



The REACH Program of Trinity International University

BUS 480R: Business Ethics

Student's Manual 3.0

“For whoever keeps the whole law but fails in one point has become accountable for all of it.”
James 2:10 (ESV)

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I. Course Description

BUS 480E - Business Ethics

An examination of values and ethical decision making with an emphasis upon the integration of faith and practice. The analysis of situations calling for moral thinking and reflections on one's life is the key element of the course. 3 credits.

II. Course Overview

In businesses around the world, there is a widespread lack of understanding about what constitutes ethical business behavior. Even on specific issues, and much less on methodologies for determining ethical behavior, consensus is difficult to achieve. Some even doubt whether absolute standards of ethics exist, leading to endless relative comparisons and the development of ethics based on circumstances.

This course is devoted to equipping people to deal with ethical problems in business and leadership. It relies on the Bible, while also utilizing secular perspectives as a way of understanding the world around us. In addition to knowing Biblical ethics, Christians need to recognize and understand other ethical systems that are common in the business environment. When faced with an ethical dilemma, to not act is in itself a decision of ethical weight. We live in an ethically-charged world with implications visible to others even when we would rather believe that our actions can be anonymous. How we respond is a testimony to our character and understanding of God.

III. Course Materials

1. Required

- a. Hartman, L. & Desjardins, J. (2008) *Business ethics: Decision-making for personal integrity and social responsibility*. Boston, MA: McGraw Hill Learning Solutions. ISBN 978-0-07-726403-1
- b. Johnson, C. (2009) *Meeting the ethical challenges of leadership: Casting light or shadow* (3rd ed.). Los Angeles, CA: SAGE. ISBN 978-1-4129-6481-4
- c. The Bible

IV. Course Policies

1. APA Documentation

All written work (e.g. worksheets/essay questions, reflection papers, final projects, etc.) in the REACH Program must conform to the APA parenthetical notation style (please consult *A Pocket Style Manual* listed above). This includes:

- an APA title page (including a running header and page number)
- an "Abstract" page with a 1-2 paragraph summary of your paper (an abstract is only necessary for your Applied Learning Papers, but not for your smaller assignments)
- In-text citations (with author(s), date, and page number (if applicable))
Note Well: Even discussion board postings and PowerPoint presentations, for example, must use in-text citations when you cite another person's work or ideas.
- a "References" page (it is not called a "bibliography")
- one inch margins
- 12 point font
- double spaced

Failure to use and cite others' work or ideas properly will lead to charges of academic dishonesty. See below for more information.

2. Academic Integrity

As a member of the Trinity community, we ask you to hold yourself and others to the highest standards of academic integrity and honesty. Violations take many forms, which include, but are not limited to, the following:

- Plagiarism: using another's work or ideas without proper documentation, which requires citing the author or authors' name(s), date of publication, and page number (if applicable)
- Cheating: using notes, books, or crib sheets during closed-book quizzes or exams, or copying from another's student's work
- Submitting Previous Work: submitting your work that was previously turned in for credit
- Ghosting: writing a paper or taking a quiz (or any other evaluation) in place of another student
- Aiding and Abetting: helping others to commit acts of academic dishonesty, or failing to report those who have or plan to commit dishonest acts

Faculty members will investigate all violations of academic integrity, whether deliberate or non-deliberate. If a violation is confirmed, the student may receive an "F" for the assignment and the course. In such a case, the student may not drop the course. The faculty member will document the case of dishonesty, explaining the incident and the action taken. The Associate Dean of Nontraditional Education will receive a copy of this report, and a copy will be placed in the student's file. In serious cases of academic dishonesty, the Associate Dean may choose to meet with the student and faculty member to review the case. Multiple violations may lead to a student's dismissal from the program.

3. Late Work

All assignments must be turned in on or before the date they are due unless otherwise arranged with the instructor.

4. Attendance Policy

Because of the accelerated and collaborative nature of the REACH courses, students are required to attend every class session. Missing a single class means a significant portion of contact with the instructor and the learning community has been lost.

For face-to-face courses, students missing one class session will be penalized between one-half and one full letter grade. Students missing two class sessions will receive an "F" for the course. Any student missing more than 30 minutes of a course session will be considered absent for the full course session.

For online courses, students must participate actively in class discussions and activities. Failure to do so will result in a grade reduction of one-half to a full letter grade at the discretion of the instructor.

5. Basic Writing and Speaking Proficiency

The REACH Program expects you to maintain basic standards of writing and speaking proficiency. If you believe you need support in one or both areas, please contact your academic advisor and/or use the resources in the following section.

V. Course Outcomes

“At the end of this course, the students will be able to...”

1. Understand the major teachings of Scripture concerning Business Ethics and leadership while being able to use the Bible to support those teachings.
2. Recognize and evaluate the important characteristics of alternative ethical systems encountered in a business environment.
3. Analyze personal, professional, and corporate ethical situations while applying decision making strategies that demonstrate sensitivity and an understanding of Biblical mandates.
4. Define the role of ethics in business and sustainable business culture.
5. Critique the ethical positions of other individuals while respectfully forming independent solutions to the same dilemmas.
6. Describe the implications of ethical decisions on further situations in the workplace and life.
7. Develop an ethical model of leadership and leadership practice for workplace success and excellence.

VI. Course Requirements

1. Worksheets (five @ 40 points each) = 200
2. Applied Learning Paper = 100
3. Participation = 55
4. Article Interactions (three @ 15 points each) = 45

Total Points = 400**VII. Grading Scale**

Your final course grade will be based on the total number of points that you earn throughout the course:

Percentage	Grade
92-100	A
90-91	A-
88-89	B+
82-87	B
80-81	B-
78-79	C+
72-77	C
70-71	C-
68-69	D+
62-67	D
60-61	D-
0-59	F

VIII. Course Schedule

Session One Overview

Outcomes for Session One

“At the end of this session, the students will be able to...”

1. Describe the use of ethical decisions in a business environment along with the tenants of personal responsibility.
2. Differentiate between legal responsibilities and ethical responsibilities as well as societal moral values and Biblically-mandated responsibilities.
3. Recognize the ability of any person to make ethically questionable decisions and discuss the reasons those behaviors maybe chosen as valid options.
4. Apply the lessons ethical leadership to real world business situations.
5. Understand Biblical mandates concerning ethics and ethical standards of practice and leadership.

Assignments Due for Session One

1. Read Hartman & Desjardins Chapters 1, 2, and reading 2-2
2. Read Johnson Chapters 1 and 2 including the case studies for each chapter
3. Micah 6:6-16
4. Complete Worksheet #1

Session Two Overview

Outcomes for Session Two

“At the end of this session, the students will be able to...”

1. Define the ethical tradition of utilitarianism, its effect on free markets, along with its strengths and weaknesses.
2. Describe the concepts of moral rights, legal rights, virtue-based character, and the Rawlsian theory or fairness.
3. Explain the role of culture on ethical climate in business and leadership structure, along with the external forces that forge culture including government, community, and internal mandates from shareholders
4. Recognize the role of ethical leaders in the formation of the evangelical church.
5. Apply ethical teachings concerning the characters of leaders’ personal situations in business recognizing patterns in successful and unsuccessful leaders.
6. Understand Biblical mandates concerning ethics and ethical standards of practice and leadership.

Assignments Due for Session Two

1. Read Hartman & Desjardins Chapters 3, 4, and readings 3-2
2. Read Johnson Chapter 3 including the case studies for this chapter
3. Complete Worksheet #2
4. Locate and print one article that addresses an ethical issue from a reputable news source. Compose a ½ page summary of the article and a ½ to 1 page discussion of the ethical issues addressed by this situation. Please relate your discussion of the article to the course reading at multiple points. Please attach a copy of the article to your typed discussion.

Reputable news sources include, but are not limited to:

- a. The Wall Street Journal Online - <http://online.wsj.com>
- b. CNN Online Edition – www.cnn.com
- c. MSNBC Online Edition – www.msnbc.com
- d. Business Week Online Edition – www.businessweek.com

Session Three Overview

Outcomes for Session Three

“At the end of this session, the students will be able to...”

1. Define corporate social responsibility (CSR), its benefits for business, and the motivations for adopting CSR.
2. Recognize the ethical dimensions of the employee/employer relationship.
3. Discuss the role of employer responsibility in making ethical decisions that affect the growth and decline of corporations.
4. Explain the role of diversity in the workplace and corporate environment.
5. Critique secular and Biblical perspectives on evil and their role in making proper ethical decisions.
6. Understand Biblical mandates concerning ethics and ethical standards of practice and leadership.

Assignments Due for Session Three

1. Read Hartman & Desjardins Chapters 5, 6 and readings 5-3 & 6-2
2. Read Johnson Chapter 4 including the case studies for this chapter
3. Complete Worksheet #3
4. Locate and print one article that addresses an ethical issue from a reputable news source. Compose a ½ page summary of the article and a ½ to 1 page discussion of the ethical issues addressed by this situation. Please relate your discussion of the article to the course reading at multiple points. Please attach a copy of the article to your typed discussion.

Session Four Overview

Outcomes for Session Four

“At the end of this session, the students will be able to...”

1. Explain the fundamental issue of privacy in the workplace along with its legal, moral, and business implications.
2. Recognize the biblical, legal, moral, and ethical concepts of privacy and its varied definitions.
3. Define the principles of ethical advertisement and marketing of varied products.
4. Discuss the issues of an individual business’s responsibilities in producing safe, quality products for consumers.
5. Critique business practices which cross-ethical boundaries in providing needed goods and services.
6. Describe the possibility of leaders to be ethically neutral.

7. Understand Biblical mandates concerning ethics and ethical standards of practice and leadership.

Assignments Due for Session Four

1. Read Hartman & Desjardins Chapters 7, 8 and reading 7-3
2. Read Johnson Chapter 8 and 9 including the case studies for these chapters
3. Complete Worksheet #4

Session Five Overview

Outcomes for Session Five

“At the end of this session, the students will be able to...”

1. Define the principles of sustainable development and business models.
2. Identify the responsibilities of businesses towards future generations.
3. Describe the role of a board of directors in ethical management of a corporation.
4. Discuss the place for stock incentives, trading, and gifts in business management and compensation.
5. Recognize the role of cultural diversity in the formation of ethical decisions.
6. Apply the principles of ethical leadership to real life scenarios.
7. Understand Biblical mandates concerning ethics and ethical standards of practice and leadership.

Assignments Due for Session Five

1. Read Hartman & Desjardins Chapters 9 and 10
2. Read Johnson Chapter 10 including the case studies for this chapter
3. Complete Worksheet #5
4. Locate and print one article that addresses an ethical issue from a reputable news source. Compose a ½ page summary of the article and a ½ to 1 page discussion of the ethical issues addressed by this situation. Please relate your discussion of the article to the course reading at multiple points. Please attach a copy of the article to your typed discussion.
5. The Applied Learning Paper is due one week after session five.

IX. Course Documents

Session One Documents

Worksheet #1

For each of the following questions or groups of questions, provide 2-4 paragraph answers. Your total word count should be a minimum of 1500 words and a maximum of 2100 words (5-7 pages, double spaced).

After reading Hartman & Desjardins Chapter 1, complete the following questions:

- #1-3, 7 & 8 from Questions, Projects, and Exercises

After reading Hartman & Desjardins Chapter 2, complete the following questions:

- #1, 2, 4, 6 & 7 from Questions, Projects, and Exercises

After reading Johnson Chapter 1, complete the following questions:

- #2, 3, 5 from For Further Exploration, Challenge, and Self-Assessment (p. 27)

After reading Johnson Chapter 2, complete the following questions:

- #2 & 3 from For Further Exploration, Challenge, and Self-Assessment (p. 58)
- What is a distinctively “Christian” ethic? In other words, what distinguishes a Christian ethic from other moral frameworks? Give examples where appropriate.

Session Two Documents

Worksheet #2

For each of the following questions or groups of questions, provide 2-4 paragraph answers. Your total word count should be a minimum of 1500 words and a maximum of 2100 words (5-7 pages, double spaced).

After reading Hartman & Desjardins Chapter 3, complete the following questions:

- #1-3, 5 & 6 from Questions, Projects, and Exercises

After reading Hartman & Desjardins Chapter 4, complete the following questions:

- #5, 7, 8 & 9 from Questions, Projects, and Exercises

After reading Johnson Chapter 3, complete the following questions:

- #1, 9, & 10 from For Further Exploration, Challenge, and Self-Assessment (p. 94)
- Read Matthew 22:34-40. Define the concept of “love”; do not merely give examples of love. What is the relationship between Christian love and ethics in the context of an organization?

Session Three Documents

Worksheet #3

For each of the following questions or groups of questions, provide 2-4 paragraph answers. Your total word count should be a minimum of 1500 words and a maximum of 2100 words (5-7 pages, double spaced).

After reading Hartman & Desjardins Chapter 5, complete the following questions:

- #1, 5, 6, & 8 from Questions, Projects, and Exercises

After reading Hartman & Desjardins Chapter 6, complete the following questions:

- #1, 3, & 8 from Questions, Projects, and Exercises

After reading Johnson Chapter 4, complete the following questions:

- #2, 6, & 7 from For Further Exploration, Challenge, and Self-Assessment (p. 126)
- What are the spiritual disciplines of a Christian (if necessary, perform an internet search)? What role should they have in the life of a Christian leader? What role do they have in your life?

Session Four Documents

Worksheet #4

For each of the following questions or groups of questions, provide 2-4 paragraph answers. Your total word count should be a minimum of 1500 words and a maximum of 2100 words (5-7 pages, double spaced).

After reading Hartman & Desjardins Chapter 7, complete the following questions:

- #1, 3, 4 & 6 from Questions, Projects, and Exercises

After reading Hartman & Desjardins Chapter 8, complete the following questions:

- #1, 4, & 7 from Questions, Projects, and Exercises

After reading Johnson Chapter 8, complete the following questions:

- #2, 3, 5 from For Further Exploration, Challenge, and Self-Assessment (p. 254)

After reading Johnson Chapter 9, complete the following questions:

- #1 & 8 from For Further Exploration, Challenge, and Self-Assessment (pp. 292-293)
- Read Acts chapter 10. What principles can you glean from this chapter regarding the way God views racial and ethnic diversity? How should those principles inform the way we interact with others in the context of organizations?

Session Five Documents

Worksheet #5

For each of the following questions or groups of questions, provide 2-4 paragraph answers. Your total word count should be a minimum of 1500 words and a maximum of 2100 words (5-7 pages, double spaced).

After reading Hartman & Desjardins Chapter 9, complete the following questions:

- #4, 5, 7, & 8 from Questions, Projects, and Exercises

After reading Hartman & Desjardins Chapter 10, complete the following questions:

- #2, 3, 4, & 5 from Questions, Projects, and Exercises

After reading Johnson Chapter 10, complete the following questions:

- #3, 4, & 7 from For Further Exploration, Challenge, and Self-Assessment (p. 332)
- Read Matthew chapters 5-7. Summarize his teaching in one paragraph. Hint: Are there one or more themes that run throughout his teaching? How does his teaching relate to organizational ethics?

Applied Learning Paper

Instructions

1. From the list of approved ALP topics (see below), choose an ethical issue of interest.
2. Compose an 8-10 page paper that accomplishes the following:
 - a. Summarize the topic, its significance, and explain the ethical issue/dilemma
 - b. Who are the key stakeholders? In other words, which people or groups might be affected by decisions regarding this issue? Who has the most power and who has the least power? Who has the most to gain and the most to lose?
 - c. Discuss, analyze, and critique the arguments on the various sides of the issue.
 - d. Discuss the issue from a Christian perspective. Cite and discuss specific biblical passages where appropriate.
 - e. Explain your position on the issue/dilemma (whether “for,” “against,” or a mediating position). Put differently, if you were a Chief Ethics Officer within an organization, how would you approach this issue? What policies would you adopt? Finally, give an extended rationale for your position using categories and concepts you learned in this course.

Note Well: The best work will incorporate course material and outside research throughout every part of the paper.

Criteria for Evaluation

Your instructor will clarify the assignment and evaluate your work using the document “Instructor Evaluation for Written Work.”

Approved ALP Paper Topics

1. Pre- and/or Post-Employment Drug Screening
2. Affirmative Action in Business
3. Intellectual Property Rights for Music and Data Files
4. Sexual Harassment in the Workplace
5. Ethics in Marketing
6. Ethics in Accounting
7. Ethics in Production
8. Other topics as approved by your instructor

X. Evaluation Forms

Instructor Evaluation for Written Work

Student's Name	Course Number BUS 480 R	Assignment Applied Learning Paper
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Specific Requirements	Percentage Distribution Determined by Instructor	Percentage Earned by Student	Instructor Comments		
Organization <ul style="list-style-type: none"> ▪ Introductionⁱ and Conclusionⁱⁱ ▪ Section Titlesⁱⁱⁱ ▪ Section Introductions and Conclusions^{iv} ▪ Organizing Words, Phrases, and Sentences 	5				
Research / Sources (pp. 91-102 ^v) <ul style="list-style-type: none"> ▪ Credibility (academic vs. non-academic) ▪ Number of Supporting Viewpoints ▪ Number of Opposing Viewpoints ▪ Primary Research 	10				
Discipline-Specific Knowledge/Content <ul style="list-style-type: none"> ▪ Explanation (restate, define, describe, illustrate) ▪ Analysis (reasons, causes, effects, purposes)^{vi} ▪ Critique (agree, disagree, strengths, weaknesses) ▪ Synthesis of Existing Ideas and/or Theories 	30				
Discipline-Specific Application <ul style="list-style-type: none"> ▪ Contextualization (individual, group, organization, sub-culture, culture, etc.) ▪ Recommendations (stop, start, continue, modify) ▪ Creation of New Ideas and/or Theories 	30				
Christian Worldview (and Other Worldviews) <ul style="list-style-type: none"> ▪ Use of Scripture (interpretation and application) ▪ View of Scripture ▪ View of God, gods, or Ultimate Reality ▪ View of Humanity ▪ View of Birth, Life, Redemption, & Death ▪ View of Creation/Origin, History, the Present, & the End Times ▪ View of Knowledge ▪ View of Ethics 	15				
Documentation (pp. 155-195) <ul style="list-style-type: none"> ▪ APA Paper Format ▪ APA Title Page (with Header) & Abstract ▪ APA Integration of Sources^{vii} ▪ APA "References" Page 	5				
Composition (pp. 1-90) <ul style="list-style-type: none"> ▪ Clarity and Concision ▪ Grammar, Punctuation, and Mechanics ▪ Voice (Academic vs. Non-academic) ▪ Tone (Assertive vs. Passive or Aggressive) 	5				
Total Possible		Total Percentage Earned by Student			
100%			x	=	

Explanatory Notes

¹ An effective introduction: (1) grabs attention through a quote(s), statement(s), statistic(s), question(s), and/or story, (2) states the thesis or claim (which needs to be clear, concise, arguable, & controversial(?)), and (3) previews/outlines the paper.

² An effective conclusion: (1) summarizes the paper and ties its main points together and (2) ends with final thought(s), question(s), quotation(s), warning(s), challenge(s), and/or action points.

³ Section titles are often as follows: Title of the Paper (not the word “Introduction”), Background or Organizational Context or..., (Main Sections of the Paper), and Conclusion.

⁴ Section introductions and conclusions are usually not necessary in shorter papers (e.g., 1-2 pages).

⁵ All page references refer to Hacker, D. (2008). *A pocket style manual* (5th ed.). Boston: Bedford/St. Martin’s.

⁶ Other categories for analysis include: assumptions, problems, solutions, and predictions.

⁷ There are three strategies for integrating sources into a paper: quotation, paraphrase, and summary.
