

## SYLLABUS

1. Wayland Baptist University, **Tucson Campus**, School of Business
2. Mission Statement: Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, lifelong learning, and service to God and humankind.
3. Course: **BUAD 4334 – Business Ethics**
4. Term: Fall 2009
5. Instructor: Dr. Steven L. Smith
6. Office Phone and email: cairnsls@mac.com
7. Office Hours, Building, and Location: NA
8. Class Meeting Time and Location: Tuesday, 6:00 p.m. to 9:40 p.m., Broadway and Wilmont
9. Catalog Description: Offers an in-depth investigation of the characteristics of ethical and effective management, including an assessment of leadership styles within the context of a Christian value system. Ethical reasoning is developed and applied to a variety of business situations.
10. Prerequisites: None
11. Required Textbook and Resources:

BOOK	AUTHOR	ED	YEAR	PUBLISHER	ISBN#	REVIEW
<u>Ethics on the Job</u>	Pfeiffer/Forsberg	3 <sup>rd</sup>	2005	Wadsworth	534-61981-9	Spring 09

12. Optional Text: None.
13. Course Outcome Competencies:
  - Study the business ethics issues and definitions, theories, and frameworks important to organizational ethical decision making;
  - Use knowledge to develop boundaries of your own personal ethical boundaries;
  - Understand the interrelationship of ethics and social responsibility;
  - Gain confidence using oral skills to relate the issues of an ethical controversy in business to moral philosophy, work group influence, corporate culture, and social responsibility;
  - Identify means to resolve ethical disputes in business;
  - Examine the consequences of unethical/ethical business decisions;
  - Objectively listen and evaluate the thought process and ethical differences of others;
  - Understand the role of corporate governance and corporate culture in ethical decision making;
  - Decide what is important for you to make from this class – and then learn it!

14. Attendance Requirements: Students enrolled at one of the University's external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus dean. Any student who misses 25 percent or more (2.75) of the regularly scheduled class meetings will receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus are considered a part of the University's attendance policy. Note: Arriving late or leaving early for any reason is a ½ class absence.

#### 15. WBU Policy

Disability Statement: It is university policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university.

Student Responsibility: Students are responsible for reading, understanding, obeying, and respecting all academic policies, with added emphasis being placed upon academic progress policies, appearing in the WBU Academic Catalog applicable to their curriculum and/or program of study.

#### 16: Course Requirements and Grading Criteria:

- First Written Assignment. *Moral Issues in Business*. Select a moral issue in business (to include, military, education, law, politics) from a business magazine (e.g., Harvard Business Review, Business Weekly, Forbes, etc.) or business journals (e.g., Business Ethics Quarterly, Journal of Business Ethics, Business Ethics: A European Review, and Journal of Business Ethics Education, all of which can be obtained via the WBU Web Library).
  - Due: September 8.
  - Length: 5-pages, double spaced, not including cover or reference page.
  - Use APA Level of Headings to organize the paper in the following manner:
    - Review
      - What are the particularly important relevant details of the case?
      - How did the situation come about?
      - Is anyone at fault? Why or Why not?
    - Ethical Problem
      - What do you consider the main ethical conflict?
      - What ethical principles were violated? (Refer to Chapter 2 of *Ethics on the Job* by Pfeiffer and Forsberg)
- Second Written Assignment. *Applying the RESOLVEDD Strategy*. Select a problem for analysis from Chapter 6 of *Ethics on the Job* by Pfeiffer and Forsberg. Use the two examples in chapter 5 as a guide for writing your paper (pp. 57-66).
  - Due: October 13.

- Length: 5-pages, double spaced, not including cover or reference page.
- Use APA Level of Headings to organize the paper (i.e., RESOLVEDD sections are Level 1)
- Additional Guidance.
  - Refer to WBUs Writing Metric at [http://wbu.edu/academics/academic\\_resources/writing\\_center/standards/documents/QEP\\_WritingRubric\\_000.pdf](http://wbu.edu/academics/academic_resources/writing_center/standards/documents/QEP_WritingRubric_000.pdf)
  - APA is WBUs required writing style, which accounts for 10% of the grade. The APA basics for this class are: cover page, levels of heading, quotations, citations, and reference page. Refer to WBU APA Guide Sheet and Dr. Smith's additional guidance on Blackboard.
  - Grammar accounts for 10% of the grade.
  - Submit all papers via Blackboard "Safe Assignments." They are due before the class begins—not at the end of the night.
  - Plagiarism results in an automatic failing grade—WBU Policy.
  - Utilize WBUs electronic library for professional journal articles. WBUs library staff can assist you and help you access the WBU library catalogue.
  - Papers are not a string of quotations. A string of quotations is indicative of allowing someone else to do your thinking. *I strongly recommend that your paper does not include more than 15% quoted material.* Quotations will not exceed 40 words—no block quotations.
  - **A paper more than one week late will not be accepted. A paper submitted after the due date, but before the one-week deadline, is penalized ten points.**

Manner of Evaluation

Points toward Grade

Written Assignments

Moral Issues in Business	100 points
Applying the RESOLVEDD Strategy	100 points

Mid Term Exam 100 points

Final Exam 100 points

Course Grading Policy Per WBU Catalogue

- A 100 — 90
- B 89 — 80
- C 79 — 70
- D 69 — 60
- F 59 and below

- Incomplete: An incomplete will be awarded to a student who is passing, but has not completed some required work for reasons beyond the student's control.

17. Tentative Schedule: (Calendar, Topics, Assignments)

<u>Date</u>	<u>Subject</u>	<u>Reading</u>	<u>Due</u>
Aug 18	Review of Syllabus The Relevance of Studying Business Ethics Case Study: The President and the Reporter—what would you do? Would you eat that wafer?		
Aug 25	Understanding and Recognizing Administrative Evil	Ch 1	
Sep 1	Obedience to Authority Stanley Milgram Experiment "How do you respond to authority?"	Ch 2, 2:1-2:4	
Sep 8	The Lucifer Effect Stanford Prison Experiment "How do you exercise authority?"	Ch 2, 2:5-2:8	1 <sup>st</sup> Paper
Sep 15	Ethical Theory and Business The Nature, Power, and Permeation of Values		
Sep 22	Mid-Term Exam		
Sep 29	Business Ethics and Leadership Move: ENRON—The Smartest Guys in the Room	Developing Ethical Leadership	
Oct 6	Handling Complex Issues	Ch 3	
Oct 13	The Decision-Making Process	Ch 4	2 <sup>nd</sup> Paper
Oct 20	Course Critique/Evaluation Does business have an ethos?		
Oct 27	Final Exam		

18. Additional information as desired by the faculty member.

Overview. I approach this course via three operatives:

- First, increasing your awareness of ethical implications of your actions (Aug 25, Sep 1 and Sep 8).
- Second, promoting your moral development (Sep 15 and Sep 29).
- Third, promoting your ability to handle the increasing complexity of ethical situations (Oct 6 and 13).

This is a *stacked course*—a combination of BUAD 4334 and BUAD 5304. The class provides an essential theoretical understanding and pragmatic application to ethical decision-making. It is designed to provide you with an analytical formula and universal principles for making ethical decision. The course is heavily reliant on discussion and interaction among students. Lectures are used to stimulate discussion.

Guest Speakers. Guest speakers will be part of the classroom discussion. All guest are to be treated with dignity and respect; which means arriving on time, being engaged in the presentation, and asking pertinent questions related to leadership and the required reading material.

Electronic Devices. Cell phones, iPods, Blackberries, and other such electronic devices are intrusive to the educational process and interfere with the group dynamics. You and your fellow students are present to learn and not be interrupted by such devices. The classroom is not just about your education but being part of a group educational process, which includes demonstrating mutual respect and showing civility. It is all about *good manners and being present*.

Ill Advised Comments. It is unwise to make comments that are a comparison and contrast to other professors and their instructional methodologies. Each professor provides instruction according to the methodology that suits the aims, goals, and outcomes of the course. WBU does not offer a "cookie cutter" education to make it a simple linear process of learning. Comments to avoid:

- Professor "So and So" does it this way.
- Professor "So and So" allows us to . . ."
- Why such a strict policy regarding absences? (FYI: the majority of private institutions do not tolerate absences).
- Can we use MLA for writing our papers? (WBU is APA).
- Why are Master Level students required to attend all the class sessions? (I would have you attend more if possible).
- Can we do group projects or group writing assignments? (This is about you honing your craft. Use your fellow students to review and critique your work but it is about your process of learning and acquiring academic skills).

Grades. Grades will be adversely affected by electronic devices that disrupt the learning environment. I cannot overstate how important it is to respect, even reverence, the classroom environment. Students are paying hard earned dollars to gain knowledge and earn a degree—the classroom is not the place to check email or respond to text messages. Those can wait or do it during the designated breaks.