COURSE OVERVIEW

For today’s leader, the ethical dimension of business is tough to avoid. Employees and customers are expecting more from organizations than ever before. As work becomes more virtual and more global, leaders must manage conflicting values, priorities, and perspectives at a rapid pace. The purpose of this course is to improve your ability to deal with these challenges.

This is primarily an ethics course, but it is not a typical ethics course. We will not spend the bulk of our time debating about philosophy, theology, or what it means to be a good person. Instead, we will take a skills-based approach to ethics, with the goal of empowering you to tackle tough ethical issues with confidence. We aim to develop four key skills, described below. Early in the course we’ll look at some of these skills individually. As we progress, we will bring all of the skills together with an emphasis on practicing them and becoming familiar with a wide range of common ethical challenges.

- **Awareness:** Learn to identify ethical challenges when they come up. Improve your ability to see these challenges from all sides, and in ways you haven’t before.

- **Objectivity:** Avoid common biases and rationalizations that reduce our decision-making effectiveness.

- **Voice:** Learn how to speak about ethical issues effectively and with confidence, so that you can have a meaningful impact on others while also keeping your job.

- **Empathy:** Through our many cases and class discussions, we will not only try to identify others’ concerns, but to see things from their perspective at a deeper level.

COURSE READINGS

Each session will focus on a range of different issues. The readings provide a framework for analyzing and discussing these issues. You should come to class prepared to analyze the day’s readings and contribute to class discussions. Most of the readings come from the Harvard course pack, which you can purchase via the link below. The remaining readings can be downloaded directly from Canvas.

http://cb.hbsp.harvard.edu/cbmp/access/72340487
COURSE OUTLINE

MODULE 1: SKILLS FOR INDIVIDUALS

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 3</td>
<td>Introduction to ethical leadership / Moral awareness</td>
</tr>
<tr>
<td>Jan. 10</td>
<td>Making and voicing decisions</td>
</tr>
<tr>
<td>Jan. 16</td>
<td>Avoiding faulty reasoning</td>
</tr>
<tr>
<td>Jan. 17</td>
<td>Taking action</td>
</tr>
</tbody>
</table>

Note: Class in Shansby Auditorium
Read: Deciding what’s right (Posted on Canvas)
Read: Nisha Anderson (Posted on Canvas)
Read: Kidney case (Posted on Canvas)
Read: Learning charisma
Submit: Reflection
Bring: Kidney case rankings
Read: Moral disengagement note
Read: Chris and Alison Weston
Submit: Reflection
Read: Through the eyes of a whistleblower
Submit: Reflection

MODULE 2: APPLICATIONS FOR MANAGERS

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 22</td>
<td>Employee diversity</td>
</tr>
<tr>
<td>Jan. 24</td>
<td>Employee contracts</td>
</tr>
<tr>
<td>Jan. 29</td>
<td>Customer rights</td>
</tr>
<tr>
<td>Jan. 31</td>
<td>Course wrap-up</td>
</tr>
</tbody>
</table>

Read: Why diversity programs fail
Bring: Laptop
Read: Kathryn McNeil
Submit: Reflection
Read: Trek-ation
Submit: Reflection
Read: Parable of the Sadhu
Submit: Reflection
Bring: Laptop
Take Home Exam
Exam will be posted on Canvas after class on Jan. 31

WORKLOAD AND GRADING

During the first half of the quarter you will have the opportunity to earn up to 50 points. In accordance with Foster policy the class median will be between 3.3 and 3.5. Your grade is determined by four individual components and two team components.

<table>
<thead>
<tr>
<th>Graded Component</th>
<th>Individual/Team</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course engagement</td>
<td>Individual</td>
<td>10</td>
</tr>
<tr>
<td>Case Reflections</td>
<td>Individual</td>
<td>12</td>
</tr>
<tr>
<td>Field Report</td>
<td>Team</td>
<td>10</td>
</tr>
<tr>
<td>Exam</td>
<td>Individual</td>
<td>18</td>
</tr>
</tbody>
</table>

1. Course engagement (10 points)

Engagement does not mean just talking a lot. It involves being fully invested in the material and conversations we have each class. The engagement grade is based on three factors:

- **Show up.** I can’t stress enough the importance of showing up to class. You simply can’t get everything out of an ethics class by doing the readings and assignments. Missing class will have a direct impact on your grade. If you have longstanding obligations that you expect to affect your attendance, please touch base with me at the beginning of the quarter.
• **Prepare.** I expect that you will carefully read the background notes and cases before class. Otherwise, you simply won’t be able to fully engage with the material or contribute to your fellow students’ learning. Failure to prepare before class will also directly impact your grade.

• **Join the conversation.** Ethics is a series of conversations about tough issues. We will have these conversations in a variety of formats, using small groups and as an entire class. Being passive in an ethics class is like watching an exercise video on your couch – it just won’t be very effective.

At the end of the class you will be asked to provide self-evaluations of your engagement as well as peer evaluations of your teammates’ contributions to the group assignment, both of which will be used at my discretion as factors in your final course engagement grade.

**2. Case Reflections (12 points total, 2 points each)**

On the days specified below, you will be required to submit a case reflection before 6pm the day of class. The goal of the case reflections is to deepen and personalize your perspective on each ethical dilemma through disciplined introspection. Submissions that demonstrate careful reading and thoughtful reflection will receive 2 points. Submissions that suggest limited reflection will receive 1 point. Reflections not uploaded before class will receive 0 points. Each reflection should be approximately 250 words. Reflection questions are provided on Canvas. I recommend submitting your reflections directly in the Canvas word editor.

<table>
<thead>
<tr>
<th>Case</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nisha Anderson</td>
<td>6pm on January 10th</td>
</tr>
<tr>
<td>Chris and Alison Weston</td>
<td>6pm on January 16th</td>
</tr>
<tr>
<td>Through the eyes of a whistleblower</td>
<td>6pm on January 17th</td>
</tr>
<tr>
<td>Kathryn McNeil</td>
<td>6pm on January 24th</td>
</tr>
<tr>
<td>Trek-ation</td>
<td>6pm on January 29th</td>
</tr>
<tr>
<td>Parable of the Sadhu</td>
<td>6pm on January 31st</td>
</tr>
</tbody>
</table>

**4. Field Report (10 points)**

To better understand the ethical dimension of business, it’s important to get out of the classroom and into the real world. In the field report, you will conduct interviews with two managers about an ethical dilemma they faced in their career. This project is described in greater detail at the end of the syllabus.

**6. Exam (18 points)**

The exam is closed book. You must take it alone and you cannot discuss the questions or answers with your fellow students. The exam will consist of a variety of short essay questions.

I will post it on Canvas immediately after the last class on January 31st and close it at 11:59pm on February 11th. One week before the exam opens, I will post a review sheet on canvas to give you a sense of what to expect. The exam is not timed, but you must take it in one sitting as you would take an in-class exam (i.e. you cannot work on it a little bit each day for seven days). Most students finish the exam in about two hours.
OTHER POLICIES

Lecture Notes
I will post the lecture slides on Canvas after each classroom session. Although having the slides during the lecture might seem like a good way to learn the material, experimental evidence indicates that this approach actually impairs learning by shifting you toward a more passive learning mindset. Taking notes in class is a terrific way to encode the class material. Passively flipping the page after every six slides is not. All of my slides are numbered in the lower corner. My advice is that you take notes during class tagged with these numbers, and then match them up with the slides when you download them after class.

No Laptops or Cell Phones
Laptop computers and tablets must be turned off and put away during class. Non-class-related work is simply too tempting for some to use them completely constructively. It’s fun to surf the web and read e-mail the moment it arrives in your inbox, but it also doesn’t create the ideal learning environment. If you prefer to keep notes on a computer, you will learn the material better if you take notes on paper during class and then quickly transcribe them afterward. All cell phones must also be turned off and put away during class. An exception to these rules is made on specific days of class, outlined in the syllabus, where a laptop will be needed to complete specific class exercises.

No Visual or Audio Recording
With rare exceptions, video or audio recording of the class is not allowed at any time. This rule is intended to create a safe and confidential environment for students to share their experiences and express their views on a variety of sensitive topics. If you will be out of town for class, one option for you is to skype into the class live. Otherwise, I will ask you to rely on your classmates to catch up with what you miss. You’re welcome to set up a meeting with me to cover any remaining questions as well.

Student Conduct
I employ the policies espoused by the Foster School of Business Honor Code to maintain academic integrity in the course. The Honor Code of the Foster School of Business expressly prohibits cheating, attempted cheating, plagiarism, and lying to administration or faculty as it pertains to academic work. Suspected violations will be referred to the Foster Honor Council.

Special Needs
If you have special needs due to a physical, emotional, or learning disability, immediately contact me. I will accommodate students’ special needs to the best of my ability, but please notify me in advance. Students with disabilities should contact Disability Resources for Students to develop reasonable accommodations: 543-8924 (voice) or 543-8925 (TTY), or email uwdrs@uw.edu.
GRADED ASSIGNMENT: FIELD REPORT

The paper must be uploaded to Canvas by 11:59pm on Sunday, January 28th

Assignment Summary

The aims of the ethical decision-making field exercise are to enhance your awareness of the types of ethical dilemmas employees experience, examine how they are handled, and ultimately improve your ability to deal with similar situations yourself.

For this first field exercise, your team should interview two working professionals with 5+ years of experience in mid- to large-sized organizations in the Seattle area. The two people should be from different organizations. You are aiming to find people with a relatively high level of responsibility and a diverse set of experiences, with the ultimate goal of a generative discussion about the ethical dilemmas we face in modern organizations.

The interviews must be in person, offering an opportunity for a more genuine connection than you would get over the phone or by skype. Every team member does not need to be present for both interviews, but every team member should be present for at least one of the interviews. Please allow yourself enough time to schedule these interviews. Refrain from interviewing very close ties, such as family members and longtime friends. Instead, select people who you either do not know personally or know fairly loosely. This is an opportunity to learn about ethical decision-making while also expanding/strengthening your network in the Seattle area, and you don’t need to network with family members, close friends since childhood, etc.

Interview Protocol

You should ask the interviewees the questions below as a baseline. I recommend that you give your interviewees a sense of the issues you plan to discuss before the interviews so that they can prepare accordingly.

- What was the ethical dilemma that you faced?
- What options for proceeding did you consider?
- What did you ultimately decide to do?
- Reflecting back on the situation, would you have done anything differently?
- What advice do you have for managing ethical dilemmas at work?

The questions above are the core questions I would like you to ask. You should also come up with a few additional questions that your team is particularly curious about. The questions might relate to a topic of particular interest to your team, or particular relevance to the company where the interview is taking place.

Please do not “run” through the questions. Interviewees might be shy to speak up at first. Don’t be afraid to ask the interviewees follow-ups during the interview process itself. For example, when asking about the ethical dilemma, you will likely find it helpful to ask for additional details about what was going on, how he/she felt at the time, etc.

Structure for the Paper

The paper should be 2500-2750 words (about 5-6 double spaced pages) in Times New Roman Font, 12 point, 1 inch margins. An example of how it should be formatted is included at the end of this assignment sheet. The paper should include the following components:
- **Interviewee selection.** Briefly describe the backgrounds of your interviewees and their organizations. Include a rationale for why you reached out to these individuals.

- **Overview of the dilemmas.** Describe the dilemmas in detail. Who were the parties involved? What happened? What did your interviewees ultimately do? Please use your discretion to strip away directly identifying information.

- **Normative analyses.** Examine one of the dilemmas from the three normative perspectives we learned in class: consequentialism, deontology, and virtue ethics.

- **Decision analyses.** Analyze how the one dilemma from your normative analysis was actually resolved. Do you believe the situation was resolved correctly? Why or why not?

- **Lessons learned.** What lessons did you learn about effective ethical decision-making from your interviews?

**Grading Rubric**

I do not have sample papers available. However, to give you better insight into what I expect a good paper to look like, here is the grading rubric I will use. If you still have questions about the grading process, please reach out to me directly.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewee selection</td>
<td>.5</td>
<td>Paper demonstrates thoughtfulness in who you sought to interview. Specifically, there is evidence that interviewees were sought for qualifications and your interests, not convenience.</td>
</tr>
<tr>
<td>Overview of the dilemmas</td>
<td>2</td>
<td>Paper describes the dilemmas in detail. It should be clear that you did not race through the description in your interviews, but rather took the time to fully understand the nuances of the dilemmas.</td>
</tr>
<tr>
<td>Normative analysis</td>
<td>2.5</td>
<td>Paper analyzes one of the dilemmas from all three of the normative perspectives: virtue ethics, deontology, and consequentialism. Analysis demonstrates an understanding of these methods of building awareness and ability to apply them to the dilemma.</td>
</tr>
<tr>
<td>Decision analysis</td>
<td>2.5</td>
<td>Paper offers an insightful perspective on how one of the dilemmas was handled. Whether the team agrees or disagrees with what the interviewee did, the logic behind the team’s perspective is well-supported.</td>
</tr>
<tr>
<td>Lessons learned</td>
<td>2</td>
<td>Students offer thoughtful, well-reasoned lessons from their interviews. Discussion in this section should demonstrate that the group carefully reflected on the assignment and its application to their own lives.</td>
</tr>
<tr>
<td>Clarity</td>
<td>.5</td>
<td>Paper is clearly structured, free from grammar/spelling errors, and generally well-written.</td>
</tr>
</tbody>
</table>

**Formatting**

An example of how to format the paper is presented on the next page. Please include the requested information in the header, use the section titles as shown, double space your text, etc. Word documents are preferred over PDFs.
Field Report, 6pm class.
Team #1: Name 1, Name 2, Name 3, and Name 4.

**Interviewee selection.** Sample text enimini hicabo. Nequiasit evello cone officiundus, tem auta ex et qui quis voluptae con porem. Ut destio. Nem aut acculpa doluptam, ommolore veribus.

**Overview of the dilemma.** Sample text enimini hicabo. Nequiasit evello cone officiundus, tem auta ex et qui quis voluptae con porem. Ut destio. Nem aut acculpa doluptam, ommolore veribus.

**Normative analysis.** Sample text enimini hicabo. Nequiasit evello cone officiundus, tem auta ex et qui quis voluptae con porem. Ut destio. Nem aut acculpa doluptam, ommolore veribus.

**Decision analysis.** Sample text enimini hicabo. Nequiasit evello cone officiundus, tem auta ex et qui quis voluptae con porem. Ut destio. Nem aut acculpa doluptam, ommolore veribus.

**Lessons learned.** Sample text enimini hicabo. Nequiasit evello cone officiundus, tem auta ex et qui quis voluptae con porem. Ut destio. Nem aut acculpa doluptam, ommolore veribus.

**Appendix: Interview Questions**

1. Please list your interview questions numerically as an appendix to your paper. This does not count toward the total word count of the paper.