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The foundational Franciscan theme carried through this course is values-centered leadership presented throughout the readings, course texts, and assigned papers. Undergirding this course is the spirit of a community of learning that encourages, engages, and enhances the learning experience of adults through a journey of self-discovery. Just as Francis reflected on his own identity and personal call, adult learners are asked to reflect on their own interior disposition toward leadership within the parameters of whatever business environment they find themselves. This course is a heavy balance of reading, thinking/reflecting, writing, and course board discussions. Bloom's taxonomy is utilized through analysis, critique, synthesis, integration, and personal application.

Ethics & Franciscan Values in Business - BUS 555

USF Mission Statement

Rooted in the Catholic and Franciscan Traditions of Faith and Reason, the University of Saint Francis engages a diverse community in learning, leadership and service. Challenging and inspiring students today to master the business challenges of tomorrow.

Core Values

- Reverence the unique dignity of each person
- Encourage a trustful, affirming community through Eucharist, Prayer, and gospel living
- Serve with joy one another, society and the Church
- Foster peace and justice on all levels
- Respect creation and use resources wisely (including the professor)

Keith Busse School of Business and Entrepreneurial Leadership

Mission Statement

The Busse School of Business and Entrepreneurial Leadership seeks to challenge & inspire students to become well-rounded business professionals and entrepreneurs.

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The school will achieve its mission through rigorous academics; internationalization of the curriculum; a focus on experience-based learning; integration of topics in ethics and entrepreneurship; and a portfolio-based model of teaching, learning, & assessment that embraces differences in learning styles.

Catalog Description

3 – Hrs. Introduces students to ethics-related aspects of the business decision-making process. Students will address a variety of topics, including the theoretical underpinnings of ethics, stakeholders, decision making strategies, and utilization of such strategies in the specific areas such as shareholder and employment relations, marketing, and globalization. The emphases of the course are issue recognition, application of ethical principles, application of Franciscan values, and analysis of the consistency of corporate decision-making processes with such principles and values.

Course Overview

This course shall examine both traditional business ethics and ethics by learning both in an integrative, multidisciplinary fashion.

Student Learning Outcomes

Upon completion of this course students should be able

1. To understand major concepts in business ethics and Franciscan ethics
2. To critically analyze applied business/industry standards of ethics
3. To develop an ethical scheme that reflects acceptable business ethics standards, informed by Franciscan belief and thought

Prerequisites

Graduate standing.

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Required Texts

Moral Issues in Business, Twelfth edition. Shaw. Barry. Wadsworth/Cengage, 2010.

There's A Spiritual Solution to Every Problem, Wayne Dyer. HarperCollins, 2003.

Francis of Assisi: The Life and Afterlife of a Medieval Saint, Andre Vauchez. Yale University Press, 2012.

Additional Sources

Ethical and Religious Directives for Catholic Health Care Services. Fifth Edition. United States Conference of Catholic Bishops, 2009.

“CEO Ethical Leadership, Ethical Climate, Climate Strength, and Collective Organizational Citizenship Behavior.” Yuhung Shin. Journal of Business Ethics (2012) 108:299-312.

Teaching About Franciscan Values.

“Some of the Recent Organizational Behavior Concepts as Precursors to Workplace Spirituality.” Badrinarayan Shankar Pawar. Journal of Business Ethics (2009) 88:245-261.

“Spirituality and Strategic Leadership: The Influence of Spiritual Beliefs on Strategic Decision Making.” Kelly A. Phipps. Journal of Business Ethics (2012) 106: 177-189.

“Walking in the Footsteps of Francis: A Simple Way to Develop 21st Century Leadership Skills.” Patricia K. O’Connell.

“Business Education at Catholic Universities.” Robert E. Till and Patricia Smith, OSF.

Teaching and Learning Methods (Pedagogical Techniques)

- Reading, discussion, and analysis of assigned materials including, without limitation, the assigned text(s), multi-media sources such as The Wall Street Journal on-line, videos, and topical subject matter from all relevant sources, as available (e.g., daily news sources)
- Questioning and answering (by the professor, of the students) of text books/ reading assignments, and vice versa
- Homework in the form of written reflection papers and case studies to be shared with other students, and submitted in written form
- Discussion and comments by other students on reflection papers and case studies

Assessment Tools

Grading will be based on the following discussion board participation, written readings and case submissions, and final reflection paper/journal weighted as follows:

1) Discussion Board Participation:	Life and Leadership of St. Francis	25
2) Written case studies/readings:	Respond to the Morality/Ethics Readings	50
3) Personal Journal:	Relating the 3 Cornerstones	25

100 points

Points: Grade:

96 – 100	A
90 – 95	A-
87 – 89	B+
83 – 86	B

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80 – 82 B-
77 – 70 C

Attendance Policy

This is an online, accelerated course. As an adult learner, you are expected to engage in the process of self-directed adult learning. This means devoting the necessary time to reading, reflecting, and responding through critical thinking, synthesis, and application of material. It requires a high level of integration between the cognitive and affective domains. This is accomplished through extensive participation in the academic exchange process through discussion threads.

Syllabus

The professor expressly reserves the right to alter the syllabus to accommodate the needs and goals of the course, including content and scheduling changes.

Expected of students

- Class participation
- Reading assigned material prior to class
- Honor attendance policy
- Spend as much time as necessary to understand the material, which on average is a minimum of two hours in preparation for *each* hour of class time
- Students will respectfully engage and challenge faculty, their peers, and university staff
- Follow all policies outlined in this syllabus

Expected of faculty

- Begin and conduct the class as outlined in the syllabus, subject to revision and changes necessary to accommodate course objectives
- Faculty will provide meaningful and constructive feedback on assignments within two school days, if applicable
- Faculty will respectfully challenge and engage each student, to the extent possible

Academic integrity

As an institution guided by Christian principles, the University of Saint Francis places the highest importance upon honesty in all academic work. As such, academic integrity is a fundamental principle of collegial life at the University of Saint Francis and is essential to the credibility of the university's education programs. Moreover, because assessments may be competitive, students who misrepresent their academic work violate the rights of their fellow students. The University of Saint Francis, therefore, views any act of academic dishonesty as a serious offense requiring disciplinary measures, including failing the assignment, failing the course, and even expulsion from the university. In addition, an act of academic dishonesty may have unforeseen effects far beyond any officially imposed penalties. Violations of academic integrity include cheating or assisting others to cheat. Examples of academic dishonesty include plagiarism, misrepresenting data, falsification of academic records or documents, and unauthorized access to computerized academic or administrative systems.

Plagiarism

Plagiarism is the presenting of others' ideas as if they were your own. When you write an essay, create a project, do a project, or create anything original, it is assumed that all the work, except for that which is attributed to another author or creator is your own work. Be aware that word-for-word copying is not the only form of plagiarism.

Plagiarism is considered a serious academic offense and may take the following forms:

- Copying word-for-word from another source and not giving that source credit
- Cutting and Pasting from internet or database sources without giving that source credit
- Paraphrasing the work of another and not giving that source credit

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- Adopting a particularly apt phrase as your own
- Reproducing any published or copyrighted artwork, both fine and commercial
- Digitally duplicating or downloading any copyrighted software, programs, or files
- Paraphrasing another's line of thinking in the development of a topic as your own
- Receiving excessive help from a friend or elsewhere, or using another project as your own

[Adapted from the Modern Language Associations MLA Handbook for Writers of Research Papers. New York: MLA, 1995: 26.]

Each student will be expected to use the APA format regarding documentation of all sources, including the internet. If you are not familiar with APA, please get a manual from the Campus Shoppe or go on the internet and search "The Owl at Purdue."

Academic Consequences and Student Rights

A first offense will be dealt with according to consequences regarding individual acts of academic dishonesty or plagiarism detailed in each individual course syllabus; however, a first offense will be reported to the Graduate School and Office of the Provost. The student, or students, will be sent a certified letter.

After a second offense the student, or students, will receive an F in the course in which the offense occurred. The student, or students, will be brought before a Graduate School committee which consists of the following:

- School Dean
- Director of Graduate School, Chair
- Department Chair or Program Director (specific to the student's program)
- Professor of course in which plagiarism occurred
- Faculty member outside of the student's discipline appointed by chair of faculty forum.

The committee will determine whether a one-year suspension or permanent dismissal is warranted for the second offense of academic dishonesty or plagiarism. The student, or students, will receive a certified letter stating the committee's decision. The decision of this committee is final and cannot be appealed.

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Written Assignments

Written assignments shall include assigned online participation, reflection papers and case studies from the text, or other sources as approved.

The class will engage in dynamic online discussions via established discussion thread questions on the assigned readings from the Francis of Assisi text, **and should be completed daily**.

Each assigned chapter of the Morals in Business Ethics text has an assigned reading or case study with questions. These questions are to be answered in full sentences and paragraphs and submitted via online.

A final reflection paper that integrates and examines the foundational cornerstones of this course is due the final week. Prepare and submit a thoughtful consideration of the questions posed in a 8—10 page paper following APA standards for citation and format.

The student is responsible for timely submitting assignments via online. This satisfies the writing component of the course.

Schedule of Discussions and Assignments

The schedule of readings, discussions, and assignments is subject to change and any changes shall be announced weekly during class sessions. Students are responsible for keeping themselves informed of any such changes.

Part One: (Weeks One and Two)

Discovering Saint Francis, his life, perspective on leadership, and modern relevance

Readings from text, *Francis of Assisi*—Chapters 1, 3, 4, 6, 7, 9, 12, and Conclusion

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Chapter 1: Francesco di Berdardone
Chapter 3: Becoming Saint Francis
Chapter 4: The “Second Death” of Francis
Chapter 6: Francis between History and Myth
Chapter 7: The Experience of God
Chapter 9: Francis, Nature, and the World
Chapter 12: A Cultural Mediator of a New Religious Sensibility
Conclusion: Francis, Prophet for His Time...or for Ours?

Readings from Selected Research and Analytics

Participate on Discussion Board threads.

Part Two: (Weeks 3, 4, and 5)

Establishing the contextual framework of Morality and Ethics in Leadership

Readings from text, *Moral Issues in Business*—Chapters 1, 2, 3, 8, 9, and 11

Chapter 1: The Nature of Morality
Reading 1.1: It’s Good Business by Robert Solomon; Answer Questions 1—7

Chapter 2: Normative Theories of Ethics
Reading 2.1: One Philosopher’s Approach to Business Ethics by R.M. Hare; Answer Questions 1—7.

Chapter 3: Justice and Economic Distribution
Case 3.3: Poverty in America; Answer Questions 1—6

Chapter 8: The Workplace (1) Basic Issues
Case 8.1: AIDs in the Workplace; Answer Questions 1—6

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Chapter 9: The Workplace (2) Today's Challenges
Read: Ethical and Religious Directives for Catholic Healthcare
Case 9.4: Protecting the Unborn at Work

Reflection paper: Integrating the Catholic Directives with issues raised in this chapter, how would you respond to the case as presented? How do these directives impact your current or future professional career? If you are not in health care or in a Catholic environment, how do you respond to these in your situation?
Paper should be 2—3 pages

Chapter 11: Job Discrimination
Case 11.3: Raising the Ante; Answer Questions 1—5.

Part 3: (Weeks 6, 7, and 8)

Applying Spirituality of Saint Francis to your own life and leadership practice:

Read text: *There's a Spiritual Solution to Every Problem*

Consider and reflect:

Saint Francis is most often known as the founder of a religious order and a way of living a radical spiritual life. If that were the extent of his contribution to contemporary life and leadership, there would be no cause de jour outside of the circle of religious life to reflect on the relevance of Saint Francis today. However, reading the various articles, concept papers, including the text on Saint Francis, the text examining ethics in business, the sources on leadership, and Wayne Dyer's book which applies spiritual processes to elevate our consciousness, consider this:

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Theologians and scholars alike recognize the foundational contribution of Saint Francis to modern society. Responding to the Divine Call of God, Francis spent his life in pursuit of his ideal vision and solidarity with and for God and His people. This unquenchable pursuit left an enduring legacy in social, political, economic and religious life.

Leaders of any industry are called to set a course through their vision of a transformed reality that is redeemed by authentic ethical values in the workplace.

As you reflect on the three themes of this course: Francis + Leadership+ Morality and your own personal and professional development, consider that you also have a purpose to fulfill, a calling on your life, an agreement between you and the Universe, between you and the Divine Source, God, to leave this world better because you were here. Perhaps this is through your own leadership. The awareness of this contribution that only you can make is living your life at your highest level of self-actualization, living as Francis did to transform the world or your corner of the world with loving mercy, passion, and compassion.

How do you recognize your individual journey of personal development through the combined filters of ethics/morality, leadership, and Franciscan values? What are you being called to “found” or to “establish” through living your own life at your highest self-actualized self? How do you identify your leadership role as it is today or as you aspire to be within the context of Franciscan values and the transformation of the world/ your little corner of the world? Who are you? Who are you meant to be? How can you let go of your plans to allow yourself to be transformed and used as a leader?

After much reading and quiet reflection, pull things together. Submit a reflection paper that examines the questions listed above. Support your answers from the various readings, texts, and case studies.