

Personal Ethics at Work

An Exploration of Ethics throughout the History of World
Commerce, including the Power and Value of Personal Ethics
Today using a Formally Applied Decision Model

MGT 16
Spring Quarter 2021 Online

Professor: ROBERT H. CAMPBELL
EMAIL: jayhawk0@flash.net
PHONE: (760) 519-1299

(Please DO NOT use CANVAS to communicate to Prof. Campbell; reach him via email (preferred) or text message.)

Class Sessions:

Classes Tuesdays & Thursdays, beginning Tuesday, January 5; ending Thursday, December 10, 2020.

<u>Section</u>	<u>Time</u>	<u>Classroom</u>	<u>Final Exam Date & Time</u>
B00	2 p.m. – 3:20 p.m.	Online: ZOOM & CANVAS	Tuesday, June 8 3-6 p.m.
A00	3:30 p.m. – 4:50 p.m.	Online: ZOOM & CANVAS	Monday, June 8 3-6 p.m.

Teaching Assistants/Tutors (TA):

<u>Section</u>	<u>Assistants</u>	<u>Email</u>
B00	Michelle Gilevich	mgilevic@ucsd.edu
A00	Jacob Schenberg	jschenbe@ucsd.edu

DESCRIPTION

With all that is happening in the American and World economies—mixed with the politically driven issues and agendas today--the importance of understanding the purpose and impact of the application (or sadly, lack thereof) of “ethics” in business management has never been greater. All too often, the ethical dimension of business decisions is ignored. Sometimes, given the uncovering of questionable activities—ranging from conflict-of-interest to out-and-out fraud—one wonders if the concept of ethics was ever a business decision-making factor, and should it have been?

Compounding the difficulty in debating ethics in business are two major elements. Unfortunately, one of these elements is the ever-increasing incidents of people in society benefiting from unethical behavior, or at least, not being punished in any way for unethical behavior.

The second factor is the influence of religion. Ethics discussions are frequently anchored by religious beliefs. Judgments are sometimes driven by religious dogma. Although it is true that ethics can have a religious dimension, there is plenty of room for a debate over “right versus wrong” without such a highly incendiary—and clearly personal—ingredient.

INSTRUCTIONAL METHODS

Instruction will focus upon understanding the implications of the research knowledge in the textbook in conjunction with in-class lecture, participative student discussion, and video case presentations. Despite the class size, this course will attempt to create extensive student interactions—with both the instructor and other students—because class discussion is utilized as a primary instructional method. Students will be challenged to stay abreast of business news, i.e., situations revealing ethical dimensions. Each session will include several topics involving ethical choices, covering a wide range of subjects from the daily involvement with co-workers (e.g., does one “report” a co-worker observed violating company policy?) to total company and/or national policy (e.g., should Google obey a foreign nation’s directives?)

OBJECTIVES

This course will focus on an objective-as-possible approach to discerning and applying ethical factors in business and will strive to teach the pervasive nature of ethical considerations in business management at both a macro and micro level. Each class will focus on real-world case studies—events taken from business news headlines and fraught with ethical considerations. The goal of this course is to equip the student to recognize the ethical dimension of business behaviors and decisions, and to construct a “personal model” for determining the role of an ethical choice and determining what is an ethical choice.

At the close of this course, you will be able to:

- Identify, analyze, and articulate the ethical dimensions of business decisions
- Apply a logical ethics assessment and decision model to your life decisions
- Examine your own socialization and values to, objectively and honestly, consider others’ viewpoints
- Defend a point-of-view involving a difficult course of action
- Appreciate the complexity of maintaining ethical behaviors in the competitive world of business.

INCLUSION

To make this course exceptionally valuable, this course often deals in controversy. Ethics can be a very complex, sensitive issue—after all, we are attempting to make judgements about “right vs. wrong”—and personal beliefs can be exceptionally strong and difficult to alter. Together, we will discuss historical, and sometimes current, events. Let it be clear that, in my classes, everyone’s opinion is invited, valid, and respected. Participation in class discussions is encouraged; disagreements can occur; but **everyone** is to be respected—regardless of viewpoint.

TEXTS

Required (You are not required to *buy* them; you are required to *read* them.)

- 1) ***“The (Honest) Truth About Dishonesty—How We Lie to Everyone—Especially Ourselves”***
Dan Ariely, HarperCollins, ISBN 978-0-06-218361-3.
- 2) ***“1984”*** by George Orwell.

Textbook Reading Assignments, Two Papers, and Test Dates Table

(For the textbook, these are reading completion dates, i.e., you are to be prepared to discuss the assigned chapters in class on these dates.)

Assignment	Class #	Day	Date	Year
Enjoy the Initial Lecture: “How to Ace This Course”	1	Tuesday	March 30	2021
Lecture: 7-Step Ethics-Driven Decision Model	5	Tuesday	April 13	2021
Textbook: Introduction plus Chapters 1 & 2	6	Thursday	April 15	2021
Textbook: Chapters 3 & 4	7	Tuesday	April 20	2021
Textbook: Chapters 5 & 6, plus Ethics Model Paper Due	8	Thursday	April 22	2021
Mid-Term Exam Case Topic Announcement	9	Tuesday	April 27	2021
Mid-Term Exam	11	Tuesday	May 4	2021
Textbook: Chapter 7	12	Thursday	May 6	2021
Textbook: Chapter 8	13	Tuesday	May 11	2021
Textbook: Chapters 9 & 10	14	Thursday	May 13	2021
“1984” Paper Due	15	Tuesday	May 18	2021
(Ariely Textbook: Chapter 11 is optional and unassigned.)				2021
Professor’s Notes: “Ethical Thoughts from a 45-year Business Career”	20	Thursday	June 3	2021
W	A00 Class Final Exam	Monday	June 7	2021
R	B00 Class Final Exam	Tuesday	June 8	2021

WRITTEN ASSIGNMENTS (2)

(Both written assignments are to be submitted--via CANVAS--by class start time on the due date. Papers must be in Microsoft Word or docx format (best to save/submit as “PDF” format). Ensure your “ENROLLED AS” name (student ID card name) and your PID are on your documents.)

- 1) **Ethics Topic Research and Analysis Paper (Ethics Model Paper)--(Due date in above table.)**

By class start time of the assignment-due class session, submit a summary of a **current** (within the last 12 months) business incident—found via the news media--describing the case’s ethics parameters. The document should include the student’s assessment of the ethics issues, decisions, and actions within the situation. Application of the course “ethics-driven decision model” should be demonstrated.

- 2) **“1984” Compare & Contrast Paper—(Due date in the above table.)**

By class start time of the assignment-due class session, submit a “compare and contrast” analysis of the ethical concepts revealed in the society described in “1984” versus our society today. How many of the situations or conditions in Orwell’s vision have come true—wholly or in part? Are any likely to become reality soon? After your “compare/contrast” portion, express any concerns you may have about what you discern may becoming reality and describe how you would apply what you have learned about ethics to

alter, inhibit, or prevent factors in Orwell's society from becoming reality in your future or your children's future.

For both papers, content will be no more than eight pages--double-spaced). Please include a cover/title page and—as the last page--a research sources citations' page (both of these pages do **not** count in the required page total). "Style" is "business efficient", i.e., prose is acceptable, along with bullet points, checklists, tables or whatever structure clearly, efficiently communicates to the reader.)

EXAMS

The **Mid-Term Exam** will be at the beginning of class **on the date cited in the table on Page Two**. The exam will cover the textbook introduction and chapters 1 through 6 inclusive and all materials presented and discussed in classes-to-date. *Students may refer to their printed or computer-stored class notes and the textbook during this exam.* **Students MAY NOT visit any website, except CANVAS, during exams.**

The **Final Exam** will occur **as scheduled in the table on Page Two**. The exam is cumulative and will cover all of the assigned reading in the textbook and all materials and subjects presented and discussed in classes. *Students may refer to their printed or computer-stored class notes and the textbook during this exam.* **Students MAY NOT visit any website, except CANVAS, during exams.**

The content of "1984" is not included in either of these exams.

RADY LABS

Participation in Experiments: 5% of your grade is based on participation in two experiments offered by the Rady School Research Participant Pool. Each experiment will take up to one hour. If new to lab participation, to register for an account and to receive additional information about upcoming lab studies, visit: <https://radyclasscredit.sona-systems.com/> and click "Request Account". When you register, you will be assigned a unique ID – you will need to provide this ID each time you participate in a study. Make sure to keep track of it!

If you have served as a participant before, you will need to update which classes you are registered for in order to receive credit. Log in to your account here: <http://radyclasscredit.sona-systems.com/Default.aspx?ReturnUrl=%2f> and go to the "My Profile" page. There is an option near the bottom of the page to "Change Courses." Questions about lab studies can be directed to RadyClassCredit@ucsd.edu. Rady Lab Studies will begin during week 2 of the Quarter.

More instructions on how to fulfill this assignment in Rady Lab document in CANVAS.

GRADING

Assignments	Points [or percentage]
Research and Analysis Report	10
Mid-Term Exam	30
“1984” Paper	20
Final Exam	35
Rady Lab Experiments (2)	5
Total	100

Total Points	Grade	Total Points	Grade	Total Points	Grade
98-100	A+	80-82	B-	<60	F
93-97	A	77-79	C+		
90-92	A-	73-76	C		
87-89	B+	70-72	C-		
83-86	B	60-69	D		

COURSE POLICIES

Student Responsibility for Grades; Grade Appeals. It is the student’s responsibility to meet with the Teaching Assistant/Tutor and, subsequently, the Professor, to discuss grade achievement progress. **Any concern with the grade on an individual assignment must be documented via email to the Teaching Assistant/Tutor within 48 hours of the grade posting on Canvas.** Students may appeal grades to the Professor, but only after attempting to resolve any grade dispute with the Teaching Assistant/Tutor.

Tardy or missed assignments. **Late work is unacceptable**, as in the real world of business. There is no make-up work, i.e., assignments are to be completed and submitted by the assigned deadline, just like “the real world of business”. **Any appeal to submit an assignment beyond the due date must be expressed directly to the Professor, via email, with a copy of the request to the TA. It is at the sole discretion of the Professor as to whether the late submission will be accepted and any potential (likely) reduction of potential grade due to the tardy submission.**

There are no extra credit assignments, but there is one, small extra credit opportunity, explained towards the end of the course.

Academic Integrity

Integrity of scholarship is essential for an academic community. As members of the Rady School, we pledge ourselves to uphold the highest ethical standards. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. The complete UCSD Policy on Integrity of Scholarship can be viewed at: <http://academicintegrity.ucsd.edu>

How the Honor Code applies to this course:

Well, this is an ethics class—the relevance of the Honor Code should be fairly obvious, don’t you think?

STUDENTS WITH DISABILITIES

A student who has a disability or special need and requires an accommodation in order to have equal access to the classroom must register with the Office for Students with Disabilities (OSD). The OSD will determine what accommodations may be made and provide the necessary documentation to present to the instructor and OSD liaison.

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter (paper or electronic) issued by the Office for Students with Disabilities (<https://osd.ucsd.edu/students/registering.html>) Students are required to discuss accommodation arrangements with instructors and OSD liaisons in the department **in advance** of any exams or assignments. **No accommodations can be implemented retroactively.**

Please visit the [OSD website](#) for further information or contact the Office for Students with Disabilities at (858) 534-4382 or osd@ucsd.edu.

[OSD website](#)

<https://osd.ucsd.edu/portal/tutorial.html>

END OF SYLLABUS