Ethical Decision Making and Enterprise Leadership
BRIGHT Module 4 - Spring 2016

Instructor Information:
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Course Information:
Thurs, 5/26 1pm-5pm
Sat, 6/25 1pm-5pm
Thurs, 7/21 8am-12pm

Office Hours:
Fisher 336
As mutually scheduled
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Course Overview and Objectives:

Consideration and attention to enterprise ethics continues unabated. *The March 2016 edition of HBR rated "High Ethical and Moral Standards" as #1 of the 10 most important themes in Leadership Competencies identified by 195 leaders in 15 countries over 30 global organizations.*

Both ethical failures and excellence are evident and compelling – Recent criminal indictments of public servants in Flint, Michigan, for egregious ethical failures; grading and test cheating scandals in Atlanta, Chicago, and Columbus, among other school districts; 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; past failures in fundamental ethical decision making in leadership across enterprises, including Penn State, the Air Force Academy, Wounded Warriors, and innumerous economic enterprises – Though standing in positive contrast are corporate leaders or businesses – such as Fisher's namesake, Max Fisher, Unilever 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 or others in social enterprise doing so; and, surveys of employees and customers who want to work or do business with enterprises having higher perceived integrity, value-laden cultures, or active sustainability practices – Regardless of specific examples, the challenges and opportunities for enterprise and leadership ethics flourish.

This course will explore fundamental concepts and false assumptions in ethical issues facing enterprise leaders (with a particular focus upon public institutions) and decision-making. It will also explore the factors, steps, and pressures that accompany making ethical decisions and that reflect leadership integrity.

Course objectives that will be met using readings, cases, and presentations are to:
- Provide a basic understanding of the application of ethical concepts to enterprise practices and decision-making;
- Explore duties to the enterprise, and obligations and potential conflicts of interest to stakeholders that may be confronted in ethical dilemmas;
- Appreciate ethical challenges presented by self-interest, organizational culture, privacy, and transparency, among other issues in the operation of a sustainable organization; and,
- Engage discussion and examination of cases involving ethical challenges to understand varying perspectives and views, and examine best practices of ethical decision-making and leadership in building and supporting high integrity in conduct while maintaining long-term stakeholder confidence.

The course will be graded upon exercise submissions, class contributions, and a final case paper.

Course Resources: Required course material will be provided by Fisher and BRIGHT. There *may be a few current outside articles noticed in class beforehand and posted for reading.*

I'm available and happy to meet at a prescheduled, mutually convenient time (please schedule an appointment beforehand due to our varied schedules) to discuss issues related to the course, its objectives, content or grading. ***Don't hesitate to reach out to me – even if you just want to talk.***

Format:
All classes require preparation in advance*. Students are expected to have read all* assigned material before class and be fully prepared prior to class *to actively and informatively contribute to discussions of the materials and Q and A of peers.* ***Excellence in grading will rely heavily upon incorporating class materials and discussion, and comparison to peers.***

Attendance:
Because class discussion and interaction in examining cases and readings are critically important, ***students are expected to attend all classes.*** If you are unable to attend, 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.

Ethics Lens Inventory (ELI): [10% (10 points) of the grade] BRIGHT has arranged for you to take an online ethics assessment as a ethical self-awareness and decision making tool, extensively researched (some Fisher faculty were beta-testers), created by Dr. Catharyn Baird of EthicsGame. This online assessment is required before the first class and will take only $\pm$ 20-30 minutes of your time. ***You are to print out the 2-pg. results and insight into your ELI and bring them to the first class.*** *The ELI itself is ungraded; points are awarded upon completing the ELI and bringing the ELI summary to class.*

Contribution / Professionalism: [20% (20 points) of the grade] ***Preparation and meaningful contribution to this course is a required and important part*** *of the joint learning process. 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,* ***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.*** *Using cell phones or other electronic devices during class is prohibited,* <u>unless</u> use is directly related to class discussions or materials.

Brief Group Instruction: [20% (20 points) of the grade**]** Due in the last class, each group will be assigned and asked to explore one of several ethical cognitive biases, or suggested solutions to ethical challenges, described in readings for our last class. The group will be required to locate and outline in-class ***to their peers in a 5 min discussion in the final class a current, newsworthy article*** that pertains directly to enterprise ethics and/or leadership, or their failure, in order ***to amplify and explain their assigned topic.*** In essence, each group is asked to identify, frame, and describe to peers key succinct points they should learn from both the subject matter and the article, teaching key takeaways

in 2-3 ppts presented in class. *I'll further describe the required submission for our last session in our first class.*

Two papers will be due:

1) Your Personal Ethical Challenge: [20% (20 points) of the grade] One 3-4pg. paper responding to prompts in the ethical exercise titled A Tale of Two Stories (***choosing one*** of the two alternatives found in the Exercise) in your course materials and also 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 in curriculum, now at Babson College.) *The Exercise will be graded on the quality of response to the Exercise prompts, not which alternative Tale is chosen.*

2) Case/Article Review: [30% (30 points) of the grade] One case or article analysis/response (6-8 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 at the last class. The analysis:

1. You will choose an enterprise or its leader, who have acted, or failed to act, ethically and prepare a 6-8 pg paper scored upon:
    a. ***Integration of information from readings and class discussions in analysis;***
    b. Statement of the key facts;
    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, 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,
2. The paper will be double-spaced, ***paginated, paper-clipped for copying, and emailed to me in Word format, prior to our last class***. The paper will include a title page, followed by a ***one-page Executive Summary.*** The Summary must identify the issue, the key dilemmas presented, and resolutions identified. (Executive summary should be prepared as if presented in a business board or responsive committee meeting.)

    Grading will be based upon (highest 30 – 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. The insight shown, depth of analysis presented, and quality of reflective thinking, and comparison to the best efforts of your peers.

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.

Class Assignments and Dates:

Prior to class (besides 1st class readings)**,** to be completed after May 16, **but prior to May 20**

- *Ethics Lens Inventory (ELI proprietary assessment) – EthicsGame*
  - The ELI is provided through EthicsGame to OSU
  - BRIGHT will email instructions to the Cohort on how to enter and complete the online assessment
  - Upon completing the ELI, you are asked to bring a copy of your 2 pg. printout showing the positioning of your ELI plot and describing your "Lens"

Class 1 – Thursday – 5/26/16 – Defining Ethics and Why it is Invaluable to our Leadership

Part #1 – Enterprise Ethics – Framing our discussions and defining our terms
   Introductions; expectations and realities; syllabus understanding

   Readings for class:
   - *Syllabus*
   - *The Parable of the Sadhu*
   - *Understanding and Maintaining Ethical Values in the Public Sector through an Integrated Approach to Leadership – Lindsey McDougle – Rutgers Univ.*

   Objectives:
   - Define "Ethics" and Why Ethics are Critical to our Public Role
   - Ethics and Leadership Integrity Pyramid
   - Unique Challenges and Impact of Public Sector Ethical Obligations
   - The true Question of Ethical Leadership

Part #2 – Our Ethical Outlook – The way we, and others, see ethical challenges
   Readings for class:
   - *Your copy of the ELI results*
   - *Three summaries from EthicsGame:*
     - *Overview of the Four Ethical Lenses*
     - *Understanding the Ethical Lens Inventory*
     - *Validation of the Ethical Lens Inventory*

Objectives:
- Ethical Lens Inventory (ELI) – EthicsGame assessment
  - What is our Ethical Perspective (Lens)?
  - What fundamental Ethics theory is this founded upon?
    - Why is that *important* for us to know?
  - Recognize our own perspective as we approach ethical challenges and the value of others' ethical views

Assignment due June 25ᵗʰ – Personal Ethics Challenge
- Choose one of the two alternatives in the Tale of Two Stories and write a 3-4 pg paper in response to the prompts for your choice found in the course pack or at:
  - http://www.babson.edu/Academics/teaching-research/gvv/Documents/Student/A-Tale-of-Two-Stories_S.pdf

Class 2 – Saturday – 6/25/16 - Ethical Decision Making, Law, and Enterprise Leadership
Part #1 – Ethical Decision Making, the Law, and Enterprise Leadership
> *Readings for class:*
> - *Ethics: A Basic Framework – Prof Lynn Paine HBS*
> - *ASPA Code of Ethics and Practices*

Objectives:
- Exploring a Basic Ethics Decision Making Framework
  - What is the "Right" course of conduct - How do we figure that out?
- HBS Prof's Paine's "Framework": Ethical Issues and Stakeholders
  - Paine's Four Q's - How standards (laws and rules), principles, best practices, and core values are integral to determining what's "ethical"
  - Recognize our own "lens" and *the importance to us* of a diversity of views
  - First of several practical ethical objectivity tests
- 8 Common Business Ethical Principles Forming Global CODEX
- Aspirational differences between Standards and Best Practices

Part #2 –Duties / Conflicts of Interest / Culture / Confidentiality /Privacy
> *Readings for class:*
> - *Ohio Ethics Commission's two publications*
> - *Fostering an ethical organization from the bottom up and the outside in – Megan F. Hess and Earnest Broughton - Kelley School of Business*

Objectives:
- Ohio's Ethics Law and Ethical Principles and Professionalism
  - Conflicts of Interest to Public Duties
  - Protections Against Self-Interest in Public Contracting:
  - Post-Employment/Representation Limits
  - Public Contracting
- Culture and Tone at the Top
- Organizational Conflicts of Interest
- Confidentiality / Privacy / Data

Assignments due July 21st
- Individual case/article paper
- Short Group Take-aways - ppts and peer education

Final Class – Thursday – 7/21/16 – Ethical Hurdles, Remedies, and Leadership

Part #1 – "Inappropriate Interest", Cognitive Biases; Remedies
   Readings for Class:
- *Helen Drinan: Giving Voice to Her Values (A) Case – HBS*
- *Teaching Ethics, Heuristics, and Biases – Robert Prentice – Journal of Business Ethics Education (JBEE)*
- *Ways of Thinking about Our Values in the Workplace – Prof Mary Gentile, Babson College*

   Objectives:
- Appreciate the inherent hurdles to ethical action
   - Self-interest, conflicts of interest, rationalizations, cognitive biases
- Creative Ethical Alternatives and Core Values
- Foundation of Solutions - Adapted from Prof. Gentile

Part #2 – *Transparency and Fairness; Social Responsibility*
   Discussion - Connections between Ethics and Leadership

   Objectives:
- Principled Leadership
- "Hallmarks" of Leadership and Emotional Intelligence (EQ)
- Voicing Values
   - Quiet Leaders - HBS Prof Joseph Badaracco and "Entrepreneurial Ethics"
   - May require *courage* to express core values to fulfill Effective Leaders vs. Ethical Leaders
- Successful ethical cultures and Keys to Integrating an Ethical Culture
   - Our unique public duty
- Common sense recommendations and resources
   - *Some* Audit Early Warning Signs of Potential Misconduct
   - 8 Traits of a Healthy of Organizational Culture
   - 20 Q's of the Enterprises' Ethics and Compliance

   Conclusion – What kind of Leader do you want to be?