



**Georgetown University  
School of Continuing Studies  
Master of Professional Studies in Human Resources Management  
Course Syllabus, Fall Semester, 2014**

**Course:** Workplace Ethics (MPHR-700-01)

**Class time:** Mondays - 8:00 p.m. - 10:30 p.m.

**Location:** 640 Mass Ave, Room C126

**Instructor:** Savaria Harris, J.D.

**Office:** Georgetown University School of Continuing Studies  
640 Massachusetts Ave. N.W.  
Washington, DC 20001

**Office Hours:** By Appointment

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**Course Description:**

This graduate-level course provides an introduction to workplace ethics, with particular emphasis on the role human resources professionals play in advocating and facilitating an ethical work environment within organizations. This course includes an exploration of ethical principles that serve as a framework for organizational and individual actions and behaviors. During this course, students will have the opportunity to explore and discuss case studies and topics around current events that illuminate many of the ethical dilemmas faced by organizations and individuals in today's workplace. Additionally, students will examine ethics as it relates to individual moral development, including acquisition of skills in ethical decision-making. The course will conclude with a final paper that requires students to devise a complete compliance program consisting of a code of ethics, code of conduct and other internal controls designed to address the ethical issues presented in a case study.

## **Course Objectives:**

This course is intended to help students develop the ability to:

1. Understand and articulate the moral and ethical theories and assess how they influence organizational behavior.
2. Enhance critical thinking skills by analyzing and evaluating multi-layered case studies and providing possible recommendations that may resolve workplace ethical dilemmas from a human resources perspective.
3. Discuss laws that apply in the workplace.
4. Work as a contributing member of a group and formally present information relating to an assigned case study.
5. Determine steps involved in ethical decision-making and development of a corporation's compliance program, including a code of conduct, code of ethics and other internal controls.

## **Course Methodology:**

Learning strategies include lectures, group discussions, case studies, experiential exercises, group presentations, guest lectures and research assignments. The primary teaching approaches are the following:

- Engaging in lectures for the primary purpose of communicating new constructs and introducing and defining new topics.
- Facilitating group discussions to allow students the benefit of learning from their peers and building skills in peer interaction and communicating similar and dissimilar viewpoints.
- Assigning case studies to build student's analytic capabilities and critical thinking skills.
- Facilitating experiential exercises to link both academic and practitioner perspectives.
- Assigning group presentations to promote student interaction in a team setting and strengthen student's ability to effectively communicate through formal presentations.
- Assigning a research paper to increase students' research and writing capabilities.

## **Required Textbooks:**

- Rowan, J. R., & Zinaich, S. (2003). *Ethics for the Professions*. Belmont, CA. Wadsworth/Thompson Learning. (NEW \$124.98; USED \$30.74) ISBN-10: 0155069993.
- Trevino, L.K., & Nelson, K.A.. (2013). *Managing Business Ethics: Straight Talk About How to Do It Right* (6th ed.). Hoboken, NJ: John-Wiley & Sons. (NEW \$92.28; USED \$31.83 ) ISBN-13: 978-111858267

## **Required Case Studies:**

- Bredeson, D. (2011). *Applied Business Ethics: A Skills-Based Approach*. Mason, OH, South-Western Cengage Publishing. (NEW \$141.90; USED \$30.85) ISBN-13: 978-0538453981.
- Lipman, Frederick D. (2011). *Whistleblowers: Incentives, Disincentives, and Protection Strategies*. Hoboken, NJ: John Wiley & Sons. (NEW \$49.75; USED \$34.22) ISBN- 9781118168486

## Required On-Line Materials

- <http://www.justiceharvard.org/watch/>
- <http://hbr.org/2003/12/how-unethical-are-you/ar/pr>
- <http://hbr.org/2011/04/ethical-breakdowns/ar/pr>
- [http://hbr.org/hb/article\\_assets/hbr/1104/R1104C\\_A\\_lg.gif](http://hbr.org/hb/article_assets/hbr/1104/R1104C_A_lg.gif)
- <http://hbr.org/2003/02/the-ethical-leaders-decision-tree>
- <http://hbr.org/2007/03/the-ethical-mind/ar/pr>
- <https://implicit.harvard.edu/implicit/Study?tid=-1>
- <http://www.prsa.org/AboutPRSA/Ethics/CodeEnglish/index.html#.U7LRBbEXKLI>
- <http://www.instituteforpr.org/topics/ethics-and-public-relations/>

**Grading System** – The final grade will be based on the following three areas:

Final Paper	50% -- Final research paper (minimum 20 pages, maximum 25 pages)
Case Analysis	30% -- Written analysis of assigned case studies (5 pages each)
Group Presentation	20% -- Group presentation on assigned case module

## Grading Scale:

Percentage	Grade
95 -100	A
90-94	A-
87-89	B+
83-86	B
80-82	B-
70-79	C

**Letter Grading Descriptions:** Listed below are grades and academic standards for each grade awarded.

A: Clearly stands out as excellent work. An “A” grade work could be used as a model for other students to emulate. Shows excellent grasp of subject matter and conceptual integration.

A-: Represents high quality performance. Shows excellent grasp of subject matter and conceptual integration. Shows a high level of thinking, analysis and application.

B+: Represents very good work. Shows thorough grasp of subject matter and effective application. Shows good thinking and analysis. The presentation is well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

B: Represents satisfactory work. Shows adequate level of thinking and analysis. Standard of presentation, organization and appropriateness of application is adequate. Some level of additional

input is provided.

B-: Work is below graduate level expectations, marginally passing. Presentation is rather general, superficial, or incomplete and not very well written. Indicates minimal level of individual thought or effort with inadequate attempts at application.

C: Work is clearly unsatisfactory. It is poorly written and presented, shows poor analysis, misses important elements and lacks any noticeable attempts at application. Fails to meet minimum acceptable standards for the Human Resources Program.

### **Final Exam Grading Rubric**

Final Exam Research Paper – 50% of final grade

- Content/Information – 40%
  - Complexity of the topic
    - Quality of the analysis and recommendations
    - Comprehensive scope of research
- Quality of Writing –40%
  - Clarity of sentences and paragraphs
  - Grammar and punctuation
  - Spelling and other errors
  - Organization and coherence of ideas.
- Length- 20%
  - Minimum 20 pages, maximum 25 pages – does not include Title, Abstract, and Reference pages

### **Case Analysis Grading Rubric**

Case Analysis – 30% of final grade

- Each week students will be assigned a weekly case module from *Applied Business Ethics: A Skills-Based Approach*. Each student will complete a short paper responding to the questions in the chapter associated with the case model, providing the following:
  - Identification of major issues and problems and their impact on building and sustaining an ethical workplace climate.
    - Discussion of how and why application of certain human resources management principles might mitigate or eliminate the major issues and problems described.
- Quality of Content – 40%
  - Quality of analyses and diagnosis regarding identification of case issues and/or problems.
  - Critical thinking and relevant alternatives, conclusions, and recommended actions.
  - Full consideration of opportunities to increase ethical practices and minimize unethical actions.
- Quality of Writing – 40%
  - Clarity of sentences and paragraphs, including effectiveness in transitioning from one paragraph to another and from one section to another section.
  - Grammar, punctuation, and spelling.
  - Overall organization of paper and coherence of ideas.

- Length– 20%
  - A quarter page response to each module question – does not include Title, Abstract, and Reference pages

### **Group Presentation Grading Rubric**

#### Group Assignment Requirements - 20% of the final grade

- Each student conveys information clearly and demonstrates knowledge of case.
- Each student demonstrates effective presentation style – good eye contact and body language; demonstrate ability to convey knowledge of information clearly and in an understandable manner.
- Presentation is developed and communicated in a cohesive manner.
- Presentation adequately identifies key ethical and human resources issues, evaluates actions described in the case, provides recommended actions and solutions, and responds to questions in a thoughtful and informed manner.
- Presentation generates class participation and interaction.
- Each student is actively involved in responding to questions from leading group and other classmates.

### **Participation**

- Students are expected to be present at all meetings.
- Late arrival and early departure (more than 10 minutes) are not acceptable. If an emergency arises that may necessitate missing a class, please contact your professor ahead of time or as soon as possible.
- Failure to communicate regarding missed class may result in the deduction of up to 10 points from the student's grade.
- It is the student's responsibility to discuss missed class assignments with the instructor and obtain notes from a fellow student.
- Any student who misses more than two classes is subject to withdrawal from the class by Dean Metzler and a final grade of "F" in the course.

**Citation System** – Students must use APA Style (APA Publication Manual 6th Edition) for all papers submitted in this course. Points will be deducted for failure to follow APA style. The following links provide guidance for APA style:

- <http://apastyle.org/>
- <http://owl.english.purdue.edu/owl/section/2/10/>

**Turnitin.com** - Students agree that by taking this course all required papers may be subject to submission for Textual Similarity Review to **Turnitin.com** for detection of plagiarism. All submitted papers will be added as source documents in the Turnitin.com database solely for purpose of detecting plagiarism of such papers in the future. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site.

**Writing Assignments** – All writing assignments must be your original work. There are consequences for plagiarism (intended or not), and usually results in no credit earned for an assignment. The Case Analysis and the Final Research Paper must be submitted to Blackboard (**Turnitin.com**) by the due date.

**Late Assignments** - Except in rare circumstances, late papers are not accepted. Requests for extensions must reach me no later than a week before the paper is due. In case of an emergency, this rule can be waived with appropriate documentation and cause.

**Incompletes** - Incompletes are given in only the most extraordinary circumstances and with appropriate documentation. Where an incomplete is granted, a grade of "N" shall be granted until the work is handed in and then the grade shall be changed accordingly.

**Students with Disabilities Policy:**

Students with documented disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services among others. Students must obtain an official letter from the Academic Resource Center listing the exact accommodations needed.

Students with disabilities should contact the Academic Resource Center (Leavey Center, Suite 335; (202) 687-8354; [arc@georgetown.edu](mailto:arc@georgetown.edu); <http://ldss.georgetown.edu/index.cfm>) before the start of classes to allow their office time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

Honor System: All students are expected to follow Georgetown's honor code located at: <http://gervaseprograms.georgetown.edu/honor/system/>

**Course Outline – August 27, 2014 – December 5, 2014**

<b>Week</b>	<b>Assignment</b>	<b>Topic</b>
Class 1: Aug 27	<p><b>Read:</b> Ch. 1 (Moral Theories) in <i>Ethics for the Professions</i>.</p> <p>Ch. 1 (Introducing Straight Talk About Managing Business Ethics) in <i>Managing Business Ethics</i>.</p> <p><b>Watch:</b> Epi 1 (The Moral Side of Murder/The Case for Cannibalism) of "Justice: What's the Right Thing to Do." video lecture by Harvard Prof. Michael Sandel located at: <a href="http://www.justiceharvard.org/watch/">http://www.justiceharvard.org/watch/...</a></p>	<p><b>Introduction</b></p> <p><b>Review of Syllabus and Assignments</b></p> <p><b>Theoretical Underpinnings of Ethics</b></p> <ul style="list-style-type: none"> <li>• Utilitarian Ethics</li> <li>• Deontological Ethics</li> <li>• Contrarian Ethics</li> <li>• Virtue Ethics</li> <li>• Feminist Ethics</li> </ul>
<b>Holiday: Sep 1</b>	<b>NO HOMEWORK</b>	<b>NO CLASS</b>
Class 2: Sep 8	<p><b>Read:</b> Ch. 2 (Perspectives on Professional Ethics) in <i>Ethics for the Professions</i>.</p> <p>Ch. 3 (Deciding What's Right A Psychological Approach) in <i>Managing Business Ethics</i>.</p> <p>Ch. 9 (Corporate Social Responsibility) in <i>Managing Business Ethics</i>.</p> <p><b>Case Analysis:</b> Provide case analysis responding to the end-of-chapter questions for <b>Modules 1-5 (Unit 1 - Ethical Dilemmas)</b> of <i>Applied Business Ethics: A Skills-Based Approach</i>. Devote 1/4 page to each question for each module.</p>	<p><b>Perspectives on Professional Ethics</b></p> <ul style="list-style-type: none"> <li>• Professional v. Personal Ethics</li> <li>• Relevance of Professional Ethics</li> <li>• Professional Responsibility</li> <li>• Consequentialist Theory in Business</li> <li>• Deontological Theory in Business</li> <li>• Virtue Ethics in Business</li> </ul>
Class 3: Sep 15	<p><b>Read:</b> Ch. 9 (Law) in <i>Ethics for the Professions</i>.</p> <p><b>Watch:</b> Epi 6 (Mind Your Motive/The Supreme Principal of Morality) of "Justice: What's the Right Thing to Do." video lecture by Harvard Prof. Michael Sandel located at: <a href="http://www.justiceharvard.org/watch/">http://www.justiceharvard.org/watch/</a>.</p> <p><b>Case Analysis:</b> Provide case analysis responding to the end-of-chapter questions for <b>Modules 60 &amp; 61 (Unit 12 - Government Actors and Corporate Influence)</b> of <i>Applied Business Ethics: A Skills-Based Approach</i>. Devote 1/4 page to each question for each module.</p>	<p><b>Case Study:</b> Ethical Issues in the Law</p> <ul style="list-style-type: none"> <li>• Theory: <ul style="list-style-type: none"> <li>• Advocates v. Moral Agents</li> <li>• The Adversary System</li> <li>• Client Confidentiality</li> </ul> </li> <li>• Practice <ul style="list-style-type: none"> <li>• Politics &amp; Government</li> </ul> </li> <li>• Law <ul style="list-style-type: none"> <li>• <i>Citizens United Case</i></li> </ul> </li> </ul>
Class 4: Sep 22	<p><b>Read:</b> Ch. 7 (Healthcare) in <i>Ethics for the Profession</i></p> <p>Zimmer, C.(2013, Aug. 7). A Family Consents to a Medical Gift, 62 Years Later. <i>The New York Times</i>. Retrieved from: <a href="http://www.nytimes.com/2013/08/08/science/after-decades-of-research-henrietta-lacks-family-is-asked-for-consent.html?pagewanted%3Dall&amp;_r=0">http://www.nytimes.com/2013/08/08/science/after-decades-of-research-henrietta-lacks-family-is-asked-for-consent.html?pagewanted%3Dall&amp;_r=0</a></p> <p><b>Watch:</b> C-SPAN book discussion of The Immortal Life of Henrietta Lacks. Retrieved from: <a href="http://www.c-span.org/video/?292685-7/book-discussion-immortal-life-henrietta-lacks">http://www.c-span.org/video/?292685-7/book-discussion-immortal-life-henrietta-lacks</a>.</p> <p><b>Case Analysis:</b> Provide 3-5-page case analysis responding to the end-of-chapter questions for <b>Module 64 (Unit 12 - Government Actors and Corporate Influence)</b> of <i>Applied Business Ethics: A Skills-Based Approach</i>. Devote 1/4 page to each question for each module.</p>	<p><b>Case Study:</b> Ethical Issues in Healthcare</p> <ul style="list-style-type: none"> <li>• Theory <ul style="list-style-type: none"> <li>• Patient-Physician Relationship</li> <li>• Informed Consent</li> <li>• Euthanasia</li> </ul> </li> <li>• Practice <ul style="list-style-type: none"> <li>• Sourcing (Henrietta Lacks)</li> <li>• Human Experiments</li> <li>• Corporate Influence</li> </ul> </li> </ul> <p><b>In Class Movie:</b></p> <ul style="list-style-type: none"> <li>• Ms. Evers' Boys -- The Story of the Tuskegee Experiment</li> </ul>

Week	Assignment	Topic
Class 5: Sep 29	<p><b>Read:</b>  <u>Ch. 5</u> (Business and the Professions) in <i>Ethics for the Professions</i>.</p> <p><u>Ch. 1</u> (Dramatic Expansion of Whistleblower Awards under Dodd Frank) in <i>Whistleblowers: Incentives, Disincentives, and Protection Strategies</i>.</p> <p><u>Ch. 2</u> (Deciding What's Right: A Prescriptive Approach) in <i>Managing Business Ethics</i>.</p> <p>Bagley, M., "The Ethical Leader's Decision Tree" available at: <a href="http://hbr.org/2003/02/the-ethical-leaders-decision-tree">http://hbr.org/2003/02/the-ethical-leaders-decision-tree</a></p> <p><b>Case Analysis:</b> Provide case analysis responding to the end-of-chapter questions for <b>Modules 55 (Unit 11 - The Great Recession)</b> of <i>Applied Business Ethics: A Skills-Based Approach</i>. Devote 1/4 page to each question for each module.</p>	<p><b>Case Study:</b> Ethical Issues in Finance</p> <ul style="list-style-type: none"> <li>• Theory <ul style="list-style-type: none"> <li>• Purpose of a Corporation</li> <li>• Shareholder/Dual-Investor Theory</li> <li>• Marketplace Paternalism</li> </ul> </li> <li>• Practice - Securities Violations <ul style="list-style-type: none"> <li>• Ponzi Schemes</li> <li>• Insider Trading</li> <li>• Market Manipulation</li> <li>• False Statements</li> </ul> </li> </ul>
Class 6: Oct 6	<p><b>Read:</b>  <u>Ch. 2</u> (Deciding What's Right: A Prescriptive Approach) in <i>Managing Business Ethics</i>.</p> <p>Bagley, M., "The Ethical Leader's Decision Tree" available at: <a href="http://hbr.org/2003/02/the-ethical-leaders-decision-tree">http://hbr.org/2003/02/the-ethical-leaders-decision-tree</a></p> <p><b>Case Analysis:</b> Provide case analysis responding to the end-of-chapter questions for <b>Modules 56 (Unit 11 - The Great Recession)</b> of <i>Applied Business Ethics: A Skills-Based Approach</i>. Devote 1/4 page to each question for each module.</p>	<ul style="list-style-type: none"> <li>• <b>Steps for Making Ethical Business Decisions</b> <ul style="list-style-type: none"> <li>• Prescriptive Approaches</li> <li>• Eight Steps to Sound Ethical Decision Making</li> <li>• Practical Preventative Medicine</li> <li>• Dealing with Snap Decisions</li> </ul> </li> <li>• Law <ul style="list-style-type: none"> <li>• Dodd Frank</li> </ul> </li> </ul> <p><b>In Class Movie:</b></p> <ul style="list-style-type: none"> <li>• Enron - The Smartest Guys In the Room</li> </ul>
Holiday: Oct 13	<b>NO HOMEWORK</b>	<b>NO CLASS</b>
Class 7: Oct 20	<p><b>Read:</b>  <u>Ch. 11</u> (Managing for Ethics and Social Responsibility in a Global Environment) in <i>Managing Business Ethics</i>.</p> <p><b>Watch:</b>  <u>Epi. 11</u> (The Claims of Community/Where Our Loyalty Lies) of "Justice: What's the Right Thing to Do." video lecture by Harvard Prof. Michael Sandel located at: <a href="http://www.justiceharvard.org/watch/">http://www.justiceharvard.org/watch/</a>.</p> <p><b>Case Analysis:</b> Provide case analysis responding to the end-of-chapter questions for <b>Modules 52-54 (Unit 10 - International Ethics)</b> of <i>Applied Business Ethics: A Skills-Based Approach</i>. Devote 1/4 page to each question for each module.</p>	<ul style="list-style-type: none"> <li>• <b>Case Study:</b> Ethical Issues in International Business</li> <li>• Theory <ul style="list-style-type: none"> <li>• Special Obligations of Solidarity</li> <li>• Communitarian Theory</li> <li>• Cross-Cultural Assumptions</li> <li>• Overseas Working Conditions</li> <li>• International Trade</li> <li>• Bribery &amp; Corruption</li> </ul> </li> <li>• Law <ul style="list-style-type: none"> <li>• Foreign Corrupt Practices Act</li> </ul> </li> </ul>
Class 8: Oct 27	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Ethics and Public Relations Article by Shannon Bowen at: <a href="http://www.instituteforpr.org/topics/ethics-and-public-relations/">http://www.instituteforpr.org/topics/ethics-and-public-relations/</a></li> <li>• Public Relations Society of America (PRSA) articles at: <a href="http://www.prsa.org/AboutPRSA/Ethics/CodeEnglish/index.html#U7LRBbEXKLI">http://www.prsa.org/AboutPRSA/Ethics/CodeEnglish/index.html#U7LRBbEXKLI</a>  <a href="http://www.prsa.org/AboutPRSA/Ethics/AboutEnforcement/#U7LSD7EXKLI">http://www.prsa.org/AboutPRSA/Ethics/AboutEnforcement/#U7LSD7EXKLI</a>  <a href="http://www.prsa.org/AboutPRSA/Ethics/EthicalStandardsAdvisories/#U7LZGPldUQo">http://www.prsa.org/AboutPRSA/Ethics/EthicalStandardsAdvisories/#U7LZGPldUQo</a></li> </ul> <p><b>Case Analysis:</b> Provide case analysis responding to the end-of-chapter questions for <b>Modules 12,14 and 18</b> (Unit 3 - Selling, Marketing and Advertising) <b>Module 41 (Unit 8 - Special Obligations to Customers)</b> of <i>Applied Business Ethics: A Skills-Based Approach</i>. Devote 1/4 page to each question for each module.*</p>	<ul style="list-style-type: none"> <li>• <b>Case Study:</b> Ethical Issues in Marketing <ul style="list-style-type: none"> <li>• Ethics in PR</li> <li>• Evolution of PR Ethics</li> <li>• PR Codes of Ethics</li> <li>• Current Findings</li> <li>• Dialogical Ethics v. Advocacy Ethics</li> <li>• Evaluating Practical Recommendations</li> </ul> </li> </ul>



Week	Assignment	Topic
Class 9: Nov 3	<p><b>Read:</b> Ch. 11 (Education) in <i>Ethics for the Professions</i>.</p> <p>M. Bazerman and M. Banaji, "How (un)Ethical Are You?" available at: <a href="http://hbr.org/2003/12/how-unethical-are-you/ar/pr">http://hbr.org/2003/12/how-unethical-are-you/ar/pr</a>.</p> <p><b>Watch:</b></p> <p>Epi. 8 (What's A Fair Start/What Do We Deserve) of "Justice: What's the Right Thing to Do." video lecture by Harvard Prof. Michael Sandel located at: <a href="http://www.justiceharvard.org/watch/">http://www.justiceharvard.org/watch/</a>.</p> <p>Epi. 9 (Arguing Affirmative Action/What's the Purpose) of "Justice: What's the Right Thing to Do." video lecture by Harvard Prof. Michael Sandel located at: <a href="http://www.justiceharvard.org/watch/">http://www.justiceharvard.org/watch/</a>.</p> <p><b>Test:</b> Take (free) Race "Implicit Association Test," developed by Harvard Prof. Bazerman, et. al. to determine your implicit bias. Results will be available to you only. The test is located at: <a href="https://implicit.harvard.edu/implicit/selectatest.html">https://implicit.harvard.edu/implicit/selectatest.html</a></p> <p><b>Case Analysis:</b> Provide case analysis responding to the questions at: <a href="http://www.justiceharvard.org/resources/episode-9-discussion-guide-advanced/">http://www.justiceharvard.org/resources/episode-9-discussion-guide-advanced/</a>.</p>	<p><b>Case Study:</b> Ethical Issues for Universities</p> <ul style="list-style-type: none"> <li>• Ethics in Higher Ed.</li> <li>• Educator/Student Relationships</li> <li>• Affirmative Action</li> <li>• Law <ul style="list-style-type: none"> <li>• <i>Local 28 v. Equal Employment Opportunity Commission</i></li> <li>• <i>Plessy v. Ferguson</i></li> <li>• <i>Brown v. Board of Education</i></li> <li>• <i>Regents of the Univ. of California v. Bakke</i></li> <li>• <i>Hopwood v. Texas</i></li> <li>• <i>Grutter v. Bollinger</i></li> <li>• <i>Gratz v. Bollinger</i></li> <li>• <i>Fisher v. Univ. of Texas at Austin</i></li> </ul> </li> </ul>
Class 10: Nov 10	<p><b>Read:</b> Ch. 3 (Employee Rights) in <i>Ethics for the Professions</i>.</p> <p>Ch. 4 (Addressing Individual's Common Ethical Problems) in <i>Managing Business Ethics</i>.</p> <p>Ch. 2 (The Remarkable Story of Cheryl Eckard and the \$96 Million Bounty under the False Claims Act) in <i>Whistleblowers: Incentives, Disincentives, and Protection Strategies</i>.</p> <p>Ch. 3 (The Pfizer Whistleblowers Who Collected Over \$100 Million under the False Claims Act) in <i>Whistleblowers: Incentives, Disincentives, and Protection Strategies</i>.</p> <p>Ch. 4 (Disincentives to Internal Whistleblowers) in <i>Whistleblowers: Incentives, Disincentives, and Protection Strategies</i>.</p> <p>Ch. 5 (Women as Whistleblowers) in <i>Whistleblowers: Incentives, Disincentives, and Protection Strategies</i>.</p> <p><b>Case Analysis:</b> Provide case analysis responding to the end-of-chapter questions for <b>Module 23 (Unit 4 - Workplace Ethics Treatment of Employees)</b> and <b>Module 27, 28 and 30 (Unit 5 - Responding to Employee Behavior)</b> of <i>Applied Business Ethics: A Skills-Based Approach</i>. Devote 1/4 page to each question for each module. *</p>	<p><b>Case Study:</b> Ethical Issues in Labor Relations</p> <ul style="list-style-type: none"> <li>• Employee Issues <ul style="list-style-type: none"> <li>• Lay Offs</li> <li>• Discrimination</li> <li>• Sexual Harassment</li> <li>• Privacy</li> <li>• Use of Corporate Resources</li> <li>• Whistleblowing &amp; Retaliation</li> </ul> </li> <li>• Law <ul style="list-style-type: none"> <li>• The False Claims Act <ul style="list-style-type: none"> <li>• Ethical issues with whistleblowing for profit</li> </ul> </li> </ul> </li> </ul>
Class 11: Nov. 17	<p><b>Read:</b> Ch. 6 (Managing Ethics and Legal Compliance) in <i>Managing Business Ethics</i>.</p> <p>Ch. 7 (Establishing a Robust Whistleblower System) in <i>Whistleblowers: Incentives, Disincentives, and Protection Strategies</i>.</p> <p><b>Case Analysis:</b> Group Presentation on Assigned Case Study Topic</p>	<p><b>Devising Codes of Conduct &amp; Ethics</b></p> <ul style="list-style-type: none"> <li>• Structuring Ethics Management</li> <li>• Communicating Ethics</li> <li>• Rewards System</li> <li>• Evaluating the Ethics Program</li> <li>• Globalizing an Ethics Program</li> </ul>
Class 12: Nov 24	<p><b>Read:</b> Ch. 5 (Ethics As An Organizational Culture) in <i>Managing Business Ethics</i>.</p> <p>Bazerman, M. and Tenbrusel, A. "Ethical Breakdowns" available at: <a href="http://hbr.org/2011/04/ethical-breakdowns/ar/pr">http://hbr.org/2011/04/ethical-breakdowns/ar/pr</a>.</p>	<p><b>Challenges to Ethics Systems &amp; Recommendations</b></p> <ul style="list-style-type: none"> <li>• <b>Problems</b> <ul style="list-style-type: none"> <li>• Ill-Conceived Goals</li> <li>• Motivational Blindness</li> <li>• Indirect Blindness</li> <li>• The Slippery Slope</li> </ul> </li> </ul>

	available at: <a href="http://hbr.org/hb/article_assets/hbr/1104/R1104C_A_lg.gif">http://hbr.org/hb/article_assets/hbr/1104/R1104C_A_lg.gif</a>  <b>Case Analysis:</b> Group Presentation Group Presentations ( <b>Cont'd</b> )	<ul style="list-style-type: none"> <li>• Overvaluing Outcomes</li> <li>• <b>Solutions</b></li> <li>• Organizational Ethics as Culture</li> <li>• Formal Cultural Systems</li> <li>• Informal Cultural Systems</li> <li>• Developing &amp; Changing the Ethical Culture</li> </ul>
<b>Class 13: Dec 1</b>	<b>Case Analysis:</b> Group Presentation Group Presentations ( <b>Cont'd</b> )	<b>Semester Summary</b>
<b>Dec 18</b>	<b>Final Paper Due</b>	<b>NO CLASS</b>

\*Homework is due by the class date listed on the syllabus.

\*\*This syllabus may change at the discretion of the professor