

GEORGETOWN UNIVERSITY

GRADUATE LIBERAL STUDIES PROGRAM

SYLLABUS

MANAGERIAL AND ORGANIZATIONAL ETHICS

Course Number: LSHV-445-01 Spring Semester, 2015
Tuesday Evenings

Professor's Name: Dr. Douglas M. McCabe (Ph.D., Cornell University)
Professor of Management, Georgetown University.
Memberships held in the following organizations, among others: Society for Business Ethics; Social Issues in Management Division, Academy of Management; International Association for Business and Society; Association on Employment Practices and Principles; Association for Practical and Professional Ethics; and International Society of Business, Economics and Ethics. Editorial Board Memberships: *Journal of Workplace Rights*, and the *Employee Responsibilities and Rights Journal*. Former Section Editor, International Management, *Journal of Business Ethics*, 1998-2008. Numerous appearances on ABC, NBC, CBS, and CNN analyzing corporate and organizational employee relations and ethical issues. Twice Recipient, The Joseph F. LeMoine Award for Undergraduate and Graduate Teaching Excellence. 2007 Recipient, Excellence in Education Award, Labor and Employment Relations Association. Recipient, 2011 Excellence in Teaching Award, Graduate Liberal Studies Program.

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First Class Meeting: January 13, 2015

Last Class Meeting: March 31, 2015

LEARNING GOALS AND OUTCOMES: Major issues in contemporary managerial and organizational ethics will be addressed from an *interdisciplinary* liberal arts "values" perspective in this course. Case studies, audio-visual vignettes, and management simulations and exercises will be combined with class discussion to analyze the following topics among others: organizational due process; employee rights; employment discrimination; managerial values and organizational culture; ethical decision making in an international and global context; organizational governance; environmental issues; consumer and community stakeholder issues; and ethical codes of conduct. This course will provoke *ethical* questions and will provide a framework of *values* for management in all types of organizations.

POLICY ON GRADE DETERMINATION: There will be two (2) major examinations (that is, a mid-term examination and a final examination): one covering the first half of the material; the other examination will cover the second half of the material. The second examination (that is,

the final) will not be comprehensive (that is, it will not cover the first half of the material) in nature. However, the professor reserves the right to make exceptions to this rule where he deems necessary and proper.

The purpose of the examinations is to measure as accurately as possible the student's breadth and depth of comprehension and mastery of the theories, principles, and research of business and management ethics from a liberal arts perspective and their concomitant application by the student.

Each examination will be weighed 33-1/3% in the determination of the student's final grade.

LEARNING GOALS AND OUTCOMES (continued)--

POLICY ON WRITTEN WORK: It is essential that you refine the ability to organize your thoughts, communicate them logically, and support your views with evidence. Therefore, your written work will be graded based on the following criteria.

- 1) Your writing should be organized--the main point of your argument is evident, and there is a logic in going from A to B.
- 2) You have justified your arguments using readings and class material. Remember, you are trying to convince your audience as to the "correctness" of your position. They will be skeptical, and the burden is on you to show proof.
- 3) You have synthesized readings or discussions to create your own ideas.
- 4) You offer some implications of your analysis. Try to go beyond the obvious here, but remember solutions must be critically sound, and there are often tradeoffs involved for any prescription.

REQUIRED READINGS:

Hardcover

Archie B. Carroll and Ann K. Buchholtz. Business & Society: Ethics, Sustainability, and Stakeholder Management. 9th Edition. Cengage Learning. Copyright 2015. ISBN-10: 1285734297.

Literature (These are in-class handouts.):

Douglas M. McCabe (Co-Author). "Ethics and Values in Nonunion Employment Arbitration: A Historical Study of Organizational Due Process in the Private Sector." *Journal of Business Ethics*, Volume 41, pp. 13-25.

Douglas M. McCabe (Co-Author). "Administering the Employment Relationship: The Ethics of Conflict Resolution in Relation to Justice in the Workplace." *Journal of Business Ethics*, March (I, II), Volume 36, Nos. 1-2, pp. 33-48.

Douglas M. McCabe. "Alternative Dispute Resolution and Employee Voice in Nonunion Employment: An Ethical Analysis of Organizational Due Process Procedures and Mechanisms -- The Case of the United States." *Journal of Business Ethics*, Vol. 16, No. 3, pp. 349-356.

Douglas M. McCabe (Co-Author) "Employee Voice: A Human Resource Management Perspective. *California Management Review*, Vol. 34, No.3, pp. 112-123.

NOTE WELL: I am committed to the goal of giving you the best possible liberal studies course offered in the country. We can achieve that goal through mutually-sustained hard work.

POLICY ON CLASS PARTICIPATION: Students must come to class thoroughly prepared. Students are expected to have studied meticulously the required scheduled readings and cases prior to class since meaningful and analytical class participation is expected of all students. The quality of class participation (in all the various forms, such as Socratic interaction, case studies, management simulations, and classroom discussion) will be weighed 33-1/3% in the determination of the student's final grade.

The success of this class depends on students coming to class prepared to discuss the topics, concepts, and theories so that informed questions can be posed and responses provided. Class contribution includes, but is not limited to:

- (1) providing recapitulations and summaries;
- (2) making observations that integrate concepts and discussions;
- (3) citing relevant personal examples;
- (4) asking key questions that lead to revealing discussions;
- (5) engaging in devil's advocacy;
- (6) disagreeing with the instructor when the difference of opinion serves as both counterpoint and a way of exploring all sides of a concept, issue, or practice;
- (7) presenting one of his/her thought items to the class;
- (8) working with others to come to a common understanding of topics -- in and out of the classroom;
- (9) offering a different and unique, but relevant insight into the issue;
- (10) moving the discussion forward with a concrete example to generate a deeper, richer appreciation of the conceptual issue; and
- (11) transcending the "I feel" syndrome, meaning your comment is embedded in some conceptual or experiential framework.

Remember, it is the quality not the quantity of your class contribution that matters. Students are expected to attend class and to contribute to class discussions on a regular basis.

NOTE WELL: The student is responsible for mastering the body of knowledge presented in the readings, lectures, class discussions, cases, simulations, audio-visual aids, and in all the other forms of pedagogical techniques. Your task is also to think. Here is a list of skills and activities that you must do: document and support your conclusions -- every statement you make must be defensible; both analyze and synthesize, and reason deductively as well as inductively -- descriptions and summaries are not enough; determine logical relationships among data and arguments -- does "b" follow from "a"?; distinguish what is relevant and significant from what is unimportant and trivial; evaluate ideas and arguments; admit and consider values that are contrary to your own; be resourceful and active, not dependent or passive; do outside research; and read newspapers and the business press every day: know what is going on around you in the area of labor relations.

POLICY ON PEDAGOGICAL TECHNIQUES: Since the professor utilizes case studies, management simulations, the Socratic method, and other forms of participation-interaction as learning techniques during classroom time, it is imperative that the student come to class properly and completely prepared.

All of the teaching techniques mentioned above when blended together in judicious amounts tend to sharpen and harden students' ability to think. Under the combination-of-techniques approach, students will tend to exhibit care and thoroughness in research and analysis, reason clearly from available data and take into account inadequacies of data, show

some creativity and imagination in considering alternatives, and express themselves in an articulate and lucid way. Perhaps because management should be so concerned with industrial jurisprudence, there should be a premium in teaching courses on clarity of reasoning, sober judgment, and written and oral expression that eliminates ambiguity to the extent possible. In his or her capacity, professors must impart technique which essentially involves the arts of research, clear analytical thinking, and careful articulation (both oral and written).

In Socratic method teaching, the professor asks a series of questions about the facts and reasoning of particular decisions, and thereby probes and explores the conflicting policy values of controversies by question after question. It is an interesting teaching approach. Students are not only involved in the sense that they engage occasionally in a give-and-take with the professor (a fun bantering), but because intellectual possibilities are mainly indicated through questioning, the class must reason along with the professor rather than simply copying down what he has to say. If used judiciously, the Socratic method tends to develop technical capacity to organize masses of data and to develop clear and crisp thinking about evaluating alternatives and balancing values.

Under the case study method, students are given a set of materials to read -- fact situations, research data, and secondary and primary source materials -- and also a set of concrete problems to consider. Some professors (including this one) assign students in advance to roles. The professor plays the role of an activist -- commenting on the way the arguments were presented, offering two-or-three minute digressions, and frequently stopping to summarize and synthesize the advocacies. The advantages of this method are considerable. Most importantly, the class gets the benefit in classroom discussion of considered judgments.

Lastly, you must come to understand and fully appreciate the role of basic research as a requisite diagnostic step toward improved management, particularly the promotion of industrial justice.

"LOVE OF WISDOM THE GUIDE OF LIFE."

-- THE MOTTO OF PHI BETA KAPPA

GRADUATE LIBERAL STUDIES PROGRAM POLICY ON CLASS ATTENDANCE: Attendance to the first class meeting is mandatory. Absences are not expected and more than one excused absence may result in the withdrawal of the student from the course. More than two absences usually result in withdrawal from the course as sufficient contact hours would not be met to warrant the award of credit or grade.

POLICY ON THE PROFESSOR'S EDUCATIONAL PHILOSOPHY: The purpose of the professor is to serve the student by aiding the student in maximizing his or her educational investment at Georgetown University. This purpose is accomplished by the professor conducting a challenging and substantive course which demands good scholarship.

Furthermore, the student is urged to discourse with the professor before and after class, during his office hours, and by appointment. My door is always open to you and your problems.

NOTE WELL: The student is responsible for mastering the body of knowledge presented in the readings, lectures, class discussions, and in all the other forms of pedagogical techniques.

NOTE WELL: While this syllabus accurately reflects course plans as the fall semester begins, it is possible that changes will be made for educationally-related reasons. These changes will be the sole prerogative of the professor.

NOTE WELL: *All of the cases in the text must be analyzed and "book: briefed" prior to class.*

NOTE WELL: *Clearly, much learning is derived from fellow students' contributions to class discussions and a failure to fully prepare for class should be construed as breaking a contract with them. Further, late arrivals and early departures are disruptive to the atmosphere we will be trying to create and should be totally avoided.*

Team Case Study Procedure: When analyzing the cases in the text in your teams, be sure to always answer the following two critical questions: (1) What is the critical problem(s) or issue(s) in this case? (2) What are the team's professional recommendations to resolve the problem(s) or (issues) presented in the case?

NOTE WELL: *The textbook must be brought to every class session unless indicated otherwise by the instructor. Failure to do so could lead to a lowering of the class participation grade by the professor.*

NOTE WELL: *No cell phones, smart phones, I phones, or other means of electronic communication — including laptops — are allowed during class. Violation of this rule could lead to a lowering of the class participation grade by the professor. Furthermore, they must be turned completely off prior to entering the classroom.*

HONOR CODE: This course is covered by the terms and conditions of the Georgetown University Honor Code.

DISABILITIES STATEMENT: If you believe you have a disability, then you should contact the Academic Resource Center (arc@georgetown.edu) for further information. The Center is located in the Leavey Center, Suite 335. The Academic Resource Center is the campus office responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies.

CASE ANALYSIS

The following Guidelines are to be helpful in analyzing the cases. The Guidelines are not intended to be a rigid format, however, that the student just mechanically goes through. Each question is intended to surface information that will be helpful in analyzing and resolving the case. Each case is different, and some parts of the Guidelines may not apply in every case. Also, the student should be attentive to the questions for discussion at the end of each case. These questions should be answered in any complete case analysis. The heart of any case analysis is the set of recommendations made. The Problem and Issue Identification and Analysis and Evaluation steps should be focused on generating and defending the most effective set of recommendations.

GUIDELINES FOR ANALYZING CASES

Problem and Issue Identification

1. What are the *central facts of the case* and *assumptions* you are making based on these facts?
2. What is the *major overriding* issue in this case? (What major question or issue does this case address that merits its study in this course and in connection with the chapter or material you are now covering?)
3. What *subissues* or *related* issues are present in the case that merit consideration and discussion?

Analysis and Evaluation

4. Who are the *stakeholders* in the case and *what are their stakes*? (Create a stakeholder map if this is helpful.) What challenges, threats, and opportunities are posed by these stakeholders?
5. What *economic, legal, ethical, and discretionary responsibilities* does the company have, and what exactly is the nature and extent of the responsibilities?
6. If the case involves a company's actions, *evaluate what the company did or did not do* in handling the issue affecting it.

Recommendations

7. What recommendations do you have for this case? If a company's strategies or actions are involved, should the company have acted the way it did? What actions should the company take now, and why? Be as specific as possible, and include a discussion of *alternatives* you have considered but decided not to pursue. Mention and discuss any important *implementation considerations*.

(Source: Archie B. Carroll, Business & Society: Ethics and Stakeholder Management.)

SEMESTER SCHEDULE OF ASSIGNMENTS

CASE VIGNETTES: Selected management development case vignettes will be integrated in the appropriate topical areas throughout the course of the semester.

NOTE WELL: The student is responsible for answering all of the questions to all of the case studies in the text prior to class. *In essence, however, always be able to answer the following two questions pertaining to each case: (1) What is the strategic ethical issue in this case? and (2) What would you advise the firm to do as a professional to resolve the ethical dilemma/ issue at hand?*

PART I: INTRODUCTION AND OVERVIEW

Tuesday, January 13, 2015

Introductory Lecture
Preface

PART II: SUBSTANTIVE BODY OF KNOWLEDGE

Tuesday, January 20, 2015

Chapter 1, “The Business and Society Relationship”
Chapter 2, “Corporate Citizenship: Social Responsibility, Performance and Sustainability”
Case 1
Case 2, 3, 4 (Do all 3 as one)

Tuesday, January 27, 2015

Chapter 3, “The Stakeholder Approach to Business, Society, and Ethics”
Chapter 7, “Business Ethics Fundamentals”
Chapter 8, “Personal and Organizational Ethics”
Case 5
Case 6
Case 7
Case 8

Tuesday, February 3, 2015

Chapter 10, “Ethical Issues in the Global Arena”
Ethical International Simulation: “The Mexican Venture”

Topics here include an analysis of the general subject of strategic ethical issues in global organizational behavior, international employee relations practices, and comparative industrial relations. Specifically, global ethical comparisons relating to employee rights, employment legislation, cross-cultural norms in relation to multinational corporations, international codes of conduct, industrial justice, employer and employee responsibilities, underlying normative issues of operating in a multinational milieu and environment, and all the other aspects of the interrelationship between ethical values and the field of international management will be analyzed.

Chapter 11, “Business, Government, and Regulation”

Case 9

Case 10

Case 11

Case 12

Case 13

Tuesday, February 10, 2015

Chapter 12, “Business's Influence on Government and Public Policy”

Chapter 13, “Consumer Stakeholders: Information Issues and Responses”

Chapter 14, “Consumer Stakeholders: Product and Service Issues”

Case 14

Case 15

Case 16

Case 17

Tuesday, February 17, 2015

MID-TERM EXAMINATION

Tuesday, February 24, 2015

Chapter 15, “Sustainability and the Natural Environment”

Chapter 16, “Business and Community Stakeholders”

Ethical Environmental Simulation: “Island Cruise”

Case 18

Case 19

Case 20

Case 21

Case 22

Case 23

Tuesday, March 3, 2015

Simulation: “The Drug-Testing Program”

Chapter 17, “Employee Stakeholders and Workplace Issues”

Ethical Employee Stakeholder Simulation: “Eurotechnologies, Inc.”

Douglas M. McCabe (Co-Author). "Ethics and Values in Nonunion Employment Arbitration: A Historical Study of Organizational Due Process in the Private Sector." *Journal of Business Ethics*, Volume 41, pp. 13-25.

Douglas M. McCabe (Co-Author). “Administering the Employment Relationship: The Ethics of Conflict Resolution in Relation to Justice in the Workplace.” *Journal of Business Ethics*, Volume 36, Nos. 1-2, pp. 33-48.

Douglas M. McCabe. “Alternative Dispute Resolution and Employee Voice in Nonunion Employment: An Ethical Analysis of Organizational Due Process Procedures and Mechanisms -- The Case of the United

States.” *Journal of Business Ethics*, Vol. 16, No. 3, pp. 349-356. And Douglas M. McCabe (Co-Author). “Employee Voice: A Human Resource Management Perspective.” *California Management Review*, Vol. 34, No. 3, pp. 112-123. *A firm grasp of the concepts of "voice" and due process is crucial to an understanding of managerial and organizational ethics.*

Chapter 18, “Employee Stakeholders: Privacy, Safety, and Health”
 Case 24
 Case 25
 Case 26
 Case 27
 Case 28

Tuesday, March 10, 2015

No Class -- Spring Break -- University Holiday

Tuesday, March 17, 2015

Chapter 19, “Employment Discrimination and Affirmative Action”
 Chapter 4, “Corporate Governance: Foundational Issues”
 Case 29
 Case 30
 Case 31
 Case 32
 Case 33
 Case 34
 Simulation: “Where's Alvin? A Case of Lost Ethics”

Tuesday, March 24, 2015

Chapter 5, “Strategic Management and Corporate Public Affairs”
 Chapter 6, “Issue, Risk, and Crisis Management”
 Chapter 9, “Business Ethics and Technology”
 Case 35
 Case 36
 Case 37
 Case 38
 Case 39
 Case 40
 Case 41

PART III: CONCLUSION

Tuesday, March 31, 2015

FINAL EXAMINATION