

## **Management 3282—Managerial Ethics**

Section 002 #24520 Tuesday 2:30 – 5:15 pm  
Spring 2020

**Faculty:** Dr. Karen Ford-Eickhoff (aka Dr. KFE)

**Office:** 342 Friday

**Office Hours:** All by appointment; Monday, Tuesday, and Wednesday 1:00-2:00 p.m.

**Email:** [Karen.Ford-Eickhoff@uncc.edu](mailto:Karen.Ford-Eickhoff@uncc.edu) (best way to reach me); please be sure to tell me in which course/section you are enrolled (i.e., day(s) and time your class starts) in your e-mail.

**Phone:** 704-687-7624

**Required Text:** Arnold, Beauchamp, & Bowie, *Ethical Theory and Business*, 9<sup>th</sup> edition. (Pearson, 2013). The text is a valuable resource, and you will want to bring your text to class each day.

**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 one assignment 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.

### **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.

**Method of evaluation:**

Exams	35%
Team term project	25%
Class participation	15%
Written assignments	15%
<i>WSJ</i> article(s) summary/presentation	10%

**Grading scale:**

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

**Exams:** The course includes two written exams and a comprehensive final exam. The comprehensive exam will be the only make-up exam opportunity if you miss an earlier exam. I will use the two highest exam grades to calculate the exam component of the course grade.

You should be in the classroom and ready to begin the exams at the beginning of our class. You will not be able to start an exam if you arrive more than five minutes after the beginning of our class. You must completely shut down and put away all electronic devices at the beginning of class. You should strictly abide by the UNCC Code of Student Academic Integrity in terms of preparing for and taking exams (and in all matters pertaining to this course). If your behavior raises suspicions that you are not abiding by the Code of Academic Integrity (including for example such behaviors as looking anywhere except at your own exam, placing your answers where a classmate can see them, covering your eyes with your hand or hat bill, completing a form of the exam other than the one I give you, etc.), I reserve the right to not grade your exam, resulting in a zero for that exam.

**Term Project:** 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. As a team, students will present your research and recommendations in class as well as submitting a full written report.

Your grade will be based on my assessment of your contribution to the project as an individual and as a team member. Much of the work you do for this project may be completed on your own, but the final presentation should be a team product in every sense. In addition to my assessment of your work, a portion of your grade will be based on your self-evaluation and peer evaluations by members of your team. Not completing the assigned peer evaluations will reduce your own peer evaluation score for each evaluation you do not complete.

So that everyone will have the same amount of time to prepare the term project, the term project papers will be due the same day for everyone. Everything included in your team presentation must also be included in a team member's individual paper. The remaining portion of the course will then be devoted to these major team presentations.

You must complete all three components of the team term project (i.e., your paper, your part of the presentation, and your peer evaluations) to be eligible for any credit for the term project component of the course grade.

When you are the audience for your classmates' team presentations, you should analyze what they present from the perspective of a business executive and offer substantive comments and suggestions. All students are expected to be conscientious organizational citizens and attend all team term project presentations. **Your overall grade will be reduced one percent for each presentation missed during these major presentations at the end of the semester.**

**Class Participation:** Your organizations will expect you to make valuable contributions as you perform your jobs. If graduate school is next for you, you will be expected to be prepared and engaged in class. Similarly, class participation is essential in this course. In order to participate fully, you should read all assigned textbook materials and cases and be well prepared to discuss them in class. You should be aware of the major stories in the *Wall Street Journal* in order to apply these current events to topics discussed in class. The primary focus of class time will be for you to apply and integrate concepts you have learned about throughout your undergraduate degree program.

When you are the audience for classmates doing individual or team term project presentations, you will earn credit by participating in discussions with the presenters and the rest of the class.

Participation of course begins with being in class so absences mean you miss the opportunity to earn participation points that day. I will give everyone a base of points equivalent to one week "off" during the semester, similar to annual leave or sick leave in organizations, so there are no "excused" absences beyond this and no need to provide documentation about the reason for your absence. Because of the distraction it causes, arriving late for class, leaving before class is dismissed, and leaving the classroom during our class will reduce the participation points you earned that day by one category. Both the quantity and quality of your participation is important for earning participation points each day on the following scale:

Exceptional (8 points)—contributions show exceptional preparation. Ideas are exceptionally substantive and provide major insights. Positions are persuasively presented while respecting others' positions as well. Superior contribution to the quality of the discussion.

Full participation (4 points)—contributions show good preparation. Ideas are substantive and provide generally useful insights that offer direction to the class. Positions are satisfactorily persuasive while respecting others' positions as well. Significant contribution to the quality of the discussion as expected in a senior level, capstone course.

OK (2 points)—contributions show some preparation but not good preparation. Ideas are less substantive and provide few insights that add to the class. Positions are adequately persuasive while respecting others' positions. Some contribution to the quality of the discussion.

Present but no contribution (1 point)—present in class but no contributions or contributions show no preparation. Ideas are not substantive and provide no benefit to the class. Positions are not persuasive or are presented in a manner that is not respectful of others' positions. No contribution to the quality of the discussion.

Absent (0 points)—absent from class

You will have many opportunities to earn participation points over the semester since nearly every class meeting will involve an opportunity to participate. I use four points (full participation) as the total points available. Since this class equates to two 75-minute classes combined, I use four points for each half of our class. At the end of the semester, the proportion of 100 total points that you have earned will be used

to calculate the participation component of the course grade. Note that because of this base of “free” points I give everyone, it is possible to earn more than 100 points on the participation component with high quality participation every day. Your strong participation in the class discussions has a positive impact on your overall course grade as well as on the quality of class discussions.

**Written Assignments:** Written assignments will give students the opportunity to individually reflect on a variety of issues and develop written communication skills. **Late assignments will not be accepted.** Be sure to submit all assignments to Canvas well before the deadline and check that your submission is the file you intended to submit. Please do not ask me to make an exception for you. I cannot make an exception for you and be fair to all those students who submitted their assignments correctly and on time.

Your written work will be assessed on the following scale:

Exceptional (8 points)—exceptionally thorough and well written (choice of words, grammar, punctuation, organization, etc.). Ideas are exceptionally substantive and provide major insights. Positions are presented in an exceptionally persuasive manner. Superior quality of written expression.

Meeting expectations (4 points)—thorough, well-written, and shows good preparation and organization. Ideas are substantive and provide substantial insights. Positions are presented in a persuasive manner. Meets expectations in terms of the quality of written expression in a senior level, capstone course.

OK (2 points)—less thorough and shows less adequate preparation. Ideas are less substantive and provide few insights. Positions are less persuasive. Does not meet expectations in terms of the quality of written expression in a senior level, capstone course.

Unsatisfactory (0 points)—not submitted or not submitted before the due date and time.

I use four points (meeting expectations) as the total points available for each written assignment. Again note that with exceptional quality work on written assignments it is possible to earn more than 100% on the written component of the course grade.

**Wall Street Journal Article(s) Summary:** Summarizing articles from the *Wall Street Journal* on topics related to managerial ethics will emphasize current events and applications of textbook concepts in the real world. Individually, students will present your summaries of the articles in order to share the information with classmates and develop your oral communication skills. These presentations give all students the opportunity to lead the class discussion on articles you find interesting and also to speak in front of the class once before the major term project presentations later in the semester.

You will submit your written summary and the full-text original article(s) to Canvas to be eligible to do your presentation. No points will be available on this component of the course unless you both submit the written summary and full-text articles by the due date/time and present your summary.

**Electronic devices:** All students must turn off and put away all electronic devices such as cell phones and laptops while in the classroom during class. Your participation component for the course will be reduced if it appears you have electronic devices on during class (for example, your pocket is ringing, you are looking down at your desk or lap during a colleague’s presentation rather than maintaining eye contact with the speaker, etc.). **Talk with me if you would like to use a laptop/tablet to view the electronic version of the text during class.**

**Schedule:** Note that this schedule is subject to change. If the due date differs on Canvas, this schedule takes precedence.

1	Tues 1/14	Introduction Syllabus  <i>Wall Street Journal</i> Article Summary assignment discussed in class; draw topic
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2	Tues 1/21	<p>Corporate Responsibility I: The Stockholder View</p> <p>Discuss material included in text chapter 1:  Ethical Theory and Business Practice pp. 1-12 (Fundamental concepts and problems) and pp. 17-21 (Utilitarian theories);</p> <p>Discuss material included in text chapter 2:  Corporate Responsibility, pp. 46-52;</p> <p>Friedman, The Social Responsibility of Business is to Increase Its Profits, pp. 53-57;</p> <p>Legal Perspective: A.P. Smith Manufacturing v Barlow (found on Canvas under Additional Readings);</p> <p>Johnson &amp; Johnson, Our Credo (found on Canvas under Additional Readings);</p> <p>Case Study: The NYSEG Corporate Responsibility Program, pp. 120-122.</p> <p>Corporate Responsibility II: The Stakeholder View</p> <p>Discuss material included in text chapter 1:  Ethical Theory and Business Practice, pp. 22-27 (Kantian Ethics);</p> <p>Freeman, Managing for Stakeholders, pp. 57-68;</p> <p>Cascio, Decency Means More Than ‘Always Low Prices’: A Comparison of Costco to Wal-Mart’s Sam’s Club, pp. 79-87;</p> <p>Case study: The Training Program, p. 41;</p> <p>Case study: Should Company Policy Apply to All? p. 42;</p> <p>Case study: Should Everything Be for Sale? pp. 43-44.</p> <p><i>WSJ</i> Article Summary presentations topic 1 Corporate Responsibility</p> <p><b>Written summaries and full-text original article(s) due at 9:00 a.m. on Canvas (topic 1 students); your summary and all articles must be submitted before the deadline to earn any credit for the <i>WSJ</i> assignment.</b></p> <p><b>Case study: Merck and River Blindness, pp. 124-125. Memo due at 9:00 am (all students; submit to Canvas)</b></p> <p>CATME Team Formation survey opens (you will get an e-mail from CATME.org)</p>
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3	Tues 1/28	<p>Managing Organizational Ethics I: Ethics and Organizational Culture Discuss material included in text chapter 2: Trevino &amp; Nelson, Ethics as Organizational Culture, pp. 95-107;</p> <p>Managing Organizational Ethics II: Employment and Safety</p> <p>Discuss material included in text chapter 3: Ethical Treatment of Employees, pp. 139-142;</p> <p>Werhane &amp; Radin, Employment and Due Process, pp. 145-152;</p> <p>Epstein, In Defense of Contract at Will, pp. 152-159;</p> <p>Boatwright, Occupational Health and Safety, pp. 166-174;</p> <p>Case Study: Off-Duty Smoking, p. 193;</p> <p>Case Study: Fired for Drinking the Wrong Brand of Beer, p. 194.</p> <p><i>WSJ</i> Article Summary presentations topic 2 Ethics and Organizational Culture</p> <p><b>Written summaries and full-text original article(s) due at 9:00 a.m. on Canvas (topic 2 students); your summary and all articles must be submitted before the deadline to earn any credit for the <i>WSJ</i> assignment.</b></p> <p><b>CATME Team Formation Survey due at 9:00 am (all students)</b></p>
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4	Tues 2/4	<p>Team term project assignment</p> <p><i>WSJ</i> Article Summary presentations topic 3 Ethics and Employment or Safety</p> <p><b>Written summaries and full-text original article(s) due at 9:00 a.m. on Canvas (topic 3 students); your summary and all articles must be submitted before the deadline to earn any credit for the <i>WSJ</i> assignment.</b></p> <p>Exam I (chapters 1, 2, 3) Bring name tent card, ID, &amp; #2 pencils</p> <p>Note that you cannot start the exam if you arrive more than five minutes after the beginning of our class time.</p> <p><b>Case study: BP Workers Ill-Trained for Dangers, pp. 196-197. Memo due at 9:00 am (all students; submit to Canvas)</b></p> <p>Term Project Peer Evaluation 1 opens (you will get an e-mail from Dr. KFE)</p>
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5	Tues 2/11	<p>Managing Organizational Ethics III: Whistle-blowing</p> <p>Discuss material included in text chapter 3:  Ethical Treatment of Employees, pp. 142-144;</p> <p>Brenkert, Whistle-blowing, Moral Integrity, and Organizational Ethics, pp. 179-192;</p> <p>Barrett, Bad Sports, <i>Bloomberg Businessweek</i>, March 3, 2014, pp. 51-55. (information about how to access the article through the Atkins Library electronic databases is on Canvas)</p> <p>Managing Organizational Ethics IV: Sexual Harassment</p> <p>Discuss material included in text chapter 4:  Diversity, Discrimination, and Harassment in the Workplace, pp. 204-210;</p> <p>Lesser &amp; O’Donohue, Normative Issues in Defining Sexual Harassment, pp. 238-244;</p> <p>United States Supreme Court, Meritor Savings Bank, FSB, v Vinson, (found on Canvas under Additional Readings);</p> <p>United States Supreme Court, Teresa Harris v Forklift Systems (found on Canvas under Additional Readings);</p> <p>Case study: Freedom of Expression in the Workplace, p. 249;</p> <p>Case study: “Harassment” at Brademore Electric, p. 250.</p> <p><i>WSJ</i> Article Summary presentations topic 4 Whistle-blowing</p> <p><b>Written summaries and full-text original article(s) due at 9:00 a.m. on Canvas (topic 4 students); your summary and all articles must be submitted before the deadline to earn any credit for the <i>WSJ</i> assignment.</b></p> <p><i>WSJ</i> Article Summary presentations topic 5 Sexual Harassment</p> <p><b>Written summaries and full-text original article(s) due at 9:00 a.m. on Canvas (topic 5 students); your summary and all articles must be submitted before the deadline to earn any credit for the <i>WSJ</i> assignment.</b></p> <p><b>Team Term Project <u>topic</u> due at 9:00 am (all students; one team member will submit the topic – that is, the company and its ethical issue – your team chose to research to Canvas before 9:00 am)</b></p> <p>(continued next page)</p>
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**Term Project Peer Evaluation 1 due at 9:00 am (all students). Note that comments to support your numeric ratings are REQUIRED in order to receive credit for completing the peer evaluation. Your own peer evaluation grade will be reduced for each missed peer evaluation.**

6

Tues 2/18

Environmental Sustainability

Discuss material included in text chapter 8:  
Environmental Sustainability, pp. 451-455;

Bowie, Money, Morality, and Motor Cars, pp. 456-462;

Case study: Royal Caribbean: Exotic Promises and Toxic Waters,  
pp. 502-503;

Case study: Texaco in the Ecuadorean Amazon,  
pp. 504-505;

Arnold & Bustos, Business Ethics and Global Climate Change,  
pp. 462-475;

Hawken, Lovins, & Lovins, National Capitalism: The Next  
Industrial Revolution, pp. 483-494;

Case study: Interface Corporation and Sustainable Business,  
p. 511-512;

Case study: What Does It Mean to Be Truly Green:  
Environmental Sustainability at Frito Lay North America,  
pp. 513-521.

*WSJ* Article Summary presentations topic 6 Environmental Sustainability

**Written summaries and full-text original article(s) due at 9:00 a.m. on Canvas (topic 6 students); your summary and all articles must be submitted before the deadline to earn any credit for the *WSJ* assignment.**

**Case study: Maintaining a Seat at the Table: The Shell Group, pp. 509-511. Memo due at 9:00 am (all students; submit to Canvas)**

Term Project Peer Evaluation 2 opens (you will get an e-mail from Dr. KFE)

7	Tues 2/25	<p data-bbox="396 138 964 170">International Management I: Human Rights</p> <p data-bbox="493 212 1170 281">Discuss material included in text chapter 9: Ethical Issues in International Business, pp. 530-535;</p> <p data-bbox="493 323 1289 392">Bowie, Relativism and the Moral Obligations of Multinational Corporations, pp. 536-540;</p> <p data-bbox="493 434 1214 504">Arnold, The Human Rights Obligations of Multinational Corporations, pp. 540-547;</p> <p data-bbox="493 546 1344 615">Case study: Chrysler and Gao Feng: Corporate Responsibility for Religious and Political Freedom in China, pp. 587-589.</p> <p data-bbox="396 657 1040 688">International Management II: Supply Chain Ethics</p> <p data-bbox="493 730 1159 800">Maitland, The Great Non-Debate Over International Sweatshops, pp. 553-562;</p> <p data-bbox="493 842 1370 873">Arnold &amp; Bowie, Sweatshops and Respect for Persons, pp. 563-577;</p> <p data-bbox="493 915 1252 984">Case study: Should Wal-Mart Do More?: A Case Study in Global Supply Chain Ethics, pp. 589-592.</p> <p data-bbox="396 1089 1377 1234"><b>Term Project Peer Evaluation 2 due at 9:00 am (all students). Note that comments to support your numeric ratings are REQUIRED in order to receive credit for completing the peer evaluation. Your own peer evaluation grade will be reduced for each missed peer evaluation.</b></p>
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	Tues 3/3	Spring Break
8	Tues 3/10	<p>Team meetings (meet where you want; you do not have to meet in our classroom)</p> <p><b>Case study: Facilitation or Bribery: Cultural and Ethical Disparities, pp. 586-587. Memo due at 9:00 am (all students; submit to Canvas)</b></p> <p>Term Project Peer Evaluation 3 opens (you will get an e-mail from Dr. KFE)</p>

9	Tues 3/17	<p><i>WSJ</i> Article Summary presentations topic 7 International Management and Human Rights</p> <p><b>Written summaries and full-text original article(s) due at 9:00 a.m. on Canvas (topic 7 students); your summary and all articles must be submitted before the deadline to earn any credit for the <i>WSJ</i> assignment.</b></p> <p>Exam 2 (chapters 3, 4, 8, 9) Bring name tent card, ID, &amp; #2 pencils</p> <p>Note that you cannot start the exam if you arrive more than five minutes after the beginning of our class time.</p> <p><b>Individual Term Project papers due at 9:00 a.m. (all students must submit your individual papers to Canvas before the deadline to receive any credit for the term project)</b></p> <p><b>Term Project Peer Evaluation 3 due at 9:00 am (all students). Note that comments to support your numeric ratings are REQUIRED in order to receive credit for completing the peer evaluation. Your own peer evaluation grade will be reduced for each missed peer evaluation.</b></p>
10	Tues 3/24	<p>Team term project presentation 1</p> <p>Team term project presentation 2</p>
11	Tues 3/31	<p>Team term project presentation 3</p> <p>Team term project presentation 4</p> <p><b>Extra Credit Assignment due at 9:00 am (all students who chose to take advantage of the extra credit assignment; submit to Canvas)</b></p>
12	Tues 4/7	<p>Team term project presentation 5</p> <p>Team term project presentation 6</p>
13	Tues 4/14	<p>Team term project presentation 7</p> <p>Team term project presentation 8</p>

14	Tues 4/21	Flex Day: We will use today as needed for purposes to be determined by Dr. KFE
15	Tues 4/28	Wrap up  Dr. KFE will hand out Team Term Project grades in class (all students)
	May 5 2:00 – 3:15 pm	Final Exam (chapters 1, 2, 3, 4, 8, 9) Bring name tent card, ID, & #2 pencils)  Note that you cannot start the exam if you arrive more than five minutes after the beginning of the final exam time.