

**School for New Learning
DePaul University
Course Syllabus: AI 206 Executive and Managerial Ethics in Corporate America
Winter 2009, O'Hare Campus, Wednesday**

1. General Information

Faculty:

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Competences: A-4, A-3-C, H-4, H-2-A, FX

2. Course Description and Faculty Biographical Sketch

This class will prepare students who are entering or enhance the skills of those already in the complicated and confusing world of corporate America. The course will look at some of the most historical ethical issues in the world of business (e.g. WorldCom, Enron) and provide students with the tools they will need to become an ethical and successful manager or executive.

MICHAEL CHACHULA

- **Senior Vice President – HSBC Human Resources –**
- **Education – B.A. - DePaul – SNL, M.B.A - Kellogg School of Management - Northwestern University**

In his current role Michael is the North American Group lead of the Human Resource Project Management Office in which he is responsible for the completion of North American projects as well as global initiatives. The HSBC PMO is made up of ~100 FTE including Project Management, L & D, Recruitment, Resourcing and HR Operations.

3. Competence Criteria and Specifications

A-4: Can analyze a problem using two different ethical systems. REQUIRED

1. Identifies and describes an ethical issue or problem
2. Describes the distinctive assumptions of two different ethical systems
3. Analyzes the problem by comparing and contrasting how these two different systems would apply to that particular ethical issue or problem.

Students demonstrate this competence by applying two ethical systems to a particular issue or problem that permits substantial ethical examination (for example, business practices, uses of technology, reproductive rights, class structures, institutional racism, sexual behavior, etc.). Students may choose any ethical system that is associated with particular thinkers. Students may consider the choices these thinkers identify, and the standards or measures by which these choices are made to obtain desired outcomes.

A-3-C: Can examine a social issue from an ethical perspective.

1. Identifies and describes a social issue or situation.
2. Identifies an ethical perspective relevant to the issue or situation.
3. Uses that perspective to raise or explore questions about this issue or situation.

Students demonstrate this competence by using an ethical perspective to analyze a social issue. They may create their own ethical perspective, but should always engage the ideas of one or more significant ethicists. The issues or situations that students address in this competence should affect large groups of people. Students should explore the implications of this analysis for their own experience.

Power and Justice

H-4: Can analyze power relations among racial, social, cultural, or economic groups in the United States. REQUIRED

1. Describes the unequal power relations between at least two racial, social, cultural, or economic groups in the U.S.
2. Discusses the historical, sociological, or economic dynamics under which these groups came to be in conflict.

Students demonstrate this competence by analyzing the historical, sociological or economic dynamics that lead to inequalities in power among groups in the United States. To the extent possible, we hope that students will relate this to their experiences as well as their responsibilities as a citizen. In many ways this competence is about democracy in action; for example, how groups have negotiated and attained power and voice in a complex and diverse society. Since, however, inequalities persist in this country, it is important to understand the ways in which some groups have been systematically denied economic, social, and political justice.

H-2-A: Can understand a social problem and can analyze the effectiveness of social institutions in addressing it.

1. Identifies and frames a significant social problem.
2. Identifies a social institution that addresses this problem.
3. Articulates criteria used to assess the effectiveness of the social institution.

Students demonstrate this competence by choosing an institution that addresses an important social problem. Students develop a rationale for the selection that speaks to the following questions: What is a social institution? Does it address a significant social problem? Students explore the ways the institution may or may not be effective. Courses applied to this competence will emphasize the analysis of institutional effectiveness.

FX: Can understand and articulate the impact(s) of ethical and unethical behavior on an organization

1. Can identify criteria that can cause ethical and unethical behavior
2. Analyzes an ethical situation that has had a significant individual or organizational impact

Students demonstrate this competence by analyzing an ethical situation and identifying the potential ethical paths that could have been taken other than the one chosen. This will include a situational study (what was the consequence or benefit at stake) , ethical criteria identification (what were the main drivers, money, love, fame?) and what went wrong?

In all of the competencies, the students will choose a current event ethical situation or a personal business scenario and prepare an analytical artifact apply the tools learned on class. Each student will need to incorporate the main idea of their chosen competencies within their artifact.

4. Learning Experience

- Learning Strategies:

- **Discussion** – Students will take part in open discussions that will assist them in relating the material in class to real life events. This will be done through associating student situations with relevant materials of the class.
- **Lecture** – Part of each class will be used to relay the relevant topics, tools and approaches to be used in completing the assignments, as well as learning how to apply these techniques through-out ones career

- **Role-playing** – Role-playing will play a significant part in the application and understanding of navigating ethical pit-falls, students will practice the thought processes of ethics through the safe haven of the class room. This will allow the students to be creative without the consequences of a final position, this will allow all students to participate in deciding the most appropriate course of action.
- **Collaborative learning** – Through role-playing and group assignments, teams will produce a couple of group assignments. This will allow students to learn the need for the diversity of thought as well as apply ethical restraint to differing opinions.
- **Research project:** Each student will be asked to produce an artifact that is relevant to their chosen competence(s), this artifact will ask the student to critically think of a current situation either in their personal careers or the current business world that the class materials can assist them determining how they would have approached the situation differently given the tools discussed in class.
- **Blackboard sites:** A blackboard site would be relevant given the vast use of computers, as well as the convenience of using the posting to grade and communicate with the group.

- **Required readings:**

- **Good to Great, Jim Collins. HarperCollins publishing 2001**
- **It's Called Work for Reason, Your Success Is Your Own Damn Fault. Larry Winget. Gotham Books, 2007**
- **Articles:**
 1. **The Social responsibility of Business Is to Increase Its Profits – Milton Friedman (Property and Profit: Modern discussions)**
 2. **Harvard Business review: Some Avenues for Ethical Analysis in General Management – 383-007**
 3. **Did Dirty Tricks Create a Best Seller? Business Week August 7, 1995 Business Week Follow Up – Unmasking a best seller – August 14, 1995**
 4. **Harvard Business School – G.Heileman Brewing Company (A) Power Failure at PowerMaster**
 5. **Harvard Business School - Conflicting Responsibilities**
 6. **Chapter One: Overview: The Ethics of Right Versus Right (How Good People Make Tough Choices – Rushworth M. Kidder)**
 7. **How Ethical Are You? (Harvard Business Review)Mahzarin Banaji**
 8. **Ethical Leadership and the Psychology of Decision Making – (Sloan Management Review – David Messick and Max Bazerman)**
 9. **WSJ – Over The Line – WorldCom (by: Susan Pullman) Monday June 23, 2003.**
 10. **Chicago Tribune – Tempo – Should That matter? – Monday December 17, 2001**
- **Attendance and Participation:**
Attendance and participation are essential. In the event of an absence it is imperative that you (1) let me know ahead of time, and (2) contact a classmate ahead of time to be your "tutor" for the missed session. Always consult our Blackboard for handouts and assignments
 Or the students should discuss the issues with the instructor to work out the plan to make assignments up assignments.

Students missing more than two classes of our ten week course will not have met the requirements for a passing grade.

5. The Following will be the main Deliverables for this course:

- Weekly questions on the readings, to discuss in class
- Current event exercises – What in the news
- A Group Presentation on an ethical situation (8 – 10 page PowerPoint presentation) no paper
- An individual assignment on a current event or personal dilemma (5 -7 pages) – in class PowerPoint presentation 5 minutes.

6. Evidence the Students will Submit

- **A-4:** Can analyze a problem using two different ethical systems.

Homework questions, Individual and Group paper applying two ethical systems to a particular issue or problem that permits substantial ethical or unethical behavior and the impact that these systems have on society.

- **A-3-C:** Can examine a social issue from an ethical perspective.

Homework questions, Individual and Group paper applying this competence by using an ethical perspective to analyze a social issue and the impact that ethical and unethical behavior can have on society both within and organization and the environment that the organization or individual controls or does business within.

- **H-4:** Can analyze power relations among racial, social, cultural, or economic groups in the United States.

Homework questions, Individual and Group paper applying this competence by analyzing the historical, sociological or economic dynamics that lead to inequalities in power among groups in the United States

- **H-2-A** Can understand a social problem and can analyze the effectiveness of social institutions in addressing it.

Homework questions, Individual and Group paper applying this competence by choosing an institution that addresses an important social problem. Students develop a rationale for the selection that speaks to the following questions: What is a social institution? Does it address a significant social problem?

- **FX:** Can understand and articulate the impact(s) of ethical and unethical behavior on an organization

Homework questions, Individual and Group paper applying this competence by choosing individual experiences that addresses an important social or personal problem. Students develop a rationale of ethical and unethical behavior and can apply tools to identify the differences.

The DePaul Student Handbook defines plagiarism as follows: “Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else’s. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one’s own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another’s work or ideas without proper acknowledgement.” Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!

7. Criteria for Assessment

Grading Criteria:

20 % Homework, 40 % Individual Presentation, 20 % Group Presentation and 20 % class participation

Written Work Will be Evaluated As Follows

A= designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

B= designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

C= designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

D= designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.

7. Class Schedule

Session 1:

In Class:

- Introduction
- Ethical Frame Work
- Open Class Discussion –
 - What is your definition of Ethics?
 - How do you use ethics today?
 - Is there room for improvement?

Readings:

- How Ethical Are You? (Harvard Business Review)Mahzarin Banaji
- The Social responsibility of Business Is to Increase Its Profits – Milton Friedman (Property and Profit: Modern discussions)

Assignments

Complete the following questions for next week class discussions. And post your answers on Black Board a day prior to class.

1. Ethical Survey- <http://mbajungle.com/monthlysurvey/ethicssurvey.cfm> - Print the results and bring to class for discussions.
2. Do you agree with the findings?

3. Does your current ethical behavior mirror your answers?
4. Have any of the situations ever happened to you? If yes what did you do? If no, choose one questions and explain how you you would handle the situation?
5. Do you believe that quest for profits can change the ethical behavior of a manager or executive?

Session 2:

In Class:

- Discuss Readings
- Review Survey Results - questions
- Contradiction of corporate results and ethics from the readings

Readings:

1. Harvard Business review: Some Avenues for Ethical Analysis in General Management – 383-007
2. Good to Great, Jim Collins – Chapter 1
3. It's Called Work for a Reason, Larry Winget – Chapters 1 and 2

Assignments:

Complete the following questions for next week class discussions. And post your answers on Black Board a day prior to class.

- **Good to Great**
 1. Based on the diagram in Chapter 1, what level are you currently at in the level 5 Hierarchy? And what life or job characteristics made to chose that level?
 2. What level are you aspiring to achieve? And how do think ethics plays a role in you getting there?
 3. As you ascend the ladder do you believe unethical behavior has a greater or lesser impact? And why?
- **It's Called work for a reason**
 4. Do you agree with Larry Winget's assessment of work?
 5. Is ethics really self regulation and self motivational?
 6. Who is to blame for unethical behavior?
 7. Is unethical behavior a crime of opportunity?

Session 3: -

In Class

- **Discuss Reading Materials**
- **Review assignment results**
- **Presentation of Group Project – Current Event assignment**

Readings:

1. Good to Great, Jim Collins - Chapter 6
2. It's Called Work for a Reason, Larry Winget – Chapters 3 – 5

Assignments:

Complete the following questions for next week class discussions. And post your answers on Black Board a day prior to class.

- **Good to Great**

- Based on the diagram on page 122 titled, “The Good to Great Matrix of Creative Discipline”, where would your organization fall?
- Does that position impact your ability to make ethical decisions based on preset assumption? If so, how?
- Is ethics part of corporate culture? In which way can this be determined?
 - a. Is it part of your employers or home culture?
- Should you have a “Not-to-do-List?”

- **It's Called Work for a Reason**

- Do we have the work and corporate ethics of our parents? Grandparents?
- What do you think has changed this?
- Are results everything?
- Is it your fault, your responsibility?
 - a. Work
 - b. Success
 - c. Life
- Work with your group on a group topic for presentation to answer the following:
 - a. What is the Dilemma?
 - b. What issues can be identified as unethical?
 - c. How could the organization have done things differently?
 - d. How would your group have handled the same situation?
 - e. Who was responsible and who remains responsible? Has it changed? If so, why?

Session 4:

In Class

- Group Topic Due
- Video Presentations:
- Enron
- Is Whistle Blowing against the Law?

Readings:

1. Harvard Business School – G.Heileman Brewing Company (A) Power Failure at PowerMaster.
2. Harvard Business School – G.Heileman Brewing Company (B) Power Failure at PowerMaster.
3. Harvard Business School - Conflicting Responsibilities

Assignments:

Complete the following questions for next week class discussions. And post your answers on Black Board a day prior to class.

- **G. Heileman Brewing Company:**
 - Why did this product raise such ethical and political concern?
 - Did GHB act ethically?
 - If you worked on this project would you of supported the company?
 - Would have protested?

Session 5:

In Class

- Individual topic due
- Discuss Readings
- Open Discussion – Including Group Project

Readings:

1. Good to Great, Jim Collins – Chapter 9
2. It's Called work for a Reason – Chapter 6 – 7

Assignments:

Complete the following questions for next week class discussions. And post your answers on Black Board a day prior to class.

- **Good to Great:**
 - How do you think Walt Disney's Core Value's impacted the rest of his employee's?
 - a. Impacted society?
 - b. Continues to Impact?
 - How important are "Core Value's" to you? Your Company? Your Family?
 - Is Discipline important in the work place? Why?
 - How can a BHAG make someone unethical?
 - a. What can you do to prevent unethical, corner cutting temptations?
- **It's Called Work for a Reason:**
 - What was the most important trait? And Why?

- Passion for a Job?
- Enthusiasm?
- Results?
- Becoming Irreplaceable?
- Achieving all, Ethically?
- How do plan to achieve this?

Session 6:

In Class

- Discuss Readings
- Open Discussion –
- Work on Group Projects

Readings:

- WSJ – Over The Line – WorldCom (by: Susan Pullman) Monday June 23. 2003.
- Chicago Tribune – Tempo – Should That matter? – Monday December 17, 2001

Assignments:

4. Make up a “stretch Resume” for Role Playing – Over exaggerate your title, make adjustments to your responsibilities.

Session 7:

In Class

- Video Presentation
 - World Com
 - HP - Carly Fiorina
 - Michael Huckabee
 - Columbia Story
- Open Discussion

Readings:

- Chapter One: Overview: The Ethics of Right Versus Right (How Good People Make Tough Choices – Rushworth M. Kidder)

Assignments

- Work on Group and Individual projects
- **Chapter One: Overview: The Ethics of Right Versus Right (How Good People Make Tough Choices:**

- In the opening of the article a phone call is received, what would you have done if you received the same phone call?
- Do you currently have any “Right vs Right” situations in your life?
- Right vs Right cites 4 dilemmas, can you recall any such issues?

Session 8: 11/03/2008

5. In Class

- Discuss Readings
- “Role Play” – Group Think Game
- Challenger – Experience.

6. Assignment

- Work on Group and Individual projects

Session 9:

7. In Class

- Presentation of Group Assignments

8. Assignment

- Work on Individual projects

Session 10:

9. In Class:

- Presentation of Individual Assignments (based off of final artifact)
- Hand in final artifact

There will be a weekly current event assignment:

Choose a current event that is either ethical or unethical and answer the following:

1. Provide an overview of the situation?
2. What are the ethical factors?
 - a. Money
 - b. Fame
 - c. Power
3. What was the societal, organizational or Individual impact of the ethical behavior?
4. Does the behavior pass the “What would Grandma do?” test
5. What would have done differently, if anything?

Addenda

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

- PLUS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.