

MBAD 6101-001 Ethical Leadership

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Office Hours: Tues/Thurs 1pm to 3pm or by appointment
Class location and meetings: Not applicable (online, asynchronous)

To respect your time and to accommodate your schedule I will try to return your email messages during the semester generally within 24 hours.

Required materials for purchase:

1. Treviño & Nelson, *Managing Business Ethics*, 8th Edition
2. Harvard Course pack available here: <https://hbsp.harvard.edu/import/1078201>

Value and Purpose:

Managing the ethical climate in an organization is a basic responsibility of leaders and cannot be delegated to legal counsel. Ethical issues permeate organizations and firms as diverse as Duke Energy, Wells Fargo, Pfizer, Apple, Uber, Walmart, and the United Way have confronted ethical issues that negatively impacted both their reputation and financial performance. The U.S. government stipulates that all organizations need to have an effective organizational ethics and compliance program – or face both enhanced penalties and (more recently) individual liability. Effective managing ethical issues – within an organization and in relation to a range of external stakeholders -- is necessary for the purposes of ensuring organizational integrity, enhancing organizational legitimacy, and managing risk. The societal expectation that businesses have ethical responsibilities has never been greater or more widespread. Most medium and large sized organizations identify ethical values as a feature of their core missions. Employees at any size organization may be asked to perform actions that violate basic ethical norms. The purpose of this course is threefold: First, to facilitate the development of individual ethical decision making skills, especially in an organizational context. Second, to learn how to exhibit ethical leadership in an organizational context. Third, to better understand societal expectations regarding firm social and environmental responsibilities.

Catalog Description:

Examination of the roles of organizational values, culture, leadership, and governance in the avoidance of misconduct and in the development and maintenance of ethical organizations. Emphasis will be placed on individual ethical decision making challenges in organizations and on the development of ethical leadership skills.

Course objectives:

By the end of the course, you will be able to:

- **CO1:** *Evaluate ethically and legally problematic business scenarios, and develop sound responses to such scenarios.*
- **CO2:** *Demonstrate how to manage and lead organizations consistent with organizational integrity.*

- **CO3:** *Analyze the nature and functions of ethical leadership in an organizational context.*
- **CO4:** *Identify social and environmental expectations, responsibilities, and risks.*
- **CO5:** *Explain the role of boards in preventing organizational misconduct and meeting expectations for firm behavior.*

Summary of Assignments with Point Values

Course Element	Percentage
Participation & Activities <ul style="list-style-type: none">• Flipgrids (8)• Chapter Knowledge Checks (11)• Learning Content Responses (14)	50%
Case Studies (3)	10%
Discussions (7)	15%
Ethics in the News Presentations (1)	5%
Term Paper: Ethical Leadership Submission <ul style="list-style-type: none">• Final presentation	20%
Total:	100%

Late work:

10% will be deducted per day for late submissions of course work.

Participation and activities, cases, and discussions

Students' responses to each questions on each assignment will be scored following considerations derived from Bloom's Taxonomy of Learning (the scale may be adjusted slightly for certain assignments):

The student answered the question thoroughly and provided sufficient detail. The student's answer suggests that the student not only (1) remembers knowledge (i.e., remembers previously learned information) and (2) understands the material (i.e., demonstrates an understanding of the facts), but is able to (3) apply it (apply knowledge to actual situations), (4) analyze it (i.e., break down objects or ideas into simpler parts and find evidence to support generalizations), (5) synthesize it (i.e., compile component ideas into a new whole or propose alternative solutions), and (6) evaluate it (i.e., make and defend judgments based on internal evidence or external criteria) as is appropriate for the prompt. Please see Canvas for more details.

“Ethics in the news” presentations

To increase class discussion and help you see the “real-world” applications of ethics topics, you must contribute to the discussion with an “ethics in the news” presentation during the semester. The aim of this assignment is to help students see the real world application of ethics topics.

Instructions:

The “ethics in the news” article must come from established online and/or printed outlets and must be business-related (such as The New York Times, Washington Post, or Wall Street Journal). Students will be asked to record a short presentation describing/discussing the article. The video must explicitly state how the news story **relates to course concepts**. Presentation grades will largely depend on the delivery of the content as well as the actual content delivered (e.g., the topic is explained in appropriate detail, the speaker demonstrates an understanding of the topic and effectively communicates that knowledge to the audience).

Cases: You will complete three Harvard Education Cases. Instructions will be provided on Canvas and via the Harvard Course packet (<https://hbsp.harvard.edu/import/1078201>). Please see Canvas for more details.

Term Paper on Ethical Leadership (for details on the presentation delivery see Canvas)

It is important that you be able to communicate your understanding of business ethics to others as a leader. Part of this involves having exemplars of ethical leaders to aspire to be like. Hence, a major component of the course will be a term paper in which you will research a recent high profile ethical leader that had to face and navigate an ethical decision. This assignment will account for 20% of your course grade. To accomplish this, you will need to first identify an ethical situation in which there is a leader that you believe behaved ethically. After researching this ethical situation, sketch out an outline for a 10 page paper in which you walk through the steps of ethical decision making (for more details on this process see Module 2). Below is an example outline and rubric. Once you have completed your outline, you will write your 10 page paper based on this.

Several points on the paper worth mentioning...

1. The paper will need to be prepared in APA style. We will cover APA in class and I will give you some sample papers you can use as examples.
2. The paper will be at least 10 pages. A well thought out ethical argument from multiple perspectives should take at least this amount of pages.
3. This is a position paper, which means that you will need to draw from evidence and conceptual logic. The words, “I think” really should not appear in the paper. One, it is redundant (you wrote it, so obviously you thought it), and two, your personal views are irrelevant unless you can back them up with a theoretical grounding or past research. Any statement that purports a relation or causal statement (i.e., X causes Y) needs to be supported by empirical work. Empirical work can be found in peer reviewed journals. We will cover how to search, retrieve, and read a research article in class.
4. Spell check and grammar check are necessary for even experienced writers.

Final presentation

You are asked to record a 10 minute presentation of your course paper. You can record the presentation through whatever software you desire (e.g., Zoom, Screen-0-matic, etc). Presentations videos need to be uploaded through Canvas as a file or a link to the file location should be shared. Presentations will be evaluated using the rubric posted on the assignment link on Canvas.:

Expectations

The course policies described above require that you take responsibility for your own performance. I expect you to be professional, to stay informed about the progress of this class, and to complete assignments in a timely fashion. My commitment is to provide you with a useful experience and to give each student a fair opportunity to perform well in this course. If at any time you have concerns about your progress in this course, please see me. You are expected to read the book. I suggest that you read the assigned chapters multiple times. All lecture notes will be posted on Canvas. I suggest that you bring them to class.

Mental Wellness

It is common for college students to experience challenges that may interfere with academic success such as academic stress, sleep problems, juggling responsibilities, life events, relationship concerns, or feelings of anxiety, hopelessness, or depression. If you or a friend is struggling, we strongly encourage you to seek support. Helpful, effective resources are available on campus at no additional cost.

- Visit the Counseling and Psychological Services website at caps.uncc.edu for information about the broad range of confidential on-campus mental health services, online health assessments, hours, and additional information.
- Call CAPS at (704) 687-0311 if interested in scheduling an appointment with a counselor. After-hours crisis support is also available through this phone number.

Withdrawal from a Class

You are expected to complete all courses for which you are registered at the close of the add/drop period. If you are concerned about your ability to succeed in this course, it is important to make an appointment to speak with me as soon as possible. We can work on a plan together to ensure your success if at all possible. The University policy on withdrawal allows students only a limited number of opportunities available to withdraw from courses. It is important for you to understand the financial and academic consequences that may result from [course withdrawal](#).

Non-discrimination in the classroom

All students and the instructor are expected to engage with each other respectfully. Unwelcome conduct directed toward another person based upon that person's actual or perceived race, actual or perceived gender, color, religion, age, national origin, ethnicity, disability, or veteran status, or for any other reason, may constitute a violation of University Policy 406, The Code of Student Responsibility. Any student suspected of engaging in such conduct will be referred to the Office of Student Conduct.

Accommodations

UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status. If you need special accommodations, please let me know right away and I will be glad to work with you.

Preferred Name and Pronoun

This course affirms people of all gender expressions and gender identities. My preferred pronouns are he/him/his. If you prefer to be called a different name than what is indicated on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me.

Religious Accommodations

UNC Charlotte is committed to diversity, nondiscrimination and inclusiveness, and to supporting its students, regardless of religious affiliation or non-affiliation, in accordance with state and federal laws and regulations. As part of this commitment, the University makes good faith efforts to accommodate a student's religious practice or belief, unless such accommodation would create undue hardship. The university policy is available at: <http://legal.uncc.edu/policies/up-409>

My Role as a “Responsible Employee”

UNC Charlotte is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC Charlotte has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

- Please be aware that many UNC Charlotte employees, including all faculty, are considered Responsible Employees who are required to relay any information or reports of sexual misconduct they receive to the Title IX Coordinator. This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.
- If you wish to speak to someone confidentially, you can contact any of the following on-campus resources, who are not required to report the incident to the Title IX Coordinator: (1) University Counseling Center; (2) Student Health Center; or (3) Center for Wellness Promotion. Additional information about your options is also available at titleix.uncc.edu under the “Students” tab.

Student Support:

Students in this course seeking accommodations for disabilities must first consult with the Office of Disability Services and follow the instructions of that office for obtaining accommodations.

Be sure to take advantage of the wealth of resources and support available at UNC Charlotte. Some of the resources available to you include the University Writing Resource Center, University Counseling Center, and the J. Murrey Atkins Library.

- [University Center for Academic Excellence \(UCAE\) | \(704\) 687 7837 | uncc-ucae@uncc.edu](http://ucaae.uncc.edu)
- [University Writing Resources Center \(WRC\) | 704-687-1899| wrchelp@uncc.edu](http://wrc.uncc.edu)
- [Veteran Student Services | 704-687-5488 | veteranservice@uncc.edu](mailto:veteranservice@uncc.edu)
- [University Counseling Center | 704-687-0311](http://uncc.edu/counseling)
- [Multicultural Resource Center | 704-687-7121 | mrc@uncc.edu](http://mrc.uncc.edu)
- [List of computer labs on campus](#)
- [Atkins Library Laptop Lending program](#)

University Center for Academic Excellence: At, http://ucaae.uncc.edu/ucae/ucae_aboutus.html, or the 3rd floor of the Fretwell building, you will find, “The UCAE consists of six units working in conjunction to attain a singular objective - to provide services, programs, materials, and academic support for students in order to satisfy, retain, and graduate them. Our units are: Tutorial Services, Supplemental Instruction, Building Educational Strengths & Talents (B.E.S.T.), Structured Study Groups, The Learning Lab, Students Obtaining Success (S.O.S.)”

UNC Charlotte Writing Resource Center: At, <http://wrc.uncc.edu/>, or at Fretwell 220 and Atkins Library 109 you will find, “**Mission:** Based on the view that knowledge is fundamentally social, the WRC fosters an environment of active, collaborative learning outside the classroom. The WRC provides one-to-one writing instruction to students, faculty, and staff from first-year to graduate in any discipline. Our goal is not to fix papers, but to develop better writers.”

Counseling Center at UNC Charlotte: At, <http://www.counselingcenter.uncc.edu/>, or at 158 Atkins Building, the Counseling Center, “supports the academic, personal, and interpersonal development of UNC Charlotte students by providing short-term individual and group counseling, psychological assessment, consultation for faculty, staff, parents, and students, and educational programs to the campus community.” And they “assist students with concerns of a personal nature by helping them develop better coping strategies, resolve conflicts and handle crisis situations. Typical concerns are depression, anxiety and stress, relationship issues, identity development, substance use problems, eating and body image issues.”

J. Murrey Atkins Library. Business Librarian: Ms. Angel Truesdale E-mail: adtruesd@uncc.edu

Office of Disability Services. The Office of Disability Services (DS) is responsible for ensuring access to academic programs and campus facilities for individuals with disabilities. Registration with DS is required for students who wish to receive accommodations. Registration is simple. Learn more about utilizing the support of the Office of Disability Services at: The Office of Disability Services is part of Academic Services. Academic Services at UNC Charlotte enriches the academic community by offering a broad range of initiatives promoting student success, ensuring access, and enhancing the educational experience of all students. Students or visitors to campus who need accommodations for a public campus event should contact the Office of Disability Services.

<http://ds.uncc.edu/> .

UNC Charlotte is committed to access to education. If you have a disability and need academic accommodations, please provide a letter of accommodation from Disability Services early in the semester. For more information on accommodations, contact the Office of Disability Services at 704-687-0040 or visit their office in Fretwell 230.

Veteran Student Services Office. The mission of the Veteran Student Services Office is the successful transition and retention of veteran students through outreach and advocacy. The Veteran Student Services Office strives to be a one-stop-shop for students utilizing Veterans Affairs benefits and any student with prior US Military service. The combining of the tactical responsibilities of the VA certification process with the strategic initiatives related to academic and individual support, advances UNC Charlotte's historical, and present-day, commitment to our military veterans. UNC Charlotte veterans are served by the Veterans Student Services Office (VSSO) in Barnard 103. The VSSO is part of the Dean of Students Office and joins the Veterans Affairs certification process and the outreach and advocacy functions conducted by the Dean of Students Office. Across the hall from Veteran Student Services is the Veterans Lounge in Barnard 108. <http://unccdsync.com/org/veteranstudentservices>

What is NinerCare? <https://ninerCare.uncc.edu/>

NinerCare is a network designed to bring together information in order to identify students who have demonstrated behavior of concern to members of the UNC Charlotte community. This network also allows UNC Charlotte staff and faculty to investigate and then determine if an identified student poses a potential threat to self, others, or the UNC Charlotte community. *NinerCare* helps to develop an objective, coordinated action plan to collect information, assist the student and protect the University community.

How Do I Tell Someone?

- If a student exhibits behavior that indicates an IMMEDIATE DANGER to self or others, call 911 or UNC Charlotte Police and Public Safety at 704-687-2200.
- If a student exhibits disturbing behavior or is disruptive, contact the Dean of Students Office at incidentreport.uncc.edu or 704-687-0345.
- If a student is exhibiting behavior that suggests psychological problems and you seek guidance on how to understand or respond to the behavior, contact the Counseling Center at 704-687-0311.

Diversity and inclusion

The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

This is a learning environment in which differing opinions are often based on differing experiences, upbringing and beliefs. We can learn from each other as you prepare to be part of a global workforce; take advantage now in the classroom on in your campus experience to see all

sides of an issue, meet all types of people, even if it means you must move out of your comfort zone to do so. Sometimes the best way to do this is to listen rather than speak, open your mind, observe, and consider all that you can absorb.

Academic Integrity

Students are responsible to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity. This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty.

The UNC Charlotte Code of Student Academic Integrity governs the responsibility of students to maintain integrity in academic work, defines violations of the standards, describes procedures for handling alleged violations of the standards, and lists applicable penalties. The following conduct is prohibited in that Code as violating those standards:

A. Cheating. Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.

B. Fabrication and Falsification. Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.

C. Multiple Submission. The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.

D. Plagiarism. Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge.

E. Abuse of Academic Materials. Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material.

F. Complicity in Academic Dishonesty. Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course will be adversely affected by academic dishonesty. Students who violate the code can be expelled from UNCC. The normal penalty for a first offense is zero credit on the work involving dishonesty and further reduction of the course grade. In almost all cases, the course grade is reduced to F.

Weather

Weather: POLICY STATEMENT #13: CAMPUS OPERATION IN ADVERSE WEATHER DURING OTHER UNUSUAL CONDITIONS: The University will operate on its normal schedules unless the Chancellor (or the Vice Chancellor delegate as described herein) publicly announces otherwise. Students, faculty members, and other employees will observe normal schedules unless the University is closed or classes are cancelled by such announcement. When no formal announcement has been made that the University will be closed or classes cancelled, but an individual student, faculty member, or other employee determines that observing the normal schedule would require hazardous travel, and acts on that determination, the following policies shall apply: a. Students may be allowed to make up the absences, at the discretion of the instructor;

The University Police and Public Safety will be notified to activate a recorded message for inquiries regarding the status of campus weather conditions. Telephone number **704/687-2877**; local media sources for closing information is posted on the website cited earlier in this section. *(The entire weather policy and related media sources for information is available at: <http://www.legal.uncc.edu/policies/ps-13.html>)*

Syllabus changes

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement by written or email notice.