

Course Syllabus and Content Outline

EMEN 5080 - Ethical Decision-Making in Engineering Management

prepared by

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1. Purpose

To provide students with the ability to recognize ethical issues and dilemmas affecting managers in the workplace; understand various models and practices offering solutions to these issues; and understand how to create a culture of ethics and integrity in supporting and/or building a profitable, healthy, and responsible organization.

It is important to note that the primary focus of this course will be to assist the student in learning to use ethical processes by which to arrive at business decisions; as opposed to arriving at “correct” decisions, or decisions which are “right” or “wrong”. In the instances where most difficult decisions must be made in the day to day life of a manager / business owner / leader, the concept of “right versus wrong” tends to be simplistic and generally not applicable. Through the active participation in this course, the student will hopefully have the opportunity to examine many of these complex decisions before they must actually be made in ‘real life’.

2. Instructor

Dr. Jeffrey T. Luftig
Office: ECOT 414
Office Hours : Scheduled Times and Days Will Be Announced at the Beginning
of the Semester, When the Final Class Schedule is Established
Other Hours and Days by Appointment
e-mail : Jeffrey.Luftig@colorado.edu
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3. Textbook / References

The textbook for this course is *Managing Business Ethics : Straight Talk About How to Do It Right*, 4th (or most recent) Edition, by Linda Klebe Trevino & Katherine A. Nelson, John Wiley & Sons, Inc., New York, 2006.

4. Course Website

All students must register on the web at <XXXXXXXXXXXXXXXXXXXX> for access to eCompanion (look for the *register* link). ALL of the lectures and materials used in this course are contained on this website; all of the communication during the semester including announcements, due dates, etc. will take place via the ECollege website utilities.

A Note on e-Mail Addresses

When you register on ECollege, you can set your e-mail address to be sent from the course website to any address you choose. I know it can be a hassle to check multiple e-mail locations on a daily / regular basis, but may I suggest that you use your CU e-mail address for this purpose (e.g. typically, firstname.lastname@colorado.edu). If you do not know your assigned CU address, contact ITS (dial 5-HELP from any on-campus phone) and they will provide it to you. The reason I mention this is because in the past, I have sent e-mails to students with attachments of interest during the conduct of the course. In some cases, where students have used their work e-mail address, the e-mail goes through but the attachment is blocked. In some rare cases, fire-walled work systems, when blocking an attachment, block the associated e-mail as well, and provide no indication to the student that anything was sent out by me and subsequently blocked. It is *your* responsibility to be cognizant of any information sent via the course website by me to you, so it might be useful to use either a CU or at least personal e-mail address that will not present this sort of possibility.

5. Course Structure / Approach

The course topic outline which follows (7) identifies the proposed and tentative lecture topics which will be presented throughout the semester in order to allow the student to achieve the goals and objectives of the course.

For each topic covered, it will be the student's responsibility to:

- (a) have read any assigned material identified by the instructor *before* the corresponding lecture;
- (b) attend the lecture / debate session (on-campus students), OR review the lecture / debate session (distance students), OR (distance students) participate synchronously in the presentations / discussions;

- (c) actively and constructively participate in classroom discussions of the material through on-campus attendance, discussion posting boards on the course website, and/or synchronous conference calling technology; and
- (d) participate in each of the Case Study debates either as a Team Member or presentation consumer and evaluator.

The course requirements are as follows:

- (a) Each student will participate in a number of debate(s) associated with the Case Studies posted on the ECollege course website. Each Debate will be presented / argued by two teams, each responsible for presenting opposite positions. The teams will be assigned by the instructor, and will consist of a mix of on-campus and distance students. Teams will be reassigned from debate to debate, so students will hopefully have an opportunity to work on teams with a number of different members. The Teams will be assigned so that everyone has an opportunity to participate in the same number of debates. The number of debates that each student will ultimately participate in is dependent on the size of the class.

The Guidelines and Procedures for the debates are posted on the ECollege course website, and will be reviewed by the Instructor well in advance of the first debate.

Because there are no examinations associated with this course, and because the major application of the principles and materials discussed in this course can only be evaluated through the debate mechanism, there is atypical expectation associated with class participation, particularly on the part of distance students. Unlike all of the other courses offered in Engineering Management, this particular course will ***require*** *synchronous participation in the debates on the part of distance students (as well as the presence of all on-campus students assigned to a debate team when the assigned debate takes place)*. Unfortunately, there is no option or alternative which can be offered for this requirement; it is simply the nature of this course that this participation is required. Although it might seem at first that this requirement is not consistent with the value proposition of the EMP, please note that this class is an elective, and not a required course in the Engineering Management program. Therefore, the EMP still does not require anyone to participate in a course requiring synchronous attendance / participation as a distance student in order to earn their degree.

Therefore, the following attendance & participation guidelines will be employed:

On-campus students: will be expected to attend every session, and required to attend all debate sessions. If a student must miss a debate session where s/he is not a Team Member due to work or personal reasons, this will be regrettable but accepted as long as it does not occur too often. However, all on-campus students must attend all sessions where they are a Team member responsible for a presentation and debate. *There can be no exceptions made to this requirement.*

Distance students: a synchronous participation system has been set up to allow for the full (with the exception of video) participation of distance students in this course. Each session will be synchronously hosted by GoToMeeting.com. Prior to each debate, everyone will receive an e-mail from me providing you with a telephone number, meeting ID Code, and password to log in to the class session. While the telephone number is not toll free, the use of a cell phone should mean that you will incur no/minimal cost for the call. Joining the GoToMeeting session on your computer (there will be no cost to you for this) will mean that you will be able to see what is being presented, and your Team members will also be able to turn the session over to you on your computer as well. A video showing the procedure for logging into GoToMeeting and participating in the session will be posted on the ECollege website.

Utilizing the GoToMeeting and the audio call-in system in concert, distance students will be expected to:

- minimally, participate actively in every debate session where they are a member of one of the Teams. This should consist of no less than 2 or no more than 4 sessions (debates). This requirement is firm and fixed.
- hopefully, participate actively in all of the sessions where debates are taking place. This should constitute about 8 class sessions. This is desired, but not a requirement.
- if possible, participate actively in all of the class sessions. After the first class session, the GoToMeeting option will be available for all remaining sessions for the semester. Please dial in and participate in all of the sessions where you are able to do so.

If you are a distance student, and are not certain that you can fulfill the minimal participation requirement for this course, or know that you cannot do so, please do not e-mail me asking about alternatives or options; there are none. Simply drop the class and take another elective.

- (b) Each student will write a major research paper, which *must* be submitted electronically through ECollege in Microsoft WORD format. The length of the papers should be sufficient to cover the subject matter in a thoughtful, comprehensive, and high quality fashion. Guidelines for this paper are provided on the course website. Typically, to provide adequate coverage of the selected topic, the paper will require about 10 to 15 double-spaced pages, with standard (1") margins. The student is cautioned, however, that the papers will be read, not weighed; and that quality will be considered of greater importance than volume in the evaluation of the student's work. The final paper submission will be due one week before the last day of class. Papers completed early may be submitted prior to the due date.

This course will employ a rather atypical and unique approach to the paper, requiring two submissions (see the instructions on the course website). Briefly, the first submission will be made in the second week of class. This submission will constitute the initial section of the final research paper submitted at the end of the semester.

A Note on Academic Honesty & Plagiarism

The development of the Internet has provided students with historically unparalleled opportunities for conducting research swiftly and comprehensively. The availability of these materials does not, however, release the student from appropriately citing sources where appropriate; or applying standard rules associated with avoiding plagiarism. Specifically, the instructor will be expecting to review papers written by students drawing ideas and information from various sources (cited appropriately), presented generally in the student's words after careful analysis, synthesis, and evaluation. An assembly of huge blocks of other individuals' existing material, even when cited, does not constitute an appropriate representation of this expectation. Uncited, plagiarized material shall be treated as academically dishonest, and will result in an 'F' for the entire course. If the student is confused as to what constitutes plagiarism, he/she should review the CU Honor Code on this topic, and review the following excellent source:

<http://www.northwestern.edu/uacc/plagiar.html>

Papers submitted by any student, written in part or in whole by someone other than that student, shall be considered to constitute fraud under the University Honor Code, and result in the assignment of an 'F' for the entire course.

Students agree that by taking this course all required papers may, at the discretion of the instructor, be subject to submission for a Textual Similarity Review to Turnitin.com for the 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.

6. Grading

The final grade for the course will be assigned on the basis of the following weighting:

- Debate Performance (equally weighted depending on the number of debates in which each student participates; e.g. 2 debates per student would weight each debate grade at 35%)	70% Total
- Research Paper	30%

with participation taken into account in the calculation of the grades associated with the debates.

Specifically, for purposes of illustration, the final grade will be calculated as follows.

Assume for the moment that a particular student participates in a debate. Further, assume that the grades received for the debate are:

Instructor (weighted at 50%) :	A-	=	3.7
Class (Peers, weighted at 25%):	B+	=	3.3
Team Members (averaged & weighted at 25%):	A	=	4.0

Then the weighted debate grade for that particular student would be 3.675 (evaluation forms and guidelines for the debates are provided on the course website).

Each debate grade received and the final research paper is assigned a letter grade and GPA value (A+ is possible), which is converted by the ECollege Gradebook into a percentage based on a denominator equivalent to the gpa value of an 'A'. For example, a B is equivalent to a GPA value of 3.0. This value is divided by the value of an 'A' of 4.0, and converted into a value of 75%. B+ equals 3.3, and is converted into an 82.5%. An A+ would be 4.3/4 or 107.5%. To generate your final grade, ECollege multiplies each percentage by its weight, and generates a final cumulative percentage. You can determine your final grade by comparing your final cumulative percentage to the following table:

Final Weighted Percentage Earned - Low	Final Weighted Percentage Earned - High	Final Course Grade Equivalent
96.250	107.500	A
87.500	96.249	A-
78.750	87.499	B+
71.250	78.749	B
62.500	71.249	B-
53.750	62.499	C+
46.250	53.749	C
37.500	46.249	C-
28.750	37.499	D+
21.250	28.749	D
17.500	21.249	D-
< 17.50		F

For example, assume that a student participated in 2 debates, with grades of 3.675 and 3.700, respectively; followed by a 3.3 (B+) on the final Research Paper. The final cumulative percentage (fcn) generated by ECollege would be:

$$\begin{aligned}
 \text{fcn} &= ((35)(3.675/4.00)) + ((35)(3.7/4.00)) + ((30)(3.3/4.0)) \\
 &= 32.15625 + 32.375 + 24.75 \\
 &= 89.281 \\
 &= \text{A-}
 \end{aligned}$$

7. Presentations & Debate Sequence (Assigned Reading from the Textbook Associated with each Topic are Shown on this Table. Additional Support Materials and references are Presented on the ECollege Website within Each Topic / Debate Unit).

Topic	Presentation / Classroom Activity	Reading Assignments (Text) & Videos
An Overview of Ethics and Integrity in Society and Business & Industry	<p>Lecture 1: The State of Ethics and Integrity in Today’s Society</p> <p>CBS Video : 48 Hours “Truth and Consequences – Cheating in America”: Segment 1 Segment 2 Segment 4</p> <p>Hannity & Colmes Fox News Clip: ‘Free Speech at Columbia University’</p>	Chapter 1
	<p>Lecture 2: Applications of Ethics to Business, Management, and Decision-Making</p> <p>CBS Video: “Cashing In”</p> <p>CBS Video : 48 Hours “Truth and Consequences – Cheating in America”: Segment 3</p> <p>CBS Video: “The Price of Bananas”</p>	Chapters 2 & 3
Making Ethical Decisions – Models for Decision-Making	Lecture 3: A Prescriptive Approach to Ethical Decision-Making	Chapter 4 Videos: The Examined Life – 19, 20, 21

Topic	Presentation / Classroom Activity	Reading Assignments (Text) & Videos
Making Ethical Decisions – Models for Decision-Making (continued)	<p>Lecture 4: A Psychological Approach to Deciding What’s Right</p> <p>Presentation: Debate Guidelines and Procedures</p>	<p>Chapter 5</p> <p>Video: (Preparing for Your Debate) The Examined Life - 22</p>
Case Study #1 Debate	<p>The Case of the New Soft Drink (Ethical Responsibilities to Society vs. Ethical Responsibilities to Your Business & Employees)</p>	Chapter 8
Ethical Issues and Considerations in Managing Suppliers / Supply Chains	<p>Lecture 5: Ethics in Supply Management: A Presentation from the Institute for Supply Management™</p>	
Case Study #2 Debate	<p>The Case of the Unsafe Supplier (Where Does Your Span of Control & Ethical Responsibility End?)</p>	Chapter 11
Ethical Problems of Managers and Ethical Decision-Making in Day-to-Day Operations		
Case Study #3 Debate	<p>The Case of the Wrongful Termination (Managing Employee Issues)</p>	Chapters 6 & 7
Case Study #4 Debate	<p>Larry in Little Rock – Part 1 (Managing Employee and Customer Issues)</p>	

Topic	Presentation / Classroom Activity	Reading Assignments (Text) & Videos
Case Study #5 Debate	Larry in Little Rock – Part 2 (Managing Employee and Customer Issues)	
Case Study #6 Debate	Victoria Can't Work Here (Managing Customer Issues)	Chapters 6 & 7
Case Study #7 Debate	Lee & The Frequent Flier Salary Improvement Plan (Managing Employee & Customer Issues; Codes of Conduct)	Chapter 10
Managing for Ethical Conduct Internationally		
Case Study #8 Debate	The Case of the Oriental Carpet Purchasing Decision (Managing in a Global Business Environment)	Chapter 11 Video: The Examined Life - 18
Time Permitting: Case Study #9 Debate: Should We Take The Wildcat Strike?; Case Study #10 Debate: Mike's Late Night Dallas Incident		
Leadership and the Ethical Organization	Lecture 6: Ethics and Leadership	Chapter 9

8. Additional University Provisions Recommended for Inclusion by the Office of Undergraduate Education and the Engineering Management Program, University of Colorado – Boulder

- a. If you qualify for accommodations because of a disability, please submit a letter to me from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, or <http://www.Colorado.EDU/disabilityservices>
- b. Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, my expectation is that each student will review the policy details (http://www.colorado.edu/policies/fac_relig.html) and religious holiday calendar (<http://www.interfaithcalendar.org/>) during the first week of class, and by the end of the second week of class notify the instructor via e-mail as to what dates the student anticipates they will not be in class, and the religious holiday they will be observing.
- c. Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code
- d. All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Additional information on the Honor Code can be found at:

<http://www.colorado.edu/policies/honor.html>

and at

<http://www.colorado.edu/academics/honorcode/>

The faculty of the Engineering Management Program (EMP) believe that a culture of integrity is essential to both the long-term, personal success of our students and to the economies and countries in which they live and work. Therefore, EMP has created an Honor Code Violation Policy that specifies program-specific consequences for a second offense of the CU Honor Code:

EMP HONOR CODE VIOLATION POLICY

Any and all violations of the CU Honor Code in EMP classes will be reported to the Honor Code Council. As per CU's policy, the faculty member will determine the academic sanction for an offense. The CU Honor Code Council will determine any additional, non-academic sanctions. *This portion of EMP's policy is a restatement of the Honor Code policy approved by the CU Board of Regents.*

A second violation of the CU Honor Code by any Engineering Management graduate student will result in an academic sanction as decided by the faculty member and an automatic expulsion of the student from the Engineering Management graduate program.

- e. The University of Colorado Policy on Sexual Harassment applies to all students, staff and faculty. Sexual harassment is unwelcome sexual attention. It can involve intimidation, threats, coercion, or promises or create an environment that is hostile or offensive. Harassment may occur between members of the same or opposite gender and between any combination of members in the campus community: students, faculty, staff, and administrators. Harassment can occur anywhere on campus, including the classroom, the workplace, or a residence hall. Any student, staff or faculty member who believes s/he has been sexually harassed should contact the Office of Sexual Harassment (OSH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the OSH and the campus resources available to assist individuals who believe they have been sexually harassed can be obtained at:

<http://www.colorado.edu/sexualharassment/>

f. The Engineering Management Program (EMP) has a large distance learning population and, as such, many copyrighted materials are offered electronically to students. EMP has the responsibility to comply with the copyright law regulating distance education for a non-profit, state institution, i.e., the Technology, Education and Copyright Harmonization (TEACH) Act of 2002. It's the student's responsibility to comply with U.S. copyright law with respect to the use and sharing of the electronic materials (*this include the videos of class lectures*) provided within the program.

g. Appropriate Classroom Laptop Use

Although having a laptop in class opens up new learning possibilities for students, sometimes students utilize it in ways that are inappropriate. It is easy for your laptop to become a distraction to you and to those around you. Therefore, please refrain from instant messaging, e-mailing, surfing the Internet, playing games, writing papers, doing homework, etc. during class time. Acceptable uses include taking notes, following along with the instructor on PowerPoint, and other directed class activities, as well as working on assigned in-class activities, projects, and discussions that require laptop use.