



**School of Business and Nonprofit Management
Course Syllabus**

Course: SBNM 5010 Organizational Behavior and Ethics
Academic Year: 2013 - 2014
Semester/Quad: Summer / Quad A
Credit Hours: 2 Hours
Prerequisites: None

Course Facilitator:

Kurt H. Peterson

Adjunct Professor
North Park University, School of Business and Nonprofit Management

Deputy Commissioner
City of Chicago, Department of Fleet and Facility Management, Bureau of Human Resources

Contact Information:

Phone: 773-244-6270 (SBNM Program Office)
Email: kpeterson1@northpark.edu (preferred method of contact)

Availability:

I am most accessible via email and will be most active within the course shell on Thursdays and Saturdays, however, I routinely check-in most days during any given week.

In the event that an unexpected/emergency situation arises that dictates a change to the course schedule or assignment specifications, I will email students and an announcement will be posted within the Moodle course shell. Likewise, if you have an unexpected/emergency situation that impacts your ability to complete course requirements, please email me or contact the SBNM Program Office; situations will be evaluated on a case-by-case basis.

Course Description and Student Learning Objectives:

The purpose of this course is to develop an understanding of human behavior in changing organizations and the managerial awareness, tools and methods that are available to increase effectiveness. The course surveys principles and theories about individuals and groups at work, motivation and interactive drives and processes for satisfying needs, organization strategies for effectively utilizing people and creating the environment to achieve goals of both individuals and companies. The course also surveys ethical issues and the rational integration of ethical thinking and decision-making in competitive organizations. New models of teams, organization structure and organizational development practices are studied as the product of today's transforming organizations.

The following three objectives point to the most important course outcomes. Please focus on these objectives as you begin the course (also used for the IDEA course evaluation):

- Comprehend fundamental principles, generalizations, or theories.
- Develop a clearer understanding of, and commitment to, personal values.
- Ask questions and seek answers for further learning.

More specifically, students will:

1. Discuss current challenges and ethical issues prevalent within the workplace.
2. Determine the relationship between social responsibility and ethics.
3. Examine the differences in values across cultures and generations.
4. Examine the role and impact of values, personality and emotion on the ability to manage and achieve organizational success.
5. Integrate into discussions and written work an awareness of their personal beliefs and values and the impact on their happiness and success at work.
6. Distinguish among the many motivational theories and apply those most relevant to the work environment.
7. Identify the historical ethical philosophies prevalent within the work environment.
8. Identify the historical ethical philosophies most closely associated with their own behavior.
9. Determine the impact of human resources strategies on ethical behavior.
10. Determine the role of organizational structure on ethical behavior.
11. Determine the role of organizational culture on ethical behavior.

GENERAL INFORMATION

Introductory Comments:

Until fairly recently, business school curricula focused heavily upon the technical side of management and required completion of courses in the fields of economics, accounting, finance, operations and other courses that are based primarily on quantitative analysis. Over the past decade in particular it has become increasingly clear that without interpersonal and organizational skills, the best trained technical manager will not be effective in developing, retaining and effectively leading a competitive pool of talent. To succeed as a leader, while technical skills are necessary, they alone are insufficient if we are to compete in today's competitive and demanding workplace.

Additionally, while an understanding of organizational theory is essential, theoretical frameworks must be grounded in a practical real world context if real learning is to take place. For this reason, students who register for this class are required to have access to an organization for the completion of course assignments.

Schedule:

The course begins on Monday, May 12 and ends on Monday, June 30. The typical weekly schedule runs from Monday through Saturday with significant prep work in the early part of each week and significant discussion with your peer group in the latter part of each week.

You are encouraged to work ahead on projects and written assignments; some weeks will naturally carry a heavier workload than others as a result of assignment due dates. Plan accordingly!

Before you Begin:

Read the welcome announcement on the main page of the course site and peruse the syllabus to gain clarity on course requirements and policies. You are also encouraged to familiarize yourself with the Moodle platform by using the posted resources.

Required Texts:

Please acquire both of the following texts by no later than the first day of class:

McShane, S.L., Von Glinow, M.A. (2009). Organizational behavior: Essentials, 2nd edition. McGraw-Hill Irwin. ISBN: **978-0-07-338122-0**

Ferrell, O.C, Fraedrich, H. & Ferrell, L. (2012). Business ethics: Ethical decision making and cases, 9th edition. South-Western Cengage. ISBN: **978-1111825164**.

[You may also utilize the 8th Edition of this text, if you wish]

Additional Readings:

All other required and optional reading assignments can be found on the Moodle course site under the topic for the week for which the readings are assigned or recommended.

Required Online Assessments:

You will be asked to take a variety of self-assessments. These are posted in the weekly assignment folder along with the assigned reading. Be certain to honestly and accurately complete, score and reflect upon the self-assessments prior to participating in the discussion forums each week.

Course Prerequisites:

This course has no prerequisites. All directions and support are provided for the assignments in this course. However, it is expected that participants know how to perform basic tasks such as sending email with attachments, creating, editing and saving documents in a file structure, and performing academic research. It is also expected that students are able to think critically and write at the graduate level.

Course Teaching and Learning Methods:

I view my role as a co-learner and class facilitator. While I will steer the trajectory of the course to various discussion topics and create a particular type of learning environment, I ultimately believe that the outcome of our learning is dependent upon our dialogue with each other, with the authors of the assigned readings, and through active engagement with the varying elements of the course. I desire that we think critically together and that our learning be practical and relevant. One of the great benefits of graduate-level study is learning in community from your classmates; as the course instructor/facilitator I will provide ample room for you to learn from each other and strive not to dominate or “over-facilitate” the discussion forums.

Because this course is being taught in an intensive (7-weeks) and online format, the learning process will be heavily dependent upon the student's willingness to become involved in the process of active learning. It is very important for students to keep up with the reading assignments and online discussion forums. Indeed, it is not possible to successfully complete this course without a good understanding of the assigned readings and active participation in the discussion forums.

Important note: Rest assured that that I am reading your posts on a daily basis and I am also visiting your online group discussions. I will not, however, respond to each and every posting; instead, I will jump into discussions when I feel that an important point needs to be made, if the discussion needs to be redirected and/or to emphasize important points made by others. More often than not I will rely upon you to share important learnings and observations and to actively dialogue on the topics. I expect that you will take active responsibility for your own learning throughout this course. I will guide you along the way.

Computer/Technical Skills Requirements:

In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection. Please visit <http://www.northpark.edu/Campus-Life-and-Services/Information-Technology/Network/Minimum-Requirements> for information on computer requirements. Students should also have a general working knowledge of computers, the Internet and software applications (e.g. MS Office).

Failed Internet connections and/or computer-related problems do not excuse you from participating in the course or meeting the established deadlines.

Student & Instructor Responsibilities:

Student Responsibilities:

1. Students are expected to log in a minimum of 3-4 times per week (at any time during the week) and to fully engage in the forums and related activities. Students cannot successfully complete this course without completing the weekly readings, forum discussions, and assignments.
2. Students are expected to use good "netiquette" (see *Netiquette Expectations* in the Moodle Course Room Information folder). While I am available for a telephone appointment, I strongly recommend that all issues, questions, and problems be dealt with online (unless they are of a personal matter) as a matter of good netiquette.
3. Students are expected to spend approximately 10-12 hours per week on course responsibilities (e.g. reading, assignment completion, discussion forums, etc.). Students are expected to read all peer and instructor posts in a timely fashion (e.g. during the assigned week). Note that the 10-12 hour expectation is only a guide and the time investment varies based on student ability and how students elect to complete course assignments.
4. Students are expected to adhere to the course schedule and post to the forums accordingly. The most predictable problem in an online course occurs when students are late in posting their initial and/or secondary forum responses and/or when submitting assignments. This is often the result of illness, business trips, overload,

and/or computer glitches. Be aware that the learning of your peers is adversely affected when posts are late or engagement is minimal!

5. Students are expected to fully contribute to group assignments. Group work, especially in a distributed/online environment, requires good communication and expects that each individual will “carry their fair share” of the collective workload.
6. Students are expected to read the syllabus in its entirety; they are responsible for its content.

Instructor Responsibilities:

1. The course instructor will design the course and learning modules in such a way that students have every opportunity to achieve the stated learning objectives.
2. While the course instructor will not lead the online forum discussions, he will provide an initial discussion topic/question/exercise and provide reactions to student posts in order to clarify important ideas and concepts and/or to re-direct the dialogue. More often than not, however, students will be expected to engage in a robust discussion about the learning materials with limited guidance from the instructor.
3. The course instructor will provide information on relevant resources via the assigned reading and/or for various topics of student interest as expressed.
4. The course instructor will read and critically assess students' forum posts and written assignments and provide feedback within an appropriate timeframe (typically 7-14 days).
5. The course instructor will respond to all student e-mails within 24-48 hours of receipt.
6. The course instructor will respond to all student phone calls within 24-48 hours.
7. The course instructor will evaluate student progress in the class and post grades and comments to the Moodle Grades section and provide a final grade for each student.

POLICY STATEMENTS

Academic Honesty:

In keeping with our Christian heritage and commitment, North Park University and the School of Business and Nonprofit Management are committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the Internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be

considered cheating as well. For further information on this subject you may refer to the Academic Dishonesty section of the University's online catalog.

In conclusion, it is our mission to prepare each student for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.

Attendance Policy for Graduate Courses:

The graduate courses in the SBNM are all 7 weeks in length. Missing one class session is allowed without penalty as long as all readings and assignments are made up by the student within a reasonable time period (the following week). Failing to log into an online course site for an entire week is allowed, but a penalty may be applied at the instructor's discretion. Missing a second class session is allowed only in unusual circumstances by prior arrangement with the instructor. Since this represents almost 30% of the engagement time for the course, the student runs the risk of receiving a lower overall grade for the class. Faculty are encouraged to drop the course grade by a full letter grade in this situation. A student who misses three classes (or the equivalent two weeks for an online class) will automatically fail the course, unless the student drops the course before the seventh week of class. Students who drop a course will be held responsible for tuition, based upon the current North Park University refund policy outlined in the University Catalog.

APA Requirement:

The School of Business and Nonprofit Management (SBNM) has adopted the *Publication Manual of the American Psychological Association (APA)* as the standard and required format for all written assignments in SBNM courses.

Our goal in adopting the *APA Manual* is to enhance student learning by:

- 1) Improving student's writing skills.
- 2) Standardizing the required format of all written assignments in all SBNM courses.
- 3) Emphasizing the importance of paper mechanics, grammatical constructs, and the necessity of proper citations.
- 4) Holding students accountable for high quality written work.

If you are unfamiliar with the requirements of the *APA Manual*, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources as listed on the Student Resources section of the SBNM website. It is your responsibility to learn and ensure that all written work is formatted according to the standards of the APA Manual.

Grading:

According to policies of the School of Business and Nonprofit Management, any grade less than C- is a failing grade. A final letter grade will be assigned based on the overall percentage of points earned.

The following grading scale will be utilized when calculating the final course grade:

90-100% = A/A-; 80-89% = B+/B/B-; 70-79 = C+/C/C-; Below 70 = F

Late Work Policy: As a matter of professional integrity, I do not accept late submissions of any assignments (late discussion forum posts will be accepted although the grade will be reduced per the posted rubric). Late assignments will be assigned a grade of 0 points. Assignments will be considered late if they are submitted past the date and time noted (all due dates/times are based on Central Time (CT)). This policy will be strictly enforced.

Grading Rubrics: Grading rubrics for the all assignments are posted on Moodle. Be sure to review the rubrics carefully before submitting work and/or posting to the forums.

All assignments must be submitted to pass the course, regardless of overall points earned or percentage of final grade. You will automatically fail the course if assignments are not submitted.

Statement of Complaint (Group Work):

Group projects expect and require the active engagement of all group members. I encourage you to briefly discuss group roles and expectations with your group members at the start of group work so as to proactively avoid any misunderstandings during subsequent weeks. If a situation arises where a member of your group fails to meet important deadlines or otherwise underperforms in a significant manner, your group may submit a statement of complaint to the course instructor. The statement will be shared with the underperforming member for comment and a grade penalty may be assessed to the underperforming member.

Regardless of the outcome, all members of the group will be awarded a grade based on the quality of the work submitted.

Students with Disabilities:

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the SBNM Program Office at 773-244-6270. Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner.

For further information please review the following website: <http://www.northpark.edu/ada>

COURSE ASSIGNMENTS

A final grade for this course will be computed according to your successful completion of the following assignments:

1. Moodle Discussion Forums [135 points maximum]

Discussion forums will be held during the following weeks: 1, 2, 3, 4 and 6. There will be three forums in each of those weeks, and you will receive up to a maximum of 9 points for your participation in each forum (up to 27 points per week).

Weekly Discussion Forum Schedule:

Week 1: Large group discussion

Week 2: Small and Large group discussion

Week 3: Small group discussion

Week 4: Small group discussion
 Week 5: No discussion forums
 Week 6: Large group discussion
 Week 7: No discussion forums

Weekly discussion forums are a critical component of any online course. Discussion forums have been created to stimulate discussion on the assigned reading and to provide a forum for interacting with your peers and the course instructor. The forums provide students the opportunity to demonstrate what they have learned and how course concepts are applicable to their professional and personal lives. Your posts should demonstrate a complex understanding of the course concepts by integrating perspectives gained from the assigned reading and by making appropriate connections, synthesizing material, and analyzing varying perspectives. As such, the discussion forums should not be construed as a social meeting place but rather as an academic meeting place where ideas are offered, connections are made, and critiques are presented.

Initial Substantive Posts **** Due weekly by midnight on Wednesday evening ****

For EACH of the discussion forums, you are expected to post one meaningful and substantive initial post of approximately 250-300 words in response to the forum prompt. Please keep this word range in mind; be succinct yet thorough!

Your initial substantive posts should: be responsive to the question(s) posed; incorporate ideas from the reading and/or other applicable sources; demonstrate a complex and comprehensive understanding of the week's topic(s). The initial substantive post should be crafted carefully to succinctly express your thoughts. Please do not cite long passages from the reading and/or other sources. If you want to interact with a specific section of the reading, direct our attention to the passage by an author and page number reference (e.g. Gomez-Mejia, 55). Please write and submit your initial substantive post before reading other peer posts to help ensure originality of thought.

Secondary Posts **** Due weekly by 12:00 Noon on Saturday afternoon ****

After Wednesday evening of each week, you are expected to read all initial substantive posts of your peers. You are then expected to interact with at least two peer posts in EACH of the forums by posting a thoughtful response, comment, and/or question in response to the initial substantive post made by another student (start a new discussion thread!). Secondary posts should be approximately 100-150 words in length. Simply stating "I agree/disagree" or "good perspectives" is not considered a thoughtful response. Your responses to peer posts must further the conversation, challenge peer assumptions, and/or in some manner contribute to the discussion by adding new or related information in a meaningful fashion. While you are welcome to respond to more than two peer posts in each forum, please ensure that all secondary responses are thoughtful and of high quality as described above. I do not give "extra credit" for additional posts.

Tertiary Posts ** Due weekly by midnight on Monday evening of the next week **

Tertiary posts are your responses to peer questions about one of your posts. These could be questions about your initial substantive post or one of your secondary posts. It is expected that you will respond to all peer questions about your initial and/or secondary posts in a timely fashion so as to enable a robust and meaningful dialogue. Make sure that your tertiary responses address the question(s) being asked; if you disagree with a peer's line of questioning, that is fine as long as you appropriately support your position and acknowledge your peer's post.

Refer to the Grading Rubric posted on Moodle for this assignment.

2. PAJ - Personal Application Journal [100 maximum points]

During weeks 1, 2, 3, 4 and 6 you are to submit a short synopsis (approximately 750-1000 words) to the instructor highlighting your most significant learnings from that week's readings, self-assessments, discussion forums and/or other learning activities as well as any new observations you have about that week's topic or questions that you may still be reflecting upon. Application of key learnings to your workplace and/or personal development as a leader will earn the most points! While this is a personal reflection, it should not be construed as an informal or non-academic paper; your journal should make good use of the material studied and appropriately apply it to your organization and/or personal development.

The synopsis should answer the following questions:

- **What?** (What have I learned?)
- **So What?** (What difference does it make?)
- **Now What?** (How will it impact the way I know, do or be?)

Please use headings for each section of your PAJ (What?, So What?, Now What?). You will receive up to a maximum of 20 points for each journal submission. APA formatting is required for this assignment, although an abstract is not required. If you quote, paraphrase, or refer to material from another source, use parenthetical citations and a references page per APA standards. Refer to the Grading Rubric posted on Moodle for this assignment.

These submissions are due according to the schedule shown below:

Week 1:	Monday, May 19, 8:00 am
Week 2:	Tuesday, May 27, 8:00 am
Week 3:	Monday, June 2, 8:00 am
Week 4:	Monday, June 9, 8:00 am
Week 5:	No PAJ
Week 6:	Monday, June 23, 8:00 am
Week 7:	No PAJ

NOTE: the Week 1 reflection is due at the start of Week 2; the Week 2 reflection at the start of Week 3, etc.

3. Paper: Am I a good fit with my organization? [59 maximum points]

During Week Five, you will write an 8-10 page paper, drawing upon information from Weeks 1, 2, 3, and 4. Discuss your values, personality, decision making style, ethical philosophy and motivation in order to ultimately answer the question, "Am I a good fit with my organization?" 50 points are possible for the paper and 9 points are possible for the peer review.

At minimum, the paper should address the points outlined below:

1. Briefly introduce your organization and the role you play.
2. Using your reflections from your MIP and any additional thoughts gained from our readings, assessments and group discussion, discuss your values, attitudes, motivations, ethical philosophy, personality and decision-making style.
3. Reflect upon and answer the following questions with regard to your current organization:
 1. What does my organization value? Is it the same thing they say they value? How do you know?
 2. How are my organization's values similar or different from my own? Be specific.
 3. What are the personalities and decision-making styles of my superiors? Can I be sufficiently flexible in order to work with them? Why or why not?
 4. Am I mission-matched? Am I in alignment with my organization's ethical practices? How do you know?
4. Based on who I am (knowing myself), I believe that I am most closely mission-matched with an organization that is _____. [Provide a detailed overview of your ideal organization's characteristics using the concepts studied in the course and your rationale for why you would be properly mission-matched with such an organization]
5. Summarize and close.

While the paper must minimally address the above, it should not be construed as merely a set of questions to be answered. Feel free to expand the paper as you wish to further explore the question, 'Am I a good fit with my organization?'. The outline is a guide for developing the paper through which your knowledge of core course concepts studied should be demonstrated. The final product should be a cohesive paper with an introduction and conclusion and well-formed paragraphs that address the prompt question and outline topics by integrating and applying course material in a sophisticated manner. Deep reflection upon who you are and whether you are or aren't a good fit with your organization is key to successfully writing this paper.

APA formatting is required for this paper, minimally including a title page, running head, abstract, third page title, headings, parenthetical citations, and a references page. Refer to the Grading Rubric posted on Moodle for this assignment.

Due Dates:

You will post your paper to the Peer Review Forum by no later than midnight Thursday, June 12. Students will be paired up with a classmate from their small group and each will provide a peer review of the other's paper by no later than midnight Saturday, June 14. The review should provide feedback on both content and APA formatting along with any suggestions for improvement. You may also read other student papers as you wish. Use the information provided from the peer review to revise and improve your paper before submitting for a grade by no later than Monday, June 16 by 8:00 AM.

4. PowerPoint Presentation: Small Group Case Analysis [59 maximum points]

During Week 7, when no discussion forums are scheduled, you will analyze the organization selected from Part IV of the Ferrell, Fraedrich and Ferrell text (you will have identified the case by the end of Week 4). 50 points are possible for the presentation and 9 points are possible for the peer review.

As a team, you will analyze the organizational makeup and ethical issues facing the organization. In addition to the material presented in the case, a modest amount of outside research is required in addition to personally interviewing someone with internal knowledge of the organization; a minimum of two relevant academic sources per team member are expected, beyond any source materials used during the course. The assignment deliverable will be in the form of a high quality 25-35 slide PowerPoint presentation.

Use the following outline to prepare your analysis:

1. What are (were) the mission and values of the organization?
2. How would you describe the ethical approach and behavior of the organization and its leadership?
3. What human resource strategies and practices (have) helped this organization? Which ones (have) hindered it?
4. Describe the organizational structure and work design and indicate whether it has been a factor in the ethical situation described in the case.
5. What are (were) the pillars of the organizational culture? Is (Was) it a strong or a weak culture? How has (did) the culture contribute(d) to the company's ethical profile?
6. (Was) Is the organization in alignment with its articulated mission and values?

While the PowerPoint should minimally follow the outline provided above, it should not be construed as merely a set of questions to be answered. Feel free to expand the presentation components as you wish to fully explore the organizational makeup and ethical issues facing (that faced) the organization. One member of your team will post the presentation on the week's discussion forum per the posted deadline below so that the presentation can be viewed and critiqued by all class members; the peer review will afford you the opportunity to further refine your presentation before submitting for a final grade.

While APA doesn't have a set format for PowerPoint presentations, it should still begin with a title slide, abstract, and end with a list of references and make use of in-text parenthetical citations as needed. Refer to the Grading Rubric posted on Moodle for this assignment.

Due Dates:

One member will post your team presentation to the Peer Review Forum by no later than midnight Thursday, June 26. Students should then review the other group's presentations and offer two critiques by no later than 12:00 Noon on Saturday, June 28. The groups should then use the information provided from the peer reviews to revise and improve their presentation before submitting for a grade by no later than Monday, June 30 by 8:00 AM.

NOTE: Depending on the file size of your presentation, it may exceed the Moodle limit for uploading to the assignment link. If this occurs, please email the final presentation to the instructor at kpeterston1@northpark.edu.

COURSE OUTLINE

Week/Module #1: May 12 – 17 **Organizational Behavior and Ethics - Introduction**

Student Learning Objectives:

By the completion of this week's module, each student will have

- demonstrated basic understanding of course structure and requirements through engagement in discussion forums and journal completion.
- acquainted him/herself with each student in class through the introduction forum.
- articulated what he/she deems to be the fundamental challenges and most pressing ethical issues facing organizations.
- explored the impact of globalization on organizational behavior.

Required Readings:

1. McShane & Von Glinow, Chapter 1
2. Ferrell, Fraedrich & Ferrell, Chapters 1 & 3
3. Gupta, P. (2010). [Towards creating the right kind of globalization: An analysis with proposals.](#) *Journal of Organisational Transformation and Social Change* (7) 1, 89-103.

4. Petrova, P.K, Goldstein, N.J., & Cialdini, R.B. (2004). [Hidden costs of organizational dishonesty](#). *MIT Sloan Management Review* (45) 3, 67-73.

Other Good Resources (as you have time):

1. Wilson, T. (2004). [The human equity advantage](#). *CMA Management* (78) 7, 12-14.

Week/Module #2: May 19 – 24

Values and Personality: Ethical Issues and Social Responsibility

Student Learning Objectives:

By the completion of this module, each student will have

- completed and interpreted the relevance of self assessments focused on an understanding of his/her values and personality.
- realized and discussed the impact of values and personality upon behavior.
- determined the difference between organizational ethics and social responsibility.

Required Readings:

1. McShane & Von Glinow, Chapter 2
2. Ferrell, Fraedrich & Ferrell, Chapters 2 & 10
3. [Handy, C. \(2008\). The future of the corporation. *Reflections* \(8\) 4, 1-5.](#)
4. [Visser, W. \(2010\). A new vision for corporate social responsibility. *Market Leader \(Summer\)* 49, 34-38.](#)

Required Self Assessments:

1. [Identifying Your Dominant Values](#)
2. [Identifying Your Locus of Control](#)
3. [The Big Five Personality Test](#)
4. [The Type A Scale](#)

Other Good Resources (as you have time):

1. [Handy, C. \(2002\). What's a business for? *Harvard Business Review* \(80\) 12, 49-55.](#)
2. [Davis, I. \(2005\). The biggest contract. *The Economist* \(375\) 8428, 1-7.](#)
3. [Handy, C. \(2009\). Lecture to celebrate the Peter Drucker Centennial.](#)

Week/Module #3: May 27 – May 31 [No Class on May 26, Memorial Day]

Personality, Emotions and Ethical Decision Making

Student Learning Objectives:

By the completion of this module, each student will have

- determined the impact of moral character upon ethical decision-making.
- related his/her decision making style to his/her ability to affect organizational success.
- examined the historical ethical philosophies and determined with which his/her behavior in organizations is most aligned.

Required Readings:

1. McShane & Von Glinow 3, 4 & 6
2. Ferrell, Fraedrich & Ferrell, Chapters 5 & 6
3. Trevino, L.K. & Brown, M.E. (2004). [Managing to be ethical: Debunking five business ethics myths](#). *Academy of Management Executive* (18)2, 69-81.
4. Hoenig, C. (2003). [Total leadership: consult your moral compass](#). *CIO: The Magazine for Information Executives*, pp. 36-38.

Required Self Assessments:

1. [Assessing Your Perspective Taking](#)
2. [Assessing Your Emotional Empathy](#)
3. [Assessing Your Decision-Making](#)
4. [Machiavellianism Scale](#)

Other Good Resources (as you have time):

1. Cashman. K. (2003). [Awakening authenticity](#). *Executive Excellence* (20) 5, 5-7.

Week/Module #4: June 2 – 7
Motivational Theories and Application

Student Learning Objectives:

By completion of this module, each student will have:

- distinguished among the many motivational theories and acknowledged personal motivation preferences.
- utilized motivation and ethics theory to analyze a film.
- determined how HR application of motivation theory may lead to unethical behavior.
- discussed the impact of rewards on motivation and ethical behavior.

Required Movie:

Each team will choose one movie to watch before engaging in the Week 4 Discussion Forums. The options are:

- 1) Glengarry Glen Ross (1992). A critically acclaimed drama about ethics, competition and motivation among a real estate sales force. Stars: Alec Baldwin, Al Pacino, Ed Harris, Jack Lemmon, Alan Arkin and Kevin Spacey. The movie has an R rating due to frequent profane language.

2) Employee of the Month (2006). A fun romantic comedy that takes place in a big box store where two employees, with very different values, compete for the Employee of the Month award. Stars Dane Cook, Jessica Simpson and Dax Shepard. The film is rated PG 13 for some crude sexual innuendo and humor.

3) Boiler Room (2000). A serious R rated drama about a young man's ambition in a firm that seduces him with monetary success but also leads him to question his own morality. Stars: Giovanni Ribisi, Vin Diesel, and Nicky Katt.

Note: Students are responsible for obtaining their own copy of the film or downloading from an Internet sources such as Netflix or Amazon Video.

Required Readings:

1. McShane and Von Glinow, Chapter 5
2. Masour, J., Dorfman, P.W., De Luque, M.S., & House, R.J. (2006). [In the eye of the beholder: Cross-cultural lessons in leadership from Project Globe](#). *Academy of Management Perspectives* (20) 1, 67-90.
3. Reynolds, L.A. (2005). [Communicating total rewards to the generations](#). *Benefits Quarterly* (21) 2, 13-17.
4. Bazerman, M.H. & Tenbrunsel A.E. (2011). [Ethical breakdowns](#). *Harvard Business Review* (89) 4, 58-65.

Required Self Assessments:

1. [Measuring Your Equity Sensitivity](#)
2. [Measuring Your Growth Need Strength](#)

Other Good Resources (as you have time):

1. Steers, R.M, Mowday, R. T. & Shapiro, D.L. (2004). [The future of work motivation theory](#). *Academy of Management Review* (29) 3, 379-387.

Week/Module #5: June 9 – 14
Writing the Paper – Application

Student Learning Objectives:

By completion of this module, each student will have

- applied personality, motivation, decision-making and ethics theory to his/her real world workplace.
- determined whether he/she is a match with his/her organization's mission and values.
- recognized the importance of value fit between self and employer.

Required Readings:

None

Required Self Assessments:

None

Written Assignment:

See details in Course Assignments section of syllabus or on Moodle.

Week/Module #6: June 16 – 21

Organizational Structure and Culture in a Global Economy

Student Learning Objectives:

By completion of this module, each student will have:

- examined the pillars of organizational structure and organizational culture.
- identified the components of an ethics program for his/her organization.
- determined the impact of structure and culture on an individual's ethical decisions.
- acknowledged personal preferences for work structure, design and organizational culture.

Required Readings/Videos:

1. McShane and Von Glinow, Chapters 12 & 13
2. Ferrell, Fraedrich & Ferrell, Chapters 7, 8, & 9
3. Bennis, W. (2004). [It's culture, stupid. *Executive Excellence* \(21\) 11, 4-4.](#)
4. Welch, J. (2009). [Create candor in the workplace. *Stanford Graduate School of Business*](#). Filmed July 27, 2009. One hour interview with Jack Welch, former CEO of General Electric – on Moodle.
5. Kitchen, N. (2010). [Lecture in organizational structure and design. *London School of Business and Economics*](#). Filmed October 26, 2010. 10 minute lecture on Moodle.
6. Davey, D.(2010). [Lecture in organizational culture and values. *London School of Business and Economics*](#). Filmed October 26, 2010. 11 minute lecture on Moodle presented by Dean Davey, Learning Director CIS, Deloitte & Touche RCS.

Required Self Assessments:

1. [Identifying Your Preferred Organizational Structure](#)
2. [Corporate Culture Preference Scale](#)

Other Good Resources (as you have time):

1. Peterson, J. (2010). [Building organizational culture. *Stanford Graduate School of Business*](#), Recorded February 26, 2010. Video On Moodle.

Week/Module #7: June 23 – 30

Working in Groups on an Organizational Case Study

Student Learning Objectives:

By completion of this module, students will have:

- worked together in a group to analyze one organization's performance and ethical behavior utilizing theory presented throughout the course.

Required Reading:

None

Required Self Assessments:

None

Final Project:

See details in Course Assignments section of syllabus or on Moodle.