

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AFFAIRS

**REQUEST FOR INCLUSION OF A COURSE IN THE
GENERAL EDUCATION PROGRAM:
EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY**

DEPARTMENT/SCHOOL: MANAGEMENT COLLEGE: COLLEGE OF BUSINESS

DEPARTMENT CONTACT: JOHN L. WALTMAN

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1. Subject Code, Number, and Title: MGMT480 Management Responsibility and Ethics

2. Credit Hours 3

3. Course Description

Social, legal and moral pressures of external and community groups on business operations; management's role of responsibility and leadership in interacting with these forces, and reducing and resolving with them.

4. This course is (check one):

an existing course with no revisions (need not go through the input system)

an existing course with revisions (attach this form to Request for Course Revision form)

a new course (attach this form to Request for New Course form)

5. Check the General Education requirement this course is intended to meet. If the course is to be proposed for more than one requirement, submit a separate form for each one.

Effective Communication

Quantitative Reasoning (*QR designation*)

Writing Intensive (*WI designation*)

Perspectives on a Diverse World

Global Awareness

U.S. Diversity

Knowledge of the Disciplines

Arts

Humanities

Science

Social Science

Learning Beyond the Classroom (*LBC designation*)

- Self and Well Being
- Community Service, Citizenship, and Leadership
- Cultural and Academic Activities and Events
- Career and Professional Development
- International and Multicultural Experience
- Undergraduate Research

6. Rationale. Provide a concise, clear, jargon-free explanation of why this is a General Education course and how it fits into this specific area of the program. (The rationale should explain to students why they are taking the course. It should address both why it is part of the General Education program and why it fits into the particular category.) This rationale should appear on the general course syllabus provided here and should be included in specific course syllabi given to students.

The Writing Intensive communication activities woven into this course's activities will give you practical experiences that apply and reinforce the written and oral communication tools you'll need as a business professional for active, ethical participation in the global community. You'll communicate through individual written and oral presentations on business ethics and corporate social responsibility case studies. Additionally, you'll work on a case study report and a team project, and will keep a journal which lets you review and reflect on the readings, cases, and daily experiences that mirror (and occasionally) contradict what the course covers. Through staged written assignments in the project, you'll demonstrate your understanding and ability to apply and communicate what you have learned in this class as well as in other management courses in terms of human resource management and leadership.

7. Clearly and concisely explain how this course meets each of the General Education outcomes for the requirement checked in number five (all outcomes should be addressed). To do this, (a) list the General Education outcomes for the requirement and explain how the course meets each outcome; and (b) explain, in general terms, the method(s) of evaluation to be used in the course and how these methods assess the degree to which students have met the General Education outcomes for this requirement.

- **Develop and employ successful, flexible writing and reading strategies that support sustained inquiry in a discipline.**

Students enrolled in MGMT 480 evaluate relevant case studies in the areas of business ethics and corporate social responsibility during the term. Case studies, one major project which helps students develop the writing and reading strategies of the field—e.g., how to write concisely; how to analyze and report information-- were developed as a means to expose students to real world applications of the concepts being explored in the class. Through them, students get practice in resolving simulated business problems at little cost to a business (or career, when mistakes are made!). The case study report in this class is often prepared in memorandum form since the memo (and its modern equivalent the e-mail), are the most likely genre likely to be used in business. Assignments prepared for cases can be involve in-class discussions of the case with the instructor playing the role of facilitator and devil's advocate. Following these in-class discussions, students prepare memorandum reports to the case's decision m^s defending the decisions made. Often the in-class discussion explores the background and lays out the challenges in the case, but the written exercise

requires independent thinking. The questions answered in these memos are sometimes found at the ends of the case or may be assigned by the instructor.

The course's journaling ensures that students analyze and apply what they are learning to their own lives; this exercise helps sharpen introspection, particularly in the area of business ethics. As a basis for their journal entries, students use not only what is covered in class, but issues found in *Wall Street Journal*, *Business Week* and other recognized publications they will find useful in their careers.

As they develop their intensive corporate social audit report, students engage in a carefully staged project that involves several written steps and requires in-depth library research. Students submit an initial short proposal to the professor. Following this, they develop a draft proposal memorandum to be reviewed by their class colleagues and then use that feedback before submitting the proposal for final approval by the professor. Later a progress report provides a milestone for the project before its final submission.

The formal report process itself familiarizes them with the variety of business research indices available for secondary research in business. In addition, the project requires them to review and analyze SEC-mandated reports on the company including the SEC Form 10-k Annual Report and the Annual Report to Shareholders. Students also use interviews with company ethics officers and investment advisors as they develop their reports. The knowledge students gain from the corporate social audit is shared both through the written report developed as well as through oral presentations presented to the class.

The group element of this project is a realistic (real world) experience that is reinforced in most of the other courses in the COB requiring written projects. While an individual is often required to draft countless short memorandum reports, most long reports in industry will be done by a group. All of the often frustrating elements of a group project are replicated here as well to replicate what they will find in real world teams. Most group project assignments in the COB (particularly in Management) are preceded by discussions of the need for developing a working team that can deliver a quality project on time. This course's staged written assignments require the students to plan the project methodically. They move from a careful understanding of the overall task to a proposal to progress reports (a genre required in any management project) to the final report.

- **Use writing strategies that achieve the purpose(s) for writing and address the expectations of audience(s) within a disciplinary context.**

The corporate social audit report is designed to give students practice in writing for an executive audience. Its various elements and formatting mirror what professionals would expect. At least one class period is devoted to discussion of the report and includes instruction in appropriate inclusion of paraphrased and quoted material for building content credibility (the APA documentation model used for this report reinforces skills developed in earlier classes), as well as discussion of appropriate tone and style. The ancillary assignments focus on winning audience approval for the research project. Early in the overall process, the peer review of the preliminary proposal for this project, besides giving additional practice in writing, helps build critical skills as students are asked to evaluate another group's proposed project against the criteria set out in the assignment.

Audience analysis (sometimes also called constituent analysis) is something stressed in MGMT 202 (Business Communication) as well as this course. The audience for the social audit is both the instructor as well as the class members. As a result, we review the need to match the education level and the interest level of the intended audiences/constituents so that the report matches their needs. The practice in this is definitely career related and is presented as such.

- **Formulate research questions and employ strategies for researching and responding to those questions.**

The proposal for the course's intensive corporate social audit requires students to set criteria for assessing the quality of the corporate social response of the company being studied. The criteria are drawn from our study and discussion of the research categories. One of the best ways to start in setting these is to ask questions like "What can the corporation do to help employees?" Students will list various benefits (mental and physical health care, eyecare, life insurance, long term disability and the like). Then the discussion moves to what constitutes a good health plan. Some will settle quickly on its being no cost, but eventually they see that the plan's coverage and that coverage's relevance to the types of work done are ways to assess the quality of a plan (for example, a stress-filled occupation might call for mental health coverage).

Each group is then encouraged to develop ways to gather the information needed to answer these questions. At the same time, they are given guidance in the form of a review of how to use library resources. They are required to supply a preliminary bibliography with the proposal they submit. While a group might be writing on a relatively small corporation, published resources on that company's functional area ethics are available for review. Besides using conventional secondary sources, students are encouraged to use interviews with company ethics officers, something increasingly easier because of ethics hotlines and 1-800 access. The resourcefulness of students in finding information is admirable. In many cases, face to face interviews with local branches of the company give students valuable experience in accessing information on what can seem a sensitive topic (in two cases, the interviews for this project led to employment offers!).

For case preparation, early in the semester students are given general tools for both analyzing cases and reporting on the insights developed. Mentioned earlier was the general discussion of case preparation at <http://www.soc.ucsb.edu/projects/casemethod/guidelines.html>. Many text books will also provide guidelines. For the written portion of the assignment, any number of guides have been published. This site (<http://college.hmco.com/business/resources/casestudies/students/writing.htm>) is an example.

Many business cases bring the student to the case's decision point, the place where a decision needs to be made, and require the student to resolve the problem. This approach helps develop independent problem solving strategies, especially in terms of criteria setting as the student is asked to balance what are often conflicting interests in the situation. The actual outcome of the case is not as important as the one recommended by the student. Some cases will include the actual resolution of the case. Here, as well, the student is asked to evaluate that decision against often conflicting criteria developed from the current unit or from other companies. When done right, the case method shows students that few cookie-cutter solutions exist for complex problems.

- **Use discipline-specific genres to communicate information.**

Besides practice in preparing effective memoranda for the ancillary portions of the corporate social audit project, students prepare a full blown business report with the actual audit they perform. Elements of this include the memorandum of transmittal, executive summary, appropriate introduction, headings and documentation. The oral portion of that assignment is a professional briefing to the class as an audience of businesspersons. This requires the preparation and use of an effective PowerPoint Presentation. This latter medium, because of the spectacular technological effects that are possible, is increasingly misused; class time is devoted to detailing its use as a support medium rather than the main show that it sometimes becomes.

- **Understand conventions for communicating, disseminating, and interpreting information within a discipline**

The course reinforces the conventions for effective business communication taught earlier in MGMT 202, Business Communication, as well as in other courses in the business curriculum. These include using the appropriate business style as well as employing an impersonal, objective tone in the material. The conventions for formatting (e.g. appropriate headings, listings and bullet points) are also reinforced. Also stressed is the need to adapt the written material for appropriate oral presentation.

Particularly relevant to this course is the emphasis on sound documentation of the sources used for written material. The strong focus on ethical business practices makes careful quotation or paraphrasing and then documentation of research materials a must. To reinforce these skills, the basic rules for quotation and paraphrasing are reviewed.

Part of the initial discussion for the corporate social audit is devoted to a discussion of evaluation of published material for accuracy. While the accuracy of SEC-mandated material is generally sound, the quality of other published material needs to be considered. And, since such a project calls for some use of websites (including corporate, NGO and activist sites), students need to be able to determine their objectivity and applicability. To help with this, I devote class time to explore ways to assess the objectivity of online source material. Students are able to draw on experience, naturally, and (to name a few) they will cite the language used in the site, the presence (more frequently absence) of references to published sources, the relationship of the site to others put out by the parent organization as well as even the overall format/layout of the site.

- **Evaluation**

The instructor provides the principal means of assessment for the degree to which students have met the General Education outcomes for this course. Student work on the cases and the various elements of the corporate social audit report is evaluated against the criteria set out in writing for the assignment. For each assignment those criteria include adherence to format and style considerations as well as content and proper usage of conventional grammar and spelling (with the exception of the journaling assignment). Students needing remediation in these areas are required to seek help from one of the composition resources available in the university including the Writing Center. Carelessness in these areas impacts the overall grade both because it impacts the effectiveness of the message and because it harms the impression of competence being made.

In addition to adhering to standards of orthography, grammar, composition and formatting, written assignments must

- reflect good audience adaptation
- be focused on the assigned problem and
- be based on sound resources.

Students also participate in evaluation of the corporate social audit project. In one of the intermediate steps for this project, students from one group review the preliminary proposal for another. In their review they are asked to apply the criteria set for the assignment as well as pose any questions they see relevant. This step gives students the change for additional input, as well as insights into how others are approaching the problem.

Students also provide a self-evaluation report on the members of their own group. The evaluation is given on a point basis, and the average of points given becomes part (1/7th) of the overall grade for the assignment. This performance evaluation exercise is certainly relevant to Management majors and is useful for ensuring compliance with the group’s standards. Experience in the course has shown that students, while occasionally generous with point assignments, are also frank in their observations.

8. Attach a syllabus (1-inch margins and 10-12 pt. font). The syllabus must include the rationale from #6 above and clearly reflect the outcomes and methods of evaluation detailed in #7 above.

Please submit all materials in electronic form.

Action of the Department/College

1. Department

Vote of department faculty: For _____ Against _____ Abstentions _____



Department Head

Date

2. College

College Dean

Date

Action of General Education Advisory Committee

Vote of General Education Committee: For _____ Against _____ Abstentions _____

Chairperson, General Education Advisory Committee

Date

Approval

Associate Vice-President for Undergraduate Studies and Curriculum

Date

Management 480--Corporate Social Responsibility

**Winter Semester, 2006
MW 11:30-12:45, Owen 317**

Dr. J. L. Waltman, Professor
457 Owen Building
487-0323 (use voice mail if needed), or 487-3240
eCompanion site for course: <http://www.emuonline.edu>

Writing Intensive Designation

The Writing Intensive communication activities woven into this course's activities will give you practical experiences that apply and reinforce the written and oral communication tools you'll need as a business professional for active, ethical participation in the global community. You'll communicate through individual written and oral presentations on business ethics and corporate social responsibility case studies. Additionally, you'll work on a case study report, a team project, and will keep a journal which lets you review and reflect on the readings, cases, and daily experiences that mirror (and occasionally) contradict what the course covers.. Through staged written assignments in the project, you'll demonstrate your understanding and ability to apply and communicate what you have learned in this class as well as in other management courses in terms of human resource management and leadership.

All sections of this course use these written assignments, so all MGMT 480 courses bear the WI designation.

Office Hours

M W 9:30-11:30 a.m.; T 3:45-5:00 p.m. and by appointment. I also keep electronic, virtual office hours at <jwaltman@emich.edu>.

Text

Post, Lawrence and Weber, *Business and Society*, 11th Ed. Irwin-McGraw Hill, 2005 [Ned's and the Campus Bookstore have adequate supplies of this book]

Course Objectives

1. To identify and critically analyze current social and legal ethical problems related to modern business and be able to communicate your stand through class discussion, case study analysis, and introspection
2. To develop strategies that will enable a business to meet its economic and legal obligations while still being socially responsible
3. To identify current ethical dilemmas as they arise in the news, the workplace, or in the local community
4. To identify social and ethical threats emerging from rapid social and technological change

Assignments and Point Values

Initial memo and progress report (2 @ 25) 50

Proposal Memorandum	50
Corporate Social Audit*	300
Oral briefing on company	150
Essay exams (2 @ 125)	250
Class participation*	200
Reflective journal	100
Written case study	<u>75</u>
Total	1175

*50 pts. for individual evaluation of group and 250 points for group

**Includes end of chapter case studies

Hand in assignments on time; no **late assignment (including the company report) will be accepted.** Type (using a word processor, preferably) all out-of-class assignments following the format set out in class.

MGT 480 Syllabus, continued

Evaluation

Your final grade reflects your performance on the assignments and exams. During the semester, the grades will be on a point basis. You may tally your points at any time during the term to assess your performance. Letter grades use the 10 percent scale. Final grades will use the same percentage basis. Following is a list of where plus and minus grades fall on the scale:

- 93 and up A
- 90-92 A-
- 88-89 B+
- 83-87 B
- 80-82 B-
- 78-79 C+
- 73-77 C
- 70-72 C-
- 68-69 D+
- 63-67 D
- 60-62 D-
- 59 and below E

With each assignment, I set out the criteria used for evaluation of your work, and these include adherence to format and style considerations as well as content. This will particularly be the case with the Corporate Social Audit report. Proper usage of conventional grammar is one of the criteria applied to any assigned work. Edit and proofread assignments carefully!

If you find it necessary, help with English Composition skills is available in the English Composition Lab in Pray-Harrold Building on the main campus.

The essay exams for this course will reflect both class lectures and the chapters that accompany those lectures. The chapters will generally serve as a supplement to class lectures rather than be the sole basis for them. The first exam will be in class; the second will be a take-home exam due the scheduled time for the exam. It will include a case study report.

Excessive absences and erratic attendance work to everyone's disadvantage, especially you. These absences can result in a reduction of up to 10 percent of the final grade.

Your written and oral work for this class must be your own--not plagiarized (need I even say that in this class!). Plagiarism can result in a zero for an assignment or failure for the class. We will cover methods for avoiding plagiarism during the term. Follow those guidelines.

Class participation is quite important in this class. Participation is not mere attendance nor merely speaking on the topic. It really involves engaged discussion that reflects awareness and evaluation of that day's topics.

MGT 480 Syllabus, continued

Daily Syllabus, MGT 480 (subject to change with notice)

Winter, 2006

January

10 Introduction to course

12 Ch. 1, The Corporation and its Stakeholders **(sign up for eCompanion)**

17 **Corporate Social Audit Report Project assigned—initial memorandum posted on document sharing by January 21)**

19 Ch. 2, Business and Public Issues

24 Ch. 3, Corporate Social Responsibility

26 Ch. 4, Socially Responsive Management. **(Peer review of Corporate Social Audit due by January 27)**

31 Ch. 4, Cont'd.

February

2 Ch. 5, Ethical Dilemmas in Business. **(Proposal memorandum Due on Corporate Social Audit Project February 3)**

February

7 Ch. 5, Cont'd. **(First journal collection)**

9 Ch. 5, cont'd.

14 Ch. 6, Ethical Reasoning and Corporate Programs

16 Ch. 6, cont'd.

21 Ch. 6 cont'd

23 Ch. 6 cont'd. **(Short written case discussion due)**

(February 26-March 6: Winter Recess—no classes)

March

7 Ch. 9, Antitrust, Mergers, and Global Competition

9 **First exam**

- 14 Ch. 10 , Ecology, Sustainable Development, and Global Business
16 Ch. 14, Stockholders and Corporate Governance (**Second journal collection**)
- 21 Speaker on Shareholder Corporate Social Responsibility Resolutions
23 Ch. 15, Consumer Protection. (**Progress report on Corporate Social Audit project due**)
MGT 480 Syllabus, continued
- 28 Ch. 17 Employees and the Corporation
30 Ch. 18, Managing a Diverse Workforce
- April
4 Ch. 18, Cont'd.
6 Ch. 19, Business and the Media
- 11 Ch. 19, Cont'd.
13 Ch. 19, cont'd. (**Corporate Social Audit Report and individual evaluation of group due**)
- 18 **CSA Presentations(Take-Home Final Exam Case Study Assigned)**
20 **CSA Presentations (Third Journal Collection)**

21-26 Final Examinations

Accommodation for Students with Disabilities

In order to receive accommodation for this course, students with disabilities must register with the Access Services Office in 203 King Hall, 487-2470.

Reminder for F and J Visa Holders (i.e. international students)

Under the federal SEVIS (Student and Exchange Visitor) program, F and J visa holders have new requirements to report to the EMU Office of International Students (OIS), 229 King Hall. You have 10 days to report any changes in your name, residential address, academic status (full or part-time enrollment), program of study or completion date, student level (undergraduate to graduate), funding source (employment or graduate assistant position), or intent to transfer to another university. You may not drop or withdraw from a course without OIS approval. You must also report any probation or disciplinary action due to a criminal conviction.

Failure to report any of these changes within 10 days to OIS may result in serious consequences for the student (arrest and deportation) and the university (withdrawal of federal permission to enroll international students). If you have questions or concerns, contact the OIS at 487-3116, not your instructor.

Company Report: Social Audit

For this assignment, you will research your company's record of corporate citizenship (its corporate social response) during the past 3-5 years. You are looking for evidence of positive (and negative) policies and, more importantly, activities or performance showing the company's response to stakeholder expectations. Our book (p. 82) has a general model which I use as a springboard for this assignment. You might wish to look that over in relation to our assignment.

In your company report, I would like you to discuss the following four areas (under the third category is a list of subcategories to direct your research in that area):

1. Examples of ethical (unethical) business behavior as reported in the media
2. Discussion of the company's internal corporate commitment to enhancing ethical leadership
3. Discussion of the company's commitment to these stakeholders:
 - A. Community
 - B. Consumers
 - C. Employees
 - D. The environment
4. A discussion of the company's commitment and response to shareholders.

The written report that you submit will explore these areas in depth. For each person in class, I have listed a company chosen from for *Business Ethics*' magazine's top 100 "Best Corporate Citizens" for this year (the whole list can be found at <http://www.business-ethics.com/100best.htm>). I chose companies which I know have had stellar performances in this area. In assigning them to students, I used random order.

As you audit this company's corporate social responsibility/ethics, please remember that you need to be critical of what the company publishes about itself--test it against the public record. A company puts its best "face" on what it writes about itself. Also, be critical as you evaluate what others say about the company. Is it objective, or biased? Are all the facts there, or just one side? Healthy skepticism is at the heart of objectivity. Your final report should reflect that critical concern. Its tone should be similarly objective.

Base this report on authoritative and current research. Please use the handout you have been given to help you access the EMU library online. **Your final report must use at least ten periodical articles (the best source is likely the Wall Street Journal).** Failure to use this minimum will seriously impact your group grade. You may also use online material as well as the company's annual report and other company publications (keeping in mind their potential for bias), but you must use mostly published articles. You will document the final report (we will discuss format later in the term). In some instances interviews (including telephone interviews) with company officials may also be used, but the minimum number of articles must also be included. You will document the final report (we will review/discuss documentation format later in the term). In the final paper, paraphrase the material used in the report. I don't like too many quotations and don't want any long quotes.

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