The University of Oklahoma
College of Continuing Education
Advanced Programs – Course Syllabus

Course Title:

Seminar in Organizational Ethics and Ethical Decision Making

Course Number:

HR 5970-422

Course Description:

This seminar focuses on professional values, integrity, and ethical decision-making processes in public organizations. Students will discover theoretical and practical ways to approach moral and ethical dilemmas in organizational life and improve their skills in moral reasoning and ethical decision-making. A case study approach is used to analyze and resolve ethical dilemmas and situations from a practitioner, human relations perspective.

Course Dates:

November 1-December 31, 2016
Last day to enroll or drop without penalty: November 1, 2016

Site Director:

Please see your local Site Director or email Chad Manos at chad.manos@ou.edu

Professor Contact Information:

Course Professor:	Dr. Marilyn Y. Byrd
Mailing Address:	University of Oklahoma
	Department of Human Relations
	601 Elm Ave., PHSC #704
	Norman, OK 73019
Telephone Number:	(405)325-6405
E-mail Address:	Marilyn.Y.Byrd-1@ou.edu
Virtual Office Hours:	Tues. & Wed. 3-6; or by apt.
Professor availability:	The professor will be available via e-mail to students during the above listed Virtual Office Hours and other methods by arrangement.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at http://www.bkstr.com/oklahomastore/home is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

Lawston, A., Rayner, J. & Lasthuizen, K. (2013). *Ethics and management in the public sector.* New York: Routledge. ISBN 9780415577601.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

OU E-Mail:

All official correspondence from distance learning instructors will be sent only to students' ou.edu address.

Course Objectives:

- Examine organizational ethics from both a philosophical and professional perspective.
- Consider ethical reasoning, integrity, moral character, and moral decision making as essential foundations to the human relations professional
- Apply ethical frameworks for the determining "the right thing to do"
- Use a case analysis approach to resolve ethical problems, issues, and dilemmas.

Assignments, Grading, and Due Dates:

This course has 4 written assignments. **All assignments are due no later than December 31st** at their corresponding dropbox location at D2L.

Assignment 1: Ethics: Professional Ways of Acting (4 pages minimum, excluding title page and reference page)

Fully discuss the following information (1-10). Use supporting references (including your textbook) to enhance and develop your thoughts. Give specific examples to help develop your discussion. Do not number your paper. Instead, each numbered component will represent a paragraph. **Note:** I must be able to discern that you are discussing each component. Begin your paper with an introduction paragraph that introduces your discussion and gives a brief overview. After you have completely discussed 1-10, write a concluding paragraph that briefly summarizes and brings closure.

1. Give your personal definition of morals, character, and integrity. What links these concepts together in terms of professional conduct?

2. Why is ethics important for public service organizations?

3. What makes an issue ethical or unethical?

4. Who decides what is ethical and why?

5. Is it possible to achieve ethics and integrity in managing and governing public institutions or should we strive for 'good enough governance', as many crucial public values seem contradictory or even conflicting? Support your response.

6. Describe effective strategies to create and nurture ethical organizations.

7. What works better and in what situations: enforcing compliance, building trust, or promoting values?

8. Explain some general but compelling reasons why human beings find it so difficult to act ethically (a) in their personal lives and (b) in their professional lives.

9. Explain the progression from being an ethical person to being an ethical leader?

10. Think about your personal values and beliefs and prepare a personalized statement that describes your philosophy for applying values in your personal and professional life.

Organization of your paper: (Use subheadings to identify sections being discussed)

- Title Page

- Introduction

- Discussion of 1-10 (by separate paragraphs)

- Conclusion (the conclusion will give a brief summary and bring closure)

- Reference Page

Assignment 2: Codes of Ethics (Minimum 3 pages, excluding title page and reference page)

Codes of ethics are principles designed to guide the actions of individuals and serve to guide behaviors in the workplace. In this assignment you will critique a code of ethics then develop/create a code of ethics. The paper should be written in essay (discussion) type format and should be organized as Part I and Part II. Provide an introduction paragraph to introduce and preview your discussion.

    I.   Review the contents of the American Society for Public Administration's (ASPA) Code of Ethics. Critique (discuss) the ASPA's code of ethics according to Lawton, Rayner, & Lasthuizen's framework of ethical regulation.
http://www.aspanet.org/public/ASPA/About_ASPA/Code_of_Ethics/ASPA/Resources/Code_of_Ethics/Code_of_Ethics1.aspx?hkey=222cd7a5-3997-425a-8a12-5284f81046a8

    II.   Discuss the need and relevance of a code of ethics for Human relations professionals. Use content from Chapter 6: *Compliance Approaches* of the Lawton, Rayner, & Lasthuizen text to support your discussion. In addition, locate at least (3) additional peer-reviewed scholarly perspectives to support your discussion. Cite the authors as appropriate. Next, write a code of ethics for Human Relations professionals. Keep in mind that Human Relations professionals take on roles and titles that may not explicitly include the words "human relations." The goal here is to stimulate your critical thinking towards the overall purpose and essence of human relations. Therefore the code of ethics you create can be generalized across multiple professions where human relations type work is performed. Your code of ethics should contain three parts: core values statement; core values translated into behavioral norms; sanctions for violating these values and norms.

Organization of your paper: (Use subheadings to identify sections being discussed)

- Title Page
- Introduction
- Discussion of Part I
- Discussion of Part II
- Conclusion (the conclusion will give a brief summary and bring closure)
- Reference Page

Assignment 3: Ethical Dilemmas: Case Scenario (Minimum 3 pages excluding title page and reference page).

In this assignment you are to develop the following discussion points:

1. explain ethical dilemma and what creates an ethical dilemma (use 2 scholarly peer-reviewed sources in addition to your textbook);
2. explain how an integrity approach can be used in resolving an ethical dilemma;
3. analyze "The Holiday Dilemma" (Exercise 7.2, page 129) by responding to discussion questions at the end of the exercise.

Organization of your paper:

- Title page
- Introduction
- Discussion Points (each of the discussion points begins a new paragraph)
- Conclusion (the conclusion will give a brief summary and bring closure)
- Reference Page

Assignment 4: Discussion Paper: Expanding the Perspectives of Ethics and Management (Minimum 8 pages, excluding title page and reference page).

The following are selected key points addressed in Ethics and Management in the Public Sector (2013) by Lawton, Rayner, and Lasthuizen. Fully explain how the authors developed these points. In your discussion, for each key point, locate another peer-reviewed scholarly perspective that provides a consenting or dissenting perspective. You should organize your paper according to these topics. Do not number your paper. This should be a discussion formatted paper using APA formatting guidelines.

1. Discuss ethics as a foundational and integral component of the public sector.

2. Discuss basic ethical theories and give practical examples of how they can be applied in public sector organizations.

3. Explain how the application of ethics extends beyond resolving dilemmas.

4. Explain how organizational constraints can dictate ethical decisions in public service organizations and provide examples.

5. Discuss the concept of organizational ethics and how this concept brings together individual, organizational and societal interpretations of ethics that sometimes compete with each other.

6. Explain why public interest is continually in tension with notions of citizenship, competing with notions of the role of the State, and localized interests.

7. Discuss the notion of managing culture as being problematic.

8. Explain how ethical issues in public service organizations are a mixture of individual motivations, organizational imperatives and societal values.

9. Explain how trends in ethical frameworks have moved from relying on personal integrity to compliance systems of control.

10. Explain the following: **Ethical leadership is a multi-dimensional concept – distinct from other leadership styles consisting of the components 'the moral person', 'the moral manager' and a 'positive leader–follower relationship'.**

11. Discuss cognitive moral development theory, social learning theory, reinforcement theory and social exchange theory in relation to leaders' ethics and integrity.

12. Explain how building a reputation as an ethical leader should be equally balanced between being a moral person and being a moral manager.

13. Think of one political leader, one public sector leader, one business leader and one leader in sports. What do you expect from the ethical leadership of these various leaders? (Refer to Figure 9.1 of the text). Should they all behave the same or do your expectations in how they will behave differ? Is it, for example, more permissible for a political leader to be unethical in the political arena? What type of leader do you expect to be the best moral manager?

14. Discuss and provide examples how public sector leaders often risk being perceived as ethically neutral leaders.

Organization of your paper: (Use subheadings to identify the sections being discussed)

- Title Page

- Introduction

- Discussion of 1-14 (Each discussion point should begin a new section)

- Conclusion (the conclusion will give a brief summary and bring closure)

- Reference Page

General Document Preparation:

Each assignment provides a guideline for organization. Note that each assignment begins with an introduction. The introduction provides a purpose statement for the paper. You should begin ALL papers with the purpose statement (EX: The purpose of this paper is to…….). The introduction also serves to preview the discussion. A paper should conclude with a conclusion paragraph. The purpose of a conclusion paragraph is to return to the purpose, briefly summarize, and bring closure. Use subheadings to organize and divide your paper according to the required content. An APA formatted title page and reference page should be included. All sources used should be properly referenced. A recommended website for APA style guidelines is: https://owl.english.purdue.edu/owl/resource/560/01/

All papers should be typed in Times New Roman 12pt font. Pages should be double-spaced, using APA 6th edition formatting and guidelines. If you are unsure of any of the instructions to complete assignments, please do not hesitate to contact me. The most effective way to communicate with me is by email as I check my email several times during the day. You should therefore expect a timely response.

Grading:

This course is graded Satisfactory or Unsatisfactory (S/U). A grade of S is equivalent to B or better. In numeric terms, this means that each of the 5 assignments carries a weight of 20%.

Assignment	Percent of Grade
Assignment #1	25%
Assignment #2	25%
Assignment #3	25%
Assignment #4	25%

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

Incomplete Grade Policy:

A grade of "I" is not automatically assigned, but rather must be requested by the student by submitting to the instructor a "Petition for and Work to Remove an Incomplete Grade" form. An "I" can never be used in lieu of an "F" nor can an "I" be assigned because of excessive failure to participate in class activities.

Technical Support Information:

If you experience technical problems, contact Information Technology by visiting their website at: http://webapps.ou.edu/it/ or contacting them by telephone at: (405) 325-HELP (4357).

POLICIES AND NOTICES

Attendance/Grade Policy

Note: Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc…in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc…; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at http://studentconduct.ou.edu/

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/

Marilyn Y. Byrd, Ph.D.

Education

Ph.D., Human Resource Development, Texas A & M University, College Station. TX.

Current Positions

Assistant Professor, University of Oklahoma, Human Relations

Major Areas of Teaching

- Human Resources for the Human Relations Professional
- Organizational Behavior
- Leadership in Organizations
- Diversity and Justice in Organizations
- Organizational Ethics and Ethical Decision Making

Research Interests

- Organizational social justice and social change
- Spirituality as a response to social oppression
- Organizational social justice ethics (emerging research)
- Experiences of intersectionality in leadership
- Issues emerging from workforce diversity

Representative Publications and Presentations

Books:

- Byrd, M., & Scott, C. (Editors /Authors). (2014). *Diversity in the workforce: Current issues and emerging trends.*
- Scott, C., & Byrd, M. (Editors/Authors). (2012). *Handbook of research on workforce diversity in a global society: Technologies and concepts.* Hershey, PA: IGI

Book Chapters:

- Byrd, M. (2014). A social justice paradigm for human resource development: Philosophical and theoretical foundations. In N. Chalofsky, T. Rocco, & M. L. Morris, *Handbook of Human Resource Development: The Discipline and the Profession (pp. 281-298).* Hoboken, NJ: Wiley.
- Byrd, M., & Hughes, C. (in press). A paradigm shift for diversity management: From promoting business opportunity to optimizing lived career work experiences. In Hughes, C. (Ed.)., Impact of Diversity on Organization and Career Development. Hershey, PA: IGI Global. Release, Nov. 2014.
- Byrd, M. (2012). Critical race theory: A framework for examining social identity diversity of Black women in positions of leadership. In C. Scott & M. Byrd (eds.), *Handbook of research on workforce diversity in a global society: technologies and concepts.* (pp. 426-439), Hershey, PA: IGI
- Byrd, M., & Chlup, D. (2012). Theorizing African American women's learning and development in predominantly white organizations: Expanding the conversation on adult learning theories. In C. Scott & M. Byrd (eds.), *Handbook of research on workforce diversity in a global society: technologies and concepts.* (pp 38-55), Hershey, PA: IGI

Book Chapter, Invited:

Byrd, M. (2012). Theorizing leadership of demographically diverse leaders. In M. Paludi (ed.), Managing Diversity in Today's Workplace: Strategies for Employees and Employers (Women and Careers in Management. Santa Barbara, CA.: Praeger (ABC-CLIO).

Peer Reviewed Journal Articles:

- Byrd, M. Y. (2014). Diversity issues: Exploring "critical" through multiple lenses. In J. Gedro, J. Collins, & T. S. Rocco (Eds.), Critical Perspectives and the Advancement of HRD, *Advances in Developing Human Resources*, *16*(4), 281-298.
- Byrd, M. (2009). Telling our stories: If we don't tell them they won't be told. In Byrd, M., &
- Stanley, C. A. (Eds.), Giving Voice: the Socio-cultural Realities of African American women's leadership experiences, *Advances in Developing Human Resources*, *11*(5), 582-605.
- Byrd, M., & Stanley, C., A. (2009). Bringing the voices together. In Byrd, M., & Stanley, C. A. (Eds.), Giving Voice: the Socio-cultural Realities of African American women's leadership experiences. *Advances in Developing Human Resources, 11*(5), 657-666.
- Byrd, M. (2009). Theorizing African American Women's leadership experiences: Socio-Cultural theoretical alternatives. *Advancing Women in Leadership Journal, 27*(2).
- Byrd, M. (2008). Negotiating new meanings of "leader" and envisioning culturally informed theories for developing African American women in leadership roles: An interview with Patricia Parker, *Human Resource Development International*, *11*(1), 101-107.
- Byrd, M. (2007). The effects of racial conflict on organizational performance. *New Horizons in Adult Education and Human Resource Development, 21(*1/2), 13-28. Miami: Florida International University.
- Byrd, M. (2007). Educating and developing leaders of racially diverse organizations. *Human Resource Development Quarterly, 18*(2), 275-279.

Media Review, Invited:

Byrd, M. (2013). The end of diversity as we know it by Martin Davidson. *Human Resource Development Quarterly, 24*(2), 269-275.

Representative Honors and Awards Received

- Recognized for Leadership, AHRD
- Member Spotlight, May, 2012, AHRD

Major Professional Affiliations

Academy of Human Resource Development (AHRD)