MG 650
Ethical Leadership in
the Global Economy

Syllabus and Assignment Materials

[Please do not use substantive elements without appropriate attribution]

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Boston University Questrom School of Business

ASSIGNED READINGS:

➢ Handouts posted on QuestromTools ("Chapters" refer to Hartman, DesJardins, MacDonald, <u>Business Ethics, 3rd Ed.</u> (Burr Ridge, IL: Irwin/McGraw-Hill, 2013, permission granted by publisher)
➢ and Harvard Business School Publishing Packet (to be purchased by students)

LEARNING OBJECTIVES

Our Learning Objectives are divided into three categories: <u>Awareness</u>, <u>Analysis</u> and <u>Action</u>. Moreover, they incorporate elements recommended of a Certified Global Business Professional as those objectives relate to ethics and leadership.

Upon completion of this course and its course requirements, students will be able to accomplish the following objectives in each of these three areas:

Awareness:
- **Sensitivity:** Reinforce their ability to identify ethical and cultural issues inherent in the local and global business environment as well as in their professional interactions.
- **Self-awareness**: Continue to catalogue the reasons why they – and those they manage or for whom they work – may ***not*** always make ethical decisions.

Analysis:
- **Grounding:** Analyze and articulate multiple theoretical approaches to ethics and ethical decision-making, and understand how each provides insight into the way we choose to live our lives.
- **Skill-Building:** Use ethical decision-making tools and processes in order to analyze ethics dilemmas, to respond accountably when faced with ethical challenges, and to influence others around expressing and enacting values in the workplace.
- **Role-development:** Define their role in forming organizational culture and the means by which they can impact culture in a positive manner.
- **Assessment:** Measure and evaluate their own progress toward effective ethical decision-making and the effectiveness of organizational efforts.
- **Global leadership:** Engage actively with the complex ethical issues that confront professionals in the global marketplace in a systematic and sophisticated manner, and be able to respond with defensible and reasoned positions.
- **Positioning:** Recognize which conditions and problem definitions empower us to voice their values, which tend to inhibit that action, how to address those that are repressive, and how to use their voices most effectively on behalf of themselves, their organizations and others whose voices are not otherwise heard.
- **Reinforcement:** Identify the resources available to them if confronted with an ethical hurdle.

Action:
- **Effective values communication**: Think and write critically about their values, and clarify inconsistencies in their own ethics and value systems.
- **Risk assessment**: Develop risk assessment skills and the development of risk management policies to support proposed global business activities.

- **Integration:** Clarify, then integrate effectively their personal values and these ethical decision-making tools into their professional environment and across cultures.
- **Experience:** Gain a deep and rich understanding of the experience of organizations in connection with corporate social responsibility and its link to strategy, through experiential learning, engagement and analysis, allowing the student to reach her or his own perspective on the role of social engagement in corporate strategy.

COURSE DESCRIPTION

Business is not, at least not yet, an exact science. There is no single, demonstrably right answer to a business problem. For the student or business person, it cannot be a matter of peeking in the back of the book to see if he [or she] has arrived at the right solution. In every business situation, there is always a reasonable possibility that the best answer has not yet been found - even by teachers.

Charles I. Gragg, "Because Wisdom Can't be Told,"
Harvard Alumni Bulletin (Oct. 19, 1940)

We must keep addressing these issues. Sometimes it seems like water dripping on a stone . . . But, if the water drips long enough, it makes an impressions. Long enough, and it can cut through granite.

Bernice B. Donald, U.S. District Court Judge,
Western District, Tennessee

The purpose of this course is to explore ethical issues throughout our global economy in a rational, pragmatic, responsible, and decisive manner in order to best prepare you to resolve these issues when faced with them in your personal and professional lives.

Any course in business ethics seeks to bridge the gap between personal moral choices of an individual and the business challenges presented by corporate activity in a marketplace – local or global. Our work in this course will raise your awareness surrounding these legal, moral and ethical challenges in business, create a sensitivity to the implications of business decisions so you can make the most effective decision possible, equip you with tools and strategies for managing your own and others' ethical behaviour, and encourage you to critically evaluate the decisions of other business leaders. Perhaps along the way, you might even perceive your own decisions or capacity for decision-making in a dramatically new context.

"Global" in the context of this course refers to the economic environment within which business leaders operate today. Not only do businesses and other organizations operate in multiple countries, sell and purchase products and services across borders and / or rely on suppliers from regions all over the world, but today's leaders grapple with issues as diverse as varying privacy considerations when hiring employees from different origins, cultural issues surrounding language, clothing, communication practices and other factors, antithetical definitions of corruption that could lead ultimately to a breakdown in business relationships, and other divergent perspectives that could seriously impact a leader's success. A business decision-maker prepares for leadership in the global economy first by understanding the complexity of its interconnectedness, and then by appreciating the depth of its range, heterogeneity and variegation. The success of the global economy relies on both – inclusion and incomparability.

We will examine issues of global ethics using critical thinking tools, which challenge us to address issues from multiple perspectives, to evaluate powerful arguments of each stakeholder, and to arrive at a conclusion based

upon a systematic analysis of these viewpoints. Critical thinking is vital to decision-making in global leadership as it guides you to discover bias, and perspectives that may affect the accuracy and persuasiveness of oral or written arguments, and to uncover reasoning errors or logical fallacies; accordingly, critical thinkers are therefore better able to defend viewpoints, to evaluate issues, to analyze new information, and to reach ethical conclusions – exactly what today's business demands from its leadership. These strategies therefore will allow you to lead and support long-term organizational sustainability through responsible decision-making.

You will conclude this course having identified perhaps more questions than answers. Many participants might have begun this course believing that these answers to ethics challenges or dilemmas are easy, or that you will simply know the answers once you face the challenge. The result of our work together should be a recognition that there are not always easy answers to ethics questions. Responding to ethical dilemmas is difficult and complicated. Once you are aware of the complexity of the various issues, you may have a greater tendency to be more deliberate in your decision-making and therefore more intentional in your results. In addition, you will gain a sensitivity to the impact that each individual can and should have in a particular professional environment. It is often easy for people in large organizations to dismiss their own accountability because of a perception that they really have very little impact. Our discussion will alleviate these misperceptions and instead instil a sense of responsibility and accountability for the intended and unintended short-term and long-term consequences of management decisions and actions. You will conclude the term with a clear understanding of the practical application and implications of utilizing an ethical decision-making framework in your everyday personal and professional lives.

COURSE SCHEDULE

Class session	Topics Addressed	Readings/Assignments
		NOTE: It is expected that students will have completed all readings listed in this column prior to that class session (i.e. readings listed for Session Three are to be completed prior to the class session for that Session). **HBSP** = Harvard Business School Publishing Packet (to be purchased by students at TBD) **QuestromTools** = Students shall access readings through the course website
<u>**Section One:**</u> Monday AM session	**Ethics Reinforcement:** **What do we mean by "ethics" and what is its role in global business?** **Ethical decision-making and stakeholder theory**	*Readings for the day:* ▪ "Psychology Of Fraud: Why Good People Do Bad Things" (read or listen online at <u>http://www.npr.org/2012/05/01/151764534/psychology-of-fraud-why-good-people-do-bad-things</u>). ▪ "Ethical Breakdowns" - **HBSP** ▪ Chapter 3 (you do ***not need*** to complete the readings at the very end of the chapter, after the end-of-chapter questions) - **QuestromTools** ▪ "Giving Credit Where Due" – **QuestromTools**
<u>**Section Two:**</u>	**Ethics Reinforcement:** **Philosophical foundations of ethical**	

Monday PM session	**thought and critical ethical analysis**	
Section Three: Tuesday AM session	**Managing the corporate culture & Global Ethical Leadership**	*Readings / Preparation for the day:* ▪ "Parable of the Sadhu" - **HBSP** ▪ "Fall Before Rising: The Story of Jai Jaikumar" **- HBSP** ▪ Video: "Behind the Bribe" - http://bit.ly/1HIMlmm ▪ Video: "Why We Say Yes" – http://bit.ly/1P1zl0Q *Assignments:* ▪ *Brief* quiz on content from Monday
Section Four: Tuesday PM session	**Part 1 - Guest Speaker: <u>RICHARD BISTRONG</u> (Auditorium)** **Part 2 - Introduction to Corporate Social Responsibility and the power of the multinational to change the world**	
Section Five: Wednesday AM session	**Group activities:** **Students choice** **<u>Ethical Improv / Imagination –</u> <u>9:00 am, Room 426</u>** **Guest Speaker:** _____ **Other activity:** _____ **TBD:** _____	*Assignment:* ▪ *Brief* quiz on content from Tuesday ▪ *Due at start of morning session*: **Statement of Progress for Social Change Project** Each group shall submit a Statement of Progress with regard to their Social Change Project. This statement shall be simply a statement of their plan of action with regard to their Social Change Project. It will describe their project, anticipated challenges (if any), how they plan to overcome these challenges, and any other details necessary
Section Six: Wednesday PM session	**Field Visits – See sign-up sheet here. Connect with facilitators prior to meetings.**	*Assignments:* ▪ Reflection papers (see assignment later in this packet), due the Sunday after class ends at 5:00 pm.

	Lunch at 12:15 in atrium	
<u>Section Seven:</u> Thursday AM session	**Ethics in the business disciplines: a focus on <u>Global Human Resource Management</u>**	*Readings for the day:* ▪ Pp. 261 – 267, 283 ("global") – 302 from Chapter 6 - **QuestromTools** ▪ Pogo market profile (in this packet/document and on **QuestromTools**).
<u>Section Eight:</u> Thursday PM session	**"Pogo Management Team" Meeting**	*Assignments:* • Pogo Management Meeting and *stakeholder conference*, to follow.

<u>Section Nine:</u>
 	
Friday AM session
	Ethics in the business disciplines: A focus on Ethics in <u>Global Marketing</u>	*Readings for the day:*
		• Pp. 401 – 410, 420 – 423, 426 – 432 in Chapter 8 - **QuestromTools**
		• "The Man Behind Abercrombie & Fitch" – read online at http://www.salon.com/2006/01/24/jeffries/
		
		*Assignments***:**
		• *Brief* quiz on content from Thursday and Friday's readings (*<u>at end of morning session</u>*)
		
		• *Advertising Assignment - Due beginning of class session:*
		  o Please bring in two advertisements (therefore, they must be print ads, no video or other media): One advertisement should be one about which you feel very good, for whatever reason. The second advertisement should be an ad about which you do not feel very good, for whatever reason.
		  o Please be prepared to explain to the class:
		    ▪ why you *feel good* about the first advertisement
		    ▪ why you *do not feel good* about the second advertisement,
		    ▪ For both, consider what kind of audience do you believe they were directed toward?
		  o *Please ensure that your name appears on all pages.*

<u>Section Ten:</u> Friday PM Session	*Presentations of Social Change Projects*	*Assignments:* • **Presentation** • **Peer Evaluations due at end of Friday session** • **Individual Statements of Learning** (described in this syllabus), **due by <u>5:00 pm Sunday</u>**. • **Reflection papers from Field Visits due by <u>5:00 pm Sunday</u>** (described in this syllabus)

Overview of Assignments

<u>**Note**</u> – **Assignments are due on the dates noted. Late assignments will not be accepted** since we generally discuss assignments in class on or subsequent to their due dates and students who would submit subsequent to that date would have an unfair advantage over those who strived to submit on time. Please see "Course Expectations and Policies" for additional information.

	Monday	Tuesday	Wednesday	Thursday	Friday	Sunday 5:00 pm
Due	(Please use assessment cover page on all written assignments, found <u>later</u> in this packet.)	• **Quiz**	• **Quiz** • **Group Statement of Progress for Social Change Project**		• **Quiz** • **Advertisement assignment** • **Presentations** • **Peer Evals**	• **Reflections** • **Individual Learning Statements**
Evening Readings / activities	▪ Psychology Of Fraud: Why Good People Do Bad Things" ▪ "Ethical Breakdowns" ▪ Chapter 3 ▪ "Giving Credit Where Due ▪ Planning for Social Change project	• "Parable of the Sadhu" • "Fall Before Rising" • Video: "Behind the Bribe" • Video: "Why We Say Yes" • Planning for Social Change project	• Read Pogo company profile (*in preparation for Pogo Management Team meeting tomorrow*). • Implementation of Social Change project	▪ Chapter 6 (excerpts) ▪ Implementation of Social Change project and preparation of group final presentation	1. Chapter 8 (excerpts) 2. "Abercrombie & Fitch: Mike Jeffries"	

1. <u>**Content Quizzes:**</u> There will be brief in-class quizzes on Tuesday, Wednesday and Friday mornings**.** Each quiz will focus both on the class content and on the readings that have been assigned to that time (note: Friday's quiz will be before lunch on Friday, and will include the readings for Friday). The purpose of the quiz is to ensure that students have completed the readings and have understood the ways in which the class content applies to the readings and to business decision-making.
    • If you have done the readings, including a review of the class session Powerpoints, the quizzes are intended to be *extremely* basic reviews! If you have not completed the readings or reviewed the Powerpoints, the quizzes might prove to be a bit tougher.

- Quizzes are multiple choice and t/f questions. (Quizzes are worth 10% each).

2. **Reflection Paper**: Please see assignment in this packet and notes under "Guidelines for Assignments" regarding format. 20% of grade.

3. **Group Project:** *The Social Change Project.* The Group Project Grade comprises 30% of the final grade. Your final grade for your group project will include both the group grade ***plus input from peer evaluations***, both from your group members as well as from your class members with regard to the presentation (via hard copy forms found at the end of this syllabus). This is just as it would be in many business environments. Therefore, please know that you are accountable to each other, and that you are responsible to your class peers. So, each group member should play a role in the project and the presentation.
   - If your group is facing any challenges, please communicate with me sooner rather than later and perhaps I can help. *Please see description of project later in this package*.
   - **Group presentations will take place on our final afternoon session.**

4. **Quality Class Participation:** As participation in classroom discussion is necessary to the student's understanding of the proper method of case analysis, and to the professor's determination of the student's comprehension of the material on a class-to-class basis**, adequate participation is required**. **If you are uncomfortable speaking or participating in class *in any way*, please simply speak to me. I commit to working with you to making it the best possible experience and to helping you to overcome any difficulty you might have with this requirement as long as you discuss it with me at the *beginning* of the course.** 20% of grade, including the individual learning statement.

5. **Attendance:** Given the condensed format of this course, attendance is critical; you must maintain satisfactory attendance. In addition, participation is only possible when students are present, and because students can only learn from each other when other students are present. Therefore, students are expected to be on time and to attend all sessions (note that there are 10 sessions, one in the morning and one in the afternoon on each day). **Two unexcused absences from sessions (such as missing one morning and one afternoon session during a single day) will result in one entire grade reduction (moving from an A to a B). More than two unexcused absences are not acceptable and will result in a failing grade**. If you miss a class, you remain responsible for that which we covered during that period. An "excused absence" is one that occurs as a result of *critical* health problems or *urgent immediate* family problems. Due to the interactive nature of this course, work-related absences, though understandable, are not excused.

   ➢ **Students will be considered "Late" if they enter class after the beginning of the class period. Two "late's" are equivalent to one unexcused absence.**

   ➢ **Please do not ask me whether and what you missed ;o)** All students should be aware of what occurs in every class. If you are absent and therefore miss instructions or other information, please kindly obtain it from a class member who was present. Also, please refrain from asking me **whether** you missed anything during the period. [If the answer is "no," then of course, attendance for all of us would be a waste, myself included. If the answer is "yes," and if I could convey the class material to you in a few minutes, I certainly would not take an entire class session to do so for everyone else.]

6. **Accommodations**: In keeping with University policy, any student with a disability who needs or thinks they need academic accommodations must call the Office of Disability Services at 617-353-3658 or

stop by 19 Deerfield Street to arrange a confidential appointment with a Disability Services staff member. Accommodation letters must be delivered to me in a timely fashion (on the first day of class or soon thereafter). Please note that accommodations will not be offered without an official letter of accommodation from the University.

EVALUATION SUMMARY:

For each item below, the percentage noted represents both the points available per assignment, on which students' letter grade for that assignment is based, as well as the relative weight of that assignment and letter grade.

Quizzes	10%, 10%, 10% = 30% total
Reflection Paper	20%
Group Project	30%
Quality Participation, including individual learning statement	20%
Attendance	Required (*see note*)

I try to be available at any reasonable time for my students. Please do not hesitate to contact me by email, on my cell, or in my office if, during the course of your studying, a question arises for which an answer would assist your studies.

COURSE EXPECTATIONS & POLICIES

To achieve the course objectives, we will together engage in vigorous discussions involving all participants and perspectives, explore values integration and ethical reasoning processes through real case studies, and challenge ourselves through both individual and group projects and analyses.

1. **Use of Electronic Devices**:
   a. The use of messaging or music devices interferes with the student's learning process. Cell phones, iPods, iPhones, Blackberries, and other messaging devices must be turned off and put away during class periods. Silencing or vibration mode is not sufficient. The only **exception** is for a student who must remain available to protect the health or safety of the student or others.

   b. Unfortunately, the use of computers in the classroom tends to serve as a distraction to students and others. I tend to disallow their use. If you have a need for a computer as a reasonable accommodation by virtue of a disability**,** approved by the Office of Students with Disabilities, please contact me and I will be pleased to accommodate. **For more info, please also see:** Stromberg, J., "Why you should take notes by hand, not on a laptop"

2. **Academic Integrity:** Please note that plagiarism, cheating and other forms of academic dishonesty will not be tolerated. Please refer to BU's Academic Conduct Code for more information than the brief

synopsis contained below since **any violation will result in a sanction, which may include failing the assignment or up to failing the entire course**.

Please also read: **Giving Credit Where Due**, by Kristin Smith-Crowe on the course website.

Plagiarism refers to the use of materials from books, notes and other sources, in the student's written work, without due credit to the sources used; it is the presentation of materials as if these are the student's own. Cheating refers to securing or giving help in a test, unauthorized copying of tests, assignments, reports, term papers, and other similar acts. Other forms of dishonesty would be taking a test in place of another student, or violating personal standards of integrity in other ways.

Please note:
   a. **Use References for Quotes.** If you include something written by someone else (a good clue is when you include a complete sentence or more, though sometimes a statement of less than a full sentence can also require a cite), put QUOTES around it and include a citation or reference, as appropriate.
   b. **Use References for Data.** If you include data or information that did not come from your own personal experience, include a citation or reference.
   c. **Include your Own Analysis.** I am seeking your analysis of the information you collect, where appropriate. Though I appreciate bringing in information from other sources, that is insufficient and an effective, professional assignment will also include your personal analysis of that information.
   d. **Specifically, the use of Wikipedia.** Wikipedia is valuable but imperfect. (Thanks to colleague Chris MacDonald for this fine statement):
      i. For those of you who do not already know, Wikipedia is an "open source" encyclopaedia. This means that anyone can write and edit the entries -- whether they actually *know* anything about the topic or not.
      ii. Many of Wikipedia's entries are excellent. Some are misleading, slanted, biased, inflammatory, or outright wrong.
      iii. The basic message: buyer beware! Wikipedia can be a terrific starting point for learning about a new topic, but never bet too much on its accuracy. It is **NEVER** to be considered a definitive or sole source on a subject, but instead perhaps a starting point.

Please note: **I do not accept written work that has been submitted previously in any form, including in other courses. If you have submitted your work for any other purpose, please include quotes, and then reference that original source, as I would do if quoting myself from another publication. I would consider a violation of this paragraph a violation of the Academic Integrity Policy.**

GRADING AND GUIDELINES FOR ASSIGNMENTS

❑ **Format**. All written assignments of any sort must be *typed, stapled and have numbered pages.*

❑ **Timing**: Assignments are due on the dates noted. Especially because of the intensive nature of this course, **late assignments will not be accepted** since we generally discuss the assignments during the session that immediately follows their deadline; and students who would submit subsequent to that date would have an unfair advantage over those who strived to submit on time.

❑ **Basis for Evaluation**. Unless the assignment states differently, all assignments and oral participation will be evaluated on the basis of the student's comprehension of the course materials, the student's ability to articulate and to support an informed and critical personal analysis of the issues presented. In written assignments (as well as oral participation):

   ➤ Commit yourself to a position, take a stand
   ➤ Answer questions in your own words
   ➤ Do not needlessly repeat yourself
   ➤ Consider the implication of your position
   ➤ Rise to the challenge (do not back down simply because there are some that may not agree with you; seek the tough issues)
   ➤ Ask plenty of questions if you do not understand

❑ **Please PROOFREAD your papers before submission**. Since the clarity of one's writing is critical to its persuasiveness and readability, all of your written assignments will be graded in part on the basis of their grammar, clarity, spelling and so on. Papers should therefore be **PROOFREAD** prior to being handed in. I should not be the first person to have read the document in its entirety! Papers having grammatical, proofreading, or citation errors will be penalized since these types of errors will have a significant negative effect on the author's ability to effectively communicate, persuade and share perspectives. Again, you should have read your papers carefully before asking others to do so. I am serious . . .

"If language is not correct, then what is said is not what is meant; if what is said is not what is meant, then what must be done remains undone; if this remains undone, morals and art will deteriorate; if justice goes astray, the people will stand about in helpless confusion. Hence there must be no arbitrariness in what is said. This matters above everything."
-- Confucius

    Here are some examples of what I mean:

- *Please do not use <u>contractions</u>*. Contractions are used when you are referring to how someone actually speaks, such as within quotes. Referring to how someone speaks, you could say that Wal said "I didn't go there," but do not use "didn't" in your written language. It is not appropriate.
- *Make sure you write in complete sentences.* I know, I should not have to actually write this reminder; but I do!
- *I would be so grateful if you would please use commas.* Commas separate incomplete thoughts from complete thoughts. Semi-colons separate two complete thoughts. Using these valuable punctuation marks makes your writing much easier to read.
- *Read your paper before handing it in.* I know. I said it before. I am just repeating myself. ;o)

❑ **Grading.** A minimal, perfunctory response is not acceptable. An adequate response which has not been developed will earn a "C". A response which reflects thought and analysis will receive a "B". A response which is insightful, critical, creative, balanced, practical, expansive, which applies the ideas expressed to the business world in an in-depth analysis and reflects upon the potential consequences will receive an "A". Class and written contributions that reflect substantial preparation, original and creative insight and significant direction for the class will be rewarded highly. Arguments should be substantiated and persuasively presented. Students who turn in written assignments that reflect adequate preparation, average insight and independent thought will be graded accordingly.

In general, the following [standard] scheme will be applied:

A	100%	to	94%
A-	90%	to	93%
B+	87%	to	89%
B	84%	to	86%
B-	80%	to	83%
C+	77%	to	79%
C	74%	to	76%
C-	70%	to	73%
F	< 70		

Note: Please be aware that the failure to complete any assignment will result in a reduction of 2% per missing assignment.

ASSIGNMENT DESCRIPTIONS AND SELECT MATERIALS

YOUR REFLECTION PAPER: FIELD VISIT

Reflection papers allow you to communicate about how your experience of the field visit has helped to shape your understanding of class-related material. Reflection papers are personal and subjective; but they must still maintain an academic and professional tone and must still be thoroughly and cohesively organized.

Report, React, Reflect:

- **Report**:
  - Summarize your experience and the expectations you had prior to your visit, based on prior knowledge provided by similar meetings or information from others.
  - You also may choose to note specific quotations or to summarize communications.
  - You may also choose to write a small summary or story of an event that occurred during the experience that stands out in your mind. Images, sounds, or other sensory portions of your experience may help you to describe the experience.

- **React**:
  - Determine how and why particular elements of your visit stand out and make notes of what you figure out.
  - Indicate the way in which your (subjective) values, experiences and beliefs influence your response to this current experience.
  - How did the meeting or other experience during this visit make you *feel*, and how will you respond to these feelings?
  - How can you explain your feelings? What was affecting them? Did they change? Why?
  - How did your feelings affect your actions and thoughts at the time?

- **Reflect**: Ask yourself questions to guide your response. If you are struggling to gauge your own feelings or pinpoint your own response, try asking yourself questions about the visit and how it relates to you. Sample questions might include the following:
  - Did the experience this afternoon challenge you socially, culturally, emotionally, or theologically? If so, where and how? Why does it bother you or catch your attention?
  - What concept did you observe (or engage in) during your visit or understand while you were there that relates to subject matter from our course?
  - Did the visit change your way of thinking? Did it conflict with beliefs you held previously, and what evidence did it provide to you in order to change your thought process on the topic? Or, alternatively, did it help to further solidify your original perspective on a matter?

- Did the visit leave you with any questions? Were these questions that you had previously or ones that you developed only after the experience?
- Did the speaker, or others involved in your experience, fail to address any important issues? Could a certain fact or idea have changed dramatically the impact or conclusion of the experience?
- How do the issues or ideas brought up in this visit mesh with past experiences or readings? Do the ideas contradict or support each other?

- Proofread and review the rubric to ensure you have satisfied criteria.

Reflection Evaluation Criteria (the rubric)

Criteria	Superior (5 pts)	Sufficient (3 pts)	Minimal (1 point)	Unacceptable (0 points)
Depth of Reflection	Response demonstrates an in-depth synthesis of, reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable. Response examines *openly* student's own experiences in the past as they relate to the topic, and illustrates points made. Demonstrates an *open, non-defensive ability to self-appraise*, discussing both growth and frustrations. Response risks asking probing questions about self and seeks to answer these through reflection.	Response demonstrates a general synthesis of, reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable. Response examines *somewhat cautiously* student's own experiences in the past as they relate to the topic, and illustrates points made. Demonstrates a somewhat defensive or one-sided analysis. Response may risk asking probing questions about self and seeks to answer these through reflection.	Response demonstrates a minimal synthesis of, reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment. Response examines *very little* student's own experiences in the past as they relate to the topic, and illustrates points made. Demonstrates a defensive, one-sided analysis. Response hesitant in asking probing questions about self or does not seek to	Response demonstrates a lack of synthesis of, reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided. Response fails entirely to examine student's own experiences in the past as they relate to the topic, and / or does not illustrate points made. Demonstrates only a one-sided analysis. Response asks no probing questions about self nor seeks to answer these through reflection.

			answer these through reflection.	
Required Components	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
Structure	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than two spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than four spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than four spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.
Evidence and Practice	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall learning are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall learning are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall learning are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall learning are presented, as applicable.
Total	**20 pts**	**12 pts**	**4 pts**	**0 pts**

Boston University Questrom School of Business

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INDIVIDUAL STATEMENT OF LEARNING

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Throughout this course, you will have the opportunity to explore what it takes to act as an ethical leader in a global context. You will consider the enablers and disablers that impact one's ability to identify one's values and to act on those values, and you will develop an awareness of the central ethical issues that one is likely to face in the global context.

Your Individual Statement of Learning simply asks you to reflect upon what all of your learning means to you as an individual, as a student, and as a leader.

Since you are aware of your contributions from a different perspective than I, your statement will allow me most fully to understand how you perceive the nature of your contributions and how your learning has developed. Therefore, please include the following components in your statement:

- Kindly explain that which you believe you learned, explored or considered differently as a result of this course, or how you otherwise might have been impacted by your time in this course.

- In this same exposition, please identify in the statement the grade that you believe you have earned in the course by this time. You often are aware of elements of your learning growth in areas where I might not be aware. I would very much like to understand your perception of your learning assessment so I can incorporate a more holistic picture into your final grade.

Your statement need be only as long or short as you would like it to be! This is your chance to share your learning so what you share is up to you.

Some concepts to consider in crafting your statement:
   a. Do not forget to include a candid summary of what you have learned about yourself in terms of your ability to give voice to your values and work effectively in a global context.
   b. Be specific in your identification of the behaviors, tendencies and habits that you feel are critical, as strengths or weaknesses, to your performance as an ethical leader in a global context.
   c. You may wish to examine examination of the skills, capacities and resources that you will need to possess to perform most effectively as an ethical leader in the global context.
   d. You may consider specific action items that you intend to take in order to improve your ability to be an ethical leader in the global context.

GROUP PROJECT DESCRIPTION: THE SOCIAL CHANGE PROJECT

> "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has."
>
> - Margaret Mead

Project Overview:

➢ Teams will coordinate efforts to impact a chosen element of the social fabric, however the team defines that term.

➢ Teams will be judged on criteria described below including, in general, the **quality** of the impact, its **sustainability** beyond the group's effort, its **measurability** and the **feedback** from stakeholders.

The Project:

Project Teams will implement a social change activity, effort or project within any environment or organization of their choice. This activity may include a wide range of options, and can impact any social arena. Evaluation of the project will be based on the criteria listed below and is strongly weighted toward *demonstration of impact*.

Learning Objectives:

The *Social Change Project* strives to stimulate learning on several fronts.

1. First, individuals or organizations often sense that it is in their best interests to engage in some form of socially responsible activity. As customers or stakeholders, we often exert pressure on companies to do these "good" acts. In this activity, the tables are turned and you are now subject to this form of "pressure." It is now in your "best interests" to engage in a socially responsible activity in order to receive a benefit (a grade)., The learning objective is to allow you to have a better understanding of the nature of our demands on companies and others when we develop expectations of social responsibility within our society.

2. The second purpose of this exercise is to evidence the extraordinary impact effected by relatively minimal efforts. Certainly, given the time period involved and other significant demands on your time, your choice of activity necessarily will be limited and somewhat smaller than those activities that may be possible by a large organization. However, by focusing on the possibility of impact you will have and evidencing that impact, you will learn by experience of the **power** you possess, both individually and as a team. Imagine the impact you then will be able to have when you are in a leadership role in an organization.

Specific Project Requirements:

At the beginning of our class session on Wednesday, each group shall submit a Statement of Progress with regard to their Social Change Project. This statement shall be simply a statement of their plan of action with regard to their Social Change Project. It will describe their project, anticipated challenges (if any), how they plan to overcome these challenges, and any other details necessary.

During our final class session, each group will give an oral presentation of their project to the class of 10-15 minutes max. Be creative in your project and in your presentation. Prepare the oral analysis as if you were presenting the information both to the top management team of your company and to community representatives. Please be creative in your project and in your presentation. The presentation should be nothing less that perfectly spectacular and impressive not only in its display but also in its substance.

The oral presentation shall include (and a copy shall be submitted, including all references):

1. Project Analysis

    a. An **overview** of your Social Impact project – What did your team actually do*?*
    b. The **social reasons** for its importance – Why is it important to our society that you engaged in this activity?
    c. An **ethical analysis** of your choice of project – Why did you choose to engage in this particular project and forego all other options? Why did you opt to work toward this "good" result rather than another possible "good?" How can the project be linked to the theories or concepts presented in the course and texts?
    d. An analysis of the **sustainability** of the impact of your project – Will your impact outlive your activity? How long will your impact survive and how do you know?
    e. An assessment of the degree of **success of the intervention**, including evidence of **some** impact on the world, and the reasons for the program's success or failure – How much impact did you have and what **evidence** do you have of this impact? How can you demonstrate to the judging panel that you did have an impact? What feedback do you have from stakeholders? *Please anticipate this part of the presentation by building into your program some form of assessment*. And PLEASE include this evidence in your written submission (photos, letters, links, whatever is relevant).
    f. Almost every effort certainly meets with **successes and failures** of the overall project. In fact, without any failure, one could argue there may be too little risk. Please share your perspectives on project's greatest successes and challenges, failures or disappointments, as well as what you (or your team, as a whole) might have learned from this experience.
    g. A discussion of how the project has modified or transformed your **thinking** around social and ethical issues in business.
    h. BE SURE to include **references**, where necessary, and must adhere to appropriate bibliographic citation style as included at the end of this syllabus in connection with any of the research you might have done for the project.

2. **Project Process**: Group statement explaining the particular contributions of each group member (i.e. what were each member's responsibilities with regard to the project?)

3. **Peer Evaluation Form:** Each group member's peer evaluation form (<u>to be handed in individually</u>, i.e. not as part of the group materials). These and the evaluations forms of other groups' presentations will be collected after the group presentations.

GROUP SOCIAL CHANGE PROJECT:
GRADING RUBRIC

Objective: 30 percent of final grade

Overall, the Social Change Project will be evaluated based on the quality of the impact, its sustainability beyond the group's effort, its measurability and the feedback from stakeholders.

Group and individual assessments may be influenced by the peer evaluations.

Criteria	Excellent 5 points	Satisfactory 3-2 points	Unsatisfactory 1-0 points
Basics: Responsiveness of presentation to specific project requirements	5 pts The presentation included the specific project requirements (overview + goals, social reasons, ethical analysis, sustainability analysis, demonstration of impact, analysis of project's successes and failures, impact on thinking and references, where appropriate)	3-2 pts The presentation omitted one or a few of the specific project requirements.	1-0 pts The presentation omitted several or more of the specific project requirements.
Overall: Adequacy and clarity of analysis in response to stated project requirements	5 pts The presentation and its contents were adequate, clear, sufficient to achieve its stated goals, sophisticated in its analysis in response to the stated elements (requirements), project activities were appropriate to its stated intentions, and the group completed its stated goals	3-2 pts Most of the specific project requirements were covered with clarity and sufficient depth of content.	1-0 pts The presentation did not present the specific project requirements with sufficient clarity or depth of content.
Ethical Analysis: precision of discussion/arguments	5 points The ethical analysis is effective, excellently applied and demonstrates both a thorough understanding of the theory(ies) and ability to apply.	3-2 points The ethical analysis is adequate, and demonstrates some understanding of the theory(ies) and ability to apply. The group either might have made minor	1-0 points The ethical analysis is ineffective, inappropriately applied, and/or fails to demonstrate an understanding of the

		errors in application or could have explored the theory(ies) in greater detail.	theory(ies) or an ability to apply.
Sustainability & Impact	5 pts The analysis evaluates the project's potential for sustainability, and identifies how the project's impact will outlive the group's activity, how long the impact will survive and how the group determined these facts. The presentation clearly demonstrates and measures the project's impact on its intended stakeholders, through stakeholder feedback or otherwise, and leaves the audience with an understanding of the positive social change the group delivered.	3-2 pts The analysis does an adequate job of evaluating the project's potential for sustainability. The presentation demonstrated and measured some impact on intended stakeholders, but was not too clear about the actual impact or amount of social change, or failed to obtain adequate stakeholder feedback. The audience did not have a complete understanding of the positive social change the group delivered but knew that there was some!	1-0 pts The analysis does not demonstrate or measure the project's potential for sustainability. The presentation failed to demonstrate any impact on intended stakeholders, nor sought stakeholder feedback. The audience had no understanding of the positive social change the group delivered.
Success and challenges	5 pts The project and group's response to challenges presented reveal highly creative or imaginative decision-making.	3-2 pts The project and group's response to challenges presented reveal some element of creative or imaginative decision-making.	1-0 pts The project and group's response to challenges presented do not reveal creative or imaginative decision-making.
Professionalism of presentation	5 pts The presentation was professional, creative, imaginative, streamlined and precise; presenters were able to persuade that they cared about this issue, learned about the issue, and believed in what they accomplished.	3-2 pts The group demonstrated a moderate level of professionalism, creativity, precision in its approach to the presentation, its process, and its design, reflecting its concern for the issue, its learning and belief in the issue.	1-0 pts The group demonstrated very little professionalism in its approach to the presentation, its process, and / or its design, reflecting its concern for the issue, its learning and belief in the issue.
Total	30 pts	18 – 12 pts	6 – 0 pts

RATING SCALE FOR EVALUATIONS OF OTHER TEAMS' PRESENTATIONS

Rating Scale:

5:      The BEST presentation you have ever seen in your entire life. You would immediately try to hire this person away from her or his current position and bring them to your CEO, demanding that they be hired into your firm.

4:      A VERY RESPECTABLE presentation, something that most students in the class should be thrilled and proud to receive from their peers. A 4 is still something to shoot for and should not at all be presumed. This score remains difficult to achieve and should be reserved for professional, seasoned presenters.

3:      An AVERAGE presentation, which should mean the class average! This presentation should not be the best of the class, nor should it be mediocre but instead it should be about at expectations. In other words, this score is the score that most students should expect to receive and therefore, it is the score that most students should also hand out most often.

2:      A MEDIOCRE presentation – but NOT a BAD presentation. This level of presentation is simply unimpressive (note – therefore, a score of 3 could still be impressive!) and does not reach the level of average. It is below the average expected in the course.

0-1:   A LESS than acceptable presentation. This presentation does not meet the standards explained above.

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PEER EVALUATION FORM FOR USE WITH YOUR GROUP'S SOCIAL CHANGE PROJECT PRESENTATIONS

Score 1 – 5 points, with 5 being the highest possible evaluation (see scale). Please add comments below form, where appropriate.

Your Name: _____	Your Name (please rate yourself): _____	Grp. Member Name: _____	Grp. Member Name: _____	Grp. Member Name: _____	Grp. Member Name: _____
Preparation: Met commitments to others; was prepared for all meetings and on all dimensions of individual assignments					
Written contributions: Written ideas were well developed and presented; contributed to the group written product; written work in final rather than draft form					
Oral contributions: Ideas for the oral presentation were well developed and presented; contributed to the group oral product; work on oral product in final rather than draft form					
Team Dynamics: listened to others, open-minded, helped all of the members to contribute to the discussion, shared leadership for some of the team meetings.					
Overall evaluation (total of all points)					

PEER EVALUATION FORM FOR USE WITH OTHER GROUPS' SOCIAL CHANGE PROJECT PRESENTATIONS

Score 1 – 5 points, with 5 being the highest possible evaluation (see scale). Please add comments below form, where appropriate.

Your Name: _____	**GROUP'S Name:** _____	**GROUP'S Name:** _____	**GROUP'S Name:** _____	**GROUP'S Name:** _____
Preparation for their task: Did the group seem well prepared for their task? Did they anticipate the challenges they might face in the logistics as well as other areas?				
Preparation for their presentation: Did the group seem well prepared for their presentation? Did it seems as if the group had run through their presentation prior to the time they presented it or did this seem to be the first time they put it together in its entirety? Did it flow?				
Teamwork: Did the group seem to evidence a flow as a team? Did they work well together and, though each had a role, were they effective in integrating those role to one cohesive presentation – or were there remaining isolated components?				
Application: As a stakeholder, were the ideas effectively communicated to you? Were the reasons for this particular activity clear to you? Did the ethical theory applied to this project make sense to you in its application and was the measurement chosen effective and persuasive?				
Overall evaluation (total of all points)				