



CARTHAGE
COLLEGE

Business Management and Marketing Department

MGT5150: Ethical Decision- Making

COURSE INFORMATION					
Instructor(s): Dr. Michele Hancock		mhancock1@carthage.edu		Office Hours Google Meet Appointments	262-551-6113
Class Meeting Information:	Oct. 28, Nov. 4, 11, 18 & Dec. 2, 9, 15 (FINAL) Thursdays 6-9 p.m.	Virtual synchronous	Carthage Zoom	Credit Hours: 4	
COURSE DESCRIPTION:					
Ethical challenges facing employees in modern business and nonprofit organizations. Exploration of moral issues at every organizational level—personal, interpersonal, group, and system wide. Topics include identifying personal mission and values; developing character; faith in the workplace; ethical perspectives; moral reasoning and decision-making formats; ethical organizational communication and influence; ethical group behavior and leadership/followership; functional ethical issues; creation of ethical organizational climates; and global corporate social responsibility.					
STUDENT LEARNING OUTCOMES:					
<ol style="list-style-type: none"> 1. Demonstrate knowledge of ethical concepts and theories. 2. Demonstrate the abilities to recognize, understand, make, and articulate responsible judgments about ethical issues in business. 3. Distinguish between ethical and unethical leadership practices and the use of power over and with others. 4. Recognize, take responsibility for, and help create, positive moral environment both inside and outside the organization as well as on social justice issues. 					
PROGRAM LEVEL STUDENT LEARNING OUTCOMES:					
<p><u><i>Innovation & Design.</i></u> Students will be able to deliberately innovate using human-centered design to develop solutions in the service of people.</p> <p><u><i>High Performing Teams.</i></u> Students will be able to lead, manage, and participate in teams, in organizations, in virtual groups that are highly focused on goals, achieve superior outcomes, and impact.</p> <p><u><i>Critical Thinking.</i></u> Students will be able to explore, evaluate, conceptualize, analyze, synthesize, understand, and make connections with information from experience, observation, conceptualization, or experimentation to guide ideation, belief, and action.</p> <p><u><i>Solution Finding & Practical Thinking.</i></u> Students will be able to solve problems (current and those that don't yet exist) and make informed decisions.</p> <p><u><i>Creativity & Creative Thinking.</i></u> Students will be able to imagine and create unexpected approaches, ideas, and interrelationships.</p> <p><u><i>Emotional Intelligence.</i></u> Students will be able to distill emotional and social competencies to develop personal and interpersonal capacity and the ability to understand, interpret, and respond to the emotions of self and others.</p> <p><u><i>Cultural Intelligence.</i></u> Students will be able to develop the capability to relate and work effectively across cultures and effectively navigate organizational culture.</p>					
Learning Activities/Instructional Methods	<input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Discussion-Large Group <input checked="" type="checkbox"/> Discussion-Small Group <input checked="" type="checkbox"/> Case-based Instruction/Learning <input checked="" type="checkbox"/> Student Presentation		<input checked="" type="checkbox"/> Problem-based Learning <input checked="" type="checkbox"/> Team-Based Learning <input checked="" type="checkbox"/> Independent Learning <input type="checkbox"/> Self-Directed Learning <input type="checkbox"/> Simulation		
Required Readings/Texts:	Books <ul style="list-style-type: none"> ▪ Johnson, C. E. (2019). <i>Meeting the ethical challenges of leadership: Casting light or shadow</i>. Sage Publications. <p>Suggested Free Blog Design Sites</p>				



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	<ul style="list-style-type: none"> ▪ Wordpress ▪ WIX ▪ Tumblr ▪ Weebly
Recommended Readings & Other Resources:	<p>Student Resources</p> <ul style="list-style-type: none"> ▪ https://edge.sagepub.com/johnsonmecl7e/student-resources-0 <p>Books</p> <ul style="list-style-type: none"> ▪ Kyte, R. (2016). Ethical Business: Cultivating the Good in Organizational Culture. Winona, MN. Anselm Academic. ▪ Palmer, P. (1996). Leading from within. New York, NY: John Wiley. ▪ Nye, J. S. (2008). The powers to lead. Oxford, England: Oxford University Press. ▪ Seidel, G. J. (2016). The three-pillar model for business decisions; strategy, law, ethics. Van Rhys Publishing, LLC. ▪ Witzel, M. (2018). The ethical leader: why doing the right thing can be the key to competitive advantage. Bloomsbury Publishing.

COURSE SCHEDULE
Log into Schoology for the most up to date schedule, pre-work, and monitoring changes.

Week/Date	Topic(s)	Between
	Prework	Read Introduction & Chapter 1– The Leader’s Light or Shadow Complete Chapter 1 self-assessments
1	Session #1: <ul style="list-style-type: none"> ▪ Shadow Side of Leadership ▪ Bias/Power/Privilege/Difference Chapter 1 – CANVA “Six Ethics of Life” Infographic Chapter 2 – Complete Chapter 2 self-assessments Discussion Dyads – Personal Ethical Development	Chapters 3 & 4
2	Session #2: <ul style="list-style-type: none"> ▪ Looking Inward ▪ Leadership Characteristics ▪ Intercultural Development Inventory (IDI) Class Activities <ul style="list-style-type: none"> ▪ Leadership at the Movies ▪ Group Project Presentations ▪ Student generated questions 	Chapters 5 & 6
3	Session #3: <ul style="list-style-type: none"> ▪ General Ethical Perspectives ▪ Ethical Decision Making ▪ Ethics of Innovation Class Activities <ul style="list-style-type: none"> ▪ Ethics Debate ▪ Each One, Teach One 	Chapters 7 & 8 Ethical Organizational Analysis
4	Session #4: <ul style="list-style-type: none"> ▪ Ethical Influence 	Chapter 9



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		<ul style="list-style-type: none"> ▪ Normative Leadership Theories <p>Class Activities</p> <ul style="list-style-type: none"> ▪ Conduct Workshops on Assigned SAGE Journal Articles ▪ Small Group Presentations ▪ Self-assessments 8.1 & 8.2 <p>DUE:</p> <ul style="list-style-type: none"> ▪ Ethical Organizational Analysis (Community Outreach Project) 	
5		<p>Session #5:</p> <ul style="list-style-type: none"> ▪ Building an Ethical Small Group <p>Class Activities</p> <ul style="list-style-type: none"> ▪ PowerPoint Presentation ▪ Self-assessment 9.1 & 9.2 ▪ Profession Analysis Discussion Dyads 	Chapter 10 & 11 Case Study Analyses Handout
6		<p>Session #6:</p> <ul style="list-style-type: none"> ▪ Creating an Ethical Organizational Climate ▪ Ethical Challenges in a Global Society <p>Class Activities</p> <ul style="list-style-type: none"> ▪ PowerPoint Presentation ▪ Socratic Seminars <p>DUE:</p> <ul style="list-style-type: none"> ▪ Case Study Analyses Handout 	Chapter 12 Personal Ethics Statement (Integration Essay)
7		<p>Session #7:</p> <ul style="list-style-type: none"> ▪ Ethical Crisis Leadership <p>Class Activities</p> <ul style="list-style-type: none"> ▪ Final Exam ▪ News Blog <p>DUE:</p> <ul style="list-style-type: none"> ▪ Personal Ethics Statement (Integration Essay) 	
ASSESSMENTS & GRADING			
<input checked="" type="checkbox"/> Documentation Review <input type="checkbox"/> Performance Rating/Checklist <input type="checkbox"/> Exam – Written/Computer-Based <input type="checkbox"/> Narrative Assessment <input checked="" type="checkbox"/> Oral Presentation <input checked="" type="checkbox"/> Participation		<input checked="" type="checkbox"/> Peer Assessment <input type="checkbox"/> Portfolio-based Assessment <input type="checkbox"/> Practical/External Evaluation <input checked="" type="checkbox"/> Research/Project Assessment <input checked="" type="checkbox"/> Self-Assessment <input checked="" type="checkbox"/> Instructor Evaluations	
Course Requirements & Assessment Activities		<p>Pre-Class Assignment (5%):</p> <ul style="list-style-type: none"> ▪ Review self-assessments in Chapter 1 ▪ Complete Destructive Leader Behavior Scale ▪ Complete Personal Power Profile ▪ Due Session #1 	



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	<p>Small Group Presentation (15%):</p> <ul style="list-style-type: none">▪ Research, select and view a movie highlighting the dark side of success (“<i>the act of leadership creates more harm than good</i>”)▪ Interactive presentation (30 minutes) addresses:<ul style="list-style-type: none">○ unethical and/or immoral behavior○ contextual or situational pressures○ unhealthy motivations○ the dark triad○ lack of knowledge, skills, experience○ moral disengagement▪ Show brief film clips to provide evidence of assertions▪ Create a visual graphic organizer (process- oriented) for moral leadership development▪ Due Session #2 <p>Community Outreach Project (15%):</p> <ul style="list-style-type: none">▪ Research on a local community organization focused on ethical or social justice issues or what it means to “do good” from an organizational perspective▪ Briefly describe the organization’s vision, values, and mission▪ Document clearly the organization’s ethical perspectives. Write and proofread paper, 12-point font, 3-4 pages, double-spaced with cover page. Please do not count the cover page (no number on cover page)▪ Due Session #3 <p>Case Study Analyses (15%):</p> <ul style="list-style-type: none">▪ Select a case study from course textbook▪ Create a bulleted handout outlining key points of the case study to share with class▪ Lead a 10 to 15-minute Socratic Seminar dialogue with peers focused on one key point.▪ Peers practice constructive feedback based on the Socratic Seminar method▪ Due Session #4 <p>Integration Essay – Your Leadership Profile (20%):</p> <ul style="list-style-type: none">▪ Write a 4 to 5-page essay that incorporates your personal ethical philosophy with an analysis of your leadership perspective to articulate your strengths as an ethical influence in an organization▪ Essay includes reflective analysis based on Chapter 1 & 2 course textbook assessments and the IDI▪ Due Session #5 <p>Final Exam & News Blog (20%):</p> <ul style="list-style-type: none">▪ Students create a news blog highlighting key points from each chapter of the course textbook. Select key points that are relevant to your profession of interest.▪ Focus on your article title to draw attention to blog▪ Add symbolic visuals to enhance messages▪ Explain importance of each message
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	<ul style="list-style-type: none"> ▪ In class final exam ▪ Due Session #7 <p>Class Participation & Attendance (10%)</p>
Grading Scale	<p>A = 90-100 B = 80-87 (B+ 88-89) C = 70-77 (C+ 78-79) D = 60-67 (D+ 68-69) F = 0-59</p>
PROFESSIONAL EXPECTATIONS & GENERAL POLICIES	
Professional:	All Carthage graduate students are expected to know and abide by all policies and procedures included in the syllabus and follow proper netiquette guidelines.
Policies:	<p>The learning format for this course will include a variety of instructional methods. The class will be dependent upon the full participation of the students. Each student is expected to share experiences or ideas that will enrich the class. Assigned readings should be read before the class session meets, and students should be prepared to discuss and apply the readings during class. Students will be expected to apply what they learn to the class discussion and all assignments. Naturally, students come to this class with varying degrees of experience and skills, creating different levels of ease and ability. The instructors will prepare the students for the assignments through discussion and assigned readings.</p> <p>Instructor Responsibilities</p> <ul style="list-style-type: none"> ● Develop discussion and exercise materials. ● Read and comment on student assignments. ● Evaluate student work and provide feedback. ● Be available to respond to questions by individual students. <p>Student Responsibilities</p> <ul style="list-style-type: none"> ● Each student is asked to read thoroughly, reflect upon and assimilate all of the required readings assigned prior to each session of the course. ● Attend and participate in all class sessions. ● Share ideas, learning, and experiences with the class. ● Complete all assignments. <p>Plagiarism</p> <p>The submission of work done by another with the intent that it be viewed and evaluated as one's own. Thus, copying on an examination, turning in a term paper or homework assignment done by someone else, intentionally using or presenting false data, and making extensive use of sources without acknowledging them are all interpreted as acts of plagiarism.</p> <p>Incompletes</p> <p>A grade of Incomplete is given at the end of the semester only when a student has discussed the matter with his/her instructor and there are extenuating circumstances that clearly justify an extension beyond the requirements established for the other students in the class. If the student does not meet the agreed deadline for the submission with an incomplete, the grade can automatically become an "F."</p>



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Statement on Absences

Students are expected to attend every class. The Master of Science in Business has a program-wide attendance policy. There is one excused absence allowed per course. A second absence will result in being withdrawn from the course and students will have to retake the course the following year at their own expense.

Academic Calendar

ACADEMIC CALENDAR

Key Dates from the Academic Calendar (<https://www.carthage.edu/academics/calendar/>)

Term begins date: Sept. 7, 2021

Last date to add/drop: Nov. 3, 2021

Term end date: Dec. 13, 2021(Final)

Statement on Students with Disabilities

Students with special needs (physical handicaps, learning disabilities, English as a second language) should identify themselves so that appropriate arrangements can be made. Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the campus Learning Specialist in the Advising Center (x5802.) This information will be kept confidential. Accommodations need to be requested in advance and will not be granted retroactively. Students should notify the instructor as soon as possible if they have been granted an accommodation.

Carthage College strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers due to your disability (including mental health, learning disorders and chronic medical conditions), please let me know immediately so that we can privately discuss options. Again, to establish reasonable accommodations, you also need to register with Learning Accessibility Services.

Electronic Recording

To facilitate learning for all students in the current climate around COVID-19, faculty may opt to record their classroom activities for instructional purposes.

COVID-19

All Carthage faculty, staff and students are required to adhere to the temporary policies including face coverings, physical distancing. <https://www.carthage.edu/carthage-covid-19/protocols/face-coverings/>

In Case of Local Outbreak:

In the event of disruption of normal classroom activities due to a coronavirus outbreak, information pertaining to the completion of this course will be communicated to all students. It is possible that the format for this course may be modified to enable completion of the course. In that event, you will be provided an addendum to the course syllabus by the instructor.



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Student Support

America is still in the grips of the COVID 19 pandemic! Engaging in the social distance and mask-wearing safety practices are of critical importance to the lives of human beings. The results of the pandemic on human lives mental health are acknowledged and support services are available. Note the Carthage message:

The Health and Counseling Center (HCC) supports students by addressing physical, mental, and emotional well-being. All services are free and confidential and are available to currently enrolled, full-time undergraduate students. Health services include the assessment and treatment of minor illness and injury. Diagnostic testing, complimentary over-the-counter medications, and referrals to off-campus providers are all available. Our licensed counselors help students with challenges that can be resolved with short-term, solution-focused counseling. Some topics discussed during counseling include depression and anxiety, traumatic experiences, gender and sexuality, relationship concerns, stress management, and academic challenges. More details - including info about appointments - can be found at carthage.edu/health-counseling.

[Uwill](http://Uwill.com) is a free teletherapy platform for Carthage students. Uwill connects students with licensed therapists from all 50 states. Support is available in a variety of formats -- video, chat, messaging, or phone. Counselors are available nights, weekends, and during holidays. Access is quick and easy: app.uwill.com.

Suggested email signature: Students receive free, immediate access to teletherapy through Uwill. It's private, secure & confidential. Click [here](#) to get started.

HCC Hours and Location

TARC 2240 / 262-551-5710

M-F 8:30-4:00

Microsoft Office

Microsoft Office is available for free on (nearly) all public computers on campus. Students may also get a one- year license for office 365 through the Library computer center. See <https://www.carthage.edu/live/news/4252-get-ms-office-365-for-free> and contact Carol Sabbar (csabbar@carthage.edu) for the license.

Discussion Board Participation

Students are expected to participate in all discussions.

Guidelines for a Productive Course

Students are expected to conduct themselves in the course (for example, on discussion boards, online and in email) in compliance with the university's regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.



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Active interaction with peers and your instructor is essential to success in this remote learning course, paying particular attention to the following:

- Unless indicated otherwise, please review the readings and other instructional materials for each week before participating.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.