

WORKPLACE ETHICS FALL 2009

Professor Alison Davis

3307 M Street, NW

Washington, DC 20057

Office Hours: By appointment

Course Description: The promotion of an ethical culture and corporate social responsibility have become critical roles for human resource professionals. This course will examine the interplay between human resources and ethics, and the importance of having tools to address ethical issues as human resource professionals. During this course, students will have the opportunity to explore the challenges of addressing ethical dilemmas in the workplace. We will look at specific ethical issues faced in the current environment in the United States and the global marketplace.

Course Objectives:

- Students will be able to understand and discuss the various theories behind ethical systems and how those theories apply to and influence HR-related situations.
- You will work in small groups on multilayered case studies to see the ethical dilemmas within typical HR-related situations.
- The course will present key questions to determine if your decisions are ethical.
- The course will also provide guidance for designing effective ethics initiatives.

Required Texts: Ethics In The Workplace: Tools & Tactics for Organizational Transformation. By Craig Edward Johnson. Sage Publishing, 2007. ISBN 1412905397 9781412905398.

Managing Business Ethics: Straight Talk About How To Do It Right (4th ed.). By Linda K. Trevino and Katherine A. Nelson. John Wiley & Sons, Inc., 2007. ISBN 978-0-471-75525-8.

Supplemental reading will be assigned during the term.

Grading: The following guidelines will be used to evaluate a student's performance for all assignments and examinations (Proper grammar usage and writing style are expected in all submissions).

There is no grade of D. + and – also may be used in grading.

A

- Consistently accurate referencing
- Grammar and spelling accurate
- Fluent academic writing style

- Consistently demonstrates independent, original thought and execution
- Excellent critical reflection on complex change theory and application
- Addresses the purpose of the assignment comprehensively and with imagination
- Analytical and clear conclusions; well grounded in literature and evidence
- Confident, convincing expression of argument
- Ability to analyze critically different sides of a complex issue
- Developed and justified conclusions using a comprehensive range of sources that have been thoroughly analyzed, applied and discussed

B

- Grammar and spelling accurate and writing fluent
- Referencing generally accurate
- Thoughts and ideas clearly expressed
- Ability to critically analyze the text, literature and other evidence; developing own ideas in the process
- Consistent understanding of facts and issues demonstrated
- Ability to analyze critically many sides of a complex issue/problem
- Has addressed the purpose of the assignment coherently and with some imagination

C

- Assignments show an attempt to organize in a logical manner
- Meaning apparent, but language not always fluent; grammar and spelling contain a number of errors
- Referencing is mainly accurate
- Evidence and arguments presented in a mainly descriptive manner
- Limited support for conclusions in evidence, literature or texts
- Attempts to demonstrate an understanding of the subject area, but aspects are confused or underdeveloped
- Some areas of the work show an attempt to be critical, but the approach is not consistent
- The purpose of the assignment is recognized only in part

F

- Presentation is disorganized and incoherent
- The meaning of the assignment is unclear with unacceptable grammatical and spelling errors
- Referencing is absent or unsystematic
- Literature and other sources of evidence are either not consulted or are irrelevant to the assignment
- Unsubstantiated/invalid conclusions based on anecdotes and generalizations
- Understanding of the assignment not apparent, work lacks a coherent framework, or subject is confused and underdeveloped
- No evidence of attempt to be critical, or recognize or address informational conflicts or differing viewpoints

- Submissions do not address the task requirements

A student who wishes to appeal a grade should consult immediately with the professor. If dissatisfaction remains, the student should meet with Dean Metzler. Further appeals must be filed in compliance with the University Grievance Policy.

Attendance: Students are expected at all meetings of the course. The SCS attendance policy is strictly followed.

Late Papers: Except in rare circumstances, late papers are not accepted. Requests for extensions must reach the professor no later than a week before the paper is due. In case of an emergency, this rule can be waived for cause with appropriate documentation.

Incompletes: Incompletes are given in only the most extraordinary circumstances and with appropriate documentation. When an incomplete is granted, a grade of “N” shall be granted until the work is handed in and then the grade shall be changed accordingly. In no case shall work submitted after **December 19, 2009** be granted an incomplete. The work must be delivered no later than 4 p.m. on that day. Failure to adhere to this rule will result in an F.

Citation System: Students may use APA or MLA style in all papers submitted in this course.

Turnitin.com: Students agree that by taking this course all required papers may be subject to submission for Textual Similarity Review to Turnitin.com for detection of plagiarism. All submitted papers will be added as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers in the future. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site.

**Grade
Distribution:**

Midterm	25%
Final	30%
Group Assignment	35%
Class Participation	10%

THE CONTENTS OF THIS SYLLABUS ARE SUBJECT TO CHANGE AT THE DISCRETION OF THE PROFESSOR. ANY CHANGES WILL BE MADE KNOWN TO THE CLASS AT THE EARLIEST POSSIBLE DATE.

Overview of Course:

The following is the general topical direction in which the course will proceed. However, from time to time, this direction may change as current events dictate, Please read all required texts or related materials prior to each class.

Syllabus modification notation: In rare instances, the syllabus might need to be altered, and as the professor, I retain the right to make said changes. In such instances, I will give notice of those changes to the class in a timely manner.

CLASSROOM DISCUSSION AND ASSIGNMENT SCHEDULE

Week	Reading Guide & Homework
September 5, 2009: Why Workplace Ethics?	Discuss: Trevino, Chapter 1
September 12, 2009: The Theories of Ethics	Discuss: Johnson, Chapters 1-3
September 19, 2009: The Value of an Ethical Corporate Culture	Discuss: Trevino, Chapter 2
September 26, 2009: Building an Ethical Framework	Discuss: Johnson, Chapters 4-6 Trevino, Chapter 9
October 3, 2009: Ethics in Hiring	Discuss: Johnson, Chapter 9 Trevino, Chapters 5-6 Assign: Group Project Teams
October 10, 2009: Rewarding and Punishing Employee Conduct	Discuss: Johnson, Chapter 8 Trevino, Chapter 7
October 17, 2009: Mid Term Exam	Complete: Mid Term Examination
October 24, 2009: Challenges of Dealing with Whistle-blowers	Discuss: Trevino, Chapter 3

Week	Reading Guide & Homework
October 31, 2009: Persistence of Discrimination and Retaliation	Discuss: Johnson, Chapter 8
November 7, 2009: Dealing with Economic Challenges	Discuss: Trevino, Chapters 4 and 8
November 14, 2009: Group Projects	Group Projects
November 21, 2009: When An Employee's Personal and Professional Lives Overlap	Discuss: Johnson, Chapter 8 Trevino, Chapter 5
December 5, 2009: Globalization of Ethics	Discuss: Trevino, Chapter 11
December 12, 2009: The New HR Role: Sustainability and Corporate Responsibility	Discuss: Johnson, Chapter 10 Trevino, Chapter 8
December 19, 2009: Final Exam Preparation	Final Exam Review <i>Final Exam will be administered in conjunction with University Schedule</i>

Assignments: Any homework assignments are due no later than the first 15 minutes of the class. Any work submitted after that time will be considered late and will not be accepted. **Unless specifically excluded by the professor, homework is expected to be submitted (even if it is not mentioned in class).** All assignments must be typed unless otherwise directed by the instructor. Homework assignments will be considered part of class participation.

Quizzes: The professor reserves the right to administer unscheduled quizzes, and they may be counted as part of class participation.

Make up policy: Homework – may not be made up. Assignments are due on the day established by the professor. Late work will not be accepted.

Exams – can be made up only if the professor has received advance notice and explanation of the student's absence. If you are not aware of your absence until the day of the exam (e.g. illness), please send the professor an e-mail. You also will need to provide verification of the reason for the absence. **Late exams will**

suffer an automatic one letter grade reduction unless an accommodation for the late exam was made.

Students with Disabilities Policy: Students with documented disabilities have the right to specific accommodations that do not alter fundamentally the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services among others. **Students must obtain an official letter from the Academic Resource Center (ARC) listing the exact accommodations needed.**

Students with disabilities should contact the Academic Resource Center (Leavey Center, Suite 335; 202-687-8354; arc@georgetown.edu ; <http://ldss.georgetown.edu/index.cfm>) before the start of classes to allow the office time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

Honor System: All students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor code material located online at: <http://gervaseprograms.georgetown.edu/honor/system/>.

The Honor Pledge

In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system;

To live out a commitment to integrity in all my words and actions;

To be honest in every academic endeavor;

And to conduct myself honorably, as a responsible member of the Georgetown community as we live and work together

To live out the ideals of Georgetown University I commit myself to be a person for others in my daily life, respectful of difference and disagreement;

To care for this venerable campus and all of those with whom I share it;

And to fulfill in all ways the trust placed in me to carry on the Georgetown tradition.