MGMT 504: ETHICAL LEADERSHIP

Professor: Sven Peterson
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Course Meeting Time:
Mondays & Wednesdays
6:00-7:40 / 7:50-9:30, Paccar 392
Canvas pages: MGMT 504 A Wi 23: Ethical Leadership (uw.edu) and MGMT 504 C Wi 23: Ethical Leadership (uw.edu)

COURSE OBJECTIVE

This course is designed to meet one principal objective: to help students better manage the ethical aspects of business. In the course, each student will develop skills necessary to analyze and address ethical issues, to provide effective ethical leadership within and for the organization, and to conduct business responsibly.

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. Many 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.

https://hbsp.harvard.edu/import/1004931

COURSE OUTLINE

Class	Class Topic	Readings	Deliverables
Day 1: Jan. 4	Introduction to Ethical Leadership	• How will you measure your life? • The Parable of the Sadhu	Submit: Short Analysis #1 prior to January 9 class time
Day 2: Jan. 9	Ethical Leadership: Organizational Challenges	• Ethical Breakdowns • Launching Into Unethical Behavior: Lessons from the Challenger Disaster • Remembering Allan McDonald	Submit: Quiz #1
Day 3: Jan. 11	Decision-making	• The Elements of Good Judgement • Nisha Anderson	Submit: Short Analysis #2
Jan. 16	*Martin Luther King Day: No Class*	*Holiday*	*Holiday*
Day 4: Jan. 18 Asynchronous	Psychology of Decision Making	• Ethical Leadership and the Psychology of Decision Making	Submit: Group Discussion Preparation #1 Submit: Debrief by 11:59 PM Jan. 22
Day 5: Jan. 23	Artificial Intelligence and Discrimination	• How to Fight Discrimination in AI (HBR) • Stanislav Petrov, Soviet Officer Who Helped Avert Nuclear War (CR)	Submit: Quiz #2
Day 6: Jan. 25	Conflicts of Interest	• Dr. Drug Rep • First class noticer	
Day 7: Jan. 30	Moral disengagement	• A Note on Moral Disengagement • Chris and Alison Weston Case	Submit: Short Analysis #3
Day 8: Feb 1	Whistleblowing	• Through the eyes of a whistleblower	Submit: Memo #1: Case Analysis
Day 9: Feb 6	Cross-cultural issues	• Ikea in Saudi Arabia	Submit: Short Analysis #4

Day 10: Feb. 8	Ethics & Legal Compliance	• Managing Ethics and Legal Compliance • Deputy Attorney General Lisa O. Monaco's Keynote Address	Submit: Quiz #3
Day 11: Feb. 13	Employee Issues	• Andrea Herrera Case	Submit: Short Analysis #5
Day 12: Feb. 15	Diversity, inclusion, and allyship	• Why Diversity Programs Fail • Moving Beyond Diversity Toward Racial Equity • Recommended: African American Inequality in the United States	Submit: Quiz #4
Feb. 20	*President's Day: No Class*	• *Holiday*	*Holiday*
Day 13: Feb. 22 Asynchronous	Customer rights	• Trek-ation Case	Submit: Group Discussion Preparation #2 Submit: Debrief by 11:59 PM February 26
Day 14: Feb. 27	Effectiveness	• How to Tackle Your Toughest Decisions • Building an Ethical Career	Submit: Short Analysis #6
Day 15: Mar. 1	Social Impact	• The Social Responsibility of Business is to Increase its Profits • Strategy and Society • Business Roundtable Redefines the Purpose of a Corporation	Submit: Quiz #5
Day 16: Mar. 6	Social Impact II	• Overcoming the Psychological Barriers of CSR	Submit: Memo #2: Personal Ethics Statement
Day 17: Mar. 8	Course wrap-up		Submit: Ethics by Design: Team Paper Due March 13th 11:59 PM

WORKLOAD AND GRADING

This course is graded out of a possible 1000 points. In accordance with Foster policy the class median will be between 3.3 and 3.5. Your grade is determined by seven components.

Graded Component	Points
Short Analyses	120
Group Discussions	70
Memo #1: Case Analysis	120
Quizzes	50
Memo#2: Personal Ethics Statement	120
Ethics by Design Team Paper	350
Course Engagement	170

1. Short Analyses (120 points total, 20 points each)

On days when a case reading is assigned and two other dates, you will be required to submit a short analysis before 6:00pm/7:50pm the day of class. The goal of analysis is to deepen and personalize your perspective on each ethical issue through disciplined introspection. Submissions that demonstrate careful reading and thoughtful reflection will receive 20 points. Submissions that suggest limited reflection will receive 10 points. Analyses not uploaded before class will receive 0 points. Each analysis should be approximately 250 words. Analysis questions are provided on canvas and in the deliverables document.

2. Group Discussion Preparations and Debriefs (70 points, 30 points each preparation, 5 points each debrief)

Two times during the quarter, you will be meeting in assigned ethical discussion groups. These group discussions are meant to complement the in-class experience, providing you with an opportunity to have an in-depth conversation about important ethical issues in a peer-focused setting. As a prompt for these meetings, you will be asked to prepare to discuss an important foundational issue as it relates to ethics at work. These preparations will be longer than the case reflections. Each should be 500 words on average. Submissions that demonstrate careful reading and thoughtful reflection will receive 30 points. Submissions that suggest limited reflection will receive 15 points. Reflections not uploaded before class will receive 0 points. Preparation questions are provided on canvas and in the deliverables document. Following your discussion, you will be asked to submit a debrief.

3. Memo #1: Case Analysis (120 points)

Each student must write a comprehensive analysis of "Through the eyes of a whistleblower". This case tells the story of Sherry Hunt blowing the whistle at Citi. You will be asked to examine what factors enabled misconduct to persist as long as it did, and to recommend a course of action for Sherry Hunt. Additional details are available in the deliverables document and on canvas. Memos must be uploaded to canvas before the start of the eighth session, February 1st.

4. Quizzes (50 points total, 10 point each)

For five classes, you will be required to complete a brief quiz on any readings for which you are not already writing a reflection. These are usually 4 question quizzes, with each question worth 2.5 points. Note that these quizzes must be taken independently. Any sharing of answers with classmates is a violation of the Foster School's Code of Conduct Guidelines. Quizzes will be opened on a rolling basis. Generally speaking, I will open each quiz a week before it is due.

5. Memo #2: Personal Ethics Statement (120 points)

As part of this class, I will ask you to write a personal statement, which focuses on your future self. It will have two components. First, it will ask you to reflect on your legacy. Second, it will ask you to reflect on the principles and values that are most important to you and will help you realize your legacy. The statement should be about 2-3 double-spaced pages long. Additional assignment details are in the deliverables document and on canvas and will be discussed in class. This assignment will be due on March 6th.

6. Ethics by Design: Team Paper (350 points)

In lieu of a final exam this final team project will ask you to use what you have learned in this class to propose how an existing organization might be redesigned to encourage more ethical behavior and deeper social impact. This paper is intended to represent the culmination of what you have learned in the class. As such, the paper will be graded on your ability to effectively and creatively apply course principles toward creating more ethical and impactful organizations. The paper should be about 10 double-spaced pages long. Additional assignment details are on canvas and will be discussed in class. The paper will be due March 13th 11:59 PM.

7. Course Engagement (170 points)

Engagement doesn't mean talking a lot. It involves being fully invested in the material and conversations we have each class. Your grade will be determined by the quality of your contributions to the class overall. You should be able to demonstrate your understanding of the relevant issues and problems in the assigned readings and cases. Share your knowledge and help others understand your point of view. There will be opportunities to participate online as well, and comments posted online may be discussed in class. Some of the criteria used to judge the effectiveness of your participation include:

- Are you willing to participate?
- Do your comments show evidence of appropriate, insightful analysis of the case?
- Are your comments relevant to the discussion?
- Are you a good listener as well as speaker? Can you play off of the comments of others?
- Are you willing to test new ideas? Or are all of your comments "safe"?
- Do you work well with others during group projects?

Policy on Late Assignments
Notify me BEFORE an assignment is due if an urgent situation arises and you cannot submit an assignment by the due date. Published assignment due dates (Pacific Standard Time—PST) are firm. Please follow the appropriate University policies to request an accommodation for religious observances. Case reflections, group discussion reflections and debriefs, and quizzes/exercises are designed to be completed by the due time/date and will not be accepted late. The individual memo, personal ethics statement and ethics by design papers will be penalized 20% for each day they are late (20% penalty when up to 24 hours late, 40% penalty when 24-48 hours late, etc.).

Policy on Incompletes
An Incomplete may be given only when the student has been in attendance and has done satisfactory work to within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control.

OTHER POLICIES

DEI Resources
The Foster School maintains a number of DEI-related resources, such as a DEI glossary and information on joining relevant communities of practices here.

Video Recordings
For learning and review purposes, I will be recording our class sessions and post them to canvas. To ensure student confidentiality, please do not share any of the videos with anyone outside of our class.

Student Conduct
This program employs the principles and procedures espoused by the University of Washington Community Standards and Student Conduct guidelines to maintain academic integrity in the course. The Code establishes the expectation that students will practice high standards of professional honesty and integrity.

Notably, the Code at the Foster School of Business prohibits cheating, attempted cheating, and plagiarism— including improper citations of source material—as it pertains to academic work. Suspected violations will be handled in compliance with the University of Washington Community Standards & Student Conduct requirements including the University of Washington Student Code of Conduct outlined in Washington Administrative Code 478-121.

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.

Copyright
The course content is for educational purposes only and are to be used only by the student enrolled in the course. All rights reserved. No part of this course may be reproduced, distributed, or transmitted in any form or by any means, including photography, video recordings, screen shots, or other electronic or digital methods, without the prior written permission of the instructor.

Access and Accommodations
Your experience in this course is important. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at:

Website: http://depts.washington.edu/uwdrs/
Guide: Getting Started / Accessing Resources

Email: uwdrs@uw.edu
Phone: 206-543-8924
Fax: 206-616-8379

Well-Being Resource Resources
Students seeking mental health resources can find support here.
Students facing food insecurity can find support here.

Student Grievance Procedure
For more information about the Student Grievance Policy, please visit https://grad.uw.edu and/or the program office.

Non-Discrimination Policy
For more information about the Non-Discrimination Policy, please visit https://grad.uw.edu and/or the program office.

Grading Process
All grading of individual assignments will be done anonymously, using Canvas's anonymization tools to ensure fairness in the grading process. Any materials with names will be anonymized by the teaching assistant before I grade them.

Religious Observance Accommodation
Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy (https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form (https://registrar.washington.edu/students/religious-accommodations-request/)." For more information about the Religious Observance Accommodation Policy, please visit the program office.

Tech Support
For network use policies, please read the University of Washington's Student Use of UW Computing Resources Policy. To monitor the status of campus networks and services, visit https://eoutage.uw.edu/. For canvas support, visit https://itconnect.uw.edu/learn/tools/canvas/canvas-help-for-students/

Syllabus Purpose and Disclaimer
This syllabus serves as a guideline for what to expect in this course and an implicit agreement between the instructor and the student. Before contacting the instructional staff, please review these documents first to see if your question is addressed. Every effort will be made to avoid changing the course schedule, but adjustments may be necessary to accommodate errors, omissions, or unforeseen events (such as weather events). In the event changes are made to the syllabus, students will be informed on the course website and via email. It is your responsibility to be aware of these changes, so please check your email and the course site often.

About the Instructor

Sven Peterson

Sven Peterson is Vice President of Compliance, Ethics and Regulatory Services at Premera, and serves as Premera's Compliance & Ethics Officer. In this role, Sven leads the strategic planning, directs activities and ensures overall effectiveness of the Compliance & Ethics Program, the Medicare Advantage Compliance Program, and Regulatory Services. Sven is responsible for the formulation and execution of Premera's relationship and reputation management strategy with regulators, and for providing advice regarding regulatory issues affecting the company's strategic direction. Sven manages the company's response to inquiries, surveys and examinations by state and federal agencies that regulate carriers and insurers, and oversees the implementation activities resulting from such reviews. Sven's responsibilities also include managing the drafting and filing of group and member contracts for health plan, dental and vision products with applicable state and federal agencies, and managing customer, member and provider complaints and appeals relating to these products.

Prior to joining Premera in 2012, Sven was an attorney with the Office of the General Counsel, U.S. Department of Health & Human Services in the Washington, D.C. metro area. Prior to his government service, Sven was in private practice at Foster Pepper in Seattle, focusing on health care law. Sven received his J.D. from the Columbia University School of Law, where he was a Harlan Fiske Stone scholar. Before attending law school, Sven earned a Ph.D. in philosophy, focused on ethics, from Georgetown University. He taught courses in Ethics and Philosophy at Georgetown University and at American University. Sven graduated magna cum laude from Seattle University, where he was a member of the Alpha Sigma Nu honor society and Psi Chi. Sven and his wife live in northeast Seattle with their two children.

About Premera Blue Cross

Our purpose is to improve customers' lives by making healthcare work better. Premera Blue Cross is a leading health plan in the Pacific Northwest, providing comprehensive health benefits and tailored services to more than 2.8 million people, from individuals to Fortune 100 companies. Premera Blue Cross has operated in Washington since 1933, and Alaska since 1952. Premera Blue Cross is an independent licensee of the Blue Cross Blue Shield Association.

Premera Blue Cross is a member of a family of companies based in Mountlake Terrace, Washington, that provide health, life, vision, dental, stop-loss, disability, and other related products and services. For more information, visit www.premera.com.