

Management 3282—Managerial Ethics

Section 001; Tuesday & Thursday 10am to 11:15am

Spring 2020

Room: Friday 122

Faculty: Dr. George Banks

Office: 250A Friday

Office Hours: By appointment

Email: gbanks3@uncc.edu; To respect your time and to accommodate your schedule I will try to return your email messages during the semester generally within 24 hours (but typically sooner).

Office phone: (704) 687-8412

Required Text: Arnold, Beauchamp, & Bowie, *Ethical Theory and Business*, 9th edition. (Pearson, 2013).

Recommended: *Wall Street Journal*. The *WSJ* will provide valuable information in your business careers. For this course, articles from the *WSJ* will be the basis of assignments and will be useful as well in class discussions for the participation component. The *WSJ* is available through the UNC Charlotte library while you are a student. If you want to get your own subscription at the greatly reduced student rate, you can subscribe at <http://r.wsj.net/hSlsp>.

Course Description:

MGMT 3282. Managerial Ethics. Study of the impact of management decisions on customers, employees, investors, communities, the natural environment, and government. Future managers are taught to analyze the impact of management decisions on larger society and to manage ethical organizations.

Value and Purpose: Ethical issues permeate business. Society expects businesses of all sizes to operate honestly and fairly. Managing ethical issues – both within an organization and in relationship to a range of external stakeholders – is important for the purposes of ensuring organizational integrity, enhancing organizational reputation, managing risk, and securing legitimacy. The societal expectation that corporations have social and environmental obligations has never been greater or more widespread. Most medium- and large-sized businesses identify ethical values, such as respect for employees or customers, as a feature of their core mission. Increasingly companies employ ethics and sustainability managers to help implement their core values and strategy. Many industries have implemented voluntary ethics codes and companies have pledged to adhere to these codes, partly in an effort to avoid additional governmental regulation. In the last few years companies from PepsiCo to Gap to Shell have endorsed a triple bottom-line approach to management and have begun reporting not just financial performance but social and environmental performance as well. Managers operating in a global economic environment are better able to engage with policy makers, non-governmental organizations, and a range of stakeholders on social, environmental and financial issues if they understand the ethical dimensions of business and demonstrate best practices in their policies and in their social and environmental reporting.

Course Goals:

- To understand and appreciate ethical principles and judgments in relation to the conduct of business;
- To learn to evaluate morally problematic business scenarios and to develop morally sound responses to such scenarios;
- To learn to fairly interpret and assess diverse arguments and beliefs;
- To significantly improve critical thinking skills, especially as such skills relate to the exercise of managerial leadership;
- To learn about managing organizational ethics.

This course is designed to transition students away from reliance on a professor lecturing to tell you what you need to know toward self-reliance and taking initiative—just like it will be in your careers from now on. And just like your careers, this course to a great extent will be what *you* make it.

E-mail and Canvas

I will send you e-mail to the e-mail account listed on Canvas. Please be sure that you can receive e-mail sent to your UNCC account. You may review your grades on Canvas. You may download the syllabus, assigned readings, lecture notes, and project instructions from Canvas.

Electronic devices in class

Try to remember to turn your cell phone on silent (or turn it off) before coming to class. Unless it is an emergency, please do not answer calls either in class or by stepping out into the hall. Do not send text messages during class. Also, please do not use your laptops during class for anything other than note taking. Students who use their laptops for other purposes will be asked to put their laptop away.

Course grade breakdown: Exams=60%; Class participation=10%; Ethics-in-the-news presentation=5%; Final paper=20%; Presentation of final project=5%

Exams

There will be three (3) in-class exams each worth twenty percent of your total grade (3 x 20% = **60%**). These exams serve to ensure understanding of the principles and vital components of the theories of business ethics. In other words, the purpose of the exams is to make sure that when it comes to the final paper, you understand the theory so that it can be applied to the topic.

Recommendations for doing well on exams

Buy the book.

Read the chapters before the corresponding lectures.

Read the chapters as many times as needed to understand fully all the technical vocabulary.

Attend class.

Study all of the lectures and assigned readings.

Start studying for the first exam on the first day of class spending several hours each week studying.

Ask questions when you do not understand something.

Make-up exam (optional)

There is one make-up exam given each semester, at the end of the semester. If you miss an exam, you may take the make-up exam at the end of the semester. The make-up exam will be comprehensive and a study guide will be provided.

“Ethics in the news” presentations

To increase class discussion and help you see the “real-world” applications of ethics topics, you must contribute to the discussion with an “ethics in the news” presentation during the semester. The “ethics in the news” article must come from established online and/or printed outlets and **must be business-related** (such as The New York Times, Washington Post, or Wall Street Journal). Students will be asked to give a short presentation describing/discussing the article in class.

To complete the assignment, students must submit power point slides to the professor via Canvas at least one class period in advance of the day they are to present, and include a bibliographic citation and URL (when applicable). In class discussion and your summary you must explicitly state how the story **relates to course concepts**. Presentation grades will largely depend on the delivery of the content (e.g., the speaker has good voice control, volume, eye contact, and physical demeanor) as well as the actual content delivered (e.g., the topic is explained in appropriate detail, the speaker demonstrates an understanding of the topic and effectively communicates that knowledge to the audience).

The aim of this assignment is to (1) help students see the real world application of ethics topics and (2) to practice oral presentation skills. Students will be assigned specific days to present which will be announced in advance. A rubric and example presentation will be posted online.

****Presentations must be submitted via Canvas the night before they are to be presented. Grades for presentations submitted the day of or later will be reduced by 10% each day.****

Course project

Paper on Business ethics

It is important that you be able to communicate your understanding of business ethics to others. A major component of the course will be a term project in which students will research recent ethical problems that businesses have faced and make recommendations for correcting the problems and preventing them from happening again. This assignment will account for 20% of your course grade. More details will be provided on a separate handout. The scoring rubric I use will be posted on Canvas.

Papers will be written and presented in teams of two or three. Team presentations are worth 5% of your course grade.

Several points on the paper worth mentioning...

1. The paper will need to be prepared in APA style. We will cover APA in class and I will give you some sample papers you can use as examples.
2. The paper will be at least 10 pages. A well thought out ethical argument from multiple perspectives should take at least this amount of pages.
3. This is a position paper, which means that you will need to draw strongly from empirical (i.e., evidence from actual research) and theoretical bases. The words, “I think” really should not appear

in the paper. One, it is redundant (you wrote it, so obviously you thought it), and two, your personal views are irrelevant unless you can back them up with a theoretical grounding or past research. Any statement that purports a relation or causal statement (i.e., X causes Y) needs to be supported by empirical work. Empirical work can be found in peer reviewed journals. We will cover how to search, retrieve, and read a research article in class.

4. Spell check and grammar check are necessary for even experienced writers.

Class Participation

Students should come to class prepared and ready to discuss the topic at hand. Engage the material, instructor, and other students. Many of you have had some kind of work/organizational experience, and I strongly encourage you to volunteer comments whenever you see a connection between course material and your own experience. Your willingness to share your experiences makes the course more interesting and enjoyable for everyone.

Students are expected to attend all classes. Students should notify the instructor if they plan to be absent from class so as to make-up any missed assignments. In-class assignments will be given periodically. In the event that a student misses class, they will have seven day to make-up any missed assignments or a zero will be assigned for the grade.

Students' responses to each question in-class assignment will be scored on a scale of 1-10 based on the following considerations derived from Bloom's Taxonomy of Learning:

The student answered the question thoroughly and provided sufficient detail. The student's answer suggests that the student not only (1) remembers knowledge (i.e., remembers previously learned information) and (2) understands the material (i.e., demonstrates an understanding of the facts), but is able to (3) apply it (apply knowledge to actual situations), (4) analyze it (i.e., break down objects or ideas into simpler parts and find evidence to support generalizations), (5) synthesize it (i.e., compile component ideas into a new whole or propose alternative solutions), and (6) evaluate it (i.e., make and defend judgments based on internal evidence or external criteria) as is appropriate for the prompt.

Important note: Late out-of-class and in-class assignments will have a 10% reduction in the grade per day.

Expectations

The course policies described above require that you take responsibility for your own performance. I expect you to be professional, to stay informed about the progress of this class, and to complete assignments in a timely fashion. My commitment is to provide you with a useful experience and to give each student a fair opportunity to perform well in this course. If at any time you have concerns about your progress in this course, please see me. You are expected to read the book. I suggest that you read the assigned chapters multiple times. All lecture notes will be posted on Canvas. I suggest that you bring them to class.

The UNCC Code of Student Academic Integrity:

Students are reminded of the code of academic integrity stated in the college catalog and are expected to follow it. It reads as follows:

The UNC Charlotte Code of Student Academic Integrity governs the responsibility of students to maintain integrity in academic work, defines violations of the standards, describes procedures for

handling alleged violations of the standards, describes procedures for handling alleged violations of the standards, and lists applicable penalties. The following conduct is prohibited in that Code as violating those standards:

A. Cheating. Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.

B. Fabrication and Falsification. Intentional and unauthorized alteration or invention of any information or citation in any academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.

C. Multiple Submission. The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.

D. Plagiarism. Intentionally or knowingly presenting the work or another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging is when the ideas, information, etc. is common knowledge.

E. Abuse of Academic Materials. Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material.

F. Complicity in Academic Dishonesty. Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Diversity:

The Belk College of Business strives to create an inclusive academic environment in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to, ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

Disability and Impairment Accommodation:

If you require course adaptations or accommodations because of a disability, or if you have emergency medical information about which I should be informed, please speak with me as soon as possible. Students who require accommodations must work with the Office of Disability Services (704.687.4355). Students are responsible for notifying me of any conditions that may impair their academic performance for which reasonable accommodation can be made.

Grading scale:

A : 90-100
B: 80-89
C: 70-79
D: 60-69
F: < 60

Important dates to remember (subject to change):

| Date | Topic | Chapter* |
|-------------|--|-----------------|
| Jan. 9 | Introduction | |
| Jan. 14 | Ethical theory and business practice | Chapter 1 |
| Jan. 16 | Ethical theory and business practice | Chapter 1 |
| Jan. 21 | Ethical theory and business practice | Chapter 1 |
| Jan. 23 | Corporate responsibility | Chapter 2 |
| Jan. 28 | Corporate responsibility | Chapter 2 |
| Jan. 30 | Corporate responsibility | Chapter 2 |
| Feb. 4 | Ethical treatment of employees | Chapter 3 |
| Feb. 6 | Library day (Atkins 125) | Chapter 3 |
| Feb. 11 | Ethical treatment of employees | Chapter 3 |
| Feb. 13 | Ethical treatment of employees | Chapter 3 |
| Feb. 18 | Exam 1 | |
| Feb. 20 | Diversity, discrimination, and harassment in the workplace | Chapter 4 |
| Feb. 25 | Diversity, discrimination, and harassment in the workplace | Chapter 4 |
| Feb. 27 | Diversity, discrimination, and harassment in the workplace | Chapter 4 |
| Mar. 3 | Spring break | |
| Mar. 5 | Spring break | |
| Mar. 10 | Marketing and the disclosure of information | Chapter 5 |
| Mar. 12 | Marketing and the disclosure of information | Chapter 5 |
| Mar. 17 | Ethical issues in finance and accounting | Chapter 6 |
| Mar. 19 | Ethical issues in finance and accounting | Chapter 6 |
| Mar. 24 | Exam 2 | |
| Mar. 26 | Ethical issues regarding emerging technologies | Chapter 7 |
| Mar. 31 | Ethical issues regarding emerging technologies | Chapter 7 |
| April 2 | Environmental sustainability | Chapter 8 |
| April 7 | Ethical issues in international business | Chapter 9 |
| April 9 | Social and economic justice | Chapter 10 |
| April 14 | Presentations | |
| April 16 | Presentations | |
| April 21 | Presentations | |

April 23 Review day

Final papers due by 11:59pm

April 28 Exam 3

May 7 Make-up exam: 8am

* Additional assignments will be announced in class and/or posted on Canvas.