

Selection Problems: Ethics, Leadership, and Corporate Responsibility
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Index: 12683

Rutgers University
School of Management and Labor Relations
Human Resources Management Department

Fall 2019
September 3rd – December 23rd

Instructor: Rebecca Greenbaum
Class Day/Location: Mondays, 4:30 pm – 7:10 pm
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Required Text / Course Packet / Critical Events

Harvard Business Publishing Course Packet

*The cases included in this course packet are copyrighted. Therefore, you must purchase this case packet to complete your case assignments and participate in class discussions. The course packet can be purchased at the following website for \$46.11.

<https://hbsp.harvard.edu/import/656523>

The New York Times Subscription

As a student of SMLR, you receive free access to *The New York Times* (NYT). You will be required read NYT articles for this course. To register for your account, following the instructions below.

1. Visit <http://nytimesaccess.com/rsmlr/> and enter in your name, graduation year and school email address. Please note, that it must be your school email address.
2. You will receive an initial email from the NYT indicating that your account is waiting to be authenticated.
3. Please wait for the account to be authenticated. You will receive a second email welcoming you to your new NYT digital subscription. This may take up to a week to receive depending on when you signed up.
4. Following the instructions in the second email, you will need to set up a password.

Once you've successfully subscribed to the *New York Times*, you can search for articles that I specify per the "Fall Schedule" (at the end of the syllabus). If the schedule notes a "*New York Times*" article as "retrieve on own," go to the NYT's homepage. Click the "search" icon. Copy and paste the title of the article from the syllabus into the "search"

function. Press “enter.” The article should come up. Confirm the article date/authore to ensure that you’re reading the correct article.

“Retrieve on Own” Articles

At the end of this syllabus under “Fall Schedule,” I list your readings for the semester. Some of these readings are available through your purchased “course packet.” To save you money, other articles can be “retrieved on your own” through Rutgers Library. Below I outline the easiest way to access these articles through Rutgers Library.

1. Go to “Rutgers University Libraries” home page: <https://www.libraries.rutgers.edu/>. If you are off campus, you will need to sign in per the upper right-hand corner of the screen that says, “My Account.” You do not need to sign in if you’re already on campus and connected to Rutgers Wi-Fi.
2. From the home page, click “Databases,” which appears under the “Resources” heading.
3. Under the letter “B,” go to “Business Source Premier.”
4. Click “Connect.” If you forgot to sign in initially (and you are off campus), you’ll be prompted at this step to sign in to receive access to the database.
5. If the article is a *New York Times* article, do not attempt to retrieve it through this database. Rather, these articles can be retrieved through your *New York Times* subscription per the instructions above.
6. For all other “retrieve on own” articles, copy and paste the title of the article (from the syllabus, under “fall schedule”) into the search field. Click “search.” The article should come up. Make sure the author and year of publication match those per the course schedule.

Course Description and Purpose

The objective of this course is to increase the student’s ability to manage the ethical aspects of business. Each student will develop skills necessary to analyze and address ethical issues, to provide ethical leadership within and for the organization, and to conduct business responsibly. The student who successfully completes this course will be able to:

- Identify and address common ethical issues that arise within organizations
- Analyze and suggest resolutions to ethical dilemmas
- Identify key tools to managing ethical conduct
- Identify personal values and apply those to making ethical decisions
- Understand organizational variables that can influence ethical conduct
- Identify and address common ethical issues that arise within organizations

Course Outline

Section I: Why Does Unethical Behavior Persist?

- “Bad” People and Common Psychological Failures
- A Deep Dive into Moral Disengagement
- Rewards, Business Frames, and Bottom-line Mentalities
- Power, Leadership, Corporate Culture – PART I
- Power, Leadership, Corporate Culture – PART II

Section II: How to Avoid Ethical Lapses

- Classic Moral Reasoning
- Rational versus Intuitive Approaches
- Ethical Leadership and Culture
- Ethics and Human Resources Management
- Building an Ethical “Self-Brand”

Section III: Proactive Ethical Considerations

- Global Considerations
- Corporate Social Responsibility & “Blowing the Whistle”

Course Format

Each class occurs on a single day over a two-hour, forty-minute period. Most classes will start with a quiz over the last class’s material and current events. When applicable, I will then discuss current events with respect to business ethics. Class will proceed with a discussion-based overview of weekly course readings. The instructor will dive deeper into course concepts through conversational teaching. Some classes will also cover ethic-related case studies and/or group-based class assignments.

Grading and Course Requirements

Activity	Points	% of Grade
1. Quizzes	300	20%
2. Term Paper	200	20%
3. Group Case Study	200	20%
4. Group Debate	200	20%
5. Current Event Days	100	20%
Total Points	1000	100%

Percentage	Points	Grade
90-100%	900-1000	A
85-89.9	850-899	B+
80-84.9	800-849	B
75-79.9	750-799	C+
70-74.9	700-749	C
60-69.9	600-699	D
≤59.9	≤ 599	F

(1) Quizzes (30 points/quiz, 300 points total, 30% of grade)

You will have 11 quizzes in this course, which will cover the prior class's readings, lecture material, and current events sent by the professor throughout the week. Each quiz is worth 30 points and will include a mix of multiple choice, true/false, matching, short answer, and essay. Only 10 of the 11 quiz scores will count towards your final "quiz" score. Thus, you are welcome to miss one quiz and drop this grade of a "zero" as your lowest quiz score. If you miss a second quiz, for an "excused" reason, I will have your score on the prior week's quiz count as your grade for the "excused" quiz. Because I allow students to miss one quiz without penalty, and to replace one "excused" quiz score with the prior week's quiz score, I do NOT give make up quizzes. After the second missed quiz, you will not have the opportunity recover your grade.

Quiz Procedures

1. All quizzes will be administered in class using a paper-and-pencil format.
2. All quizzes are closed book. All of your materials must be stowed away and out of sight.
3. You are expected to complete your quiz UNAIDED. Failure to do so will result in academic integrity charges being brought against you.
4. Quizzes will start promptly at the start of class. Quizzes last approximately 15 minutes. Students will not be allowed to take the quiz if they arrive *after* another student has completed the quiz.
5. After everyone has completed the quiz, I will go over the quiz answers.

Excused Quizzes: With the exception of the "permitted" missed quizzes as noted above, unexcused quizzes will result in a grade of zero (0). To receive a "replacement grade" on a second missed quiz, your excuse must be legitimate. Legitimate excuses include illness (verified with a note from a doctor), inclement weather (when Rutgers Information Service, 732-932-INFO, indicates that Rutgers is closed), when the instructor emails the class announcing that class is suspended, or other critical circumstances such as a death in the family. As noted above, makeup quizzes will not be permitted. An officially cancelled quiz will be held during the next scheduled class period or as otherwise noted by the instructor.

Rutgers policy on religious holidays: <https://scheduling.rutgers.edu/scheduling/religious-holiday-policy>

(2) Term Paper (200 points, 20% of grade)

You will have a 5-page term paper this semester. I will submit instructions for the term paper via CANVAS. Please note that you will be graded on how well you understand and apply the concepts per the instructions provided.

(3) Case Study Analysis Presentation (200 points, 20% of grade)

You will work in a team to analyze a case study. Teams will be formed and assigned a case study during the first few weeks of class. The analysis of the case will result in a presentation and class discussion lead by the group. The presentation should include PowerPoint slides and should be approximately 20 minutes in length. The class discussion should fill the rest of the class (approximately 20 minutes). Your presentation should summarize the details of the case, identify the link between the theories and concepts taught in class and the case details, and provide

recommendations of how the individuals in the case should proceed. I will provide you with a list of questions for each case that you should use in creating the content of your presentation.

After presenting your case analysis, your team will be responsible for leading an interesting and engaging class discussion of the case. You will have complete freedom in determining how to present your case analysis in an engaging manner and how to create an interesting class discussion. For example, you can make a formal presentation of the case and your analysis. Alternatively, you may decide to give a more light-hearted account of the case and your analysis. You are also welcome to use graphics, videos, or anything you deem necessary to make your presentations more engaging. Please note that on the day you present, you will be required to provide me with a hard copy of your slides at the beginning of class.

Please note that as part of your presentation grade, you are required to turn in a peer evaluation form. This can be turned into me in a sealed envelope on the day of the presentation. Depending on your peer evaluation scores, your grade for the presentation may be reduced or eliminated. Final grades will be based on my assigned grade for your group, as well as the grade you received from your peers (averaged across peers).

(4) Group Debate (200 points, 20% of grade)

At the end of the semester, each group will debate a moral issue that is politically charged. As the semester progresses, I will post guidelines and expectations for the group debates.

(5) Current Event Days (50 points/day, 100 points total, 10% of grade)

I will select ethics-related current events for teams to analyze during two class periods at the end of the semester. During each of the two class periods, groups will turn in deliverables. A different set of deliverables will be graded on each of the two days. More details will follow and will be posted on CANVAS as the semester progresses.

(6) Extra Credit

Extra credit may be provided throughout the semester at the discretion of the instructor. Extra credit is not guaranteed and should not be “counted on” for your final grade.

University Guidelines and Resources

Academic Honesty

The University’s policy on cheating and use of copyrighted materials is enforced in this class. Students are expected to pursue knowledge with integrity. Please refer to the Academic Integrity Policy for more detail regarding these policies: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>

All students registered for this course are asked to sign an Academic Integrity Contract (available through CANVAS). You must return a signed copy to me or the course TAs and keep a copy for yourself. This contract includes detailed explanations of behavior that constitutes plagiarism and

cheating. Examples of a breach of this contract with regard to this specific course include, but are not limited to: sharing your answers or copying another student's answers on examinations; copying material that is not your own without providing proper quotations and documentation. In the event that this contract is breached, the punishment can range from receiving a failing grade on the assignment, to being placed on disciplinary probation or permanent expulsion from Rutgers.

Students with Disabilities

Students requesting accommodations for disabilities should contact the Office of Disability Services to determine his/her Coordinator. The Coordinator will then provide documentation to the student. Upon review and approval, the student must then provide this documentation to the instructor. Please refer to the Office of Disability Services for Students for more detail regarding this policy: <http://disabilityservices.rutgers.edu/>. Students may make requests for accommodations: <http://disabilityservices.rutgers.edu/request.html>

Counseling

CAPS is a comprehensive mental health resource center for the campus community. They offer a variety of high quality counseling services to Rutgers students in order to enhance both academic and personal achievement and progress. Please click on the following link to learn more about their services: <http://rhscaps.rutgers.edu/services/counseling>

Statement as a Responsible Employee

Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to [Policy 10.3.12](#)) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University Policy 10.3.12. For more information about your options at Rutgers, please visit endsexualviolence.rutgers.edu

FALL SCHEDULE

Note. The schedule is subject to change at the discretion of the instructor.

September 2nd (Week 1)

- *No Class* – Labor Day

September 9th (Week 2) – Introduction – Why Study Ethics?

Prior to Class

- *Read.* Gelles, D., & Yaffe, B. (August 19, 2019). Shareholder values is no longer everything, Top C.E.O.s say. *The New York Times*. [Retrieve on own.](#)
- *Read.* Banaji, M., Bazerman, M. H., & Chugh, D. (2003). How (un)ethical are you? *Harvard Business Review*, December Issue, 56-64. [Retrieve on own.](#)
- *Activity.* Ethical Dilemma Reflection

In Class

- Syllabus
- Why Ethics, Leadership, and Corporate Social Responsibility?
 - Introduction Slides
 - Small Group Activity
 - An Ethical Dilemma at Work
 - Perceptions of Causes and Motives
 - What questions do you have about ethics?
 - A Prelude to Next Week

SECTION I: Why Does Unethical Behavior Persist?

September 16th (Week 3) – “Bad” People and Common Psychological Failures

Prior to Class

- *Read.* Chamorro-Premuzic, T. (November 2, 2015). Why bad guys win at work. *Harvard Business Review*. [Retrieve on own.](#)
- *Read.* Kouchaki, M. (May 2014). In the afternoon, the moral slope gets slipperier. *Harvard Business Review*. [Retrieve on own.](#)
- *Read.* Bazerman, M. H., & Tenbrunsel, A. E. (April 2011). Ethical breakdowns. *Harvard Business Review*. [Retrieve on own.](#)
- *Read.* New York Times news articles sent by Professor.

In Class

- “Bad People” – The Dark Triad
- Common Psychological Failures
 - Deficient Willpower
 - Ethical Breakdowns
 - Script Processing
 - Moral Intensity

September 23rd (Week 4) – A Deep Dive into Moral Disengagement

Prior to Class

- *Read.* Sucher, S. J., & Moore, C. (2012). A note on moral disengagement. *Harvard Business School Publishing*. In course packet.
- *Read.* Sucher, S. J., & Moore, C. (October 20, 2011). Chris and Alison Weston (A). *Harvard Business School Publishing*. In course packet.
- *Read.* Sucher, S. J. & Moore, C. (October 20, 2011). Chris and Alison Weston (B). *Harvard Business School Publishing*. In course packet.
- *Read.* Sucher, S. J., & Moore, C. (December 19, 2011). Chris and Alison Weston (C). *Harvard Business School Publishing*. In course packet.

In Class

- *Quiz* over last week's material and current events (sent by professor).
- Review of Moral Disengagement.
- "Chris and Alison Weston" Case Study

September 30th (Week 5) – Rewards, Business Frames, and Bottom-line Mentalities

Prior to Class

- *Read.* Kerr, S. (1975). On the folly of rewarding A, while hoping for B. *Academy of Management Journal*, 18, 769-783. Retrieve on own.
- *Read.* Gujarathi, M. R., & Barua, S. K. (2017). Wells Fargo: Setting the stagecoach thundering again. *Case Research Journal*, 37, 1-25. In course packet.
- *Read.* New York Times news articles sent by Professor.

In Class

- *Quiz* over moral disengagement and current events.
- Rewards and Ethical Conduct
- "Wells Fargo" Case Study
- Business Frames and Bottom-line Mentalities (BLMs)
 - BLMs in the Popular Press

October 7th (Week 6) – Power, Leadership, Corporate Culture – PART I

Prior to Class

- *Read.* Yap, A. (November 2013). Big chairs create big cheats. *Harvard Business Review*. Retrieve on own.
- *Read.* Keltner, D. (October 2016). Managing yourself: Don't let power corrupt you. *Harvard Business Review*. Retrieve on own.

In Class

- *Quiz* over last week's material and current events.
- Power and Abusive Supervision
- Leader BLM, Expediency, and Hypocrisy

- *Guest Speaker* Megan Lee VP, Corporate Planning and Strategic Initiatives & CHRO, *Panasonic*

October 14th (Week 7) – Power, Leadership, Corporate Culture – PART II

Prior to Class

- *Read.* MacMillan, K., & Woodward, M. (March 27, 2016). Somebody stop the radio star: Jian Ghomeshi at the CBC. *Harvard Business School Publishing*. In course packet.
- *Read.* Schipani, C. (March 24, 2017). Is your company as ethical as it seems? *Harvard Business Publishing*. In course packet.

In Class

- *Quiz* over last week’s material and current events.
- “Somebody Stop the Radio Star” Case Study
- Unethical Organizational Cultures/Climates
 - Hostile Climates
 - Abusive Climates
 - BLM Climates
 - General Unethical Climates

SECTION II: How to Avoid Ethical Lapses

October 21st (Week 8) – Classic Moral Reasoning

Prior to Class

- *Read.* Healy, P., & Palepu, K. (July 26, 2019). The fall of Enron. *Harvard Business School Publishing*. In course packet.
- *Read.* Werhane, P. H. (1994). A note on five traditional theories of moral reasoning. *Darden Business Publishing*. In course packet.

In Class

- *Quiz* over last week’s material and current events.
- The Fall of Enron” Case Study – ***Led by Student Groups***
- A Review of the Classics
 - Utilitarian
 - Deontological
 - Value-Based Ethics
 - Practical Tools
- A Review of Term Paper Guidelines

October 28th (Week 9) – Rational versus Intuitive Approaches

Prior to Class

- *Read.* Haidt, J. (2012). The moral foundations of politics. *The Righteous Mind: Why Good People Are Divided by Politics and Religion* (Chapter 7, pp. 150-179). Professor will provide.

- *Assessment.* Complete your moral foundations profile at www.YourMorals.com. Come to class prepared to discuss.

In Class

- *Quiz* over last week's material and current events.
- A Rational Approach – Rest's Model
- An Intuitive Approach – Haidt's Model
- The Role of Moral Emotions
- Why "Good" People Are So Divided
 - Pillars of Moral Thought (Haidt)
- A Review of "Debate" Project – Student Groups

November 4th (Week 10) – Ethical Leadership and Culture

Prior to Class

- *Read.* Facebook: Hard Questions (A). (October 3, 2018). *Graduate School of Stanford Business*. In course packet.
- Facebook: Hard Questions (B). (October 3, 2018). *Graduate School of Stanford Business*. In course packet.
- *Read.* Epley, N., & Kumar, A. (2019). How to design an ethical organization. *Harvard Business Review*. Retrieve on own.
- *Read.* Battilana, J., Pache, A., Sengul, M., & Kimsey, M. (2019). The dual-purpose playbook: What it takes to do well and good at the same time. *Harvard Business Review*. Retrieve on own.

In Class

- *Quiz* over last week's material and current events.
- "Facebook" Case Study – ***Led by Student Groups***
- Ethical Leadership
 - Moral Manager
 - Moral Person
 - Desirable Organizational Outcomes
 - Impediments to Ethical Leadership
 - The Case for Amoral Management
 - Ethical Culture
 - An Audit
 - System Alignment

November 11th (Week 11) – Ethics and Human Resources Management

Prior to Class

- *Read.* *Harvard Business Review* (September—October 2019). The #MeToo Backlash. TBD—may be added to course packet late.
- *Read.* Brown, K. (December 4, 2018). To retain employees, focus on inclusion—not just diversity. *Harvard Business Review*. Retrieve on own.

- *Assessment.* Take an IAT of your choosing prior to coming to class. Print results to discuss in class.
 - <https://implicit.harvard.edu/implicit/takeatest.html>

In Class

- *Quiz* over last week’s material and current events.
- “Ethical” Individual Differences
 - Humility
 - Conscientiousness
 - Moral Identity
 - Moral Attentiveness
- Training for Ethics
 - Cognitive Moral Development
- Diversity-related Issues
 - IAT Discussion

November 18th (Week 12) – Building an Ethical “Self-Brand”

Prior to Class

- Jayakumar, T., & Tahora, S. (2016). Building a “backdoor” to the iPhone: An ethical dilemma. *Ivey Publishing*. Available in course packet.
- *Read.* Desai, S., & Gino, F. (September 2011). Adults behave better when teddy bears are in the room. *Harvard Business Review*. Retrieve on own.
- *Read.* Detert, J. R. (November – December 2018). Cultivating everyday courage: The right way to speak truth to power. *Harvard Business Review*. Retrieve on own.
- *Read.* Bazerman, M. H. (July – August 2014). Becoming a first-class noticer: How to spot and prevent ethical failures in your organization. *Harvard Business Review*. Retrieve on own.

In Class

- *Quiz* over last week’s material and current events.
- “Building a ‘Backdoor’ to the iPhone” Case Study – ***Led by Student Groups***
- Building an Ethical Self-Brand
 - What do you stand for?
 - Symbols
 - Office Space
 - Personal Ethical Alignment
 - Cultivating Courage

SECTION III: Proactive Ethical Considerations

November 25th (Week 13) – Global Considerations

Prior to Class

- *Read.* Donaldson, T. (1996). Values in tension: Ethics away from home. *Harvard Business Publishing*. Retrieve on own.

- *Read.* Healy, P. M., & Ramanna, K. (January—February 2013). When the crowd fights corruption. *Harvard Business Review*. Retrieve on own.

In Class

- *Quiz* over last week's material and current events.
- Ethics and Global Considerations
- Current Events in Ethics – Applying Course Concepts – *Graded Group Work*

December 2nd (Week 14) – Corporate Social Responsibility & “Blowing the Whistle”

Prior to Class

- *Read.* Marquis, C., & Almandoz, J. (April 2014). Can an “ethical” bank support guns and fracking? *Harvard Business Review*. Retrieve on own.
- Porter, M. E., & Kramer, M. R. The link between competitive advantage and corporate social responsibility. *Harvard Business Review*. Retrieve on own.

In Class

- *Quiz* over last week's material and current events.
- Corporate Social Responsibility – The “Right” Way
- When All Else Fails: Steps to Blowing the Whistle
- Current Events in Ethics – Applying Course Concepts – *Graded Group Work*

December 9th (Week 15)

Prior to Class

- Group Debate Preparation

In Class

- “Debate” Group Project Due

December 16th (Week 16)

- *No Class* – Final Exam Week