



Course Syllabus for

BUS 40400-02M

The Societal, Legal, and Ethical Implications of Business Decisions (CRN 22150)



Time	Days	Where	Semester	Format	Instructor
3:00 – 4:15 pm	MW	Neff 333	Spring 2024	Hybrid	Dr. Zelimir W Todorovic

HOME PHONE: See “**contact-info**” in Brightspace

OFFICE: Neff 340L

OFFICE HOURS: Mondays 1:45 pm – 2:45 pm (Online)

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TEXT: Lawrence Anne T., Weber James, *Business and Society Stakeholders, Ethics, Public Policy*, 16ed., McGraw Hill Education, ISBN 978-1-260-04366-2

IMPORTANT NOTICE: This course uses multiple communication means including announcements. **Please make sure you enable announcements to e-mail in your brightspace account** (click on announcement tab, then notifications, and then click email box for all announcement forms). This is important since Brightspace will not notify you of announcements unless you so enable.

Course Objectives

- Know key terms pertaining to societal, legal, and ethical realms and their interrelation with business situations
- Diagnose problems in business decisions
- Understand how to handle situations requiring an understanding of ethics under conditions of ambiguity
- Learn to construct opinions based on factual knowledge
- Integrate theory with practical application
- Develop deeper business analysis and thinking skills

A quote from a Canadian Hockey Player:

“You miss 100% of the shots you never take” (Wayne Gretzky)

GENERAL DESCRIPTION

This course is intended to be a challenging and exciting course that promotes introspection without the grueling work and project assignment schedule. Today we function within the legal, societal, and ethical boundaries of our society. We often hear in the news of the consequences that become evident when companies cross ethical or legal boundaries.

This course, however, is more than just about ethical or legal boundaries. This class aims to help students develop deeper thinking patterns – patterns that students can also use in other areas of their lives. As a former entrepreneur and practitioner, I appreciate the need to fill one's team with people who can effectively think through a problem. The real world often requires decision making - without the full complement of information available.

This is a “big picture” course, a trait that makes it a truly different kind of course from many other business school courses. It is very likely that a few of your previous courses have been highly structured and related closely to a well-developed body of theory. Some provided quantitative techniques for students to engage, while others presented knowledge and specific skills the faculty believe students need to acquire. Students are expected to understand the philosophy of business management and how it relates to successful business administration. This often means discovering ways in which thinking precisely, accurately and outside the box can enrich all areas of students' lives.

This course is designed to help prepare students to function in the outside business environment. Consequently, professional behavior by the students, including timely material completion, regular attendance, and participation (online or in person) is expected. Because this course emulates real business environment, students **are intentionally exposed to ambiguity, including that of class design**. This may include introduction of cases, text/lecture discussion notes etc., without warning. This ambiguity is necessary for two principal reasons: (1) More closely emulate true business environment, and (2) allow students to develop greater flexibility and confidence dealing with change.

ONLINE AND HYBRID CLASSES

As most students understand online and hybrid (i.e., partial online, partial in person) classes have some unique challenges and opportunities. Online class is a much more difficult format and requires all of us to work together - more than in a regular person to person class. Your instructor has 20 years of experience in traditional class formats, and as such your instructor learned that many of the personal communication skills, body language and teaching styles do not transfer to online mode.

As a student, when you are in personal contact with the instructor, you pick up on many body movements and cues which communicate to you that your professors care about your learning. Lack of these cues in the online world, may often indicate to students that instructors don't care or are impersonal. Likewise, absence of these cues in online portion of this class, may lead to incorrect conclusions and require both instructors and students to be aware of them.

For that reason, your instructor prepared a video for you to watch, called **“Dr. T Entrepreneurial Course Orientation”** which will give you, by the way of introduction, more information about your professor's philosophy when it comes to online instruction. This applies to both fully online and hybrid classes.

Your instructor cares about this class and asks for your feedback as we together explore better ways of delivering hybrid instruction. To connect better with students, a static zoom meeting location has been set

up. Since this syllabus is also posted in a non-secure web environment, for security reasons, you will find specific details in separate document called “**contact-info**” in brightspace.

After extensive discussions with PFW students, this course is developed in the hybrid format with the intent of making education more accessible to working students, while not losing the benefits of in-person instruction. One way of looking at this course is that this course is essentially same as a regular course with the exception that all the theory lectures will be done online.

In 2004 I wrote a paper about a better way of educating students:

Todorovic, Z. W., 2004, The Framework of Static and Dynamic Components: An Examination of Entrepreneurial Orientation and University Ability to Teach Entrepreneurship, Journal of Small Business and Entrepreneurship, Vol.17(4), p.301).

This paper divides the material in any given course into two constructs: Static and Dynamic (later studies refer to the same constructs as Passive and Active paradigms). Since then, we have come to understand the existence of a third construct - interactive. Below is the table that shows these three constructs:

	Static (Passive)	Dynamic (Active)	Interactive
Example Activities	Reading, Lectures, Theoretical / Logical Paradigms, etc.	Presentations, Case Discussions, Theory Implementations, etc.	Student group forming, presentation planning, test / exam engagement.
Preferred Method	Online meetings	In-Person Meetings	On-Campus Meetings (Student group activities)
Perceived Benefits	<ol style="list-style-type: none"> 1. Able to view at most suitable time. 2. Able to rewind, go forward or review over and over. 3. Recorded at most effective time by instructor. 4. Does not require a trip to the classroom. 5. Does not include classroom disruptions. 	<ol style="list-style-type: none"> 1. Personal Interactions. 2. Dynamic outcomes unique to each situation. 3. Individual Ideas and Input. 4. Student – Instructor Interaction. 5. Ability to integrate local regional and cultural constructs. 	<ol style="list-style-type: none"> 1. A chance for students to express ideas in the security of student groups. 2. Enhanced ability for group development process to occur (Forming, Storming, Norming, Performing, and Adjourning). 3. Enhanced out-of-box thinking.
Main Goals	Knowledge, Theory, Memorization	Application, Adaptation, Comprehension	Experimentation/Independence Student thought development

As one can imagine, every course will have its unique balance of these constructs, depending on subject matter and course goals, structure, and design. Following are the meeting types that correspond to different constructs.

Online Meeting - These are lectures that are offered completely online, in pre-recorded and/or live segments as needed. Students do not have an obligation to come to the campus for these lectures. It is our plan to make these lectures available online after the assigned lecture times.

On Campus Meeting - These are meeting times designed to allow for in-person group development. This is very important since we have reduced face-to-face time in a hybrid class. Group presentations and dynamic group meetings are a part of this meeting type. In this class we generally use these types of meetings to develop presentation skills.

In-Person Meeting - These are traditional lectures held at the scheduled classroom on campus. Regular attendance policies apply. Students are EXPECTED to attend these lectures. In case a student cannot attend, student is expected to e-mail the professor AHEAD of the lecture time.

The above structure is designed to ensure that we do not lose in terms of quality of teaching, while enjoying the flexibility and benefits of on-line education technology.

GRADING FORMAT

Participation	10%
Group Report	25%
<i>Presentation (15%); Report (10%)</i>	
Quizzes (~1.0526 % per chapter).....	20%
Theory Exams (~2.368% per chapter)	45%
TOTAL	<u>100%</u>

(Not all grades are always shown in Brightspace)

GRADING SCALE

A+ = 97-100%	A = 93-96%	A- = 90-92%
B+ = 87-89%	B = 83-86%	B- = 80-82%
C+ = 77-79%	C = 73-76%	C- = 70-72%
D+ = 67-69%	D = 63-66%	D- = 60-62%
	F = <60%	

PARTICIPATION

Participation in an online course often takes on a different format than it does in an in-person or hybrid course. Nonetheless, participation, although in a different format, is still very important. Participation includes but is not limited to timely viewing of the lecture material, timely completion of quizzes and exams as well as timely review of the required material. Further, student’s involvement in the forum discussion of different cases discussed in class may also use to establish the participation grade.

Forum Discussions – As indicated above, forum discussions may be used to evaluate student participation grade. Please remember that forum discussions are meant to serve the purpose of information exchange,

and thereby further learning from other's insights. If you disagree with another person's ideas, please remember to stay to the issues, and do not engage in personal attacks or offensive observations against the other person or their values.

TEXTBOOK ASSESSMENT

RESPONDUS LOCKDOWN - Considering that we are using "Brightspace" for remote exam administration, I added a Mandatory Practice Quiz that I expect everyone to complete by end of first week of the class. The need for this practice stems from the fact that we require RESPONDUS LOCKDOWN BROWSER for all quizzes and exams in this class.

You can download the Respondus Lockdown Browser at the beginning of the practice quiz. To make sure you can take care of any technical issues, you have unlimited attempts in this practice quiz. Further, this exam which uses actual questions from chapter one, will not count for your grade, but it will give you good practice and exposure to test taking in this course.

For any technical issues please contact Purdue Fort Wayne University IT Department. Please ensure all technical issues are out of the way before starting your actual quizzes and exams. It is the policy in this course to not make any grade or re-testing allowance for technical issues.

Note About Testing Philosophy – Please note that tests are inherently weak assessment instruments. To help majority of students, we use specific "open-book" testing approach. Open-book approach in this class means you can use your notes but not textbook. In order to bypass potential misuse of the open book system, however, all tests are time limited. Time limited activities, either in class or in business world, may in some people create extra stress. To alleviate this potential stress, all students are asked to keep in mind - and utilize as needed - the MULTIPLE attempts that are a part of current test design. Please remember that the highest attempt will count as your final score.

QUIZZES - Students will be expected to do their quizzes at the time specified in the course schedule shown (later in this document). Quizzes are designed to help students evaluate whether they mastered the material from the textbook before they take the formal theory exam. As such, quizzes count for much less than the exams, and as such are meant to prepare the student for the exam. Please use each quiz to evaluate which parts of the textbook you may need to review. Students are strongly advised to use all available attempts available to continuously appraise their knowledge of the material. Please see the Brightspace description for further details and for the final quiz schedule.

THEORY EXAMS – Once students have had a chance to take the respective quizzes and assess their knowledge, students are expected to take multiple theory exams in this course using Brightspace. Theory exams are the main instruments ensuring students have a good comprehension of material before proceeding further. This approach is important as the textbook continues to build on previously discussed insights from earlier chapters. To make a "level playing field" theory exams questions are randomly drawn from the same question pools as are the quizzes. Theory exams will not introduce any new questions that were not a subset of the quiz exam pool. Please remember that all these tests take random questions from the pool set, so no two tests use the exact same groups of questions. This is another reason why students are strongly encouraged to utilize all the available attempts. Please see the Brightspace description for further details and for the final schedule.

IMPORTANT TO REMEMBER – *As mentioned earlier, in this class you are expected to use quizzes to evaluate your comprehension of each chapter. After taking a quiz, before doing an exam on the same*

section, you are encouraged to strengthen your weak areas and thereafter take the exam. Exams, which are structured similarly to the quizzes and use the same question pools, have a greater weight and count much more towards your grades.

APPLICABLE POLICIES – The following are the policies that apply to all the assessment in this class to both quizzes and exams. Both quizzes and exams are:

- Open book and time-limited tests done through the Brightspace
- Composed of predetermined number of questions randomly selected for each student by a computer from the question pool.
- Will allow up to **three attempts** for every quiz and **two attempts** for every exam.
- Will have the **highest score/grade** of the various attempts applied as your grade for that quiz/exam. For this reason, students are strongly encouraged to use all available attempts.
- If you were to miss one quiz or an exam, you will NOT get a “0” but rather an average of two other exams minus the penalty. Penalty sharply increases with a second missed test!

GROUP PROJECT

Group involvement in a hybrid class (just like in a virtual or hybrid working environment) has some challenges in terms of the group dynamics. Students are encouraged to start on their group projects as soon as possible. Your Instructor will divide the class into groups - similar to what happens when you join a new company. Each group will be assigned a comprehensive case. For ease of access all your cases are from the back of the textbook.

It is extremely important for students to be exposed to group dynamics, dealing with issues and challenges in a supportive growing environment (like our class) - as opposed to facing the same challenges in a professional environment later in life. If you experience any group dynamic issues in your group, please realize that group development process is what your group is going through. The following are the stages of group development process:

1. **Formation:** This stage represents the organization of the group, or the process of your group being put together. Often you will not have any choice of who is put into your group in a real-world business environment.
2. **Storming:** This stage marks the period of significant conflict between group members. There may be multiple members who try to lead the group resulting in often substantial conflicts. These conflicts are often a part of group growth and development and should not be seen as negative events. As a result, students should focus on developing constructive strategies to deal with conflicts.
3. **Norming:** This stage involves group members accepting the strengths and weaknesses of other members as well as themselves. Further, group members will become more accepting of the alignment of those group assets (i.e., member strengths) for the purposes of group success.
4. **Performing:** This is the stage that the group performs very efficiently in and is very united and effective. This is the stage you want to reach as a group.
5. **Adjourning:** Group dissolves or ceased functioning because it is no longer needed.

It is very important for students to understand that managing your group is a necessary skill in today’s work environment. In this class you are intentionally exposed to group dynamics and potentially conflict

to facilitate the development of group management skills.

GENERAL COMMENTS ABOUT THE FINAL REPORT - Each group is expected to do a professional verbal presentation in class. Following the feedback from local leaders, this course focuses on the presentations skills as central skillset for students to conquer. All students must be materially involved with both presentations and the report. Incorporating the information/feedback students receive in the practice presentation, students will develop the final presentation and the written report – which will be graded.

PRACTICE PRESENTATION – All Students groups are asked to do a practice presentation on their real-life case that is **no more than 10 minutes in length**. Students are to take a role of consultants providing advice to the company in question. Presentations will be done live in classroom session with all other group members and the instructor present. Students will receive feedback immediately by the instructor. Practice presentation, although not being graded, is expected to exhibit ALL the characteristics of a final professional presentation. Failure of a group to prepare a near “professional quality presentation” may reflect negatively on student participation grades. Students are asked NOT to make any written submissions as the experience has shown that significant changes are made to the written report after first practice presentation.

FINAL GROUP PRESENTATION – Presenting from the perspective of a consultant, students are asked to incorporate personal insights, insights gained in this class, and insights from the practice presentation (discussed above) to present a client with a professional, actionable, engaging verbal presentation on the topic of their specific case. This presentation is **not to exceed 10 minutes** in length.

Students may be surprised that the presentation carries more weight than the report, however, there are significant reasons for this. First, business leaders and practitioner have repeatedly told us that our students “just can’t present”. Second, in most real-life situations, if you cannot present your ideas effectively, no one will read the report either. Third, all too often our students are not very equipped to correctly utilize body language, voice tones, group dynamics and sales and closing techniques when they engage in formal business communication.

Whether you are trying to “sell” your audience on the correct ethical choice to be made or on a new product – communication strategies are very similar. Albeit one may consider online format more difficult for presentations, most of the tools used in in-person presentations may be also used (in some cases more effectively) in online presentations. Online presentation skills may be even more important going forward as virtual office attendance has made an increased advent in today’s business environment.

FINAL WRITTEN REPORT - Whereas you may be used to doing very long reports, in the business world – unlike the academe - short reports are the order of the day. Students must realize and recognize that doing a shorter report is actually harder and more beneficial as a training tool than writing long, winded reports. **All groups will be limited to reports of 1000 words in length** (or 4 double-spaced pages) excluding exhibits. All the reports will need to use Times New Roman font, with 12 pt. font and 1” margins. Students who submit long reports may lose points for the report length. Reports need to be submitted at or before the final presentation. Reports also need to be emailed before the final presentation and should use the following naming convention: “404-online-case name (9 characters max for the name)”. Your final group mark will reflect both the presentation and the written report!

Final Written Reports will NOT be reviewed before their final submission at the time of the final presentation. It is expected, however, that the presentation feedback will be also very useful to students during the written report development.

Helpful Advice – Throughout the years a few similar concerns have been identified, which are listed below:

- *Never present information that the client already knows*
- *Always use Power Point with your presentation*
- *Make sure your Power Point Slides are not overcrowded*
- *Make sure you go to the root of the problem (keep asking “why”)*
- *Change presenter often.*
- *Make sure every presenter is well practiced and knows their way around the group report*
- *Make sure your recommendations are specific enough to be actionable*
- *Both final presentation and final report are due as per syllabus schedule (later in this document)*
- *If you want to receive extra feedback on your project from the instructor, please reach out early. NO FEEDBACK will be provided 7 days before final presentation (due to work loads involved)*

Please note that in order to reduce social loafing, all the **group members will be asked to (a private) peer review** all other members of the group. Peer reviews may be used to adjust the individual performance and participation grade of every group member. Students are advised to be careful to contribute to their groups.

OTHER

Students are responsible for all the material in the textbook, cases and classroom discussions. Students are advised to check the course resources (website/brightspace) 24 hours before each class. Email will be used to communicate any changes in topics, meeting times or events. As much as all effort has been made to describe this course in this syllabus, nonetheless, it is subject to change at the sole discretion of the instructor.

ACADEMIC INTEGRITY

The Academic Honor Code will be in effect throughout all aspects of this course. All violations of the university’s policy on academic integrity will be dealt with swiftly and fairly. Students found guilty of academic dishonesty, which includes (but not limited to) cheating, plagiarism, or collusion, are subject to disciplinary action. For detailed information on academic integrity, refer to the university’s Academic Honor System.

STUDENTS WITH DISABILITIES

The University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek academic accommodations should register with and provide documentation to the Student Disability Resource Center (SDRC) and bring a letter to the instructor from the SDRC indicating the approved academic accommodations. This should be done within the first week of class.

DIVERSITY AND NONDISCRIMINATION

Purdue University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the university seeks to develop and nurture diversity. The university believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. IPFW prohibits discrimination against any member of the university community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a disabled or Vietnam-era veteran (see

Week	Class Schedule	
	Monday, January 8, 2024	Wednesday, January 10, 2024
1	Introduction to the course, orientation and course preview	Initial group formation (please read material in INTRO Folder in Brightspace)
	Monday, January 15, 2024	Wednesday, January 17, 2024
2	Online Lectures: Chapters 1 and 2	Online Lectures: Chapters 3 and 4
	Monday, January 22, 2024	Wednesday, January 24, 2024
3	Online Lecture: Chapter 5 and 6 **Quiz 1 - Chapters 1 through 6 inclusive (please see brightspace for details)**	Online Lecture: Chapter 7 and 8
	Monday, January 29, 2024	Wednesday, January 31, 2024
4	In class discussion (To Unlock your phone: Personal Privacy or National Security, p259)	In class discussion (Should Facebook be Regulated, p158)
	Monday, February 5, 2024	Wednesday, February 7, 2024
5	**Exam 1 - Chapters 1 through 6 (inclusive - taken in the classroom) ** Online Lecture: Chapter 9 and 10	**EXAM 1 Retake – (Ch. 1 through 6 inclusive - taken in the classroom)) ** Online Lecture: Chapters 11
	Monday, February 12, 2024	Wednesday, February 14, 2024
6	Online Lectures: Chapter 12	Online Lectures: Chapter 13
	Monday, February 19, 2024	Wednesday, February 21, 2024
7	In class discussion (Volkswagen's "Clean Diesel" Campaign, p324)	In class discussion (Hydraulic Fracturing, Can the Environmental Impacts be Reduced, p234)
	Monday, February 26, 2024	Wednesday, February 28, 2024
8	**Quiz 2 –Chapters 7-13 inclusive (please see brightspace for details)**	Online Lectures: Chapter 14
	Monday, March 4, 2024	Wednesday, March 6, 2024
9	Enjoy your well-deserved SPRING BREAK	Enjoy your well-deserved SPRING BREAK
	Monday, March 11, 2024	Wednesday, March 13, 2024
10	Practice Presentations –ALL Groups / Projects	Practice Presentations –ALL Groups / Projects
	Monday, March 18, 2024	Wednesday, March 20, 2024

11	**EXAM 2 –Chapters 7-13 (inclusive - taken in the classroom)**	**EXAM 2 Retake – (Ch. 7 through 13 (inclusive - taken in the classroom)**
	Monday, March 25, 2024	Wednesday, March 27, 2024
12	Online Lecture: Chapter 15	Online Lecture: Chapter 16
	Monday, April 1, 2024	Wednesday, April 3, 2024
13	Practice Presentations –ALL Groups / Projects	Practice Presentations –ALL Groups / Projects
	Monday, April 8, 2024	Wednesday, April 10, 2024
14	Online Lecture: Chapter 17 and 18 **Quiz 3 – Chapters 14-19 inclusive (please see brightspace for details)**	Online Lecture: Chapter 19
	Monday, April 15, 2024	Wednesday, April 17, 2024
15	**EXAM 3 – Chapters 14-19 (inclusive - taken in the classroom)**	**EXAM 3 Retake – (Ch.14 through 19 inclusive - taken in the classroom)**
	Monday, April 22, 2024	Wednesday, April 24, 2024
16	Final Presentations - ALL Groups / Projects	Final Presentations - ALL Groups / Projects
	Monday, April 29, 2024	Wednesday, May 1, 2024
17	***** Wrap Up As Needed***** (This course has no final exam)	***** Wrap Up As Needed***** (This course has no final exam)

NOTES:

Red lettering - On Campus – Signifies weeks in which student attendance is expected for a lecture / discussion.

PLEASE NOTE:

1. All quizzes and exams are from the same material, and both are mandatory. Quizzes carry much lower weight and are to be used by students to evaluate their understanding of the class material.
2. Both quizzes and exams are administered in a blackboard in a classroom on campus.
3. **Exam proctor may remove (ignore) your attempt if you are observed taking your quiz/exam and you are not present in class.**
4. No student will be added extra exam attempts. If your attempt is ignored by the proctor for remotely doing your exam, such ignored attempts will **NOT** be restored!

OTHER: All video cases are supplied by the instructor and are may not be listed in the schedule above.