Learning objectives

1. Understand the concept of ethical leadership.
2. Identify common ethical dilemmas faced by business leaders.
3. Develop strategies for handling ethical issues in the workplace.
4. Evaluate the impact of ethical decisions on organizational reputation.

Course overview

This course focuses on the importance of ethical behavior in business. We will explore different ethical theories and frameworks, and discuss real-world cases to illustrate ethical decision-making processes. Through case studies and discussions, students will learn to identify ethical challenges, evaluate moral reasoning, and make informed decisions that reflect ethical principles.

Course requirements

- Professionalism & Participation: 25%
- Quiz (best 5 of 8): 10%
- First group presentation: 12%
- Second group presentation: 23%
- Final exam: 30%

Sakai: Copies of the syllabus, and also other documents related to the class (assignments, some readings, project information, etc.) are available at the UD Sakai website: http://sakai.udel.edu (this link should take you directly to the class page: https://sakai.udel.edu/portal/site/90dcd572-0324-45e1-9718-54cbe8e9aa18; log in with your university ID and password).

Class communications: If I need to contact you about class (for example, to announce a change in reading assignments), I will do so through your University of Delaware email address. The best way to contact me also is by email.
In recent years the meaning of grades has become distorted by grade inflation in many classes at many universities and colleges. This has led many students to consider any grade less than an “A” as unsatisfactory, or as an indication of failure. I do not think this way. In this class, a “B” is a very respectable grade, and “A” is reserved for particularly strong achievement.

The following sections summarize each type of assignment and grade. Details will be handed out as appropriate during the semester.

**Professionalism and Participation Contribution 25%**

1. I expect you to follow professional standards of classroom behavior, including respectful listening and helpful contributions. Your learning, and your classmates’ learning, depends on your active involvement in classroom discussion and activities. **You must turn off all mobile phones, tablets, and computers** unless otherwise instructed. (Exceptions will be made in accordance with the university’s policies for accommodating students with disabilities; please speak to the instructor in such a situation. An exception also will be made if you must remain ‘connected’ in order to protect the health or safety of others (for example, if you are an on-call public safety/health responder.) **Failure to comply with the no-electronics requirement is disruptive to your classmates and to the instructor, and such failure can affect your participation grade seriously.** For additional information on reasons for not using electronics for note taking, see J. Stromberg, “Why you should take notes by hand, not on a laptop” ([http://www.law.uh.edu/faculty/mduncan/Whyyoushouldtakenotesbyhandnotonalaptop-Vox.pdf](http://www.law.uh.edu/faculty/mduncan/Whyyoushouldtakenotesbyhandnotonalaptop-Vox.pdf))

2. I will provide you with a name card. **Please have it with you and use it at every class meeting.** Because of the relatively large number of students in BUAD840, I ask that starting with the second week of class, you **sit in or near the same seat each week**. This will help me remember you.

3. A **participation contribution** involves more than just showing up for class. You are expected to prepare for each class by reading and studying assignments, and by preparing to contribute to class discussions of readings, cases, and videos. Every student should be prepared to be called on for comments as part of our class discussion. In addition, you are expected to participate in both class-wide and small group discussions. Some of you might be unfamiliar with this way of teaching and learning, or feel uncomfortable speaking in class. But I encourage you to engage in this activity. In business organizations, successfully handling difficult questions and challenges often involves the ability to discuss the topic with others.

   **A valuable participation contribution** is not simply a casual, uninformed opinion. Instead, you should seek to offer informed comments and opinions. These are brief comments or questions that are relevant to the topic we are discussing and that make a clear connection to class material—possibly by explaining some aspect of it, or by pointing out a new and interesting insight about it, by linking it to something else (such as an example from your workplace or current business news), or by asking a thought-generating question about it. **Well-prepared participation is an essential part of this class.** Participation includes not only general discussion, but active involvement in any formal or impromptu in-class activities (debates, group discussions, etc.). Also, although I don’t explicitly grade on attendance, if you’re not in class it’s hard to participate. (Merely showing up for class, however, won’t generate an “A” participation grade.) If you are unable to attend a class, you should communicate with me about that before the class if possible, and otherwise immediately after the class. For details on the university’s excused absence policies, see [http://facultyhandbook.udel.edu/handbook/3113-student-class-attendance-and-excused-absences](http://facultyhandbook.udel.edu/handbook/3113-student-class-attendance-and-excused-absences).

   I will provide you with a brief participation self-assessment form to be completed at the end of each class session. Although I will provide my own assessment of your participation, I will read your self-assessments as part of the process of generating my own assessments.
Final Exam – 30% of semester grade
During November I will distribute a take-home essay-type exam which cover various topics dealt with during the semester. Exams will be due electronically at 12 NOON on Monday December 11. BUAD840 students in the bioinformatics/biotechnology or financial services analytics graduate programs may receive a different version of the exam that includes questions more specifically related to their areas of graduate study.

Quizzes – 10% of semester grade
There will be 8 short quizzes during the semester (5 to 10 questions, up to 10 about minutes long). These quizzes test your familiarity with the basic elements of the reading assignments scheduled for the day of the quiz. Your 5 highest scoring quizzes together will count for 10% of your grade (2% per quiz). The purpose of these quizzes is to make sure you start thinking about the reading materials before you come to class. Quizzes usually will be given during the first 30 minutes of class on the dates indicated in the schedule (below). Because you are able to drop or skip three quizzes, there will be no make-up quizzes for absences.

Group Projects/Presentations—12% and 23%
There are two group presentations scheduled during the semester. Details about these assignments will be provided early in the semester.

During the first two weeks of class you should form groups of three or four students. Anyone who has not joined a group by the end of the second week of classes will be assigned to a group by me. (Students in the PhD program in Financial Services Analytics are expected to form groups with other students from that program and focus presentations on topics directly relevant to financial services. This requirement holds even if this means a group size other than three or four students.)

Academic Honesty
Your grade for the course is intended to show what you have learned. Thus, students should not do anything which involves taking credit for the work of others; in short, insofar as you rely on the work of others in your own work, you need to indicate so in a way appropriate to the work (e.g., footnotes or in-text references in a written work; verbal attribution in a presentation). In this class you will be held accountable to the University’s standards for academic honesty; please read these in detail on the university’s web page. Penalties for academic dishonesty can include a grade of F for the entire course. Examples and other details of what constitutes academic dishonesty can be seen at http://www.udel.edu/judicialaffairs/ai.html. Additional information on academic honesty expectations specifically relevant to each assignment may be provided with each assignment. (For example, I might submit your final exam essays to computerized plagiarism checking.)

A additional short (2 page) and helpful guide for understanding what is, and is not, plagiarism has been written by Kritin Smith-Crowe, “Giving credit where credit’s due: What you should know about plagiarism,” can be found at this link: http://www.kristinsmithcrowe.com/uploads/2/6/0/3/26035549/giving_credit_where_credits_due.pdf

The following academic integrity pledge must be placed at the start of any major written or presented course assignments: “I (or We) _____[name & signature]____ affirm that I (or We) have neither given, used, received, or witnessed unauthorized or inappropriate aid in completing this assignment. I (We) have completed this work honestly and according to the instructor’s and university’s guidelines.”

Reading Assignments
There is no textbook. All reading assignments are articles and cases from various sources. Some of the readings are available for free online, either by searching the internet or using the University of Delaware Library’s (http://library.udel.edu) databases of electronic journals. The remainder of the readings are
available for purchase and download from Harvard Business School Publishing. These readings are indicated in the syllabus by “HBSP”. Follow this exact link to purchase the Harvard case materials: 
http://cb.hbsp.harvard.edu/cbmp/access/66889481  (you will need to create an account/user id to access the materials). The total cost is about $75 (most individual cases are $4.25; multimedia cases are $8.00; if you see a higher price, you are seeing the corporate price, not the student price; be sure you set up a student account to get the student price).

Access to some of the free materials is available through the databases provided on the university library’s website. In particular, you should be able to find most of the online materials using the Business Source Premier database (go to http://library.udel.edu, click on “databases”, and search for Business Source Premier; then search using a few key terms such as author’s last name and main words from the article title). If you have trouble with Business Source Premier, instead use the electronic journals (E-journals) search bar on the library’s homepage, and look for the exact title of the publication that contains the article.

In order to access the library databases, the University’s computer system must recognize you as a university student. This happens automatically if you use a university computer. So if you use your own computer off-site, eventually you will be asked to enter your user id and password for the university’s computer system (your “UDelNet” id and password). All of you received a user id when you first enrolled as students.

**OPTIONAL READING:** If you would like to have a textbook that summarizes many of the topics covered in class, there are many to pick from. But I’d particularly recommend Treviño and Nelson’s *Managing business ethics: Straight talk about how to do it right*. You should be able to get a used copy for a low price (perhaps $10) from online booksellers. I’d suggest looking for the fourth, fifth or sixth editions.

**Weekly topics and readings**

About the readings:  Readings listed as “HBSP” are in the set of cases available from Harvard Business School Publishing: 
http://cb.hbsp.harvard.edu/cbmp/access/66889481  Readings for which a web link is provided are available at that web link. Readings for which a journal name is provided are available through the library’s online databases, usually most easily through the Business Source Premier database or Electronic Journals database (see http://library.udel.edu).

Listed readings and videos should be completed prior to the date indicated. **The schedule indicates which readings and videos we will be discussing in class on the listed day.** There will be a quiz on dates noted “QUIZ.”

You are **not** required to read materials listed as *optional*, and you will **not** be quizzed on those items.

**29 August**

Topic: Course overview: business success and personal goals, ethical expectations, and ethical leadership.

**5 September**

Topic:  Personal ethics vs. organizational pressures; organizational influences on managers’ ethics; problems in making workplace decisions and handling information about ethics; moral disengagement.

Readings:
- Conflict on a Trading Floor (HBSP)
- Chris & Alison Weston (HBSP)
- Schminke, Arnaud, & Kuenzi. The power of ethical work climates. *Organizational Dynamics*, 2007. (Access via library’s electronic databases.)
12 September
QUIZ
Topic: System, structure, cognition, and behavior: how organizational systems and human
cognition interact to create good or bad outcomes; “normal” bad behavior; making
systems, structures, cognition and behavior work together for ethical business practices.
Readings:
Snook, Friendly Fire (HBSP)
The Madoff Affair (video; search youtube for “The Madoff Affair” and find the video,
approximately 50 minutes long; it might be listed as “The Madoff Affair,” or as
“Frontline: The Madoff Affair”).
Hess & Broughton, Fostering an ethical organization from the bottom up and the outside

19 September
QUIZ
Topic: Leading ethical organizations: ethical leadership; managing an unethical boss.
Readings:
Brown, Misconceptions of ethical leadership: How to avoid potential pitfalls.
Organizational Dynamics, 2007. (Access via library’s Electronic Journals
databases.)
Uhl-Bien & Carsten, Being ethical when the boss is not. Organizational Dynamics,
2007. (Access via library’s Electronic Journals databases.)
Beechnut Nutrition Corporation A1 (HBSP)

26 September
QUIZ
Topic: Leading ethical organizations (continued): ethical leadership and management fraud;
ethical role models & socialization processes; whistleblowing
Readings:
Accounting Fraud at WorldCom (HBSP)
Wells Fargo Cross Selling Scandal https://www.gsb.stanford.edu/faculty-
research/publications/wells-fargo-cross-selling-scandal (click “download”)
Zahra, Priem, & Rasheed, Understanding the causes and effects of top management
databases.)

3 October
QUIZ
Topic: Leading recoveries from ethical failures; legal expectations for ethical business behavior
(within and across borders); coping with organization-wide corruption.
Readings:
The man in the mirror (HBSP)
Fighting corruption at Siemens (HBSP multi-media case)
Optional: Near & Miceli, After the wrongdoing: What managers should know about

10 October
First group presentations

17 October
QUIZ
Topic: Corruption, institutions, culture and identity: leading ethically when faced with systemic
corruption; creating ethical change; conflicting values across cultures.
Readings:
Infosys in India: Building a software giant in a corrupt environment (HBSP)
Kitchen Best: Ethics when doing cross-boundary business in southern China (HBSP)

24 October
**QUIZ**
Topic: Corruption, institutions, culture and identity (continued): coping with systemic sources of corruption; corporations as social and ethical change agents
Readings:
AES-Telasi: Power trip or power play (this case reading will be handed out earlier in the semester)

31 October
Topic: Ethics, corruption, corporate social responsibility, and cultural differences
Readings:
Forty Chinese Police to Five Star Bali Conference (HBSP)
Altagas Ltd.: Forrest Kerr Hydroelectric Project (HBSP)
WEIRD Morality (handouts provided at an earlier in the semester)

7 November
**QUIZ**
Topic: Corporate social responsibility/corporate citizenship—pro and con; market failures and societal expectations; managing tensions between social and business goals
Readings:
Burt’s Bees (HBSP multi-media case)
New Belgian Brewing Company (HBSP)

14 November
**QUIZ**
Topic: Management corporate responsibility and sustainability; leading in and through social change and conflicting environments
Readings:
Firestone Liberia’s Battle Against Ebola (HBSP)
Axel Springer and the question for the boundaries of corporate responsibility (HBSP)
IKEA’s global sourcing challenge: Indian rugs and child labor (HBSP)

28 November – **Group presentations.**

5 December -- **Group presentations**

**Final exam (take-home) due 12 Noon Monday December 11, 2017**