks, and apply these frameworks – in groups and as individuals – to challenges that have been faced by other UF Alumni or members of the Gainesville community. Students will also learn how to research CSR efforts and ratings of companies for which they are interested in working.

III. Disabled Student Services: "Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation."

IV. Textbook: Readings are provided on Canvas

V. Student Learning Outcomes: Upon successful completion of this course, the student will be able to:
- Critically analyze business case studies with respect to their ethical dimensions
- Develop a value framework to guide ethical decision making
- Argue in favor of decisions made in business scenarios that involve tension between stakeholders
- Create action plans for strategically implementing responsible behavior

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last weeks of the module, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results. If at any time a student

wishes to file a formal complaint about the course, the following policy should be noted: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

VI. Class Format
The delivery of this course draws on case-study and team-based learning (TBL) methodologies. With respect to the "TBL" approach, student teams will be assigned on a principle of "resource wealth distribution" during the first class period. The teams will be created based on student experiences with previous courses in ethics and business, employment, leadership, and international travel/residence, and specializations in business. Research on Team-based learning shows that students in TBL courses actively focus on making decisions, that problem-solving improves, and that students gain a more in-depth understanding of the course concepts and are more likely to continue learning about the course topics beyond the course.

TBL is dependent on a sequence of 3 distinct phases: (1) Preparation, (2) Readiness Assurance, and (3) Application. Phase 1 requires students to complete assigned readings at home, and work to achieve a basic understanding of that material. We will deviate slightly from the official TBL methodology with respect to phase 2, relying on a case-study methodology to confirm individual readiness and collaboratively develop a more critical understanding of the assigned readings. In the case study approach, students typically read a narrative about a situation or topic, and then strategic Q and A in the course discussion is used to raise student critical awareness. In our class, we will read material on a particular topic and students will be expected to answer questions when called upon (and 'cold calling' will occur), ultimately revealing more sophisticated concepts, assumptions, and implications associated with the assigned readings. This will hold students individually accountable for keeping up with the required readings. Phase 3 of the TBL approach requires students to collaborate on projects that require application of the theoretical material presented in assigned readings and discussed in class. Specifically, in our class, teams will work through assigned case studies and produce specific deliverables, which will then be shared and discussed with other teams, the instructor, and (occasionally) visiting practitioners/alumni.

VII. Course Requirements and Evaluation Criteria: Your final grade will be determined on the basis of the formal requirements outlined below.

Criterion	Individual /Team	% of Course Grade
Participation / Preparedness (students will be called upon in class discussions)	Individual	10%
Discussion Board Post / Response	Individual	8%
CSR Analysis	Individual	20%
Mid-Term Case Study Analysis	Individual	20%
Final Case Study	Team	20%
In Class Team Assignments	Team	22%

INDIVIDUAL POINTS
Participation (daily participation, maximum of 10 pts): Students who are able to answer questions about assigned readings will earn formal participation points. Students will be 'cold called', and the instructor will record when a student was called upon and the quality of response the student was able to provide: 0 points for no meaningful response, .5 points for a response that is appropriate but does not incorporate assigned readings into response, 1 point for a response that demonstrates understanding of assigned readings and furthers the critical discussion. Participation points will max out at 10 points. *Students are expected to have a name plate on display for each class period to ensure proper recording of points.*

Additionally, each student is expected to make "positive contributions" to the course, which includes being involved in class discussions, providing insights into assigned material, raising questions, and answering questions raised by others. Distracting behaviors include (but are not limited to) engaging in side conversations, readings newspapers, texting, surfing the internet, etc. Phones must be silenced before entering the classroom. If a student is engaging in disruptive or distracting behavior, the instructor will penalize the student 1 point each time she must ask the student to refrain from or cease such behavior.

Video and Audio Recording, **as well as still Photography** of lectures/classroom requires explicit permission of the instructor. It should also be noted that ethics can be a very a personal subject. It is essential that every student both feels comfortable sharing her/his views and is respectful of the views of others. If a student is unable to maintain a mature and respectful demeanor during discussions, she/he will be asked to leave the classroom.

Business Ethics Discussion Board Post (1 @ 4pts) and Response (1 @ 4pts). Ethical leaders are aware of current issues in business – and the ethical dimensions of those issues. Each student in this course is expected to find and share a contemporary event in business that has an ethical dimension. No two students can post the same issue, but students are encourage to be very specific about the issue they've identified, so that multiple students could, for example, find multiple issues within a single company. For example, "uber" is not a topic; the status of drivers at Uber (are they *employees*?) is an appropriate issue to post. Note that this leaves open other issues with Uber, such as price surging, for another student to choose. Each student must post a paragraph that does the following:

- post a link to an article that describes the issue (published within the last 12 months)
- summarize the issue in 3-5 sentences, including why this issue has an ethical dimension.

Students making original posts do not evaluate behavior for being moral or immoral. Rather, the original post should only explain why the behavior includes an ethical component. An example of this is provided on the assignment posted on our Canvas site.

The original post is due Jan 22 by 11:59pm:

In addition to making a post that describes the issue, students are to respond to a discussion post made by another student (assigned as a peer review):

- Provide an concise argument defending an ethical evaluation of behaviors described in the issue

You will be assigned on a peer review on Jan 23 and peer reviews are due Feb 9 by 11:59pm:

CSR Analysis (1 @ 20% = 20%). Students will choose one organization, ideally one in which they have already worked at or hope to work at, propose a strategic approach to CSR for that organization given an industry level analysis, and evaluate its current CSR commitments against that ideal. More details are provided on Canvas, under relevant assignment details. **This assignment is due Feb 28 by 11:59pm:**

Midterm Case Study (1 @ 20% = 20%). Each student will work individually to complete an analysis of a provided case study that is structured similarly to those analyzed in class. **This assignment is due Friday Feb 9 by 11:59pm.**

TEAM POINTS
Team in class assignments (11 @ 2% each = 22%). Most class periods (as indicated in the schedule, below) will involve team work on a provided case study. Specific assignments will be given to students, with written and discussion elements expected in the deliverables for each assignment.

Team case study (1 @ 20% each = 20%). Teams will be expected to *create* a case study related to a business ethics or social responsibility issue. The final product will require students to identify a problem, argue that it is an important issue for leadership to take seriously, propose a solution to the problem, argue for the viability of the proposed solution, and identify an action plan to implement the proposal. More detail are provided on Canvas, under relevant assignment details. **This assignment is due Feb 26 by 11:59pm.**

Note: this team case study assignment is structured in a manner similar to that used at an international business ethics case competition. Students who are interested in representing UF at this competition in late Spring 2018 should contact the instructor.

A note on earning team points: Grades for this class may be divided into two categories: those earned by the individual student ("individual" points), and those earned by the student by completing team assignments ("team" points). At the end of the term, each student will be required to distribute 100 possible points total among the members of his/her team (excluding self) on the basis of contribution to team success. The sum of points assigned to each team member by the collective team will constitute the percentage of team points that the individual team member will be assigned. So if, for example, I am on a team of 4 people, and each of my peers assigns me 30 points, then the sum of those points is 90 and I will earn 90% of the points earned by my team. Note, it is possible for an individual to earn more or less than 100% of the points earned. Leadership should be rewarded, while social loafing should be not be rewarded.

Failure to complete the peer evaluation of your team members will result in a 10% penalty of your own earned team points. Peer evaluations are **due by 11:59pm on Feb 28.**

Absences: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

"Make ups" of formal assignments will ONLY be accepted in accordance with the UF policy on "acceptable reasons for absence" Students that provide documentation that their absence was for one of these "acceptable reasons" will be allowed to make up all assignments without penalty. If it is known in advance that a personal obligation (not covered in UFs policy on "acceptable reasons for absence") exists that conflicts with an assignment, it is the student's responsibility to inform the instructor at least 2 business days before the scheduled assignment; the instructor will then work to arrange an alternate day/time to complete the assignment early. Any exceptions to this are at the discretion of the instructor, though, at minimum, the student must provide objective documentation that shows the (reasonable) inability of the student to complete an assignment on time, if the instructor is to consider making an exception.

With respect to team assignments, the points a team earns on an assignment will be awarded to every member of the team, irrespective of whether the individual was or was not present in class for completion of the assignment. This is consistent with what you will find in the workplace: teams as a whole are given credit for the products they produce, irrespective of "who did what". Nonetheless, even in the workplace, "free riders" will eventually be recognized and at minimum they will not be awarded opportunities for growth in their careers, and may ultimately be reprimanded by their supervisors and peers, and eventually fired. Accordingly, in this class it is important to remember that teams will perform better if all members are able to contribute to the completion of the assignment, and **the peer evaluation of team members will determine the percentage of team points that each individual member earned**. It is in each individual's best interest to (1) make every effort to be "fully" present at each class, (2) communicate with your team members if you must be absent before class to let them know about your situation, and (3) potentially share with your team members your own considerations about the material assigned for the day (e.g. via email or your team's page on Canvas) in order to help them complete the in class team assignments, (4) be fully committed to the team's success on the final case study project.

Grading Scale: Note that the formal requirements listed above total 100% when added together.

The grading scale for this course will be: 100%-94% = A, 93%-90% = A-, 89%-87% = B+, 86%- 83% = B, 82%-80% = B-, 79%-77% = C+, 76%-73% = C, 72%-70% = C-, 69%-67% = D+, 66%-63% = D, 62%-60% = D-, 59% - 0% = E.

The instructor reserves the right to assign a higher grade than outlined by this scale if there is *strong* evidence of significant and continuous improvement by the student over the course term, or if there is significant reason to believe a single anomalous grade is inappropriately affecting the student's course grade. However, any deviation from the above scale will be considered *only* if the student is less than 1% away from the next grade designation, and no deviation will be greater than a single grade designation (e.g. an 86.1%-86.9% may be evaluated for a change from a "B" to a "B+", but nothing higher than a "B+" is possible). The above is consistent with current UF grading policies for assigning grade points, which may be found at https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

Academic Honesty: Academic dishonesty will not be tolerated, and may result in a failing grade for the course and additional disciplinary action at the College or University level. UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code." On all work submitted for credit by students at the University of Florida, the following pledge is either required

or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (http://www.dso.ufl.edu/sccr/process/studentconduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

VIII. Course Outline and Assignment Schedule: This course is scheduled for Jan 8, 2018 – week of Feb 26, 2018. Assigned readings must be completed before coming to class on the date the material is to be discussed, *including case studies*. This schedule is subject to change at the instructor's discretion; any changes will be announced in class.

Jan 8 (M): Introduction to course
Suggested Readings: "What's the matter with business ethics?"

Jan 10 (W): Ethical Decision Making in a Business Environment / Objective Framework
Theoretical Readings: "Ethics without the sermon"
Case Study: Early Retirement

Jan 15 (M): MLK Holiday (No School)

Jan 17 (W): Ethical Decision Making in a Business Environment / Behavioral Ethics
Theoretical Readings: "How (un)ethical are you?" and "Why 'good' mangers make bad decisions"
Case Study: West Ray Sales

Jan 22 (M): Ethical Decision Making in a Business Environment / Cultural Challenges
Theoretical Readings: "When is different just different?"
Case Study: An International Problem
*Due by 11:59pm: Discussion Board Post
*Peer Review for Discussion Board will be automatically generated/assigned on Jan 23

Jan 24 (W): Responsibilities of (a) Business and its Leaders
Theoretical Readings: "The values thing"
Case Study: A Decision at AllChem
Guest Participant: Mr. Alex Olcese

Jan 29 (M): Responsibilities of (a) Business and its Leaders
Theoretical Readings: "The ethical mind" and "Discipline of building character"
Case Study: Family Matter
Guest Participant: Mr. Bill Alcorn

Jan 31 (W): Responsibilities of (a) Business and its Leaders
Theoretical Readings: "Managing for Stakeholders"
Case Study: Gentle Care Spa
Guest Participant: Mr. Ron Wheeler

Feb 5 (M): Responsibilities of (a) Business and its Leaders
Readings: "Ethical breakdowns"
Case Study: Joint Venture
Guest Participant: Mr. Darin Cook

Feb 7 (W): The Role of CSR
Theoretical Readings: "Dimensions of Corporate Social Performance: An Analytical Framework"
TBD: Research Tools
Guest Participant: Dr. Jamey Darnell

Friday Feb 9 Due by 11:59pm: Midterm Case Study Peer Review on Discussion Board

Feb 12 (M): The Role of CSR
Theoretical Readings: "Strategy and Society"
Case Study: First Magnitude
Guest Participant: Ms. Meg The Losen

Feb 14 (W): The Role of CSR
Theoretical Readings: "Why be honest if honesty doesn't pay"
Case Study: TBD

Feb 19 (M): Ethical Leadership
Theoretical Readings: "Avoiding integrity downfalls" and "To stop bad behavior…"
Case Study: The Value of Ethical Culture
Guest Participant: Ms. Leigh Ann Horton, CPA

Feb 21 (W): Ethical Leadership
Theoretical Readings:"Crisis Communications"
Case Study: MC and the Madoff Fund
Guest Participant: Mr. Alex Smith, CFA

Monday Feb 26: Final Team Case Study due before 11:59pm

Wednesday Feb 28: Final Individual Project and Peer Evaluations (on Team Members) due before 11:59pm