



Ethics and Leadership Integrity in a Global Economy
BUSMHR 7612 – Summer 2016

Instructor Information:

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Course Information:

Tuesdays
6-9:15 pm
Location:

Office Hours:

Fisher 336
Mon 4:30-5:30 pm, or as
pre-scheduled; *both* by apt.

Course Overview and Objectives:

Consideration and attention to business ethics continues unabated – VW, GM, and Takata’s failure to notice and prioritize, then cover up, vehicle defects that have reportedly led to illegal environmental degradation, dozens of deaths and serious injuries; Uber’s disruptive innovation, yet alleged privacy invasions and targeted practices towards those choosing to criticize their business policies or compete against them; Amazon’s incredible success in surpassing Wal-Mart, while allegedly utilizing employee practices to identify and cull those who through illness or circumstance cannot compete with the highest performers; past failures in fundamental ethical decision making in leadership across enterprises, including Flint, Michigan, Penn State, the Air Force Academy, and innumerable financial enterprises; extensive allegations of unethical misconduct in potential violations of the Foreign Corrupt Practices Act (FCPA), including Wal-Mart allegations that have reportedly encompassed India and Brazil; even while significant components of international strategies to combat global corruption and their impact on business, have been challenged for creating a competitive disadvantage for US businesses in global enterprise.

Though standing in positive contrast are corporate leaders or businesses like Toms or Flor touted for their corporate social responsibility (CSR) while maintaining shareholder value; Patagonia or Jeni’s, who have chosen B-Corp certification as a corporate form to do so; methods of achieving long-term enterprise impact of employee incentives, such as those questioned by Gravity Pay and Chobani; and, surveys of employees and customers who want to work or do business with companies having higher perceived integrity, value-laden corporate cultures, or active sustainability practices.

Regardless of specific examples, the challenges and opportunities for business ethics flourish for enterprises.

This course will explore fundamental concepts and false assumptions in ethical issues facing corporate actors and business decision-making. It will also explore the factors, steps, and pressures that accompany making ethical business decisions and that reflect leadership integrity. We will also consider ethical dilemmas faced by enterprises that arise internationally under these measures and best ethics practices.

Course objectives that will be met using readings, cases, group and speaker presentations are to:

- Provide a basic understanding of the application of ethical concepts to corporate, not-for-profit, and entrepreneurial practices and decision-making, and the purposes and application of anti-corruption and ethics governance to global business practices;
- Appreciate ethical challenges presented by corporate culture, workplace technology, privacy, and transparency issues in the operation of a sustainable business enterprise.
- Explore duties to the enterprise and obligations and potential conflicts of interest to corporate leadership and its stakeholders that are confronted in ethical dilemmas.
- Examine the impact of anti-corruption restraints, principles of transparency, and related reporting and accountability schemes upon conducting global business;
- Explore the uniformities and inconsistencies, benefits and inequities, and limits attributable to these “good governance” measures;
- Review the growing impact within the global market place of corporate social responsibility and sustainability challenges and the opportunities or disadvantages they create for international enterprises, and;

The course will be graded upon submitted written case, article, and speaker analyses, class contribution, and group projects and presentations. We'll seek to engage discussion and examination of ethical challenges, to understand varying perspectives and views, and explore best practices of ethical decision-making and leadership to maintain and support high integrity in business conduct while maintaining long-term shareholder value.

Course Resources:

Course Pack: A Harvard course pack of cases and articles, and assigned readings posted on Carmen, will be required. Directions for acquiring the course pack will be posted on Carmen.

Format:

All classes require preparation in advance, although the final presentations will require students to prepare outside of class as a team. *Students are expected to have read all assigned material before class and be fully prepared prior to class to actively and informatively participate in discussions of the materials and Q and A of speakers. Grading will rely heavily upon incorporating class materials and discussion into participation, papers and projects.*

Attendance:

*Because class discussion and interaction in examining cases, readings and speaker presentations, are critically important, **students are expected to attend all classes.*** If you are unable to do so, unless an emergency situation arises, email notification to me **is required one day in advance** of class. Missed class sections will result in appropriate grade reduction. On-time attendance is appreciated for all class sections; repeated, unexcused, lateness/absences will result in a grade reduction. All efforts will be made to start and end on time.

Course Grading:

The course is graded on a 100 pt scale.

Contribution / Professionalism: [20% (20 points) of the grade]. *Preparation and meaningful contribution to class is a required and important part of the joint learning process in this course. You will be graded on both your class attendance and the quality of your contributions and insights.* Quality input builds upon or draws contrasts to previous discussion to move forward. Because this is a class on ethics in the business environment, there is a **high expectation that classmates will act professionally toward one another**, will avoid inappropriate or personally-directed response, and will treat others as one would best appreciate being treated, including **not using cell phones or other electronic devices during class and classmate participation, unless** use is directly related to class discussions or materials.

Of 20 points, up to 16 points will be awarded for class attendance and the quality of your contribution and discussion of materials with classmates, speakers, and me. Up to 4 points of the 20 total will be awarded for the quality of analysis and submission of a **current, newsworthy article (“(Ethics) News of the Day”)**, on subjects covered in course materials, **emailed** and **linked into** one related formatted deck slide to me preceding your assigned class. In your email and supporting ppt slide, it is expected that you identify 2-3 succinct points drawn from the article that pertain directly to business or enterprise ethics and/or leadership and that you wish to use to inform your classmates why you selected the article. ***I’ll further outline required format and due dates for the article/ slide contribution in the first class.*** (While you should be prepared to discuss the article you chose and the relevant points you’ve drawn attention towards, due to time and class size, *your group will choose two from among the group’s articles submitted*, and we will discuss those two in class.)

Four papers will be due:

1) 2 Case Reviews: [20% (10 points/each) of the grade]. **Two** case analyses (3-4 pgs., double-spaced, **printed out and brought to class as well as emailed to me in unrestricted Word format** before the deadline date.) will be due during the course. (Assignments and due dates in syllabus.) The analysis will identify:

1. What were the key factual circumstances or assumptions, underlying the ethical issue(s) or discussion presented?
2. What was/were the ethical issue(s) posed? Was/were those dilemma(s) personal or unique business challenges? Why or why not?
3. Who are the stakeholders; what duties, rights, best practice, and/or core values apply to them?
4. What ethical standard or code(s) applied, if any, to the challenge presented? Do you agree with that application?
5. What was the ethical choice(s) selected in the facts presented? If an ethical choice was not selected, what action would you take to resolve the dilemma? Why?

Grading will be based upon (highest 10 – lowest 0):

1. **Integration of appropriate references to readings/class discussions in your analysis;**
2. Your answer to the questions listed above in a clear and cohesive manner;
3. Your answer to the questions posed in class related to the matter, **if any**; and,
4. The insight shown, depth of analysis presented, and quality of reflective thinking, and in comparison to that of your peers.

2) * Speaker Analysis and Reaction: [10% (10 points) of the grade.] **One paper responding to your choice of one** of the classroom speakers’ presentations (3-4 pgs., double-spaced, **printed out and brought to class as well as emailed to me in unrestricted Word format** before the deadline date.) You will analyze the presentation answering the Q’s below and describing your reaction.

(The paper is due at the beginning of the class following the speaker's presentation that you choose).

Grading will be based upon (within the same point scale as above):

1. ***Integration of appropriate references to readings/class discussions in your analysis;***
2. Your summary, in a clear and cohesive manner, of the major thesis of the speaker's presentation;
3. What ethical solutions, processes, or experiences were suggested or advocated;
4. What strengths and weaknesses for individuals and organizations do you believe exist in those solutions, processes, or experiences, and if chosen, how you would address them in a different manner should you choose to do so;
5. What value did you or did you not find in the presentation (in a professional manner), and why?

3) Your Personal Ethical Challenge: [10% (10 points) of the grade]. One 3-4 pg. paper responding to the prompts in an ethical exercise titled: A Tale of Two Stories (***choosing one*** of the two alternatives found in the Exercise) and found at: http://www.babson.edu/Academics/teaching-research/gvv/Documents/Student/A-Tale-of-Two-Stories_S.pdf (Developed at Yale/Aspen, Prof Gentile has used this Exercise as a portion of the curriculum, now at Univ of Virginia.) The paper should be **printed out and brought to class as well as emailed to me in unrestricted Word format** before the deadline date. The Exercise will be graded on the quality of response to the Exercise prompts, not which alternative Tale is chosen. *[For any of those who may have done this Exercise before, I will substitute another.]*

Group Project and Presentation: [40% (40 points) of your grade.] You will be asked to form a team of 5 classmates for a group project and presentation. Consider class scheduling and commitments to attend group meetings to discuss the project as a part of your group formation. Members are encouraged to be open, to hold differing views and honest conversations, and to respect one another's participation in addressing the project.

The team will choose from a list of cases presented to prepare a detailed report on the case, and deliver an in-class presentation on its report and group findings. The project will be based upon the collective paper produced (60% - 24 points) and upon the presentation (40% - 16 points), with grading of each divided equally across the content below, expanded for project excellence as against other projects. Attendance/ content Q's of other projects presented are required of all.

Project guidelines include:

1. Each team will be assigned a case study. (The case study will be chosen from a list provided, or one proposed by your group and pre-approved by me.)
2. Each team will prepare a team paper of 10-12 pgs, double-spaced, **paginated, paper-clipped for copying, and emailed to me in Word format, due on the date of the assigned presentation.** The paper will include a title page, followed by a one-page Executive Summary. A copy of the Executive Summary will also be distributed to the class at the time of the presentation. The Summary must identify the purpose of the presentation, the key dilemmas presented, and resolutions identified. (Summary should be prepared as if presented in a business board or responsive committee meeting.)
3. The paper and presentation must contain and will be scored upon*:
 - a. ***Integration of information from readings and class discussions in analysis;***
 - b. Statement of the key facts in the case;
 - c. Identification of the core ethical issues faced;

- d. Identification of the key stakeholders; duties, rights, best practice, and/or core values applicable to them;
 - e. Discussion of available alternatives;
 - f. Recommended action(s) to be taken, and differences between those actions recommended and the actions taken in the case, if any, and why;
 - g. The paper must include appropriate citation to reference and research materials, including an attached bibliography giving full credit to research sources; and,
 - h. Electronic copies of the paper and PPT emailed to me before presented.***
4. The class presentation is limited up to 10-12 mins. and should summarize the elements described above and in the paper.
 5. While the manner in which presentation is given is to be decided by the team, all team members are expected to contribute equally to the production of the paper and preparation for the presentation to the class. *Any concerns about the failure of a team member to participate fairly and equally should be immediately brought to my attention. *A peer assessment may be solicited individually of all team members and the results of those assessments may be factored into individual scoring.*

Disability Services:

http://ods.osu.edu/faculty_syllabus.asp

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall.

Academic Misconduct:

<http://oaa.osu.edu/coam.html>

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University, the Committee on Academic Misconduct (COAM), and I expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, *duplicating any portion of the work presented in one course for an assignment in this or another course*, and possession of unauthorized materials during an examination. ***(Please understand that I may use Carmen's or another authenticity check to assess the originality, proper citation, and quotation of any reference sources in any written submitted coursework.)***

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

Course Syllabus: *Unless otherwise noticed in the syllabus or in the preceding class, content is from the coursepack and/or posted for the week of class on Carmen.*

Class Assignments and Dates:

Week 1 – Tuesday – May 17 – Introductions; Ethics and Decision Making

Part #1 – *Course Introduction and defining our expectations*

Discussion: Defining our terms

Part #2 – *Ethical Decision Making*

Discussion: Ethics: A Basic Framework (HBS) - coursepack
Import and processing ethical decisions

Week 2 – Tuesday – May 24 – Impact of Ethical Failures

Part #1 – *Impact of Corruption*

Case: Siemens: Anatomy of Bribery (Stanford) - coursepack

Readings: Corruption in International Business (B) (HBS) - coursepack
Foreign Corrupt Practices Act/UK Bribery Act Summaries (Carmen)

Part #2 – *Leadership Enterprise Challenges*

Discussion: WorldCom and VW – Commonalities and Distinctions (Carmen)

*(1st Case Paper Assigned – Wal-Mart in Mexico on Carmen
Groups formed and “News” segments assigned)*

Week 3 – Tuesday – May 31 – Compliance and Governance Systems

Part #1 – *Speaker - Larry LeRoy Johnston, Chief Compliance Officer, Nationwide*

Readings: Carmen Readings
Federal Sentencing Guidelines (Carmen)

Part #2 – *Sovereign States’ Implementation of Ethics Restraints on Business*

Case: The Kingdom of Jordan and the OECD (Carmen)

Readings: OECD Guidelines for Multinational Enterprises (Carmen)
Revisiting Paine’s CODEX
Carmen Readings

(1st Case Paper Due)

Week 4 – Tuesday – June 7 – Conflicts of Interest and “Inappropriate Interest”

Part #1 – Conflicts of Interest

Discussion: Dell (Carmen)

Readings: Carmen Readings

Part #2 – Self-Interest or Corporate Interest?

Case: Killer Coke (Ivey) - coursepack

Reading: Chiquita (Carmen)
Conflict of Interest and Self-Interest materials (Carmen)

*(Speaker Paper Due – Note * in syllabus)*

*(#2 Case Paper Assigned – Ethical Hero or Failed Businessman - Malden Mills
(Carmen)*

(Group Project Topics Distributed)

Week 5 – Tuesday – June 14 – Culture

Part #1 – Speaker - Larry Mead, Worthington Partners, LLC

Readings: Carmen Readings

Part #2 – Global Challenges

Case: Merck Latin America (A) (HBS) - coursepack

Reading: Making it Overseas (HBS) - coursepack

(#2 Case Paper Due)

(Project Topics Due)

(Your Personal Ethics Challenge paper assigned)

Week 6 – Tuesday – June 21 – Employer Rights/ Employee Responsibilities

Part #1 – Employee or Independent Contractor – Ethical implications

Discussion: Uber and FedEx (Carmen)

Readings: Carmen Readings

Part #2 - Protections vs. Discrimination

Discussion: Abercrombie and Fitch, and Amazon (Carmen)

Readings: Carmen Readings

(Your Personal Ethics Challenge paper due)

(Speaker Paper Due - Note in syllabus)*

Week 7 – Tuesday – June 28– *Leadership Integrity*

Part #1 – *Speaker – Leadership Integrity*

Readings: Carmen Readings

Part #2 – *Ethical Core Values*

Discussion: The Parable of the Sadhu (Carmen)

Readings: Carmen Readings

Week 8 – Tuesday – July 5 – *Data, Ethics Neutral?*

Part #1 – *Transparency and Sovereign States*

Case: A New Approach to China – Google (HBS) - coursepack

Readings: Succeeding Through Radical Openness (Rotman) - coursepack

Part #2 – *Privacy and Fairness*

Discussion: Facebook and others (Carmen)

Readings: What was Privacy? (HBR) - coursepack
Big Data/Privacy (Carmen)

(Speaker Paper Due - Note in syllabus)*

Week 9 – Tuesday – July 12 – *Conflicting Duties*

Part #1– *Whistle-Blower Presentation*

Readings: Sharon Watkins and Enron (Carmen)
Carmen Readings

Part #2 - *Insider Trading*

Discussion: Galleon and Q's of Ethical Standards (Carmen)

Readings: Carmen Readings

Week 10 – Tuesday – July 19 – *CSR/Sustainability*

Part #1 *Dr. Joseph Fiksel, Director, OSU Sustainability and Resiliency Program – Speaker*

Readings: Carmen Readings
It's Hard to Be Good (HBR) - coursepack

Part #2 – *1st Round of GROUP PROJECT PRESENTATIONS*

(All Project papers and ppts' are due July 19)
(Speaker Paper Due - Note in syllabus)*

Week 11 – Tuesday – July 26

2nd Round of GROUP PROJECT PRESENTATIONS

COURSE WRAP-UP - *(Speaker Paper Due - Note* in syllabus)*