



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

**Course:** Workplace Ethics 18087 (MPHR-700-01)

**Class time:** Wednesday, 8:00p.m. – 10:30p.m.

**Location:** 640 Mass Ave, Room C217  
**Instructor:** Edgar Noumair, Ph.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.

## Course Objectives:

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

1. Discuss moral and ethical theories and assess how they influence organizational actions and human resources related situations.
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, including Title VII of the Civil Rights Act of 1964, Age Discrimination, American with Disabilities Act, Equal Pay Act, etc., union-management relations, and safety.
4. Demonstrate the ability to work as a contributing member of a group and formally present information relating to an assigned case study.  
Determine steps involved in ethical decision-making and development of an individual's personal ethical code.

## Course Methodology:

Learning strategies include lectures, group discussions, case studies, experiential exercises, group presentations, 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:

- Arnold, D.G., Beauchamp, T.L., & Bowie, N.E. (Eds.). (2012). *Ethical theory and business* (9<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc. **(\$123.50)** ISBN 9780205169085
- Howard, R.A., & Korver, C.D. (2008). *Ethics for the real world: Creating a personal code to guide decisions in work and life*. Boston, MA: Harvard Business School of Publishing. **(\$27.00)** ISBN 9781422121061
- Publication Manual of the American Psychological Association (2010). *Publication manual of the American psychological association* (6<sup>th</sup> ed.). Washington, D.C.: Author. **(\$28.95)** ISBN 1433805618

### Required Case Studies (MPHR 700 packet - \$65.75)

- *How (Un)Ethical Are You?* By Banaji, Bazerman, and Chugh. Harvard Business Publishing.
- *Julia Stasch (A)* by Kirk O. Hanson and Jonathan Eisenberg, Harvard Business Publishing.
- *Martin Marietta: Managing Corporate Ethics* by Lynn Sharp Paine.
- *Neighborhood Health Clinic (A): Serving the Underserved in a Complex Environment* by Lynn Denand, Stanford University.
- *People Management, The Mantra for Success: The Case of Singhanian and Partners* by Preeti Goyal, Harvard Business Publishing.
- *Rethinking Political Correctness* by Ely, Davidson, and Meyerson. Harvard Business Publishing.
- *Solvay Group: International Mobility and Managing Expatriates* by Boris Groysberg, Nitin Nohria, and Kerry Herman, Harvard Business Publishing.
- *Thomas Green: Power, Office Politics and A Career in Crisis* by W. Earl Sasser Jr. and Heather Beckham, Harvard Business Publishing.
- *When Steven Becomes Stephanie* by Loren Gary, Brian Elliot, Linda E. Taylor, Ronald K. Andrews, Stasha Goliaszewski, Harvard Business Publishing.
- *World-Class Bull* by John Humphreys, Zafar U. Ahmed, Mildred Pryor, Kirk O. Hanson, Don Peppers, Martha Rogers, and James Borg, Harvard Business Publishing.

Note: Additional case studies will be provided during class meetings.

### Course Requirements, Responsibilities, and Guidelines:

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

<b>Final Exam – 100 points</b>	<b>30%</b> -- Final research paper (minimum 20 pages, maximum 25 pages)
<b>Individual Case Studies (2)– 100 points</b>	<b>35%</b> -- Written analysis of two case studies (minimum 15 pages total)
<b>Group Case Study Assignment – 100 points</b>	<b>25%</b> -- Group/individual presentations on assigned cases
<b>Participation – 100 Points</b>	<b>10%</b> -- Participation

## Grading Scale:

Total Points – 300	Percentage	Grade
285 – 300	95-100	A
270 – 284	90-94	A-
261 – 269	87-89	B+
249 – 260	83-86	B
240 – 248	80-82	B-
210 – 239	70-79	C
209 and Below	69 and below	F

## Letter Grading Descriptions:

Listed below are grades and academic standards for each grade awarded.

### **A = 95-100%**

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. The presentation shows excellent in-depth analytical thinking and an elegantly innovative application. It is very well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

### **A- = 90-94%**

Represents high quality performance. Shows excellent grasp of subject matter and conceptual integration. Shows a high level of thinking, analysis and application. The presentation is very well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

### **B+ = 87-89%**

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 = 83-86 %**

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- = 80-82 %**

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 = 70-79%**

Work is clearly unsatisfactory. It is poorly written and presented, shows poor analysis, misses important elements and lacks any noticeable attempts at application.

### **F = 69% and below**

Fails to meet minimum acceptable standards.

**Class Participation** – All students are expected to actively participate and come to every class fully prepared. Class participation provides opportunity for you to demonstrate your understanding of the theories, concepts, and practices. More importantly, it allows you to further develop your persuasive communication skills. As you will learn, a critical element of any change effort is the change agent’s ability to persuade others to support change efforts. Therefore, success in this course depends on the preparedness and active engagement of all students. The readings and assignments listed on this syllabus should be accomplished prior to class.

### **Final Exam Grading Rubric**

Final Exam Research Paper – 100 points

Grading Scale:

- 95 – 100 points – A
- 90 – 94 points – A-
- 87 – 89 points – B+
- 83 – 86 points – B
- 80 – 82 points – B-
- 70 – 79 points – C
- 69 and Below - F

General Description:

- Research paper is 40% of final grade.
- The topic for the paper must focus on a contemporary business or organizational theme that includes complex ethical workplace issues.
- As part of exploring the selected topic and associated ethical implications, there must also be a discussion on how human resources strategies can assist with mitigating and/or eliminating ethical challenges.
- Example – The Economic Policy Institute (Washington D.C. think tank) states that American companies created 1.4 million jobs overseas this year, compared with the less than 1 million jobs created in the U.S. (Source: Washington Post Express, 12/29/10 issue). This example could become the basis for a paper, which could be approached in different ways (e.g., general outsourcing, globalization of jobs, creation of new middle class economies, corporations’ global focus vs. home country focus).
- As an example, potential topic areas may include: (a) workplace diversity, (b) religious expression, (c) leadership, (d) sexual harassment, (e) employment-at-will, and (f) whistleblowing.
- Submit to SafeAssign.

Grading Rubric:

- ✓ Format/Layout – 20 points
  - Use of APA Style
  - Minimum 20 pages, maximum 25 pages – does not include Title, Abstract, and Reference pages

- Any other format requirements specified by Professor at time of assignment.
- ✓ Content/Information – 35 points
  - Complexity of the topic
    - Clarity and understandable flow when
      - Describing ethical theory or moral principle
      - Relating theory or principle to contemporary business environment with a human resources focus
      - Making conclusions, thoughts, and/or recommendations regarding impact of theory/principle on business/human resources environment.
- ✓ Quality of Writing – 35 points
  - Clarity of sentences and paragraphs including effectiveness in transitioning from one section to another and paragraph to paragraph (including appropriate use of sub-titles)
  - Grammar and punctuation
  - Spelling and other errors
  - Organization and coherence of ideas.
- ✓ References – 10 points
  - Academically acceptable references.

### **Case Studies Grading Rubric**

Case Analysis – 100 points (Solvay and Neighborhood Clinic)

Grading Scale:

- 95 – 100 points – A
- 90 – 94 points – A-
- 87 – 89 points – B+
- 83 – 86 points – B
- 80 – 82 points – B-
- 70 – 79 points – C
- 69 and Below - F

General Description:

- Written analysis of two cases is 35% of final grade
- Cases assigned on first day of class
- Minimum 15 pages – does not include Title and Reference pages
- Submit to SafeAssign.

Grading Rubric:

- ✓ Format/Layout – 20 points
  - Follow APA style
  - Minimum 15 pages – does not include Title, Abstract, and Reference pages
  - Any other format requirements specified by Professor at time of assignment.
- ✓ *Quality of Content – 40 points*

- Quality of analyses and diagnosis regarding identification of case issues and/or problems
  - Degree to which student exhibits critical thinking and relevant alternatives, conclusions, and recommended actions
  - Did recommended actions and solutions take into consideration opportunities to increase ethical practices and minimize unethical actions?
- ✓ *Quality of Writing – 40 points*
- Clarity of sentences and paragraphs, including effectiveness in transitioning from one paragraph to another and from one section to another section
  - Grammar, punctuation, spelling
  - Overall organization of paper and coherence of ideas.

### **Case Study Assignment Grading Rubric**

Case Study Assignment – total 100 points; 25% of the grade

- a) Individual Assignment – opinion paper on Martin Marietta: Managing Corporate Ethics – total of 30 points
- b) Group Presentation / Individual Paper – total of 70 points (40 points for group presentation, 30 points for individual assignment)

Grading Scale:

- 95 – 100 points – A
- 90 – 94 points – A-
- 87 – 89 points – B+
- 83 – 86 points – B
- 80 – 82 points – B-
- 70 – 79 points – C
- 69 and Below - F

General Description:

- Each student will receive up to 70 points total for group work involving leading case presentation discussion and questions and completing individual paper;
- Class size will dictate the number of groups formed;
- Groups will be assigned case(s) from the MPHR 700 Coursepack;
- Students are expected to read all of the cases assigned in order to contribute to class discussions;
- Each student will be assigned to a group; each group will have responsibility for leading case discussion on the case assigned to them; each group will be assigned a different case and have responsibility for posing questions to case presenters;
- The group assigned to lead case discussion will make a formal presentation using PowerPoint; each member of the group will lead a segment of the discussion;
- The group assigned to lead questions will have the responsibility for asking in-depth questions about the case to panel members;
- Each student will receive up to 30 points total for individual assignment.

Grading Rubric:

- ✓ Individual Assignment: 30 points

- Each student will complete at minimum a four page paper providing the following:
  - Discussion on the key ethical points of the case
  - Write the paper as if you are Perez preparing to meet with Benoit. Discuss all of the key points that need to be made and provide your recommendations on how to address Hanson and the issues.
- ✓ Group Presentation and Individual Paper:
  - Individual Paper: 30 points
    - Each student will complete at minimum a three-page paper 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
    - Paper must be written using APA format.
  - Group Assignment Requirements: 40 points
    - Group Leading Discussion:
      - 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 covers: (a) identifying key ethical and human resources issues; (b) evaluating actions described in the case; (c) providing recommended actions and solutions; and (d) responding 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.
    - Group Leading Questions:
      - Each student displays solid understanding of case based on quality of questions
      - Consideration given to the number of questions developed, as well as the extent to which the questions reflect critical thinking and awareness of the main issues, plausible solutions and recommendations, and ethical implications.

**Course Norms** – As part of the first class session, we will develop norms that promote a conducive and collaborative learning environment and enhance the learning experience.

**Attendance** - 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. **Additional class assignments will always be required**



**when a class is missed, regardless of the circumstances, and 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 6<sup>th</sup> 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 and citations:

<http://apastyle.org/> American Psychological Association

<http://owl.english.purdue.edu/owl/section/2/10/> Purdue Online Writing Lab.

**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 SafeAssign by the due date.

**SafeAssign (Blackboard)** - Students agree that by taking this course all required papers will be subject to submission to SafeAssign for text matching algorithm for detection of plagiarism. All submitted papers will be added as source documents in the SafeAssign reference database solely for the purpose of detecting plagiarism of such papers in the future.

**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 unconditionally. If you have not done so, please read the honor code material located online at:

<http://gervaseprograms.georgetown.edu/honor/system/>

#### The Honor Pledge

- *In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system;*
- *To live out a commitment to integrity in all my words and actions;*
- *To be honest in every academic endeavor;*
- *And to conduct myself honorably, as a responsible member of the Georgetown community as we live and work together;*
- *To live out the ideals of Georgetown University I commit myself to be a person for others in my daily life, respectful of difference and disagreement;  
To care for this venerable campus and all of those with whom I share it;*
- *And to fulfill in all ways the trust placed in me to carry on the Georgetown tradition.*

**Course Outline – August 28, 2013 – December 6, 2013**

<b>Week</b>	<b>Class Discussion/Assignment</b>	<b>Topic</b>
<b>Class 1: Jan. 7</b>	<b>Arnold, Beauchamp, &amp; Bowie Chapter 4</b>	Introductions Review of Syllabus and Assignments Diversity, Discrimination (Chpt.4)
<b>Class 2: Jan. 14</b>	<b>Arnold et al. Chapter 4 continued</b>  <b>Arnold et al. Chapter 3</b>	Diversity, Discrimination (Chpt.4)  Ethical Treatment of Employees (Chpt.3)
<b>Class 3: Jan. 21</b>	<b>Arnold et al. 1</b> Group Work/Case Studies	Introduction to Workplace Ethics (Chpt.1)
<b>Class 4: Jan. 28</b>	<b>Arnold et al. 2</b> Group Work/Case Studies	Corporate Responsibility (Chpt.2)
<b>Class 5: Feb 4</b>  <b>Case Study I</b>	<b>Arnold et al. Chapters 2 continued</b> <b>Case Analysis Handout</b> <b>Coursepack Article</b> <i>When Stephen Becomes Stephanie Case</i>	Discussion of Stephanie Case and Case Analysis handout in preparation for Mid-Term Research Paper
<b>Class 6: Feb 11</b>	<b>Arnold et al. Chapter 5</b>	Marketing and The Disclosure of Information (Chpt.5)
<b>Class 7: Feb.18</b>	<b>Arnold et al. Chapters 6 &amp; 7</b> Group Work/Case Studies	Ethical Issues in Finance and Accounting (Chpt.6) Ethical Issues Regarding Emerging Technologies (Chpt.7)
<b>Class 8 : Feb. 25</b>	<b>Arnold et al. Chapters 9 &amp; 10</b> Group Work/Case Studies	Ethical Issues in International Business (Chpt.9) Social and Economic Justice (Chpt.10)
<b>Class 9 : March 4</b>	<b>Howard &amp; Korver Chapters 1-4</b>	Almost Ethical (Chpt.1) Draw Distinctions (Chpt.2) Consult the Touchstones (Chpt. 3) Draft Your Code (Chpt.4)
<b>March 11</b>	<b>Spring Break</b>	
<b>Class 10 : March 18</b> <b>Topics for final research must be approved by Professor</b>	<b>Case Study Presentations</b>	Groups to be announced

<b>Class 11 : March 25</b>	<b>Case Study Presentations</b>	Groups to be announced
<b>Case Study II</b>		
<b>Class 12 : April 1</b>	<b>Howard &amp; Korver Chapters 5-7</b>	Choose Action (Chpt.5) Transform Life (Chpt.6) Transform Work (Chpt.7) Semester Summary
<b>Class 13: April 8</b>	<b>Howard &amp; Korver Chapters 1-4</b>	Almost Ethical (Chpt.1) Draw Distinctions (Chpt.2) Consult the Touchstones (Chpt. 3) Draft Your Code (Chpt.4)
<b>Class 14: April 15</b>	<b>Final Paper Special Topics.</b>	TBD
<b>April 22</b>	<b>No Class Easter</b>	

**This syllabus may change at the discretion of the professor. Any changes will be made known to the class at the earliest possible date.**