BA 3080: Business Professionalism and Character

Instructor: Jonathan Miles
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Location: Lindner 217

Office: 519 Lindner Hall
Office Hours: Tuesday 1:00p-3:00p
Section: 006
Time: TR 3:30p – 4:50p

COURSE DESCRIPTION
This course provides students with experience and skills in two key areas: (1) understanding and reflecting on the professional workplace and (2) examining the roots of ethical (and unethical) behavior. Students in this class will learn how to present themselves in a professional environment, and how to deal with issues of diversity and inclusion in the workplace. Students will also gain an understanding of the factors which go into their ethical decisions, and learn about their own strengths and weaknesses when it comes to behaving in an ethical manner in their future jobs.

COURSE LEARNING OBJECTIVES

P – Professionalism
• Practice professional communication in the classroom, learning how to present oneself as a professional in verbal and written communication as well as professional appearance.
• Develop self-management skills through reflection and practice that will enhance professionalism in such areas as emotional intelligence, image management, and dealing with adversity.

A – Academics
• Learn the forces which make ethical (and unethical) behavior more (and less) likely through readings and exercises on current research in ethical behavior.
• Build an understanding of the different facets of emotional intelligence through readings and class exercises, and learn how each facet applies to professional behavior.

C – Character
• Build the ability to recognize and navigate ethical challenges at work, applying an ethical decision-making framework to making real-world choices in the workplace.
• Learn to recognize the strengths of a diverse workforce through readings, interaction with speakers, and reflection on personal experiences.

E – Engagement
• Develop, through readings, discussions, and interaction with speakers, an appreciation for the importance of service to the organization, family, and community as a whole in creating a well-rounded professional.
• Examine how ethical behavior in the workplace is tied closely to ethical behavior in the community, and develop an understanding of how decisions made in the workplace impact the community at large through readings and discussion.
REQUIRED COURSE MATERIALS
- Articles, which are listed in this syllabus, are required reading for some class periods as indicated in the course schedule.
- While lectures will be infrequent in this class, lecture notes, in the form of PowerPoint slides, will be posted on Blackboard when they are used in the class. Discussion questions for each article will also be posted on Blackboard so that students can use them to direct their reading and thinking about the article.

TEACHING PHILOSOPHY
As an instructor, it’s my job to listen to what you have to say about your experiences in this class and adapt the class to your needs. This means that I must make myself available to you for comments both inside and outside the class.

As students, it is your job to put in the work to keep up in class and to tell me how I’m doing. I’ll expect you to come prepared to all class meetings, and to provide me with comments and questions that help me properly tailor this course to you. What’s more, you must take the initiative to come to me for help when you are falling behind.

If we both work together, you will get more use out of this class, retain the knowledge longer, and enjoy the experience more than you would ever imagine.

COURSE EXPECTATIONS
Study the readings before class.
The main text and articles assigned to this course are meant to complement the classroom material and inspire conversation and discussion. As such, you must come to class having completed the readings so that you can contribute. The article reflections, which are due before class, are designed to provide you with an incentive to do this.

Ask questions and discuss ideas.
This course is built on a foundation of debate and discussion. The ideas and concepts we talk about in this class offer constant opportunities for you to question their effectiveness and debate their usefulness. When you find yourself in such a position, it is important that you make it known to the class so that we can discuss it and go over the concept. I guarantee you will learn far more from arguing a point than you will from being lectured at, and I hate lecturing to a class full of blank faces. Trust me, if you don't ask questions, I will start asking them, and nobody wants that.

Behave in a professional manner
In the workplace, you will be judged at least as much on your attitude as you are on your ability to complete tasks. In this class, your contribution to the success of the class as a whole is likewise important, so you need to behave in a professional manner (respecting other students and paying attention to class instead of electronic devices).
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic/Activity</th>
<th>Readings</th>
<th>Deliverables Due</th>
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<tbody>
<tr>
<td>1</td>
<td>Tues., Aug. 22&lt;br&gt;Thur., Aug. 24</td>
<td>Course Intro&lt;br&gt;Argumentation and Reasoning</td>
<td>Syllabus</td>
<td>Team Exercise 1</td>
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<td>2</td>
<td>Tues., Aug. 29&lt;br&gt;Thur., Aug. 31</td>
<td>Power in the Workplace&lt;br&gt;Site Visit (BBB, Western &amp; Southern)</td>
<td>Articles 1 &amp; 2</td>
<td>Reflection 1&lt;br&gt;BBB Survey 1</td>
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<td>3</td>
<td>Tues., Sep. 5&lt;br&gt;Thur., Sep. 7</td>
<td>Academic Honesty&lt;br&gt;Ethics of Real Estate Development</td>
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<td>BBB Survey 2</td>
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<td>4</td>
<td>Tues., Sep. 12&lt;br&gt;Thur., Sep. 14</td>
<td>NO CLASS (Career Fair)</td>
<td></td>
<td>EC Car. Fair Paper&lt;br&gt;Reflection 2</td>
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<td>5</td>
<td>Tues., Sep. 19&lt;br&gt;Thur., Sep. 21</td>
<td>The Truth About Lies (video)&lt;br&gt;The Truth About Lies (discussion)</td>
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<td>Team Exercise 2</td>
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<td>6</td>
<td>Tues., Sep. 26&lt;br&gt;Thur., Sep. 28</td>
<td>Employee Dishonesty&lt;br&gt;Speaker (Port Authority of Cincinnati)</td>
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<td>Reflection 3&lt;br&gt;Team Exercise 3</td>
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<td>7</td>
<td>Tues., Oct. 3&lt;br&gt;Thur., Oct. 5</td>
<td>Emotional Intelligence&lt;br&gt;Self-Awareness and Attitude</td>
<td>Articles 3 &amp; 4</td>
<td>Reflection 3&lt;br&gt;Team Exercise 3</td>
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<td>8</td>
<td>Tues., Oct. 10&lt;br&gt;Thur., Oct. 12</td>
<td>NO CLASS (Fall Reading Days)&lt;br&gt;NO CLASS (Team Meetings)</td>
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<td>Team Outline</td>
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<td>9</td>
<td>Tues., Oct. 17&lt;br&gt;Thur., Oct. 19</td>
<td>Resilience&lt;br&gt;Speaker (3CDC)</td>
<td>Articles 5 &amp; 6</td>
<td>Reflection 4</td>
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<td>10</td>
<td>Tues., Oct. 24&lt;br&gt;Thur., Oct. 26</td>
<td>Generational Differences&lt;br&gt;Generational Differences Exercise</td>
<td>Articles 7 &amp; 8</td>
<td>Reflection 5&lt;br&gt;Team Exercise 4</td>
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<td>11</td>
<td>Tues., Oct. 31&lt;br&gt;Thur., Nov. 2</td>
<td>Gender Differences&lt;br&gt;Gender Differences Exercise</td>
<td>Articles 9 &amp; 10</td>
<td>Reflection 6&lt;br&gt;Team Exercise 5</td>
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<td>12</td>
<td>Tues., Nov. 7&lt;br&gt;Thur., Nov. 9</td>
<td>Racial Differences&lt;br&gt;NO CLASS (Team Meetings)</td>
<td>Articles 11 &amp; 12</td>
<td>Reflection 7&lt;br&gt;Team PowerPoint</td>
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<td>13</td>
<td>Tues., Nov. 14&lt;br&gt;Thur., Nov. 16</td>
<td>Disability in the Workplace&lt;br&gt;Disability Exercise</td>
<td>Articles 13 &amp; 14</td>
<td>Reflection 8&lt;br&gt;Team Exercise 6</td>
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<td>14</td>
<td>Tues., Nov. 21&lt;br&gt;Thur., Nov. 23</td>
<td>Team Presentation Work Day&lt;br&gt;NO CLASS (Thanksgiving)</td>
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<td>Team PowerPoint (Due Monday @noon)</td>
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<td>15</td>
<td>TBD</td>
<td>Team Presentations</td>
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For each day in the schedule, readings listed must be completed before class. The deliverables listed (except for team exercises, which are due at the end of class) will always be due at the beginning of the class period. Once class has started, no late assignments will be accepted, and a 0 will be given for the assignment.
GRADING

Downtown Cincinnati Site Visit (14 points)
On the morning of August 31st, the class will be going to the Better Business Bureau offices in downtown Cincinnati for In Pursuit of Ethics training, followed by lunch (which will be provided). After lunch, the class will visit the headquarters of Western and Southern. All students are expected to participate in this off-campus trip. Details on the trip are posted on Blackboard. The site visit is worth 14 points, and students who do not attend will receive a 0 on this assignment.

BBB Surveys (6 points)
At the beginning of the semester, students will be taking the In Pursuit of Ethics course with staff from the Better Business Bureau. As part of this course, students will be taking a set of two surveys to assess their ethical awareness. The surveys are available in the Assignments page on Blackboard, and each is worth 3 points, for a total of 6 points. The first survey is due before class on Tuesday, August 29th and the second survey is due before class on Thursday, September 7th. If you do not complete the survey before class begins, you will receive 0 points.

In-Class Team Exercises (90 points)
The class will be divided into teams of 4 or 5 students who will work together for the duration of the class. This team will work on any group activities in class, and develop a working relationship that will be essential to their end-of-course presentation. There will be six in-class team exercises, and each will require that you have read and understood the material for the course as well as participated in the lecture and discussion. Each of the six exercises is worth 15 points, for a total possible score of 90 points. These in-class exercises may not be made up, and must be completed during the class period in which they are due. If you are absent on the day that we complete an in-class exercise, you will receive a 0 on that exercise.

Article Reflections (70 points)
You will be required to turn in four short article reflections over the course of the semester. Article reflections will be written for each of the seven different sets of articles which are assigned for the course as well as for The Truth About Lies video. Instructions for the article reflections are provided on Blackboard. Each article reflection is due in the dropbox on Blackboard before the beginning of class on the day indicated in the syllabus. Each of the eight article reflections is worth 10 points, and one reflection will be dropped at the end of the semester, for a total score of 70 points. Late article reflections will not be accepted, and will result in a 0 on the assignment.
Ethics Paper (40 points)
In order to better understand how ethical lapses occur and how organizations mis-handle them, you will write a 1-2 page ethics paper about a lapse in ethical decision-making. Instructions on the ethics paper are available on Blackboard. This paper will require research on your part, and will take longer than you might think, so start early. The ethics paper is worth 40 points, and will be due in the Blackboard dropbox before class on Thursday, November 2nd. Late papers will not be accepted.

Team Presentation (80 points)
Each team will be required to prepare a presentation proving solutions for a problem experienced by the Port Authority of Cincinnati and present it to the class and to managers from the Port Authority. Instructions on the team presentation will be available on Blackboard. Teams will work on the presentation during the whole semester, and will meet with the instructor once in Week 6 (to discuss their Team Outline), and once in Week 12 (to discuss their PowerPoint Slides). Each of these meetings is worth 20 points, and the presentation itself is worth 40 points, for a total score of 80 points for the assignment. Each team member will receive the same grade on the assignment, as all are expected to contribute meaningfully to the project. All final PowerPoint documents for the team presentations are due by noon on Monday, November 27th, and cannot be changed after that point. Late PowerPoint slides will not be accepted, and will result in a loss of 50 points.

EXTRA CREDIT Career Fair Paper (10 points)
I strongly encourage you to attend at least one day of the career fair held on September 11th and 12th in order to visit companies and submit your resume for full-time, co-op, or internship opportunities. If you do so, and write a one page career fair paper on your experiences at the career fair, I will grade it and you will receive up to 10 points of extra credit for the course. Information on the requirements for the extra credit career fair paper is provided on Blackboard. The extra credit career fair paper is due in the dropbox on Blackboard before class on Tuesday, September 19th. Late submissions will not be accepted, and will result in 0 points.

COURSE GRADE CALCULATION
Grades will be calculated based on a total of 300 points. Your final grade will be calculated based on your total POINTS earned in the class, using the following straight scale. I will not round grades up if you are very close to the next-highest grade, just as I will not round grades down if you are very close to the next-lowest grade. Your grade will be based on the EXACT number of POINTS that you earn:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>270-300</td>
</tr>
<tr>
<td>B</td>
<td>240-269</td>
</tr>
<tr>
<td>C</td>
<td>210-239</td>
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<tr>
<td>D</td>
<td>180-209</td>
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<tr>
<td>F</td>
<td>0-179</td>
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INSTRUCTIONS ON OBTAINING ARTICLES
Many of the articles in the article list are available via web links, which are provided. For those which have no web link, you will need to access them via the UC Libraries On-Line Databases. Instructions on how to access these articles, including screenshots of the UC Libraries site, are posted on Blackboard.

ARTICLE LIST


http://greatergood.berkeley.edu/article/item/power_paradox


**Article 5:** Sandberg, S. (2016). Commencement Speech to UC Berkeley. *Available as a video on Blackboard in the Course Content folder.*

http://www.theatlantic.com/health/archive/2013/03/the-benefits-of-optimism-are-real/273306/


http://time.com/247/millenials-the-me-me-me-generation/


ADMINISTRATIVE ITEMS
University’s Inclement Weather Policy
The University of Cincinnati is always officially open. During periods of severe inclement weather, public emergency, or other crisis, the president or a designated cabinet officer may announce, through the university of Cincinnati electronic mail system and through the local news media, that some or all of the university’s offices and facilities are closed for part or all of a workday.

Professionalism
As with all LCB activities, this course will uphold the College’s high ethical standards and values for professionalism. Our Values Statement specifies: “All Carl H. Lindner College of Business interactions will be characterized by mutual respect and integrity, and driven by a shared desire for excellence.” The Student Code of Conduct, along with other University policies, is available at http://www.uc.edu/conduct/Code_of_Conduct.html. Any violation, including academic misconduct (e.g., cheating, plagiarism), will initiate the College review process. Professionalism includes respect for your fellow classmates, guest speakers, PACE leaders, and the instructor. Keep distractions to a minimum during class, turn off phones and any other devices that may be disruptive, and refrain from any unnecessary conversation. As professionals, you are responsible for class preparation, attendance, and assignments. The included schedule provides ample time to plan ahead.

Title IX
Title IX is a federal civil rights law that prohibits discrimination on the basis of your actual or perceived sex, gender, gender identity, gender expression, or sexual orientation. Title IX also covers sexual violence, dating or domestic violence, and stalking. If you disclose a Title IX issue to me, I am required forward that information to the Title IX Office. They will follow up with you about how the University can take steps to address the impact on you and the community and make you aware of your rights and resources. Their priority is to make sure you are safe and successful here. You are not required to talk with the Title IX Office. If you would like to make a report of sex or gender-based discrimination, harassment or violence, or if you would like to
know more about your rights and resources on campus, you can consult the website www.uc.edu/titleix or contact the office at 556-3349.

**Student Counseling Services**
Students have access to counseling and mental health care through the University Health Services (UHS), which can provide both psychotherapy and psychiatric services. In addition, Counseling and Psychological Services (CAPS) can provide professional counseling upon request; students may receive five free counseling sessions through CAPS without insurance. Students are encouraged to seek assistance for anxiety, depression, trauma/assault, adjustment to college life, interpersonal/relational difficulty, sexuality, family conflict, grief and loss, disordered eating and body image, alcohol and substance abuse, anger management, identity development and issues related to diversity, concerns associated with sexual orientation and spirituality concerns, as well as any other issue of concerns. After hours, students may call UHS at 513-556-2564 or CAPS Cares at 513-556-0648. For urgent physician consultation after-hours students may call 513-584-7777.

**Special Needs Policy**
Special Needs Policy: If you have a disability (e.g., visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability, etc.) which may influence your performance in this course, you must meet with the Disability Services Office (DSO) to arrange for reasonable accommodations to ensure an equitable opportunity to meet all the requirements of this course. If you require accommodations due to disability, please contact DSO at 513-556-6823, Campus Location: 210 University Pavilion. You will be provided an Accommodation Form indicating your accommodation needs for the semester. Please present this form to me AS SOON AS POSSIBLE to ensure your accommodation needs are discussed, agreed upon, and provided.

**Blackboard Support**
Students with general questions regarding Blackboard and the supporting resources should contact UCIT (556-HELP) or the Blackboard helpdesk (556-1602 or Blackboard@UC.edu).

**Syllabus Changes**
The instructor reserves the right to change the syllabus and schedule as necessary. Any changes to the syllabus, due dates, course requirements or grading requirements will be made as far in advance as possible and announced both in class and on Blackboard. All students will be held responsible for completing all course components.