

Special Topics: Human Resources Management and Ethics
Course Number: 37:533:330:01

Rutgers University
School of Management and Labor Relations
Human Resources Management Department

Fall 2023
Tuesday, September 5th – Friday, December 22nd

Instructor: Professor Rebecca Greenbaum (She/Her/Hers)
Class Day/Location: Wednesday, 10:20 am – 1:20 pm, TIL 103A LIV
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Office Hours: Wednesdays, 8:45 am – 9:45 am
Zoom/phone meetings are available upon request.

Course Materials

A charged laptop computer or tablet with typing features and access to the internet are required for this course. Please bring one of these noted electronic devices to each class. If you do not have access to a portable device, please plan to print out and bring to class that day's in class assignments. If you are completing the assignments by hand, please write legibly, as an inability to do so may prevent the professor from understanding your work, which could result in point deductions.

Required Reading

The required readings for this course are shown via the Course Schedule at the end of this syllabus and are provided by your teacher on CANVAS. These articles are made available to your professor and to you through the databases subscribed to by Rutgers Libraries.

The New York Times Subscription

As a student of SMLR, you receive free access to *The New York Times* (NYT). You will be asked to read NYT articles for this course. To register for your account, go to this page: <https://www.libraries.rutgers.edu/indexes/nyt-digital> and follow the instructions.

Once you've successfully subscribed to the *New York Times*, you can search for articles that I specify per the "Fall Schedule" (at the end of the syllabus). If the schedule notes a "New York Times" article, go to the NYT's homepage. Click the "search" icon. Copy and paste the title of the article from the syllabus into the "search" function. Press "enter." The article should come up. Confirm the article date/author to ensure that you're reading the correct article.

Course Description and Purpose

The objective of this course is to increase the student’s ability to manage the ethical aspects of human resources practices and work. Each student will develop skills necessary to analyze and address ethical issues, to provide ethical leadership at work, and to manage human resources responsibly. The student who successfully completes this course will be able to:

- Identify and address common ethical issues that arise at work.
- Analyze and suggest resolutions to ethical dilemmas
- Identify key tools to managing ethical conduct
- Identify personal values and apply those to making ethical decisions
- Understand how context can influence ethical conduct
- Identify and address common ethical issues that arise when managing human resources

This course fulfills the following learning objectives outlined by the *School of Management and Labor Relations*.

Knowledge of Theory, Practice and Application
<p>IV. Theoretical Perspectives – Demonstrate an understanding of relevant theories and apply them given the background of a particular work situation.</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the practical perspectives, theories and concepts in the management field of study • Evaluate and apply theories from social science disciplines to workplace issues
<p>V. Understanding Context – Evaluate the context of workplace issues, public policies, and management decisions</p> <ul style="list-style-type: none"> • Analyze the degree to which forms of human difference shape a person’s experience of, and perspectives on work • Analyze a contemporary global issue in the management field from a multi-disciplinary and intersectional perspective • Analyze issues related to business strategies, organizational structures, and work systems • Analyze issues related to selection, motivation, and development of talent in a local and global context

Course Outline

Section I: Why Does Unethical Behavior Persist?

- “Bad” People and Common Psychological Failures
- A Deep Dive into Moral Disengagement
- Rewards, Business Frames, and Bottom-line Mentalities
- Unethical Leadership, Power, and Corruption
- Unethical Culture/Climate

Section II: How to Avoid Ethical Lapses

- Classic Moral Reasoning
- Rational versus Intuitive Approaches
- Ethical Leadership and Culture
- Ethics and Human Resources Management

- Building an Ethical “Self-Brand”

Section III: Proactive Ethical Considerations

- Corporate Social Responsibility & “Blowing the Whistle”
- Global Considerations

Course Format

Each class occurs on a single day of the week over a three-hour period and will include a mix of short lectures, class discussions, Ted Talks, individual assignments, and an in-class group project.

Grading and Course Requirements

Activity	Points	% of Grade
1. Group Moral Debate	380	38%
2. Ethical Dilemma Analysis	250	25%
3. Concept Reinforcements	140	14%
4. Ted Talk Reflections	120	12%
5. Concept Notes	60	6%
6. Debate Reflection	40	4%
7. “Getting to Know You”	10	1%
Total Points	1000	100%

Percentage	Points	Grade
90-100%	900-1000	A
85-89.9	850-899	B+
80-84.9	800-849	B
75-79.9	750-799	C+
70-74.9	700-749	C
60-69.9	600-699	D
≤59.9	≤ 599	F

Descriptions of Assignments

1. **Group Moral Debate Assignment (380 points, 38% of grade)**

You will be assigned to a group. With your group, you will debate a moral issue that is politically charged. The debate deliverables are broken up into ten parts, each with their own point value, that leads up to the total possible points of 380, or 38% of your grade. Most of the

group work will be completed during class. The parts of the project include the following, with instructions provided via CANVAS on the days on which the work will be completed.

PART	POINTS
1. Topic Selection	5
2. Interview Questions	15
3. Transcribed Interviews	60
4. Interview Integration	40
5. Research	60
6. Concept Application	60
7. Presentation Compilation	30
8. Presentation Reflection	50
9. Presentation Practice	20
10. Presentation to Class	40
TOTAL POINTS	380

2. **Ethical Dilemma Assignment (250 points, 25% of grade)**

You will identify an ethical dilemma and analyze it using key concepts covered in class. This is an individual assignment with most deliverables submitted during class. The assignment is broken up into multiple parts that will be assigned throughout the semester.

PART	POINTS
1. Dilemma Description	10
2. Value Description	10
3. The Dilemma and Your Values	10
4. Consequentialist Analysis	20
5. Consequentialist Final Calculation	10
6. Golden Rule Definition	10
7. Golden Rule Application	10
8. Categorical Imperative Definition	10
9. Categorical Imperative Application	10
10. Veil of Ignorance Definition	10
11. Veil of Ignorance Application	10
12. Moral Community	5
13. Moral Community Application	10
14. Disclosure Rule Definition	10
15. Disclosure Rule Application	10
16. Role Model and Why	5
17. Role Model Application	10
18. Three Concepts Definitions	20
19. Three Concepts Application	30
20. Two Concepts Reflection	10
21. Three Concepts Tools	20

TOTAL	250
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3. **Concept Reinforcements (35 points each, 140 points total, 14% of grade)**

At the start of four different classes, you will be asked to reinforce a concept from the last class either by (1) writing a multiple-choice exam question, or by (2) applying the concept to an event. Students are encouraged to review their note pages and/or the prior class's slides to prepare for the concept reinforcements. Your professor will also briefly go over the concepts prior to assigning the concept reinforcements. Your professor has provided an example of the concept reinforcements through CANVAS.

4. **Ted Talk Reflections (120 points, 12% of grade)**

Throughout the semester, you will watch Ted Talks. Your professor has prepared reflection questions that you will answer and submit for grading.

TED TALK	POINTS
1. Ethics and Decisions: Michael Schur	40
2. Moral Evolution: Tim Dean	30
3. Being Uncomfortable: Luvvie Ajayi Jones	40
TOTAL	120

5. **Concept Notes (20 points each, 60 points total, 6% of grade)**

For particular lectures, your professor will give you a note document where you will be asked to record the definition and/or an example of the concept explained during lectures. These note pages are to be turned into CANVAS. You will refer to these notes for other assignments throughout the semester.

6. **Debate Reflections (20 points each, 40 points total, 4% of grade)**

At the end of the semester, groups will present their moral debates. Your professor has created questions that will help you to reflect on each group's moral debate. This assignment requires that you answer the questions for *all* presentations. Your reflection is to be turned in immediately following that day's presentations.

7. **"Getting to Know You" (10 points, 1% of grade)**

For the start of the semester, your professor has created a "getting to know you" assignment to learn about you and your thoughts regarding this course. Complete and submit the "getting to know you" template.

Make-Up Policy

Students are strongly encouraged to attend classes because most course work is completed during regularly scheduled class time. Students will only be given an extension on assignment due dates if they have an excused absence that includes (a) an illness accompanied by a doctors note, (b) a documented critical circumstance, such as a car accident (police report) or death in the family (tribute page), (c) involvement in a university sponsored event, or (d) the observance of a religious holiday. Please see Rutgers policy regarding religious holidays:

<https://scheduling.rutgers.edu/scheduling/religious-holiday-policy>

Students who miss an assignment due date for *unexcused* reasons can complete and submit their assignments with a point penalty as shown below. As an example, if an assignment is usually worth 10 points, and you submit it 2 hours late (i.e., *less than 24 hours*), the maximum points you can receive is 9 points (which is 90% of 10 points). This does not mean you will receive 9 points; this is simply the maximum points you can receive. You may receive less than 9 points for not submitting the highest quality work.

Time Elapsed	Penalty
Less Than 24 Hours	90% Maximum
More Than 24 Hours, Less Than One Week	70% Maximum
More Than One Week, Less Than Two Weeks	50% Maximum
More Than Two Weeks	0%

Diversity and Inclusion

Class discussions are particularly vibrant and interesting when students provide diverse perspectives. When discussing our own experiences and opinions, as well as offering feedback to others, it is important that we refrain from comments or terms that may come across as less inclusive to others. By striving towards inclusivity, more students are likely to speak up and to educate us with diverse opinions and insights. Sometimes individuals use less inclusive terms without recognizing their potential offensiveness. In these instances, I hope that our class will kindly speak up as to educate one another on our views/opinions, as well as some of the best practices regarding diversity and inclusion. For more guidance regarding inclusive language, please find the “Pratt Inclusive Language Guide” on our course website through CANVAS.

University Guidelines and Resources

Rutgers Resources for Student Success

The School of Management and Labor Relations website has resource page for current students that includes information regarding:

1. Victim and Mental Health Support
 - a. CAPS (Counseling, Alcohol and Other Drug Assistance and Psychiatric Services)
2. Academic Support
3. Financial Emergency Support

Please use the following link to receive access to this information:

<https://smlr.rutgers.edu/academic-programs/current-students>

Academic Honesty

The University's policy on cheating and use of copyrighted materials is enforced in this class. Students are expected to pursue knowledge with integrity. Please refer to the Academic Integrity Policy for more detail regarding these policies: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>

Students with Disabilities

Students requesting accommodations for disabilities should contact the Office of Disability Services to determine their Coordinator. The Coordinator will then provide documentation to the student. Upon review and approval, the student must then provide this documentation to the instructor. Please refer to the Office of Disability Services for Students for more detail regarding requests for accommodations: <https://ods.rutgers.edu/>

Statement as a Responsible Employee

Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to [Policy 10.3.12](#)) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University Policy 10.3.12. For more information about your options at Rutgers, please visit endsexualviolence.rutgers.edu

FALL SCHEDULE

Note. The schedule is subject to change at the discretion of the instructor.

SECTION I: Why Does Unethical Behavior Persist?

September 6 (Week 1)

- Topic – Why Study Ethics?
 - *Read:*
 - Gelles, D., & Yaffe, B. (August 19, 2019). Shareholder value is no longer everything, Top C.E.O.s say. *The New York Times*.
 - Banaji, M., Bazerman, M. H., & Chugh, D. (2003). How (un)ethical are you? *Harvard Business Review*, December Issue, 56-64.
 - *In-class Activities:*
 - Getting to Know You – Professor
 - Week 1 Lecture – Why Ethics?
 - Ted Talk -- How Ethics Can Help You Make Better Decisions – *Michael Schur*
 - <https://www.youtube.com/watch?v=BAswj8evFZk>
 - Syllabus
 - *Assignments/Due Dates:*
 - Week 1 Notes – **DUE TO CANVAS BY THE END OF CLASS**
 - Ted Talk Reflection – **DUE TO CANVAS BY THE END OF CLASS**
 - “Getting to Know You” – **DUE TO CANVAS BY THE END OF CLASS**

September 13 (Week 2)

- Topic – “Bad” People and Common Psychological Failures
 - *Read:*
 - Chamorro-Premuzic, T. (November 2, 2015). Why bad guys win at work. *Harvard Business Review*.
 - Kouchaki, M. (May 2014). In the afternoon, the moral slope gets slipperier. *Harvard Business Review*.
 - Bazerman, M. H., & Tenbrunsel, A. E. (April 2011). Ethical breakdowns. *Harvard Business Review*.
 - *In-class Activities:*
 - Review Last Week’s Key Terms
 - Concept Reinforcement – Instructions and Examples
 - Week 2 Lecture – Bad People and Ethical Failures
 - Narcissists/Machiavellians/Psychopaths
 - Pop Culture
 - Business
 - Sports
 - Politics
 - ChatGPT Exploration
 - Prompt: Think About an Ethical Dilemma – *For Next Class*
 - *Assignments/Due Dates:*

- Week 2 Notes – **DUE TO CANVAS BY THE END OF CLASS**

September 20 (Week 3)

- Topic – Moral Disengagement
 - *Read:*
 - None
 - *In-class Activities:*
 - Review Last Week’s Key Terms
 - Concept Reinforcement
 - Lecture Week 3 – Moral Disengagement
 - Ethical Dilemma – Part 1
 - What Are Your Values?
 - Group Assignments
 - Debate – Part 1
 - *Assignments/Due Dates:*
 - Concept Reinforcement -- **DUE TO CANVAS DURING CLASS**
 - Week 3 Notes – **DUE TO CANVAS BY THE END OF CLASS**
 - Ethical Dilemma – Part 1 – **DUE TO CANVAS DURING CLASS**
 - Debate Part 1 – **DUE TO CANVAS BY THE END OF CLASS**

September 27 (Week 4)

- Topic – Rewards, Business Frames, and Bottom-line Mentalities
 - *Read:*
 - Draper, K. (2023). The alliance of LIV golf and the PGA tour: Here’s what to know. *The New York Times*.
 - Okeowo, A. (2023). Why were two female running champions killed in Kenya? *The New Yorker*.
 - *In-class Activities:*
 - Review Last Week’s Key Terms
 - Concept Reinforcement
 - Lecture Week 4A – Rewards, Business Frames, and BLMs
 - Ethical Dilemma – Part 2
 - Lecture Week 4B – Wells Fargo Case Study
 - Debate Part 2
 - *Assignments/Due Dates:*
 - Concept Reinforcement -- **DUE TO CANVAS DURING CLASS**
 - Ethical Dilemma – Part 2 – **DUE TO CANVAS DURING CLASS**
 - Debate Part 2 – **DUE TO CANVAS BY THE END OF CLASS**

October 4 (Week 5)

- Topic – Power and Leadership
 - *Read:*
 - Yap, A. (November 2013). Big chairs create big cheats. *Harvard Business Review*.
 - Keltner, D. (October 2016). Managing yourself: Don’t let power corrupt you. *Harvard Business Review*.

- *In-class Activities:*
 - Review Last Week's Key Terms
 - Concept Reinforcement – This one will be on bottom-line mentality.
 - Lecture Week 5A – Unethical Leadership
 - Ethical Dilemma – Part 6 – This is intentionally out of order.
 - Lecture Week 5B – Power and Corruption
- *Assignments/Due Dates:*
 - Concept Reinforcement -- **DUE TO CANVAS DURING CLASS**
 - Ethical Dilemma – Part 6 – **DUE TO CANVAS DURING CLASS**
 - Debate Part 3 – **DUE TO CANVAUS ON SUNDAY, OCTOBER 8, 2023, 11:59 PM.**

October 11 (Week 6)

- Topic – Unethical Leadership and Culture
 - *Read:*
 - Carey, B. (2019). When the bully is boss. *The New York Times*.
 - *In-class Activities:*
 - Information Literacy Presentation – Julie Peters
 - Review Last Week's Key Terms
 - Concept Reinforcement – This one will be on unethical leadership.
 - Lecture Week 6 – Unethical Leadership and Culture
 - Debate Part 4
 - Use this chart.
- *Assignments/Due Dates:*
 - Concept Reinforcement -- **DUE TO CANVAS DURING CLASS**
 - Debate Part 4 -- **DUE TO CANVAS DURING CLASS**

SECTION II: How to Avoid Ethical Lapses

October 18 (Week 7)

- Topic – Classic Moral Reasoning
 - *Read:*
 - None
 - *In-Class:*
 - Lecture Week 8 – Classic Moral Reasoning
 - Ethical Dilemma – Part 3
 - Use this chart.
 - Debate – Part 5
 - Example
- *Assignments/Due Dates:*
 - Ethical Dilemma Part 3 -- **DUE TO CANVAS DURING CLASS**
 - Debate Part 5 -- **DUE TO CANVAS DURING CLASS**

October 25 (Week 8)

- Topic – Rational versus Intuitive Ethics and Emotions
 - *Read:*

- Haidt, J. (2012). The moral foundations of politics. *The Righteous Mind: Why Good People Are Divided by Politics and Religion* (Chapter 7, pp. 150-179). Professor will provide here.
- *In-class Activities:*
 - Review Last Week's Key Terms
 - Ethical Dilemma – Part 4a, 4b, 4c
 - Lecture Week 8A – Rationality, Intuition, and Emotions
 - Ethical Dilemma – Part 5
 - Lecture Week 8B – Moral Foundations
 - Ted Talk – The Moral Roots of Liberals and Conservatives – Jonathan Haidt
 - <https://www.youtube.com/watch?v=8SOQduoLgRw>
- *Assignments/Due Dates:*
 - Ethical Dilemma Part 4a, 4b, 4c -- **DUE TO CANVAS DURING CLASS**
 - Ethical Dilemma Part 5 -- **DUE TO CANVAS DURING CLASS**

November 1 (Week 9)

- Topic – Ethical Leadership and Culture
 - *Read:*
 - Epley, N., & Kumar, A. (2019). How to design an ethical organization. *Harvard Business Review*.
 - Battilana, J., Pache, A., Sengul, M., & Kimsey, M. (2019). The dual-purpose playbook: What it takes to do well and good at the same time. *Harvard Business Review*.
 - *In-class Activities:*
 - Review Moral Reasoning Key Terms
 - Ethical Dilemma Part 6
 - Lecture Week 9 – Ethical Leadership and Culture
 - Debate Part 6
 - Ethical Leaders
 - Pop Culture
 - Business
 - Sports
 - Politics
 - ChatGPT Exploration
 - *Assignments/Due Dates:*
 - Debate Part 6 – **DUE TO CANVAS DURING CLASS**

November 8 (Week 10)

- *Class Does **NOT** Meet in Person – Virtual Assignments Only*
 - *Out of Class Activities:*
 - Ted Talk – Moral Evolution – *Tim Dean*
 - <https://www.youtube.com/watch?v=gr7XWBmXWT0>
 - Ethical Dilemma – Part 7
 - *Assignments/Due Dates:*
 - Ted Talk Reflection – **DUE TO CANVAS BY NOVEMBER 8TH, 1:20 PM**
 - Ethical Dilemma Part 7 – **DUE TO CANVAS BY NOVEMBER 8TH, 1:20 PM**

November 15 (Week 11)

- Topic – Ethics Related to Human Resource Practices
 - *Read:*
 - Brown, K. (December 4, 2018). To retain employees, focus on inclusion—not just diversity. *Harvard Business Review*.
 - “Winning and Losing at the Same Time” by Patrick F. McKay.
 - *In-class Activities:*
 - Lecture Week 11A – Ethics and Diversity and Inclusion
 - Group Discussion – Winning and Losing at the Same Time
 - Lecture Week 11B – Ethics and Selection and Training
 - Complete IAT assessment and review personality inventories:
 - <https://implicit.harvard.edu/implicit/takeatest.html>
 - Debate – Part 7
- Assignments/Due Dates:
 - Debate Part 7 – **DUE TO PROFESSOR BY THE END OF CLASS**

November 20 (Week 12)

- *No Class – Thanksgiving*

November 29 (Week 13)

- Topic – Building an Ethical “Self-Brand”
- *Read:*
 - Desai, S., & Gino, F. (September 2011). Adults behave better when teddy bears are in the room. *Harvard Business Review*.
 - Detert, J. R. (November – December 2018). Cultivating everyday courage: The right way to speak truth to power. *Harvard Business Review*.
- *In-class Activities:*
 - Debate – Part 8
 - Week 12 – Building an Ethical Brand
 - Debate – Part 9
 - Ted Talk – Getting Comfortable Being Uncomfortable – *Luvvie Ajayi Jones*
 - <https://www.youtube.com/watch?v=QijH4UAqGD8>
- Assignments/Due Dates:
 - Debate Part 8 – **DUE TO PROFESSOR DURING CLASS**
 - Debate Part 9 – **CONFIRMED DURING CLASS BY PROFESSOR**
 - Ted Talk Reflection – **DUE TO CANVAS DURING CLASS**

SECTION III: Proactive Ethical Considerations

December 6 (Week 14)

- Topic – Corporate Social Responsibility and Blowing the Whistle
 - *Read:*
 - Porter, M. E., & Kramer, M. R. The link between competitive advantage and corporate social responsibility. *Harvard Business Review*.

- *In-class Activities:*
 - Lecture Week 14A – Corporate Social Responsibility
 - Debate – Part 10
 - Lecture Week 14B – Whistleblowing
- *Assignments/Due Dates*
 - Debate Moral Topic Reflection – **DUE TO CANVAS DURING CLASS**

December 13 (Week 15)

- Topic – Global Considerations
- *Read:*
 - Donaldson, T. (1996). Values in tension: Ethics away from home. *Harvard Business Publishing*.
- *In-class Activities*
 - Lecture Week 15 – Global Ethics
 - Debate – Part 10
- *Assignments/Due Dates:*
 - Debate Moral Topic Reflection – **DUE TO CANVAS DURING CLASS**