

BUL 4443 Ethics in Global Business

Fall 2022, Dr. Brian Ray

Purpose & Goals

The purpose of this course is to explore ethical issues in a rational, pragmatic, responsible, and decisive manner. The objective is to prepare students to effectively resolve the myriad of ethical challenges they will face in their personal and professional lives. The foundation for being able to do so is critical thinking. Critical thinking is the ability to address issues from both sides, to evaluate the best arguments of each side, and to arrive at a conclusion based on a systematic analysis of those arguments. Critical thinking requires students to discover biases, viewpoints, and perspectives that affect the accuracy and persuasiveness of oral or written arguments, and to uncover reasoning errors or logical fallacies. Accordingly, effective use of critical thinking skills allows one to defend viewpoints, evaluate issues, analyze new information, and reach ethical conclusions – exactly what today’s business environment demands from its leadership. Responding to ethical dilemmas is difficult and complicated. Once students are aware of the complexity of various issues, they will have a greater tendency to be more deliberate in their decision-making and therefore more intentional in their results.

The College’s Undergraduate Committee has developed a set of learning goals and objectives for the BSBA and BABA programs. Specific goals and objectives for BUL 4443 that mirror the degree program goals include the following:

Goal: Appreciate the ethical aspects of business

Objective: Define and explain the ethical responsibilities of business organizations.

Objective: Identify relevant ethical issues, particularly those that may not be obvious in complex business decisions.

The is accomplished through the following three Student Learning Objectives (SLOs):

SLO #1: Identify and prioritize personal values and apply those to making ethical decisions.

SLO #2: Activate the moral compass and develop a personal code of ethics.

SLO #3: Identify key organizational tools, policies, systems, and laws that apply to identifying and effectively navigating the 13 categories of ethical dilemmas.

1. **Standing Up to Power.** Your boss or someone else in authority is asking you to do something unethical. Ask yourself: *Can I get this done in some other way, without being unethical? How can I help my boss save face?*

2. **Made a Promise and World Has Changed.** You made a promise, but unexpected events have made it very hard to keep. Ask yourself: *Can I still keep my promise, even if costly to me? Does keeping this promise now make it harder to keep other promises?*
3. **Intervention.** You see something that's wrong but face risks if you try to stop it. Ask yourself: *Are you the right person to intervene or should you recruit help? Can you intervene in a way that creates the least harm to everyone involved?*
4. **Conflict of Interests.** Your personal interests and your work obligations are at cross purposes with each other. Ask yourself: *Who has a right to know the details and have I let them know? Would my actions cause others to question my motives or character?*
5. **Suspicious Without Enough Evidence.** You suspect something wrong is going on, but how you investigate could harm others. Ask yourself: *What happens if I act on the allegations and they are false? Does my bias push me to believe or dismiss too quickly?*
6. **Playing Dirty.** You have a chance to harm someone who has harmed you. Ask yourself: *Would my action really bring about justice? Does my action solve a problem or is it merely revenge?*
7. **Skirting the Rules.** To accomplish a worthy purpose, you have to go around the rules or break the law. Ask yourself: *Would those with authority over the rules/law want you to break them in this case? What are all the reasons the rule or law matters?*
8. **Dissemblance.** It helps you to misrepresent or allow someone to continue with a false understanding of your intentions or motives. Ask yourself: *Do I have the authority to reveal the truth? What are the real reasons I want to misrepresent the truth?*
9. **Loyalty.** Showing loyalty to someone comes at a cost to yourself or others. Ask yourself: *Have they shown loyalty to me? Does demanding your loyalty allow them to take advantage of you?*
10. **Sacrificing Personal Values.** Your work requires you to sacrifice values or relationships that you hold dear but that you can't reasonably expect from others. Ask yourself: *What costs am I willing to bear for my beliefs or relationships? What burden am I placing on others by imposing my beliefs or relationships?*
11. **Unfair Advantage.** You have the upper hand, but not in a way that you're sure is fair. Ask yourself: *What makes the advantage unfair? If I were the other party, how would I consider a person making my choice?*
12. **Repair.** You made a mistake, but can get away with not fixing it. Ask yourself: *Who should bear the cost for the mistake? Did you act unethically when you made the mistake?*
13. **Showing Mercy.** Someone has come asking for mercy, but granting it comes at a cost. Ask yourself: *Is mercy mine to give? Does showing mercy in this case hurt someone else?*

Course Communication and Website

This course has an e-learning website (elearning.ufl.edu). All e-mail correspondence for this course will be handled via the course website. Students needing technical assistance should contact the help desk at 352-392-HELP.

Office Hours: Tuesday & Thurs, 8:15-10:00 am, Zoom or 219 Stuzin Hall, Office # 352.273.0156

Student Issues: Students registered with the *Office for Students With Disabilities* should contact Dr. Ray by the second week of class. As a UF student, each member of the class agrees to the following statement: "I understand the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." Suspected violations will be reported to the Dean of Students Office.

Textbook: I have made a point to make sure that the costs of the textbooks is as low as possible. The cost for both books should be less than \$50. The required books for this course are: *The Business Ethics Field Guide*, by Brad Agle, Aaron Miller, and Bill O'Rourke. I found used copies of the textbook (ISBN 978-0-9910910-3-4) on Amazon for less than \$22.

Stand Your Ground: Building Honorable Leaders the West Point Way. Evan Offstein, Praeger Publishers, ISBN13:978-0313374944, 2006..on Amazon for less than \$20.

Assignments: Students must submit all assignments via the course website. When submitting an assignment, students are asked to name the attached file as follows: Last Name First Initial and Assignment (e.g., Ray B NameOfAssignment .doc or .pdf).

Exams & Quizzes: There are four class readiness assessments (CRA) and one cumulative exam. Students may utilize three pages of "hard copy" personal notes for a CRA. If a student misses a CRA s/he will submit a four-page summary of the readings for the week no later than 5pm the Wednesday after the readiness exam. The average on the four CRAs and the cumulative exam will make up 35% of the final grade (200 points total for the four CRAs and 150 points for the cumulative exam). If a student misses the cumulative exam with a valid excuse, s/he will submit a four-page summary of content for each of the readiness exams. This will be due the week after the date of the cumulative exam. Documentation is required to justify missing the cumulative exam (e.g., serious illness or injury, significant personal emergency).

Important Dates

3 SEP (2 Videos) Convincing Others of Your Ethical Decision Making and Moral Courage (0 points)

7 SEP Class Readiness Assessment #1 (covers classes 1-4) (50 points)

14 SEP Class Readiness Assessment #2 (covers classes 5-7) (50 points)

21 SEP Class Readiness Assessment #3 (covers classes 8 & 9) (50 points)

28 SEP Discussion Board #1 Two Examples of Ethical Failings in the News (100 points)

28 SEP Class Readiness Assessment #4 (covers classes 10 & 11) (50 points)

30 SEP Personal Ethical Dilemma (100 points)

6 OCT Ethical Lessons from Leaders Paper (200 points)

11 OCT (2 Videos) Convincing Others of Your Ethical Decision Making Skills & Moral Courage (200 points)

12 OCT Cumulative Exam (150 points...30 questions)

13 OCT Discussion Board Post #2 Ethical Leadership Philosophy and Course Reflections (50 points)

Grading Scale (out of 1,000 points)

A 940 or more	B- 800 - 829.99	D+ 670 - 699.99
A- 900 - 939.99	C+ 770 - 799.99	D 630 - 679.99
B+ 870 - 899.99	C 730 - 769.99	D- 600 - 629.99
B 830 - 869.99	C- 700 - 729.99	E < 600.00

UF GPAs are as follows: A (4.0), A- (3.67), B+ (3.33), B (3.0), B- (2.67), C+ (2.33), C (2.0), C- (1.67), D+ (1.33), D (1.0), D- (.67), E (0.0).

DISCUSSION BOARD POSTS

There are two discussion board posts. The discussion boards are designed to facilitate student interaction, encourage self-reflection, and provide peer-to-peer learning. The discussion board topics are as follows:

DISCUSSION BOARD #1: *Examples of Current Ethical Failings*

Comment on two ethical failings that are prominent in the news. Address which of the 13 dilemmas described in the ***Business Ethics Field Guide*** each of these failings concerns. It is possible that your news story will involve more than just one of the 13 dilemmas.

- *Current Ethical Failing Post (400 words +/- 10%).*
- *Respond to Two Posts by Peers (150 words +/- 10%).*

DISCUSSION BOARD #2: *Ethical Leadership Philosophy and Course Reflections*

Utilize the lessons from the ***Business Ethics Field Guide*** as well as the assigned articles to describe the Ethical Leadership Philosophy you plan to employ (i.e., key takeaways from the course and their future implications on your career/life choices). In the **same post**, offer reflections on the course.

- *Post: Ethical Leadership Philosophy (300 words +/- 10%), Course Reflection (150 words +/- 10%).*
- *Respond to the Ethical Leadership Philosophy of two peers (100 words +/- 10%).*

CONVINCING OTHERS OF YOUR ETHICAL DECISION MAKING SKILLS & MORAL COURAGE

During the first week of class, each student will tape two videos (e.g., iPhone, etc.) answering each of the two questions below that might come up in an interview for an internship or full-time position? Students will upload these two videos no later than the second day of class (24 AUG). Students will upload two "highly polished" final videos no later than 7 OCT for a grade.

Question #1: *How would you handle an ethical dilemma in our industry?*

Questions #2: *Give me an example of when you showed morale courage?*

The following reflective questions should help you know if you've developed convincing and genuine answers to both questions.

- *After hearing my responses, could a stranger infer the kind of ethical choices I would make?*
- *Would s/he know what is important to me with regard to ethics in the workplace?*
- *Would those who know me well (e.g., family and friends) agree that my responses are a good reflection of the type of employee I'll be?*

PERSONAL ETHICAL DILEMMA PAPER

Describe a personal ethical dilemma you've recently faced or are currently facing. Use a dilemma from an organizational setting such as work, school, an internship, or volunteer service.

Write an engaging one-page summary of your dilemma, taking care to write it without making a decision for the reader. Conclude your summary with a simple restatement of the decision at stake.

Following the summary, demonstrate your understanding of the Consequentialist, Deontological, and Virtue frameworks by answering the following three questions for each framework:

- *What aspects of your dilemma would this framework tell you to consider? Explain.*
- *How does this framework tell you to act when faced with this dilemma? Explain.*
- *Why did you act in a way that followed or rejected this framework? Explain.*

Finally, what have you learned from this analysis? Did using these frameworks raise new issues or considerations? What do you think now about how you handled the ethical dilemma? Would you do things differently in the future? Why or why not?

** This assignment should be approximately 1,000 words (+/- 10%).*

ETHICAL DECISION MAKING LESSONS FROM LEADERS

Identify three leaders whom you would like to interview. It is advantageous to interview individuals in your field of interest/future profession (please no relatives). Every attempt should be made to conduct face-to-face interviews. "E-mail" interviews are not acceptable. Telephone interviews are strongly discouraged. Face-to-face is the way to go! Build that network! Find potential mentors!

Each interview will likely take 25 to 30 minutes. The goal is to "bring to life" some of the ethical decision making concepts presented in the course. The written summary of each interview should be approximately two pages with two-thirds of the content describing the responses to your questions and one third dedicated to your personal insights/best takeaways. It is highly likely that you'll be able to identify and describe some of the 13 ethical dilemmas that the person often confronts in his/her industry/profession.

Example Questions

1. *What are the most important types of ethical decisions you make as a leader in your organization?*
2. *What are the top characteristics that every ethical leader should possess?*
3. *How do you encourage creative thinking within your organization while at the same time staying within proper ethical boundaries?*

4. Which of the following is most important in your organization—mission, values, or vision? How is each impacted by the ethical norms of the organization?

5. How do you or others in your organization communicate the “core values”? How do you encourage others in your organization to communicate the “core values”? How do you ensure your organization and its activities are aligned with your “core values”?

6. What are the biggest ethical challenges facing leaders in your industry? How do you help new employees understand the culture and ethics of your organization/industry?

7. What are the most common ethical missteps you see new professional makings in your industry? What are a few behaviors or traits that you have seen that derailed a leader’s career?

Course Evals: The university asks students to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results>.

Recording: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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Module Name	Class Date	Lecture Title	
Business Ethics & Overview of the 13 Ethical Dilemmas & Made a Promise and the World has Changed	24 AUG Class #1	1) COURSE OVERVIEW; 2) STANDING UP TO POWER Dilemma #1 Standing Up to Power: Business Ethics Field Guide (pgs 29-30) Article: "Understanding the Campus Expression Climate (Fall 2020)" Article: "The New Founders America Needs" by Bari Weiss Article: "Why the Past 10 Years of American Life Have Been Uniquely Stupid" by Jonathan Haidt	
		29 AUG Class #2	1) ETHICS CREED; 2) THE 13 ETHICAL DILEMMAS; 3) ETHICAL DECISION MAKING MODELS Why Should I be Ethical? (BEFG pgs 281-285); Challenges & Perils (BEFG pgs v-14; 221-234; 15-29) Article: "The Road to Character" by David Brooks Article: "Ethics Lens on Leadership" Article: "Graduates...Here's an Honor Code for Life" by Michael Bloomberg Article: "The Dying Art of Disagreement" by Bret Stephens
			31 AUG Class #3
	7 SEP Class #4		
		12 SEP Class #5	
			14 SEP Class #6
	19 SEP Class #7		
		21 SEP Class #8	
			26 SEP Class #9
28 SEP Class #10	STAND YOUR GROUND...GO ALL IN! Class Readiness Assessment #4 (includes classes 10 & 11) Personal Ethical Dilemma Paper (due by 30 SEP @ 11:55 pm) Stand Your Ground #3: Go All In! Who's Got Your Back? (pgs 55-88) Dilemma #9 Loyalty (BEFG pgs 141-154) Article: "People, Profits, Perspective" by Jeffrey Pfeffer		
	3 OCT Class #11	EXPLORING YOUR VALUES Dilemma #10 Sacrificing Personal Values (BEFG pgs 155-168) Article: "The Problem of Dirty Hands" by Michael Walzer	
		5 OCT Class #12	ETHICAL LEADERSHIP...IMAGINING YOUR VIEW FROM THE TOP Stand Your Ground #4: Imagine That! View from the Top! (pgs 89-126) Dilemma #11 Unfair Advantage (BEFG pgs 169-181) Article "What an Expert on Lying Can Tell us About Leadership" by Mary Ellen Slayter Article: "Pharma's Play" by Ben Elgin and Robert Langreth Ethical Lessons from Leaders Paper (due by 6 OCT) @ 11:55pm
10 OCT Class #13			DEALING WITH MISTAKES/SETBACKS; POWER OF FORGIVENESS/SHOWING MERCY Dilemma #12 Repair (BEFG pgs 183-195) Dilemma #13 Showing Mercy (BEFG pgs 197-209) Article: "You've Made a Mistake...Now What?" by Amy Gallo Article: "This Google Exec Sent the Wrong Email to 27,000 Colleagues. What She Did Next Made Her a Hero" Article: "Forgiveness in the Workplace" by Michael Stone Article: "The Power of Forgiveness at Work" by Brooke Deterline Video Submission: Convincing Others of Your Ethical Decision Making Skills & Morale Courage (due 11 OCT)
	12 OCT Class #14		Cumulative Exam Discussion Board Post #2 Ethical Leadership Philosophy & Course Reflections (closes 13 OCT 11:55pm)