My Background
Jennifer G. Manegold is an Assistant Professor of Management in the Lutgert College of Business at Florida Gulf Coast University. She holds a Ph.D. degree in Management from the University of Texas at Arlington, with an emphasis on Organizational Behavior and a minor in Statistics. She has also earned an MBA in Management, and a Bachelor of Arts degree with a double major in Communication and English. Dr. Manegold’s research focuses on counterproductive work behavior, organizational justice, human resources policy access and usage, and the study of effective mentoring relationships. She has published in academic journals, such as the Journal of Business Ethics and Human Resource Management, and was recently a contributing author in the Handbook of Justice in Work Organizations. She has presented her work at numerous academic conferences, and is an active member of the Academy of Management, the Southern Management Association, and Beta Gamma Sigma International Business Honor Society. Dr. Manegold’s teaching experience includes Organizational Behavior, Principles of Management, Ethical Issues in Business, and Team and Group Processes.

Texts & Materials

Required:

The Four Agreements: A Toltec Wisdom Book by Don Miguel Ruiz (1997)
ISBN: 9781878424938

ISBN: 9781590302088

One subject notebook

Optional:

MAN 2062 Course Pack (available for purchase at the FGCU Bookstore in the Cohen Center)
Course Description (General Education Social Science; INKN Intercultural Knowledge Gen Ed Competency)
Study of the fundamentals of moral reasoning in a business context designed for business and non-business majors. Focus will be placed on the basic conceptual tools for ethical decision-making, recognition of situations which call for ethical decision-making, commonly used ethical theories and second level principles, and use of a decision procedure for applying ethical theories and principles in practical situations.

Course Themes
MAN 2062 Ethical Issues will cover ten main themes:
- Honesty and Authenticity
- Courage and Integrity
- Promise Keeping and Truth Telling
- Mercy and Forgiveness
- Dignity and Compassion
- Fairness and Justice
- Accountability and Responsibility
- Professionalism
- Working with Others
- Friendship and Loyalty

Lutgert College of Business (LCOB) Vision
The Lutgert College of Business will be nationally renowned in providing students with the education and capabilities to take leading roles in a diverse and global environment.

LCOB Mission Statement
The Lutgert College of Business educates students from Southwest Florida and beyond to address local and global business challenges. We are dedicated to student learning, scholarship, service, and community relationships that foster entrepreneurship and economic growth.

LCOB Core Values/Guiding Principles
Innovation/Knowledge: Provide an academic environment emphasizing teaching and scholarship that enhances student learning and the reputation of the college.
Accountable/Integrity: Maintain the highest standards of ethics, honesty, mutual respect, and accountability for our college’s faculty, staff and students.
Connected/Service to the Community: Address current regional issues through extensive outreach activities and by building relationships on a local, regional, and global basis to facilitate the economic vitality and growth of Southwest Florida.
Sustainability: Educate and develop future business professionals to recognize the value of and need for sustainability, which encompasses economic, environmental, and social responsibility.
Global Perspective: Emphasize the ability to perform effectively across cultures in addressing global business challenges building on the “second circle” model*.
Diversity: Foster a climate that enhances awareness of and respect for diversity of people and ideas, actively encouraging it among our students, faculty, and staff.

*The second circle model was created by Dr. Richard Pegnetter as a process that expands the traditional college/university to international university partnership model to include the regional business community of Southwest Florida with the regional business community of our international partner thus expanding the interaction to a “second circle.”
Student Learning Outcomes

The Lutgert College of Business has established Learning Goals and Learning Objectives for all graduates of its undergraduate programs. The College Learning Goals and Program Learning Objectives are listed below.

<table>
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<tr>
<th>Learning Goals</th>
<th>Learning Objectives</th>
<th>MAN Program Student Learning Objectives</th>
<th>Course Student Learning Objectives</th>
<th>Assessments Used to Measure Outcomes</th>
</tr>
</thead>
</table>
| Be Effective Communicators | -Prepare effective written reports.  
- Deliver effective oral presentations. | -Demonstrate effective oral communication skills.  
- Prepare effective written materials.  
- Work effectively in diverse teams. | -Prepare clear and concise oral and written reports that explore personal and organizational ethics.  
- Implement ethical practices in team work. | Group Project Reflection Journals  
The Matrix Paper  
Crash Paper  
30-Day Retreat  
This I Believe Statement  
My Journey Portfolio |
| Be Critical Thinkers | - Solve business problems using analytical tools.  
- Apply ethical reasoning to business issues.  
- Apply critical thinking skills to business problems. | - Propose solutions to organizational issues.  
- Solve business problems using analytical tools.  
- Integrate knowledge across business disciplines. | -Formulate and solve ethical business problems. | Group Project Individual Reflection |
| Understand the Business Environment | - Demonstrate knowledge of global factors influencing business.  
- Explain the importance of environmental responsibility. | - Analyze ethical issues as they apply to management.  
- Demonstrate knowledge of global factors influencing management decisions.  
- Explain the importance of environmental responsibilities. | - Apply knowledge of the diverse demographics of business to make effective ethical business decisions.  
- Identify and analyze the implications of social and ethical issues in a business environment. | Group Project WEBs Survey  
Friendship and Loyalty Exercise  
Crash Paper  
Collecting No’s Exercise |
| Have Interdisciplinary Business Knowledge | - Understand main concepts and definitions in accounting, economics, finance, information systems, management, marketing, and operations management.  
- Demonstrate integration of knowledge across disciplines. | - Demonstrate knowledge of ethical issues.  
- Explain key management theories and practices. | - Understand how personal and organizational ethics impact other disciplines. | Group Project Huber & Ruiz Exam |
Teaching Methods and Learning Strategies

Our course will be taught using a combination of classroom lecture and discussion, small group activities, ongoing personal reflection, readings and assignments, multimedia resources, and student presentations. Students are encouraged to apply their own experiences and perspectives to support and reinforce class discussions.

In order to help you succeed in our course, as well as the other courses you will take throughout your academic career, I encourage you to keep in mind that:

- All students can become lifelong learners, regardless of academic background or preparedness.
- In order for any type of significant change to take place, commitment and time are required.
- Struggle is a necessary and important part of life.
- As students, you must accept the responsibility for your learning progress and personal development.
- As the instructor, I will not do for my students what they can do for themselves.

Attendance Policy

Ethical Issues is a three-credit course, graded A-F. Given the objectives and student learning outcomes of the course, class attendance and active participation are a primary means of evaluation. It is expected that students will attend all classes, unless the absence is excused. Students can miss three (3) unexcused classes without a penalty. Any absences beyond the allotted three (unexcused) will result in a ten (10)-point deduction from your class participation grade for each additional absence. Also, being late to class equals one-half of an absence (being late twice equals one class absence). For clarification: The penalty is equivalent to one (1) full point off of your final percentage grade. For example, if your final grade is a 91%, and you have five absences (2 points off) and were late four times (equals two absences, 2 points off), you will have 4 percentage points taken off, and will earn an 87%. Excessive absences can result in a failing grade for the course. Students are expected to contact the instructor prior to being absent from class (email is the preferred method of contact for the purpose of documenting absences), so that the instructor can plan for group activities, etc. If uncontrollable circumstances prevent the student from contacting the instructor prior to the class absence, it is expected that the student will contact the instructor via email within 48 hours of the missed class. **Students are responsible for all assignments and material covered in the missed class meeting through communication with their classmates.** If you miss a class you are still responsible for completing the assignments due the day of your absence and for completing the assignments due for the next class meeting. Students will not receive any credit for missed classes that include in-class assignments, presentations, or tests/quizzes. In the event of an absence, students should use their classmates and Canvas as a resource for determining missed assignments and in-class work. Due to the scheduled time of this course (75-minute class meetings), it is important to be on time and prepared for each session. Students will be notified of any emergency course cancellations via Eagle Email/Canvas Mail.

Course Communication

Students are required to have an active Eagle Email account and check it daily for campus updates and announcements. Your email username and password will also be necessary to log-in to Canvas, the learning management software (LMS) used by FGCU, which will be used significantly throughout the semester. Any electronic communication for this course should be done via Canvas. Email and Canvas will be an integral part of our class communication. Email communications sent via Canvas will be delivered to the students’ Canvas Inbox as well as your Eagle Email Inbox. You are required to reply to Canvas messages via the Canvas mail feature. If you are having difficulty accessing your Eagle Email account or Canvas, please notify your instructor immediately. Your instructor will reply to all electronic communications within 24 business hours. As such, students are expected to reply to electronic communications within 24 business hours.
Grading
Grading for this course will be significantly weighted on class attendance and active participation. Attendance is mandatory, and in-class assignments cannot be repeated or supplemented for students who miss class sessions. Students are required to submit course assignments by posting to the appropriate module in Canvas. All assignments are due at the beginning of class on the date assigned on the course schedule. Students are expected to submit assignments electronically via Canvas (dropboxes will be open for each assignment). Late assignments are defined as anything submitted after the time class begins. All late assignments will be deducted ten percent for each day they are late, not each class meeting they are late. If you foresee a problem meeting a deadline, please contact your instructor by phone, email, or in person as soon as possible. Arrangements for late submissions will be determined on an individual basis, and will be dependent on the individual’s circumstances.

**Final Grade** | **Average/Percentage** | **Total Points**
--- | --- | ---
A | 100% - 94% | 1000-940
A- | 93% - 90% | 939-900
B+ | 89% - 87% | 899-870
B | 86% - 84% | 869-840
B- | 83% - 80% | 839-800
C+ | 79% - 77% | 799-770
C | 76% - 74% | 769-740
C- | 73% - 70% | 739-700
D+ | 69% - 67% | 699-670
D | 66% - 64% | 669-640
D- | 63% - 60% | 639-600
F | 59% - 0% | 599-0

<table>
<thead>
<tr>
<th><strong>Course Assignment</strong></th>
<th><strong>Max. Points</strong></th>
<th><strong>Percentage</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation/Activities</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Ethical Dilemmas Group Project</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>My Journey Portfolio*</td>
<td>700</td>
<td>70%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**My Journey Portfolio Components** | **Max. Points** | **Percentage** |
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Reflection Journals (4)</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>The Matrix Paper</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>CRASH Paper</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Huber and Ruiz Exam (Open-Ended)</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Huber 30-Day Retreat and Reflection</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>“This I Believe” Statement</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Group Project Individual Reflection</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>SMART Goal Setting Exercise</td>
<td>25</td>
<td>2.5%</td>
</tr>
<tr>
<td>Friendship &amp; Loyalty, and Reflection</td>
<td>25</td>
<td>2.5%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>700</strong></td>
<td><strong>70%</strong></td>
</tr>
</tbody>
</table>

You will be able to monitor your grades and progress via the grade book feature in Canvas.
Course Assignment Descriptions
Assignment descriptions are subject to change. More discussion of projects will be forthcoming. Any questions you have regarding assignments can be directed to your instructor.

Introduction and Confirmation of Attendance: This will be done with a short discussion (worth 1 bonus point) which is due by 5:00pm on Tuesday, January 12th. Faculty members are required to confirm a student’s attendance for each course by the end of the first week of classes. Failure to do so will result in a delay in the disbursement of your financial aid. The confirmation of attendance is required for all students, not only those receiving financial aid.

Class Participation/Activities (maximum of 200 points; 20% of overall grade)
This course is heavily based on in-class discussions and activities that reinforce the student learning outcomes and the content of Ethical Issues. Therefore, it is essential that students are on-time for each class session and actively participate in all activities and discussions. Throughout the semester students will complete both in-class and out-of-class assignments and group activities. Activities will range from individual assignments, group discussions, partner and group projects, self-assessments, icebreakers, and exercises. These assignments will assist in students contributing to the class, as well contributing to skill development, knowledge of campus resources, and building classroom community. The Truth Telling Activity is included in this grade distribution. Students earn a block of points for their in-class work and participation, and will be given constructive feedback throughout the course of the semester, as deemed necessary, by the instructor.

Disclaimer:
Ethical dilemmas sometimes deal with difficult subject matter. In this class, students may encounter frank and/or uncomfortable discussions / assignments on topics that include (but are not limited to) violence, sex, religion, science, and politics. If you have a high degree of sensitivity to these matters you may wish to reconsider taking this class.

Ethical Dilemmas Group Project (maximum of 100 points; 10% of overall grade)
Due: Monday 10/12 / Presentations: Monday-Friday (10/12, 10/14, 10/16)
Being able to apply ethical decision making theories and personal philosophies is an important component of student learning in this course. Students will work in groups to solve a real-life problem faced by companies and organizations. Students will work together to evaluate the problem, brainstorm potential solutions to the issue, and develop a plan for solving the problem. Students will be expected to use their resources to make the most comprehensive action plan for solving the company’s problem. *Additional assignment details will be posted on Canvas and distributed in class.*

My Journey Portfolio (maximum of 700 points; 70% of overall grade)
This portfolio will serve as a culmination of various assignments that students will complete, and will represent the students’ learning, self-reflection, and the development of a comprehensive personal ethical perspective over the course of the semester. The My Journey Portfolio will be divided into two main sections (“Who Am I?” and “What Am I Going To Be Known For?”), and is comprised of the following assignments: Reflection Journals; The Matrix Paper; Friendship and Loyalty Exercise and Reflection; Crash Paper; Group Project (Ethical Dilemmas) Individual Reflection; Huber and Ruiz Exam (Open-Ended); SMART Goal Setting Exercise; Huber 30-Day Retreat; and “This I Believe” Statement. Brief descriptions of the assignments contained in the My Journey Portfolio are below. Students are expected to submit assignments electronically via Canvas (dropboxes will be open for each assignment). *Additional individual assignment details will be posted on Canvas and distributed in class.*
My Journey Portfolio Components

Portfolio Section 1: “Who Am I?”

Reflection Journals (maximum of 100 points; 10% of overall grade)
Due: Thurs. 1/28 (Journal #1); Thurs. 2/18 (Journal #2); Thurs. 2/25 (Journal #3); Thurs. 3/24 (Journal #4)
Students will write four different reflection journals, worth 25 points each. Journals will focus on a variety of topics, and will relate directly to the course content, class discussions, assignments/activities, and readings. Journals will be at least 500 words of content in length.

The Matrix Paper (maximum of 100 points; 10% of overall grade)
Due: Thursday 2/11
Students will watch The Matrix, as well as a video about Plato’s Cave (which will include an in-class discussion). Incorporating concepts from Stephen Covey’s The 7 Habits of Highly Effective People, students will analyze the concepts of determinism and transcendence, and reflect on how these concepts relate to their personal and professional lives. The Matrix Paper will be at least 1000 words of content in length.

Group Project (Ethical Dilemmas) Individual Reflection (maximum of 50 points; 5% of overall grade)
Due: Thursday 3/17
Being able to apply ethical decision making theories and personal philosophies is an important component of student learning in this course. Students will work in groups to solve a real-life problem faced by companies and organizations, which will be assigned by the instructor. Students will work together to evaluate the problem, brainstorm potential solutions to the issue, and develop a plan for solving the problem. Students will be expected to use their resources to make the most comprehensive action plan for solving the company’s problem. After completing the group project, students will complete an individual reflection of the Ethical Dilemmas experience, focusing on the questions provided by the instructor, which will be submitted separately via the appropriate Canvas Dropbox. Reflection will be at least 500 words of content in length.

Friendship and Loyalty Exercise and Reflection (maximum of 25 points; 2.5% of overall grade)
Due: Thursday 3/31
This exercise will be completed in conjunction with the viewing of Fried Green Tomatoes, which students will need to watch on their own time. For this exercise, students will interview their best friend, using the template provided by the instructor. Students will then write a reflection about their interview experience, focusing on the questions provided by the instructor. Reflection will be at least 500 words of content in length.

CRASH Paper (maximum of 100 points; 10% of overall grade)
Due: Tuesday 2/23
Students will watch CRASH, and answer questions related to the film, as well as provide personal reflection. Crash Paper will be at least 750 words of content in length.

Huber and Ruiz Exam (Open-Ended) (maximum of 100 points; 10% of overall grade)
Due: Tuesday 4/5
Students will complete an open-book, open-ended question exam related to the content in the Huber and Ruiz texts, and to their personal experiences and self-reflection. Students will upload their exams to Canvas as Word documents. Responses should be 200-250 words (of content) in length, per question response.

SMART Goal Setting Exercise (maximum of 25 points; 2.5% of overall grade)
Due: Thursday 2/4
Using the experience with the Huber 30-Day Retreat, students will complete a SMART Goal Setting Exercise where they will create a goal for themselves, as it relates to their own personal code of ethics and self-discipline. This assignment will be submitted prior to the 30-Day Retreat, and will serve as the basis for the 30-Day Retreat.
Portfolio Section 2: “What Am I Going To Be Known For?”

Huber 30-Day Retreat and Reflection (maximum of 100 points; 10% of overall grade)

Due: Tuesday 4/12

For this exercise, students will use the Huber text (pg. 90-128). Each “Day” on the 30-Day Retreat requires the student to complete an exercise, related to the reading and concepts discussed in the text. Students will also write a reflection addressing their experience completing the 30-Day Retreat, and how it applies to the topics discussed in class and in the readings, focusing on questions provided by the instructor. Reflection will be at least 500 words of content in length.

My Journey Portfolio Cover Page Document: “This I Believe” Statement (maximum of 100 points; 10% of overall grade)

Due: Tuesday 4/19

“This I Believe” is an international organization engaging people in writing and sharing essays describing the core values that guide their daily lives. Over 125,000 of these essays, written by people from all walks of life, are archived on the www.thisibelieve.org website, heard on public radio, chronicled through books, and featured in weekly podcasts. The project is based on the popular 1950s radio series of the same name hosted by Edward R. Murrow. As a culminating exercise for the course, students will utilize all of the information and reflection gained over the course of the semester through class discussion, activities, and assignments, and create their own “This I Believe” statements. The “This I Believe” Statement should be between 350-500 words (of content) in length.

For all assignments, students are required to use the Templates** provided by the instructor to complete the assignment correctly and completely. Templates are posted to the Canvas Modules, along with the instructions documents for all assignments. It is recommended that students use Microsoft Word to complete their assignments to maintain compatibility with the Templates and the Canvas dropboxes. Microsoft Word is available on all University computers. It is also recommended that students type their responses into a blank document and then copy/paste them into the Template, so that spelling/grammar can be checked (the Templates do not provide a spelling/grammar checker).

**Templates: The instructor will provide templates for assignments so that students have a clear understanding of how to complete the assignment. Templates will be posted to Canvas, and should be submitted via the appropriate Canvas Dropboxes for each assignment.

**Rubrics: These are assessment tools for communicating expectations of quality and delineating criteria for grading. There are rubrics for these aspects of this course located in our Canvas site and on the instruction sheets for each assignment.
**University-Wide Academic Policies**

**Academic Behavior Standards and Academic Dishonesty:**
All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the **Student Code of Conduct and Policies and Procedures** sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at http://studentservices.fgcu.edu/judicialaffairs/new.html.

**Disability Accommodations Services:**
Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the **Office of Adaptive Services**. The Office of Adaptive Services is located in Howard Hall 137. The phone number is (239) 590-7956 or TTY (239) 590-7930.

**Student Observance of Religious Holidays:**
All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.