A. COURSE DESCRIPTION

This course explores issues that rise in the context of doing business and leading organizations. Specifically, this course helps students see how leaders deal with the many dilemmas they face when making business and organizational decisions, given the organization’s internal, competitive, social and global environments. The course covers the leadership issues that arise out of dilemmas of corporate governance and social responsibility as well.

In addition, attention is placed on the changing environment of business and the implications for organizational structure, effectiveness, and firm-stakeholder relations. In particular, the class will look at not just how the organization relies on its environment for resources – human, physical, technological, financial, legal, etc – but also how the organization impacts its environment socially, ethically, environmentally, as well as financially.

B. OVERALL COURSE GOALS

Students will develop an understanding of the changing environment of business and how it impacts organizations.

Learning Objectives:

- Develop an understanding of the importance of the macro-environment of business and of managing this interaction between business and society;
- Gain an ethical perspective on organizational behavior and decision-making;
- Understand the multi-faceted issues pertaining to corporate social responsibility and sustainability.

Skills:

- Compare and contrast theories of organization and theories of the firm
- Apply course concepts and strategies in presenting case studies of organizations
- Design and produce an organizational analysis of a present day firm
- Demonstrate critical thinking and writing skills
- Transfer knowledge from self to others

In addition to the specific course goals developed above, the course will promote the general goals of the School of Business as per below:
Communication skills: Students will have to effectively discuss and present arguments related to business social responsibility and leadership, both at the group and the class level.

Quantitative fluency: Students will have to apply the course techniques and tools in each of the cases discussed, so as to display logical reasoning and data analysis skills.

Global and civic responsibility: Students will have to identify and define how to address social, ethical, environmental and economic challenges at local, national and international levels in the context of the cases discussed in class and more generally as it applies to the business environment.

Intellectual innovation and creativity: Students will have to demonstrate problem-solving abilities and creativity in analyzing the situations discussed in class.

Synthesis: Students will have to integrate concepts presented throughout the semester to inform a cogent argument in their analysis of cases and application of course concepts.

C. COURSE FORMAT

The content of this course will be delivered through a mixture of Powerpoint lectures, videos, individual readings, discussions, and assignments. Remember that an online course is different from a face-to-face course. Specifically, your success in this course highly depends on:

- Your active presence in the online class; on average, you should expect to log in every day;
- Your participation in the class activities; that is, your discussion of the class materials with other students through the discussion boards;
- You staying on top of the workload by following the proposed pace (daily) of the course, and turning in the assignments on time.

A Note on Teaching

My goal in this course is to emphasize teaching you how to learn and think. Therefore, my focus will be on asking you to analyze the material you’ve read for a particular module, through assignments and discussions. I will post PowerPoint and video “lectures” as a guide to the key points and to stimulate your reflection in certain directions. This approach will allow you to spend the majority of your time on learning and thinking critically about business, leadership and society.

D. COMMUNICATION

Community: Previous research shows that online courses that facilitate community-building are more engaging and rewarding for students, contributing to an all-around enhanced experience in the course. Accordingly, I believe it is important for each of you to take an initiator’s as well as a participatory role in the online classroom community. Thus, while certain modules have an activity explicitly designed to get you engaged with fellow students in sharing some reflections and ideas, I encourage you to actively seek to engage with others in the course, through the discussion board, so as to deepen your thoughts regarding the class materials as well as enable you to share your online course experience with others. As you do so, please remember to be constructive and respectful in your comments, especially since online posts do not render the same subtleties as face-to-face interactions do.

Very important: If you have an individual inquiry, please contact me via email at perraulte@cofc.edu with “350DE” in your subject line. Should you have an inquiry that could benefit the whole class (i.e.
clarifications on an assignment, etc.) please post it to the class “general discussion board”. In both cases, I will reply to your inquiry within 48 hours.

E. COURSE MATERIALS REQUIRED


F. COURSE REQUIREMENTS/ GRADING

The following components comprise the overall grade that will be given in this course:

Requirements and Evaluation:
Participation/discussion boards 20%
Case analyses 30%
Homework 20%
Reflection papers 30%

**PLEASE BE AWARE THAT EACH MODULE CONCLUDES WITH A GRADED EVALUATION ITEM THAT MUST BE COMPLETED WITHIN THE TIME FRAME OF THE MODULE (SEE CLASS SCHEDULE AT THE END OF SYLLABUS). ASSESSMENTS (SUCH AS DROPBOXES, QUIZZES, ETC.) BECOME UNAVAILABLE AFTER THEIR DUE DATE, WHICH CAN SUBSTANTIALLY AFFECT YOUR GRADE. PLEASE NOTE THAT I WILL NOT TAKE INTO ACCOUNT PARTICIPATION TO DISCUSSION BOARDS AFTER THEIR DUE DATE. THEREFORE, PLEASE ENSURE YOUR TIMELY PARTICIPATION IN THE COURSE AND THAT YOU FOLLOW THE SYLLABUS/CLASS SCHEDULE CAREFULLY.

NOTE ON CLASS PARTICIPATION AND REFLECTION PAPERS: You are not graded on the quantity of your participation/writing but on the quality of your comments.

The following are examples of quality contributions:
• making or raising issues that are relevant to the current focus of the class
• using data or examples to support conclusions
• taking into consideration the ideas already offered by others
• offering support for your arguments
• helping others to feel comfortable about participating (disagree agreeably).

GRADING SCALE
Letter grades will be assigned according to the following scale, in conjunction with the new College of Charleston standard:

Superior/Excellent range:  A (4.0) = 94-100%  A- (3.7) = 90-93%
Very Good/Good range:  B+ (3.3) = 87-89%  B (3.0) = 84-86%
               B- (2.7) = 80-83%
Average range:  C+ (2.3) = 77-79%  C (2.0) = 74-76%
Below Average range:  C- (1.7) = 70-73%
                     D+ (1.3) = 67-69%
                     D (1.0) = 64-66%
                     D- (0.7) = 60-63%
Failing range:  F (0.0) = <60%
G. WRITTEN WORK

Case analyses, homework and reflection papers should address the question presented in the syllabus. Please type your answers in a Word document to be submitted through OAKS’ dropbox before the due time. The format of each paper is approximately 2 pages in length, in 12 point font single spaced. Make sure you use headers and sub-headers (paragraphs, etc.). The quality of the paper is graded based on the student’s rigorous response to the question – including references to course concepts and the reflections suggested in the current module and across modules.

H. PARTICIPATION IN DISCUSSION BOARDS

In each discussion board, a student is expected to generate a unique post of approximately 200 words in length, as well as reply to at least one classmate’s post. The posts should be concise, thoughtful and relevant to the module and question (e.g. reflecting analysis, not description or summary). In addition, the posts should be unique (no repeating firms/examples) and each should present a unique viewpoint/added value.

I. TECHNOLOGY EXPECTATIONS

Required Technology

Hardware:
- Computer with high speed internet access, sound card, and microphone
- Webcam, external speakers, headphones (all optional)

Software:
Please make sure that the following applications are up-to-date. Please contact your instructional technologist if you need assistance with this process.
- **Google Chrome (recommended browser)**
- Acrobat Reader
- Adobe Flash Player
- QuickTime
- Java

Netiquette

Netiquette is a combination of Network Etiquette. Because online communication generally lacks visual cues common to face-to-face interactions, you are expected to follow these standards. Please abide by the following netiquette rules when communicating with your facilitators, mentors, and peers in this class:
- Be sensitive and reflective to what others are saying.
- Use appropriate capitalization. Using all capital letters is the equivalent of yelling.
- Be mindful of “flames” – These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can’t take it back!
- Use appropriate language. Be cautious of offensive language.
- Use clear subject lines.
Use abbreviations or acronyms only if the entire class knows them.

- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

**Due Dates and Disaster Recovery**

- If you have technical difficulties regarding hardware/software, please contact the Helpdesk (953-3375).
- If you encounter specific hardware or network problems that prohibit you from completing an assignment on time, contact the facilitators immediately via email.
- If you experience recurrent technical problems that prohibit you from completing multiple assignments, you may be asked to re-enroll in the course at a future date.

*Note: Computer failure/unavailability does not constitute an excuse for not completing assignments by the due date.*

**J. COLLEGE OF CHARLESTON HONOR CODE AND ACADEMIC INTEGRITY**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the *Student Handbook* at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)

**K. CENTER FOR STUDENT LEARNING**
I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843)953-5635.

L. ADA STATEMENT

If there is a student in the class who has a documented disability and has been approved to receive accommodations through the Center for Disability Services / SNAP, please come and discuss this with me during my office hours. A request for accommodation must be made known to me as early as possible in the semester but no later than 48 hours prior to an examination.

M. COURSE OUTLINE

"TEXTBOOK" refers to the MGMT 350 textbook created by Pr. Elise Perrault, ISBN 9781307051889, McGraw-Hill. The textbook is a mandatory component of the course.

Please Note: Changes to the syllabus may occur during the semester.

<table>
<thead>
<tr>
<th>Module and dates</th>
<th>Module</th>
<th>Objective</th>
<th>Resources (in addition to PPT)</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 July 5</td>
<td>Introduction</td>
<td>Introduce each other (professor, students) and the organization of the course</td>
<td>Oaks, Syllabus</td>
<td>1. Interactive introductions: Post to the discussion board: your 2 favorite websites and why (PG rated, of course!) 2. Add a picture with your name <strong>DUE WED JULY 5 (11:59pm)</strong></td>
</tr>
<tr>
<td>2 July 6-7</td>
<td>The purpose of corporations</td>
<td>Develop an understanding of the competing approaches to defining the purpose of organizations/business</td>
<td>Textbook reading: p.1-10 p.11-22</td>
<td>Participate: Discussion board 1 – based on the readings in this module, explain what you believe is the purpose of business <strong>DUE SUN JULY 9</strong></td>
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<tr>
<td>3 July 10-12</td>
<td>Stakeholder and stockholder theories</td>
<td>Understand the stakeholder approach to business;</td>
<td>Textbook reading: p.24-44 p.46-66</td>
<td>Case analysis: Perform a stakeholder analysis of the Dakota pipeline case</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading/Activity</td>
<td>Assignment</td>
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<td>4 July 13-18</td>
<td>Corporate Social Responsibility (CSR)</td>
<td>Conduct a stakeholder analysis Video: <a href="https://www.youtube.com/watch?v=v7yiQzRcf-U">https://www.youtube.com/watch?v=v7yiQzRcf-U</a></td>
<td>DUE WED JULY 13 Reflection paper: in 2 pages, write a response to Milton Friedman (1970 article). In your response, make sure you integrate the ideas presented in the textbook readings.</td>
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<tr>
<td>5 July 19-20</td>
<td>Creating Shared Value</td>
<td>Describe the pros and cons of CSR; Understand the relationship between social and financial performance Textbook reading: p.67-89 p.90-101</td>
<td>DUE TUE JULY 18 Case analysis: Explain how Tom’s Shoes applies shared value through its business model (p.123)</td>
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<td>7 July 25-26</td>
<td>Business ethics</td>
<td>Know the methods of ethical reasoning; Apply ethical reasoning to real life situations through cases Textbook reading: p.172-195 p.196-202 p.203-215</td>
<td>DUE MON JULY 24 Reflection paper: 1) What is the ethical problem at the Honest company (p.217)? 2) How could it best be addressed?</td>
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<td>8 July 27-28</td>
<td>Employees and the organization</td>
<td>Understand the interdependence between firms and employees; Think critically Textbook reading: p.229-244 p.245-260 p.262-274 p.275-285</td>
<td>DUE WED JULY 26 Participate: 1) Employee monitoring 2) Minimum wage 3) Robots and</td>
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<td>9 July 31</td>
<td>Technology and globalization</td>
<td>Understand the global context in which firms operate; Know some positive and negative aspects of technology for both business and society</td>
<td>Textbook reading: p.286-302 p.302-314 p.315-320 Video: Nicholas Carr: Is Google making us stupid? <a href="https://www.youtube.com/watch?v=W86PFX6PdI">https://www.youtube.com/watch?v=W86PFX6PdI</a></td>
<td>Homework: Find two examples – 1) how social media have helped and 2) harmed businesses in this global economy</td>
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<tr>
<td>10 Aug. 1</td>
<td>Conclusion</td>
<td>Synthesize your learning</td>
<td>All materials pertaining to the course.</td>
<td>Participate: What are your key takeaways from this course?</td>
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