

**Winter Syllabus  
College of Business & Administration  
MGT 300.01: Business Integrity  
Winter, 2002**

**I. COURSE INFORMATION**

**Professor:** Dr. Joseph A. Petrick  
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**Office Hrs.:** Tuesday 2:00 - 5:00 PM  
Thursday 2:00 - 5:00 PM  
Other times by appointment

**Meeting:** Tuesday & Thursday, 11:00 – 11:50AM, 058 Rike Hall  
January 3 to February 5 (5 weeks)

**Professor:** Your professor has co-authored four books: Total Quality in Managing Human Resources, Total Quality and Organization Development, Management Ethics: Integrity at Work, and Managing Project Quality. He earned his Ph.D. from Pennsylvania State University as a Woodrow Wilson Fellow and his MBA from the University of Cincinnati, with graduate studies at the University of Bonn in Germany and the University of Tokyo in Japan. He has been a National Baldrige Quality Award Examiner, an Ohio Award for Excellence Examiner, and a Quality Dayton Examiner. Dr. Petrick travels extensively domestically and globally providing quality performance and business ethics consulting services. He cares about improving the quality of U.S. business education and student personal/professional development.

**II. COURSE DESCRIPTION AND LEARNING OBJECTIVES**

**II**

- A. *Course Catalogue Description:*** Key ethics theories and professional development resources that constitute business integrity; domestic and international business cases analyzed with practical tools that strengthen individual moral awareness, judgment, character, and conduct, and develop collective integrity-building skills.
  
- B. *Course Learning Objectives:*** Students who pass this course will enhance their moral awareness and judgment in handling business ethics' issues and demonstrate a minimum of 60% proficiency in the following learning outcomes:

1. to analyze any given ethical situation in terms of the ethical framework discussed in class
2. to recognize the way in which context and character affect business integrity.

### III. COURSE REQUIREMENTS

#### A. Business Ethics Case Study Analysis

To fulfill the first course objective, one individual written "take-home" business ethics case study analysis is required, using the structured analytic framework discussed in class.

The *individual "take-home" case study* is to be a business ethics case from your major field(s), e.g., accounting or marketing, selected from the Catalogue of Business Ethics' Cases By Major (CBECBM) provided by the professor or approved cases obtained from selected business ethics textbooks (indicated in the bibliography) or from the electronic resources cited in Robert Frederick, ed. (1999). *A Companion to Business Ethics* (Oxford: Blackwell Publishers) that you analyze and resolve on a "take-home" basis using the structured framework provided in class. (See the sample completed case study analysis provided by the professor for guidance). All "take-home" case studies are to be typewritten and follow the format of the structured framework of moral analysis provided in class.

Grading criteria for the case study include: (1) adequacy of the moral awareness of business ethics' issue(s) and the extent to which they impact all stakeholders; (2) adequacy of the causal analysis of the business ethics' issue; (3) adequacy of the proposed resolution, its implementation and evaluation, and its ongoing improvement processes; (4) soundness and relevance of moral arguments in both analysis and resolution of business ethics' issue; and (5) clarity and order of written submission. *The individual "take-home" case study rough draft is due on January 17; the final version is due on January 24 and is worth 100 points.* The edited first rough draft must be turned in with the final version.

#### B. Work Context/Character Expectations That Support Business Integrity

To fulfill the second course objective, a group presentation on work context/character expectations about preferred work group virtues and organizational ethics' systems that build personal/group character and support business integrity is

required. Work group character and organizational ethics' systems can help us become better people in civil workplaces that contribute to business integrity capacity or they can serve to erode our character, coarsen our workplace and diminish business integrity capacity. Too often business students and employees feel victimized in work organizations without a meaningful choice to move beyond sullen cynicism (the Dilbert syndrome). This is an opportunity to voice your explicit expectations about a preferred workplace that is more likely to exhibit and expand business integrity.

The class will divide itself into five dialogue groups as follows: (1) Intellectual Virtue/Capital-System Group; (2) Social Virtue/Capital-System Group; (3) Emotional Virtue/Capital-System Group; (4) Moral Virtue/Capital-System Group; and (5) Political Virtue/Capital-System Group. Each of these groups represents part of the human character capital of a firm, and it is through the development of work group character and organizational systems as intangible assets that a business builds its integrity capacity to gain sustainable competitive advantage.

The task is to use the Business Integrity: Work Context/Character Resource Folder (BIWCCRF), provided in class along with dialogue processes (i.e., non-adversarial speech with win-win outcomes), to identify and elaborate on: (1) specific group virtues by category (e.g., trust as a social virtue/capital in the workplace) that can build group/personal character and enhance workplace civility and (2) identify and elaborate on specific elements of either compliance based or value based organizational ethics' systems that support business integrity capacity. Groups are expected to use personal experience, informal professor feedback, moral imagination, collaborative sharing, the BIWCCRF resources, and dialogue processes to articulate their expectations about preferred work group virtues and organizational systems that will support business integrity.

Groups will be given some class time to prepare for the presentation. *The professor will provide a sample group report for guidance.* Each group presentation is to be 15 minutes long, follow the instructor guidelines, and use PowerPoint formats (which are to be input and turned in both in disk and hard copy formats at the time of the presentation) to convey the group recommendations before the whole class. Final oral presentations are to occur on the final two days of class on January 31 and February 5.