



## Ethics & Business Leadership, BEM 365 , Spring 2015

Tuesdays, 12:30 p.m. – 3:00 p.m. & Thursdays 8:15 a.m. – 10:45 a.m.  
Farrell Hall A28

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**Instructor: William L. (Bill) Davis, Ph.D., SPHR**  
**Professor of the Practice of Management**

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Office Hours: 8-5 daily. Lynn Ebert (758- 5412. Farrell Hall 346) always knows where I am.

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### Catalog Description

BEM 365. Ethics and Business Leadership. (3h) An interdisciplinary exploration of ethics applied to business. Lectures, reading, and a case-based approach to introduce the necessary background information. Examples of ethical and unethical situations are used to develop an understanding of how an efficient and effective business can also be ethical.

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### Course Description<sup>1</sup>

Every day we are confronted with small ethical challenges – and we accept the fact that most of the time we’ll do the right thing and at other times, we’ll slip a bit. We pad our résumé to get an interview. We inflate our sales numbers to impress a potential client. When asked about impending layoffs by an employee who might leave early, we indicate that everything is fine.

The purpose of this course is to explore ethical issues in a rational, pragmatic, responsible, and decisive manner in order to best prepare you to resolve these issues when faced with them in your personal and professional lives.

In this course, we will master the art of skillful ethical decision-making by:

- Raising our ethical sensitivity so we are **aware** of common – and not-so-common – ethical dilemmas.
- Mastering ethical distinctions so we can become more **thoughtful** about ethical reasoning.
- Consulting our personal and organizational values so we can become **mindful** of our inner ethical voice.
- Identifying the ethical challenges and evaluating them using our values, we make disciplined ethical decisions. Our goal is to become skilled and **decisive**.
- Voicing our values in ways that enhance relationships, that shed light on ethical challenges, and in which we can **remain true** to our values.

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<sup>1</sup> Adapted from Ethical Decision-Making course at Stanford University.

Very importantly, this course does not promote a particular ethical point of view. Rather, we will use the principles and tools to create our own personal ethical decision-making codes. Through class discussion, small group work, and hands on exercises, we will test our values in a wide range of examples – personal and organizational.

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### Philosophy and Approach

*“Learning occurs when you are changed because of an encounter; and the change isn’t something you were otherwise likely to do, something you grew into, or because you drank too much coffee.”*

Professor Thomas V. Bonoma, Harvard Business School

*“Business is not, at least not yet, an exact science. There is no single, demonstrably right answer to a business problem. For the student or business person, it cannot be a matter of peeking in the back of the book to see if he [or she] has arrived at the right solution. In every business situation, there is always a reasonable possibility that the best answer has not yet been found - even by teachers.”*

Charles I. Gragg, “Because Wisdom Can’t be Told,” Harvard Alumni Bulletin (Oct. 19, 1940)

Professor Bonoma’s quote suggests that teaching does not necessarily – and does not usually – result in learning. **So, the focus here will be on learning, not on teaching.** Charles Gragg’s comments indicate that you’ll find more questions here than answers and that your professor is more of a “guide on the side” than the “sage on stage.” I’m challenged by ethical situations just as much as you are and I will be looking for answers just like you.

Given that philosophy, here are some desires: (The “we” in these desires is important. If I’m not learning, you’re not. If I’m bored, you will be bored.)

- That we will learn some important content about ethics and business leadership.
- That we will experientially learn important skills that will be immediately applicable in your school and social settings, and in your future work situations.
- That we will recognize that knowledge and skills are developed in various venues, not just the classroom. In fact, the classroom has a specific purpose of facilitating conversations. Many wonderful learning experiences occur outside of class and without the instructor.
- That we learn best with everyone – not just one or two people – contributing. Therefore, we will **all** be both consumers and contributors.
- That we view conflict as desirable and positive. However, for that to occur we must agree to disagree at times and we should be able to disagree with each other without being disagreeable. As someone said in another context: “We don’t have to be twins to be sisters (or brothers).”
- **That our objective is to become principled, performance-ready professionals.**

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### Readings and Handouts

You will need to have access to the following books:

- *The (Honest) Truth About Dishonesty* by Dan Ariely. This very entertaining read will get us thinking about why we are dishonest and how we justify it. The hardback runs \$20.08, a new paperback version is \$12.43, and the Kindle edition is \$2.99.
- *Conscious Capitalism* by John Mackey. Just out, this treatise will serve as a resource for us to look at corporations and organizations. Mackey, the co-founder and co-CEO of Whole Foods presents some very thought-provoking ways for us to think about for-profit organizations.

The paperback is \$13.29 at Amazon; Kindle version is \$12.63. Interestingly, the print is so small in the paper version of this book, I prefer the Kindle.

You are free to acquire your copies of these books from any legitimate source. (You need to know that I do not place orders with the college bookstore.) I also don't care if you share texts with a friend, but please don't violate copyright laws in doing so.

We'll also be using a variety of readings and cases that I will distribute. Most of these will be distributed either in hard-copy or on Sakai without charge. However, some materials charges cannot be avoided and you will be responsible for purchasing those at-cost of printing and licensing fees. I don't know what that amount is yet, but neither your professor, nor the School of Business, nor Wake Forest University will profit from these materials charges. I'll fill you in on how you obtain and pay for these materials.

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### The Rules of the Game

**Accommodation:** If you have a disability or need special consideration, please contact the Learning Assistance Center at 758-5929 in the first 2 weeks of class.

**Attendance:** You cannot participate if you aren't here, and other students' learning opportunities are diminished by your not being here. I'll look forward to seeing you on time for every scheduled session – even at 8:15 on Thursday mornings! Unless it cannot be avoided, I prefer that you attend class in the section for which you registered. If you miss a class, you remain responsible for what we cover in that session. **I reserve the right to lower an individual's final grade if attendance and/or tardiness become an issue.**

**Ethical Dilemmas in the News:** At the beginning of essentially every class, I'll ask, "*Are there any ethical dilemmas in the news?*" I fully expect us to have some interesting discussions about what you just heard on your way into school, surfing the Internet, etc. You should be bringing those ethical dilemmas to class for our discussion. Remember, we're looking for ethical dilemmas, not just legal charges – those are too easy.

**Grade Appeals:** I will return graded assignments in a timely fashion. If you wish to appeal a grade, submit the graded paper with a written statement explaining your request for a grade change. Justify the appeal with specific references to course material or instructions from this syllabus. An appeal must be submitted within two weeks after an assignment has been returned.

**Honor and Integrity.** Academic dishonesty will not be tolerated in this class. Duh! This is a class in ethics, after all! Our students must not lie, cheat or steal, and must report any student who does. As to stealing other peoples' ideas (plagiarism), I don't expect all your ideas to be original; I know mine aren't. However, I do expect you to give credit where it's due. Need to quote someone? Cite them. You're usually pretty safe if you provide enough information so we could find the source if we wanted to. If you have questions regarding The School of Business Honor Code, please see me before you do something that is questionable. Simply, **use your best judgment, do the right thing.** And you know what that is.

**In Case of Emergency:** In the event that we experience an emergency (e.g., pandemic) requiring the University to be closed for an extended period of time, you should be able to complete the course through the use of this syllabus. To receive credit, you should address the objectives

contained in the syllabus. You should take it upon yourself to adapt the performance requirements to written formats and submit them to me. Also, you should use relevant materials from public sources to supplement your reading and knowledge base.

**Intact Work Groups.** In our first session you will be randomly placed in a work group that will remain intact during the entire course. Whenever you have a group deliverable, it will be accomplished in that group, for which you will receive one grade – the group grade. I will also seek feedback about the quality of individual contributions on most, but not all, of those assignments.

**Presentation Quality:** When you have an in-class presentation, I expect you to be prepared. You should hold our attention, inform and enlighten us. If you use visual support (e.g., PowerPoint, Prezi, video clips), it should support your words and become neither the focus of the presentation nor a distraction from the presentation.

**Respect:** You are expected to conduct yourself in a professional manner. Be courteous to your classmates and help create an environment that is conducive to learning and growth. In order to facilitate the creation of such an environment, the following apply:

- Take care of your physiological needs before coming into the classroom. We'll take a short break at approximately 75 minutes into the class. Even I can hold it that long!
- Listen with respect, and respectfully challenge a classmate or the professor so we can all grow.
- Ask for clarification if you don't understand a point that someone – including the professor – is making.
- Don't interrupt anyone but the professor. It's perfectly permissible to respectfully interrupt the professor when something comes to your mind. However, it's up to you to remind the professor where he was before you interrupted him.

**Use of Electronic Devices:** Electronic devices should only be used to enhance your and your classmates' learning. Some of you may wish to take notes on your computer. (BTW, I will always provide handouts for note taking and if we need to have Internet access, you'll know it in advance.) Would it help if I had you take this pledge before every class (mentioned in Ariely's book): *"I will never, never, never use my computer in this class for anything that is not class-related. I will not read of send email; I will not use social media; and I will not use the Internet to explore any non-class-related material during class time."*

**Writing Quality:** Your assignments will be graded primarily for content, but presentation does matter. If your writing presents too much of a challenge (poor grammar, misspellings, sloppy writing), it will have a negative impact on the reader. Your deliverables should be polished. Use professional standards for everything you submit. Nothing is quite as wasteful as a good idea delivered with such poor quality that it isn't given appropriate attention or reward. Professional standards and commitment to quality matter! Assume that you're submitting your written work to the CEO of your firm and that your career depends on the CEO's favorable impression of your work.

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## Performance Components

**Quizzes on Class Preparation – 15%.** Assume that at the beginning of every session we'll have a short quiz based upon the readings and assignments for that class. These will all be 10-item multiple-choice quizzes that should take no longer than 10-12 minutes to take. (They will be timed.) These short quizzes will afford us the luxury of not specifically discussing the readings but rather apply what you have read to our in-class activities and discussions. If absent for a class, a quiz grade of "0" is recorded. You can drop two of the quiz grades.

**Class contribution by Professor– 10%.** At the end of each class, I will record my impressions of each individual's and the class' overall contribution to our learning for that session. I will do this by placing a -1, 0, +1, or +2 next to your name, indicating you either did or did not make a meaningful contribution. You'll receive a "-1" if you're not here to contribute, a "0" if you are in attendance in body only, and either a "+1" or "+2" depending on the quantity and quality of your contributions in that session. A great way to add to our discussion (and to impress your professor) is to bring to class or send in advance an ethical dilemma in the news. I will begin almost every class with "Are there any ethical dilemmas in the news?" Bring in a good, complex ethical dilemma.

**Team/Exercise Contribution by Peers – 15%.** Using a Peer Assessment Form, I will also ask each of you to assess the preparation and participation of your counterparts and teammates in various assignments. Sometimes you will be evaluating members of your assigned work group; at other times you will be evaluating teammates or counterparts in a "one-off" assignment. Since I will not be able to observe your contributions in the exercises, I'll depend on each of you to honestly assess the contributions of your partners in these assignments.

**Contemporaneous Ethics Journal – 5%.** One of my objectives for this course is to have you experience what I experience in teaching the course – an acute awareness of ethical decisions in my everyday life. Prior to teaching this course I, like most people, only thought of ethical dilemmas in a major sense – big, bold, international, transglobal decisions that impact lots of people. Now I have become "sufficiently paranoid" that I see many things as ethical dilemmas: where are my clothes manufactured, how much more can I recycle and is it really being recycled, how do I show my approval or disapproval of what I see as unethical actions, etc.

So, here's the deal: you will reflect on everyday decisions you or others make or situations you or others face from an ethical perspective. By "others" I mean classmates, fraternity/sorority members, family, friends, employers – something personal. I do not mean world leaders, politicians, etc. that you are reading or hearing about – we'll cover those in class in "Ethical Dilemmas in the News." However, you can use exercises and discussions we have in class as examples if they have had an impact on your ethical thinking.

I'd like for you to do it daily, but that's asking a bit much, so I'll settle for at least once a week. The purpose here is just to make you aware, so that at the end of the semester, you will have at least thought about 13-15 situations looking through your own personal ethical lens. BTW, contemporaneous means that your journal entry is recorded on the day/week you were cognizant of an ethical situation. It does not mean that you create five entries the night before the submission date and back-date them. That, my friends, would be unethical!!

The format will be simple: Dates, the facts, the ethical dimensions of the situation, what you or someone else did, your evaluation of the action, your learning from the situation.

**Submission #1:** At the last class prior to Spring Break, you'll turn in your journal to me. It should contain 5-6 journal entries. If you turn it in on time, you'll get a 3.33 (B+). If you don't, you'll get a 0.00 (F). Simple. I'll return them to you the first class after Spring Break. (I suspect you might have some things you will want to include from Spring Break. ☺)

**Submission #2:** At our next to last class session, you'll resubmit the journal, with your entries from the second half of the class. Again, turn it in on time, you'll get a B+; don't and you'll get an F.

### **Ethical Decision-Making in the Movies – 10%.**

- The purpose of this assignment is to develop your ethical decision-making skills and your use of a rational, planned approach to addressing ethical dilemmas.
- Solo or in a Duet, you should select and view a movie (a working list provided) that contains a significant ethical dilemma. (I will leave it to your ingenuity to locate the movie and view it – Netflix, Roku, Hulu, Amazon Prime, etc. You're better at this than I am.) Assuming the role of one of the primary characters, complete an Ethical Decision-Making Worksheet – as that character – to help you prepare to take action on the situation, most likely confronting another character(s) in the film. Should your character take action in the film, you should also complete the Reflection (#9) – as the character – section of the worksheet. Should you choose to complete this assignment with someone else, the assumption is that both parties contribute equally and both will receive the same grade.
- The three criteria used to grade your worksheet are: (A detailed grading rubric for the assignment will be available in Sakai)
  - Thoroughness – covering all elements of the worksheet: facts, issues, parties, the three lens (results, rights, reputation), potential actions, and communication plan. Whether you use the worksheet template per se, I will use the elements contained on the worksheet as the measure of thoroughness. (60%)
  - Thought and Creativity – how much thinking went into your plan? Making educated guesses, going beyond the obvious, and thinking of creative options – all will impact this segment. (30%)
  - Neatness – I have to be able to decipher it. (10%)

**Sustainability Point CounterPoint Team Debates – 20%** (15% instructor, 5% peer) group grade for structure, strategy and visuals, and delivery skills. **FUN! FUN! FUN! This is a new exercise designed to help students think locally instead of nationally or globally when they think about the intersection of sustainability and ethics. The Point CounterPoint debate format is one that I often use. Typically students exhibit a lot of energy around the format, so I am simply applying what has been a successful format to a new topic in my Ethics and Business Leadership course.**

- **Goals of Point-Counterpoint:**
  - To provide an opportunity for us to explore at least two sides of a local issue centered on the ethical dimensions of sustainability.
  - To develop the persuasive, off-the-cuff, and inquiry and advocacy skills that are often necessary for success in organizations.
- **Process:**
  - A number of potential topics are listed below. These are merely suggestions to get you thinking and don't represent all of the topics you might select.
    - LEED Designation: What's the deal?
    - Should parking fees/fines be used to impact sustainable behaviors?
    - To print or not to print – how much difference does it really make?
    - Consignment clothing and furniture: a feasible alternative?
    - Coal Ash – whose problem is it?
    - Hazardous Waste Collection – feel good or real good?
    - The good and bad of the WSFC (or WFU) recycling program.
    - WFU Shuttle Service – boom or boondoggle?

- The Zipcar rental program: Zip or Zero?
  - Restaurants on use of sustainable, or local, or humane treatment of animals or workers, etc. (Hint: You may not use Whole Foods as an example for obvious reasons.)
  - Each team will be paired with another team who will take the opposing view on the same topic. The teams will debate both sides of the issue using a structured format.
  - Your team may select one of the topics listed above on a first-come, first-served basis (per section), or you may create your own topic, so long as it is local (100-mile radius of WFU).
  - Any unlisted topics must be approved by me in advance of your Sustainability Point-CounterPoint Debate. Send me an email with the topic.
  - In agreement with your “opposing team,” you will select your topic and each team’s position on the topic.
  - All team members must have a speaking role in the debate.
  - Each team will be responsible for researching the topic, using up-to-date resources. Interviews of stakeholders and responsible parties are highly encouraged.
  - Following the debate, audience members will vote, using the TurningPoint wireless polling system, to determine the winning team.
- **Debate Format:**
    - Using the format outlined below, each team will be evaluated by both the instructor and the audience. Sequence (each debate is a maximum of approximately 40 minutes long):
    - Times for each segment will be closely followed, and you will not be allowed to go more than 15 seconds over your allotted time.
    - Think about individual communication strengths as you discuss which team members should assume a particular role:
      - Which team member is best at thinking on her feet?
      - Which team member would be best at giving a final summation, summarizing all that has happened before?
      - Which team member is best at answering questions – ones that may not have even been anticipated?
      - Which team member is best at asking questions that may challenge the thinking and skills of the opposition?
      - Which team member is best at succinctly and clearly introducing your position on the topic?
    - Remember whom you are trying to convince – the audience and professor – not the other team. Talk to them all you want, but you’ll not convince them of the merit of your arguments. So, speak to the audience.

**1. Two speakers from Affirmative Team:** a prepared 6-8 minute team speech advocating their position, supporting the topic.

**4. Affirmative Cross-examination of the Negative:** a 4-minute questioning period in which a new member of the affirmative team questions a different member of the negative team. (During the cross-examination periods, the questioner should ask questions, not make speeches. The respondent may choose to answer the question directly or answer the

question he/she wants to answer. Of course, the audience is the final determiner of what makes for a good question and a good response.)

**2. Two speakers from Negative Team:** a prepared 6-8 minute speech taking the counter position.

**3. Negative Cross-examination of the Affirmative:** a 4-minute questioning period in which a different member of the negative

team questions a new member of the affirmative team. (During the cross-examination periods, the questioner should ask questions, not make speeches. The respondent may choose to answer the

question directly or answer the question he/she wants to answer. Of course, the audience is the final determiner of what makes for a good question and a good response.)

*A 3-minute preparation break in which both teams prepare their final summations in light of what they have learned.*

**6. Affirmative Summation:** a 4-minute summation\* by the remaining member of the affirmative team that reestablishes and summarizes their position, **using what was learned in the cross-examination period.**

**5. Negative Summation:** a 4-minute summation\* by the remaining member of the negative team that reestablishes and summarizes their position, **using what was learned in the cross-examination period.**

\*In the case of a five-member team, one person will ask questions of the opposing team while another will answer questions from the opposition.

### **Conscious Capitalism vs. Inauthentic Capitalism – 25%. (15% instructor, 10% peer) **EVEN MORE FUN!****

- Using what we've learned about personal and organizational ethics and conscious capitalism, you will "tell the story" of two organizations: one demonstrates ethical behavior, the other acts in unethical ways in similar situations. Your work group will select two organizations which have applied very different approaches to how they work or to unique situations. For example, you might compare the marketing campaigns of two similar products by two different companies. You might compare one company versus another in their treatment of their stakeholders - employees, customers, communities, and/or suppliers. Or how one bank handled its mortgages versus how another in the run up to the mortgage-default-triggered recession. We've read all about the "bad guys." Your job is to tell us not only where they went wrong, but also which organizations can serve as role models when faced with similar challenges. Why are they different? How are they different? Why is it that one organization chooses to violate ethical principles - maybe even their own stated principles - and another chooses to uphold them?
- Your team will select the two entities (companies, colleges, countries, etc.) and the topic you wish to examine. Using some of my suggested topics as idea starters (please don't be limited by this list), find a significant ethical dilemma that interests you and your teammates. You'll want to apply the ethical frameworks that we discuss in class to fully explain the dilemma, the outcomes and impacts. **Your topic must be approved before Spring Break.**
  - Fast Food industry - marketing to children, healthy versus unhealthy meals
  - Tobacco industry about encouraging people to smoke versus helping them quit smoking
  - Colleges and Universities (for-profit versus non-profit) on the use of federal student aid
  - Corporations making campaign contributions to candidates/causes/parties
  - Corporations being involved in the communities in which they are located
  - Different professional sports reactions to the use of performance enhancing drugs
  - How different universities emphasize or deemphasize the academic performance of student-athletes
  - Auditing industry on avoiding (or not) conflicts of interest with their clients (e.g., providing non audit (or choosing not to) services to their clients)
  - Manufacturers on off-shore production
  - Universities on legacy admissions

- **NOTE: This is not the same thing as the Sustainability Point CounterPoint Debate in which two teams posited opposite views on a sustainability decision or practice. This is comparing the normal business practices of one firm or organization versus another – both of whom have made conscious decisions to operate the way they do in a free-market economy . . . and, most likely, neither organization has an ethical dilemma with those decisions or its leaders would not have made them.**
- Your in-class team presentation should consist of two main elements:
  - Information about each of your organizations and their chosen actions. You'll be comparing and contrasting their missions, values, and actions.
  - The key learnings you obtained by examining the two organizations you selected – about the firm or industry, about the nature of ethical dilemmas based upon what you learned, about yourself individually or about your team. (This second element is just as important as the first.)
    - Your focus should be primarily on the two companies you have selected; however, it could be that while you learned (and demonstrate to us) that Company A does a better job with its ethical practices than Company B, the industry itself presents special challenges. For example, producing electrical power presents special pollution (ethical) challenges that will probably never be overcome until we either stop using fossil fuels or we find a different way, other than power lines, to distribute electricity. So, in that environment, it might be particularly compelling that Company A does the maximum possible when Company B appears to be doing the minimal acceptable – obeying the law – or not even that.
    - **Most importantly, I'm interested in what YOU (as a group) learned by doing this assignment and examining your two organizations.** I am not looking for a full industry analysis at all.
  - Employ good communication principles to get and hold our attention. All members of your group must have a speaking role. Generally, I would assume that the presentation before audience questions will take approximately **20-25 minutes**. We'll have four presentations in our next to last class session and two presentations in our final session. This should leave us plenty of time for audience interaction and questions. (Again, a grading rubric for the team presentation can be found in Sakai.)

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### Grading Scale

- 4.00 = A, excellent performance, goes **beyond** what it expected. (94-100)  
 3.67 = A-, wonderful performance, without flaw, **what is expected**. (90-93)  
 3.33 = B+, good performance, yet **some room for improvement. Clearly satisfactory**. (86-89)  
 3.00 = B, better than average performance, still room for improvement. Didn't WOW me. (83-85)  
 2.67 = B-, average performance, much room for improvement. I'm disappointed. (80-82)  
 2.33 = C+, below average performance. You don't seem to be getting it. (76-79)  
 2.00 = C, serious performance deficiencies. Nearly unacceptable. (73-75)  
 1.67 = C-, more than serious performance deficiencies. You definitely aren't getting it. (70-72)  
 1.33 = D+, you're in deep ca ca. (66-69)  
 1.00 = D, you're in deeper ca ca. (63-65)  
 0.67 = D=, you're in it up to your neck and going under. (60-62)  
 0.00 = F, clearly unacceptable. Not up to Schools of Business standards.

All deliverables need to be submitted when requested. Late submissions will be penalized 1/3 point per day or portion of a day. For example, a paper due at the beginning of class that is not submitted

until after class will be penalized 1/3 point, meaning an A- (3.67) becomes a B+ (3.33). A paper submitted five days late is penalized 1.67 points, meaning an A- (3.67) becomes a C (2.00).

# Sessions Agenda

## **Week 1 – January 14/16: Introduction to Ethics and Business Leadership**

Objectives:

- Understand course requirements and schedule
- Get a sense for the overall direction of the course
- Begin thinking about ethical challenges

Class Preparation:

- Read (and study) the Syllabus
- Read “How Will You Measure your Life” by Clayton Christensen

## **Week 2 – January 21/23: Where do we get our ethics?**

Objectives:

- Examine the role our background plays in our ethical standards
- Get a sense for where our morality comes from
- Challenge narrow views of ethical sources

Class Preparation:

- Read Dan Ariely, Introduction and Chapters 8 - 9
- You’ll be assigned one of the following to read/view and be responsible for:
  - “Babies help unlock the origins of morality,” 60 Minutes, CBS News, November 18, 2012.
  - “Can a molecule make us moral?” Paul Zak, July 2011 (TED video) and CNN article
  - “As Atheists know, you can be good without God,” Jerry Coyne, August 1, 2001
  - “You can’t reconcile Ayn Rand and Jesus,” Stephen Prothero, June 5, 2011

Guest Speaker:

- Rogan Kersh, Wake Forest Provost, “ Our Misconceived Understanding of Personal Ethics”

## **Week 3 – January 28/30: Why are we unethical and often don’t know it?**

Objectives:

- Examine multiple forces that challenge our ethics: bounded ethicality, ethical blindness, bystander effect, ethical fading
- Examine how being tired, erring once, creativity and being in a group can all contribute to dishonesty
- Understand why pledges, signatures, moral reminders and supervision can all contribute to ethical behavior
- Understand why rules and incentives are counterproductive when it comes to ethical behavior

Class Preparation:

- Ariely, Chapters 1, 2, 2B
- Complete the Tale of Two Stories Exercise

#### **Week 4 – February 4/6: Developing Ethical Judgment (Ethical Decision-Making Model)**

Objectives:

- Introduce a nine-step ethical decision-making model
- Apply the model to different situations, focusing on three common ethical lens
- Examine the role our background plays in our ethical standards

Class Preparation:

- Read “Focus on Consequences,” Markkula Center for Applied Ethics
- Read “Focus on Rights,” Markkula Center for Applied Ethics
- Read “Focus on Character and Virtue,” Markkula Center for Applied Ethics
- Read “Discovering Your Authentic Leadership” by Bill George, et al
- Complete Values Exercise

#### **Week 5 – February 11/13: Conflicts of Interest**

Objectives:

- Examine why we are inclined to act unethically due to incentives and conflicts of interest

Class Preparation:

- Read Ariely, Chapter 3-5

#### **Week 6 – February 18/20: Showing Moral Courage, Giving Voice to Values**

Objectives:

- Examine the last three steps of the ethical decision-making model
- Examine how we get moral courage
- Discuss two examples where “doing the right thing” had a high cost
- See why we “go along to get along”

Class Preparation:

- Read “Moral Courage,” by Rushworth Kidder
- Read “Willing to Pay the Price for Doing What’s Right”
- Read Helen Drinan at Caritas Healthcare
- Ethical Decision-Making at the Movies Paper is Due

#### **Week 7 – February 25/27: Capitalism – Where does ethics play a role?**

Objectives:

- Examine why we fail to voice our values

Class Preparation:

- View Center for Study of Capitalism speech by Walter Robb, Co-CEO of Whole Foods (53 minutes) and panel discussion of Robb and John Allison, former CEO of BB&T and current President & CEO of the Cato Institute. (47 minutes)
- Mackey, Chapters 1-4
- Prepare role in Happy Toys Portable Crib Role

Speaker:

- Jim Otteson, BB&T Center for the Study of Capitalism, “Capitalism and Regulation: Making the World Safe for Vultures, Conmen, and Shysters”

#### **Week 8 – March 4/6: Sustainability Point CounterPoint Debates (Ethics Journal Due)**

#### **Spring Break – March 8 – 16**

### **Week 9 – March 18/20: Moving from Personal to Business Ethics**

Objectives:

- Examine how corporate values and culture can shape behaviors
- Witness cooperation between a corporation and a nonprofit in providing services

Class Preparation:

- Read “Business Ethics: Oxymoron or Good Business” by Ronald Duska
- Complete Personal Ethical Threshold Questionnaire

### **Week 10 – March 25/27: Business Ethics**

Objectives:

- Understand the unique position of corporations in the U.S.
- Examine how our personal actions are shaped by the ethics of the firm and/or industry

Class Preparation:

- View “The Corporation – Parts 1-4” (YouTube Video)
- Complete “The Corporation – Student Notes Form” for Parts 1-4

Movie:

- Margin Call – Film and Discussion

### **Week 11 – April 1/3: Corporate Values and Culture**

Objectives:

- Examine how corporate values and culture can shape behaviors
- Witness cooperation between a corporation and a nonprofit in providing services

Class Preparation:

- Mackey, Chapters 13-16
- Read “The Wal-Mart You Don’t Know,” by Charles Fishman
- Read “Roy Vagelos Attacks River Blindness,” from *The Leadership Moment* by Michael Useem
- Read Greyston Bakery: Combatting Poverty by Making a Profit by Deborah Leipziger

### **Week 12 – April 8/10: Stakeholders – How do you see them?**

Objectives:

- Learn how our “implicit,” or unknown views of people can impact our management decisions

Class Preparation:

- Read Mackey, Chapter 5-12
- Read “Fat Chance” case (HBR Handout)
- Complete at least two Implicit Association Test results from the five below. Weight must be one of the two; the other is your choice. Complete any others you wish for your own learning.
  - Weight (Fat-Thin)
  - Age (Young-Old)
  - Gender-Career (Male-Female)
  - Sexuality (Gay-Straight)
  - Race (Black-White)

**Week 13 – April 15/17: Conscious Capitalism vs. Inauthentic Capitalism Examples, Groups 1-4**

Objectives:

- To learn from both good and bad ethical examples
- To apply what you have learned to our examination of good and bad ethical examples

**Week 14 – April 22/24: Ethical Leadership, Conscious Capitalism vs. Inauthentic Capitalism Examples, Groups 5-6**

Objectives:

- To learn from both good and bad ethical examples
- To apply what you have learned to our examination of good and bad ethical examples
- To examine the importance of ethical leadership from the Dean

Class Preparation:

- Read “True North,” Introduction and Part One by Bill George
- Read “Retiring Dean of Wake Forest School of Business Believes in the 4 C’s of Leadership.”
- **Ethics Journal Due**

Speaker:

- Steve Reinemund, Dean, WFU School of Business, “Ethical Leadership”

**Week 15 – April 29/May 1: Final Class, Course Evaluation and Ethics Jeopardy**

Objectives:

- To summarize and review what we learned in an enjoyable way
- Review everything you learned over the last 15 weeks

Class Preparation:

- Read Ariely, Chapter 10
- Read Mackey, Appendices A & C

Activities:

- Course Evaluation
- Complete Personal Ethical Threshold Questionnaire
- Ethics Jeopardy – Teams are pitted against each other to test their knowledge of ethics and to win fabulous prizes. **THE MOSTEST FUN EVER!**