



MAN 3063: **Organizational Ethics and Values** – CRN 11183
Mondays/Wednesdays/Fridays 1:30 – 2:20pm Lutgert Hall 2202
Spring 2020; 3 Credit Hours

Instructor: Professor Chrissann Ruehle, D.B.A. Candidate, M.B.A., C.P.M.
Management Instructor

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Twitter: @ChrissannRuehle

We will use the course hashtag: #MAN3063 to share articles and posts of interest to the class.

Office Location: Room 3315, Lutgert Hall

Office Hours: **Mondays:** 8:00 – 11:00am and 3:30 – 4:30pm, **Wednesdays:** 10:00am – 11:00am, and **by appointment.**

Course Quote: “The more that you read, the more things you will know. The more that you learn, the more places you’ll go” – Dr. Seuss



This Scholarly-Enriched Course has been designed to teach specific course content, which will include the production of scholarly work that utilizes writing, critical thinking, and information literacy.

A. COURSE DESCRIPTION

Roles of personal, organizational, and societal values and ethics in society. Topics include exploration of individual ethics, values and goals; the study of ethical behavior within organizations, as it influences people, products, and the work environment; the exploration of the values, ethics, and beliefs upon which the free market system of production and exchange is built; and the exploration of individual roles as well as the appropriate roles of organizations and government in society.

Prerequisite(s) MAN 3025

B. KEY TOPICS COVERED IN THIS COURSE

- Language and Ethics
- Sources of Ethics Problems in Business
- Ethical Stakeholders Corporate Strategy, Value Creation
- Business Ethics in the Global Marketplace
- Leadership

C. TEXTBOOK AND READINGS *and other required materials*

Gentile, M. C. (2010). *Giving voice to values: How to speak your mind when you know what's right*. New Haven [Conn]: Yale University Press.

Johnson, C. E. (2019). *Organizational ethics: A practical approach. 4th edition*. Los Angeles: Sage Publications, Inc.

OE Articles to read and discuss in class:

“The Choice: To Squawk or to Go”

<https://www.wsj.com/articles/SB10001424127887323869604578370743034963414>

“Keep a List of the Unethical Things You’ll Never Do”

<https://hbr.org/2016/05/keep-a-list-of-unethical-things-youll-never-do>

“Measuring the Return on Character”

<https://hbr.org/2015/04/measuring-the-return-on-character>

“Can Your Employees Really Speak Freely”

<https://hbr.org/2016/01/can-your-employees-really-speak-freely>

D. GRADING AND ASSIGNMENTS

Your grade is determined as follows:

Assessment Item	Percent of Overall Grade
Case Study Assignment	10%
Ethics Journal	15%
Ethics Project	15%
Exams (3 x 15% each)	45%
<u>Attendance (7.5%) and Participation (7.5%)</u>	<u>15%</u>
Total:	100%

Planning is an important skill to develop in the business world. Learning to work ahead and give yourself sufficient time to prepare quality deliverables will help drive and sustain your future business career. As such, you are encouraged to begin all assignments as soon as possible. I am happy to answer questions up to 1 business day before an assignment is due.

Grading	Scale (No round-ups permitted)				
93.0-100	A	80.0-82.99	B-	63.0-66.99	D
90.0-92.99	A-	77.0-79.99	C+	60.0-62.99	D-
87.0-89.99	B+	70.0-76.99	C	00.0-59.99	F
83.0-86.99	B	67.0-69.99	D+		

Exams: (Policy governing administration of exams, quizzes)

There will be three exams during the course. Details about the conduct of the exam will be discussed in class. Ample information will be provided to help you prepare for examinations. There will not be a “study guide” that reduces the amount of information assigned and/or covered in class. You may take other courses where some course material is not relevant. This course is eminently applicable. My commitment to you is that I will not spend one minute in class, or assign any reading, that will not be valuable to you in your career.

Important Note Regarding the Course’s Grading Scale

Final numeric course grades will be converted into letter grades based on the aforementioned grading scale, which means, for example, that a grade of 69.99% falls within the 67.00-69.99 range and will therefore be converted into a D+ grade. No individual exception will be made to this grade conversation in order to be fair and equitable to all other students and to ensure consistent application of the rules specified on this syllabus. Likewise, no extra credit or extra assignments will be given to satisfy course requirements, missed assignments, or to help improve a final grade.

Grading Issues

I will post an announcement on Canvas notifying students that grades for an assignment have been posted. Questions about grades should be discussed prior to Finals Week.

Students wishing to review their exams or other graded items or would like to request a grade revision will be able to do so within seven (7) calendar days of general notification of grades for that particular exam or graded item. Requests should be made in writing via email to me. If a review for revision is requested, the entire assignment, or exam, will be regraded, which means the overall grade might not change, might decrease, or might improve.

The grade of “C” represents the benchmark for undergraduate work. It indicates that the student has demonstrated competency in the subject matter of the course, e.g., has fulfilled all course requirements on time, has a clear grasp of the full range of course materials and concepts, and is able to present and apply these materials and concepts in clear, well-reasoned, well-organized, and grammatically correct responses, whether written or oral.

Only students who fully meet this standard and, in addition, demonstrate exceptional comprehension and application of the course subject matter earn a grade of “B” or “A.”

Students who do not meet the benchmark standard of competency fall within the “D” range or lower. They, in effect, have not met undergraduate level standards. Where this failure is substantial, they can earn an “F.”

For every assignment submitted for the course, I will be grading whether or not you have demonstrated learning of the course concepts covered by the assignment. Stating your opinion is not demonstrating a course concept. Describing your previous experience is not demonstrating a course concept unless you describe it in terms of a course concept/model/framework. A good rule of thumb is that if you could have written any portion of the assignment before taking the course, you are likely not demonstrating knowledge of the course concepts.

E. ATTENDANCE AND PARTICIPATION POLICY

This course is designed so that active participation and significant involvement by students plays an integral role in the learning process for all students. Active class participation and your engagement and contribution in class are therefore important to facilitate a fruitful collective learning experience, and full attendance is essential and strongly recommended. Naturally, you are expected to attend every class. You are expected to participate effectively in the course, which requires the completion of all reading and additional assignments *prior* to each class session, clear and concise articulation of your thoughts and ideas, and the willingness to consider alternative positions presented by other class mates. All students are expected to facilitate the creation of a productive learning environment, free of distractions and disruptions.

Participation points will be awarded through in-class activities and group discussions. Participation will be important and I will keep track of your overall contributions to our discussions. This also includes the quality of your participation with your team and the preparation of your team deliverables. **Students can miss participation for six classes without penalty to their**

participation grades. After six missed participations, the participation grade will be reduced to reflect the student's participation level. There are no excused versus unexcused absences for participation grading.

Attendance policy - - I will take attendance in this course at every class session. Your attendance will affect numerous aspects of your grade, including the team project, your overall participation grade, and your in-class team presentations and assignments. Please contact me in advance about a class you know you will be missing as attendance is critical to your learning. **Students can miss six classes without penalty to their attendance grade.** There are no excused versus unexcused absences, unless explicitly permitted by university policy, for which a student has to provide PRIOR proper documentation from Adaptive Services or the Office of Student Affairs. After six missed classes, the attendance grade will be reduced to reflect the student's attendance level. At the professor's discretion, attendance points may be deducted for late arrival, early departure, or leaving the classroom during class (without prior approval).

Students are expected to conduct themselves in accordance with the student code of conduct. Attendance related actions such as arriving to class late, temporarily leaving and returning to the classroom, and/or leaving class early have a significant negative impact on the learning experience of other students in the class. Please respect the learning experience of your classmates by addressing your personal issues before arriving to class. Should students choose to leave the classroom for any reason, they may not be able to return for the rest of the class period.

F. CLASSROOM BEHAVIOR

I am typically available in my office during my office hours on Mondays and Wednesdays for answering questions. Once I enter the classroom, my primary goal is to get the desktop set up for class and to begin class on time. While I am accomplishing this, it is not a time to ask questions about the course. If I get everything set up and there is time remaining before the start of class, I can answer questions. The best time to discuss questions or issues with me is during office hours as that is time that I have set aside for that purpose and can fully focus on your questions.

Contingency planning is an essential skill to develop in business. Through this class, you will learn skills that will enable you to thrive in business. **After the second class meeting, please designate in Canvas in the appropriate place your backup person who will provide you with notes about anything and everything that happened during a class meeting you were unable to attend.**

Please make every effort to arrive for class on time and not to leave the classroom until there is an appointed break or class is finished. If you have some circumstance that prevents you from staying in the classroom for the whole time that class is in session, please let me know early in the semester.

G. ASSIGNMENT COMPLETION DEADLINES

Please read the "Course Schedule" portion of this syllabus to see work due dates and times. Deadlines indicate the latest possible time that work must be successfully received—not the latest

possible time students can send or submit their work. Since due dates are known well in advance, late assignments or assessments will not normally be accepted. Students must submit their work early when a course deadline is in conflict with their other obligations or commitments.

Submit work through Canvas (<http://canvas.fgcu.edu/>) using the appropriate “Submit Assignment” button on the Sidebar by uploading a single Microsoft Word DOC/DOCX file or a single Adobe Acrobat PDF file.

Students are strongly encouraged to verify that their particular technology systems are compatible with the university’s systems. It is always the student’s responsibility to ensure that work is successfully submitted and successfully received—technology-related issues are not an acceptable excuse for late, incomplete, inaccessible, non-submitted, or non-received work.

Please make extensive use of the tools within Canvas to make sure that your work has been successfully submitted, successively received, and is ready to be graded.

If you are having difficulty with Canvas, please contact FGCU’s helpdesk directly at 239-590-7100 or itsprt@fgcu.edu. Please note that FGCU has computer labs available for student use.

Student responsibilities when dropped for the course for non-payment of tuition and/or fees: Students who are dropped from the course by the university for non-payment of tuition and/or fees are still responsible for completing all course activities and assignments by the deadlines stated in the course syllabus, associated handouts, and announcements in class while they work on reinstatement of the course.

Exams and Exam Makeup Policy:

During the semester, there will be three exams. These exams will be closed book and constitute the opportunity to revisit the class material and to demonstrate familiarity with crucial theories and concepts in organizational ethics, and the ability to apply them to “real world” contexts. The exams will cover all aspects of the assigned class material, i.e. chapter and reading material from the textbook, additional reading and case assignments, class slides and handouts, lecture notes and discussions of case studies and real world examples. The dates of the exams are listed in the course schedule at the end of this syllabus. A missed exam counts as 0 (zero) and make-up exams will not be scheduled under any circumstances unless the absence falls under the conditions for an excused absence according to the FGCU university policy.

The university defines an excused absence as follows: An excused absence is an absence due to other causes outside the student’s control, such as illness, family emergency, death in the family, religious holiday, or athletic travel. Make-up exams will only be given when situations out of your control warrant provided that there is proper documentation (e.g., police report, physician’s statement, FGCU athletic travel, obituary). Proper documentation along with a written, emailed request (through Canvas) must be forwarded to the professor within 24 hours of the scheduled exam for review/approval. Time is of the essence. Failure to meet this key deadline of the exam will bar further consideration. If a make-up exam is warranted, please contact the professor ***before*** the exam is scheduled if at all possible. **For an absence that meets the university excused criteria, a cumulative makeup exam will be provided on April 29.**

H. LEARNING OUTCOMES & ASSESSMENT

The Department of Management enables students to develop managerial knowledge and leadership skills, both individually and collaboratively, and to: (1) recognize, evaluate, and cultivate business opportunities; (2) identify, understand, and implement solutions to organizational issues; and (3) build leadership capabilities to effectively manage organizations in the global environment.

Lutgert C.O.B. Learning Goals & Objectives	Management Learning Objectives	Course Learning Objectives (measurable)	Assessment Methods
<p>Be effective communicators</p> <p>1. Deliver effective oral presentations</p> <p>2. Prepare effective written reports</p>	<p>1. Demonstrate effective professional communication skills</p> <p>2. Work effectively in diverse teams</p>	<p>1. Prepare clear and concise reports that explore personal and organizational ethics and values.</p> <p>2. Identify & analyze the implications of social and ethical issues in a business context</p>	<p>Ethics Team Project, Case Study, Ethics Journal</p>
<p>Be effective problem solvers</p> <p>1. Solve business problems using analytical tools</p>	<p>1. Solve management problems using analytical tools</p>	<p>1. Identify and solve ethical business problems</p>	<p>Ethics team project, Case Study</p>
<p>Understand the Business Environment</p> <p>1. Demonstrate knowledge of ethical issues</p> <p>2. Demonstrate knowledge of global factors influencing business</p>	<p>1. Analyze ethical and CSR issues as they apply to management.</p> <p>2. Demonstrate knowledge of global factors influencing business.</p>	<p>1. Apply knowledge of the diverse demographics of business to make effective ethical business decisions.</p> <p>2. Identify & analyze the implications of social and ethical issues in a business context</p>	<p>Exams, Ethics Journals</p>

3. Explain the importance of environmental responsibility			
Have Interdisciplinary business knowledge 1. Understand main concepts and definitions in accounting, economics, finance, information systems, management, marketing, operations management 2. Integrate knowledge across business disciplines	1. Integrate key management theories and practices	1. Understand key theories relating to personal, organizational, and societal ethics and values.	Exams, Ethics Journals

I. ACADEMIC BEHAVIOR STANDARDS AND ACADEMIC DISHONESTY

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found under the “Student Code of Conduct” and “Policies and Procedures” sections in the Student Guidebook. All students are expected to study this document, which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at <http://studentservices.fgcu.edu/judicialaffairs/new.html>.

J. UNIVERSITY NONDISCRIMINATION STATEMENT

Florida Gulf Coast University is committed to ensuring equity and fairness for all University employees, students, visitors, vendors, contractors and other third parties. As such, the University prohibits discrimination on the bases of race, color, national origin, ethnicity, religion, age, disability, sex (including sexual harassment/assault), gender identity/expression, marital status, sexual orientation, veteran status or genetic predisposition with regard to admissions, employment, programs or other activities operated by the University. This prohibition extends to enforcement of Title IX of the Education Amendments of 1972. Questions or complaints should be directed to the Office of Institutional Equity and Compliance (OIEC). The OIEC’s phone number is (239)745-4366; the OIEC email address is OIEC@fgcu.edu.

K. DISABILITY ACCOMMODATIONS SERVICES

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to

students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please see me or contact the Office of Adaptive Services. The Office of Adaptive Services is located in the Wellness Building. The phone number is 239-590-7956 or Video Phone (VP) 239-243-9453. In addition to classroom and campus accommodations, individuals with disabilities are encouraged to create their personal emergency evacuation plan and FGCU is committed to providing information on emergency notification procedures. You can find information on the emergency exits and Areas of Rescue Assistance for each building, as well as other emergency preparedness materials on the Environmental Health and Safety and University Police Department websites. If you will need assistance in the event of an emergency due to a disability, please contact Adaptive Services for available services and information.

L. STUDENT OBSERVANCE OF RELIGIOUS HOLIDAYS

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

M. MAKING CONTACT

Instructor communications with students: Please use Canvas coursemail as the primary method for communication. I frequently use the Canvas Announcements feature and encourage students to regularly check for course announcements. I attempt to answer all e-mail within one business day, excluding weekends and university class holidays. Likewise, with the exception of weekends and university class holidays, you are expected to check your FGCU student e-mail daily and log into the course on Canvas (<http://canvas.fgcu.edu/>) daily. You are expected to respond within 1 business day to any communication from me that requires a response (excluding weekends and university class holidays).

N. MENTAL HEALTH ASSISTANCE

In an effort to foster a supportive environment for our students, we want to make sure that students are aware of a very important service that's available to them at the University. Counseling and Psychological Services (CAPS) provides free counseling and therapy services (including psychiatry) to all FGCU students. Please walk into the second floor Howard Hall office any week day between 8:30 and 4:30 to schedule an initial contact appointment. Visit the CAPS website at www.fgcu.edu/caps for more information. CAPS offers a 24/7 Helpline at (239)745-3277 (EARS).

O. COURSE SCHEDULE *(subject to change with notice)*

This course schedule is subject to change with notice. Any such changes shall be communicated to the class. If you must miss a class, it is your responsibility to find out what you missed and whether any changes were made to the syllabus.

There will also be speakers from industry as their schedules permit.

Course Schedule – Spring 2020

This course schedule is subject to change with notice. Any such changes shall be communicated to the class. If you must miss a class, it is your responsibility to find out what you missed and whether any changes were made to the syllabus.

Week 1	Jan.6 Jan. 8 Jan. 10	All the <i>really</i> important things about class Verification of Attendance assignment due Fri. Jan. 10 at 5:00pm in Canvas	Course launch! <i>OE Introduction, GVV Preface and Intro</i>
Week 2	Jan. 13 Jan. 15 Jan. 17		<i>OE Chapter 1</i> <i>GVV Chapter 1</i>
Week 3	Jan. 20* Jan. 22 Jan. 24	No class Jan.20 – Martin Luther King day	<i>OE Chapter 2</i> <i>GVV Chapter 2</i> <i>“Measuring the Return on Character”</i>
Week 4	Jan. 27 Jan. 29 Jan. 31		<i>OE Chapter 3</i> <i>GVV Chapter 3</i> <i>“Keep a List of the Unethical Things You’ll Never Do”</i>
Week 5	Feb. 3 Feb. 5 Feb. 7		<i>OE Chapter 4</i> <i>GVV Chapter 4</i>
Week 6	Feb. 10 Feb. 12 Feb. 14*	Exam 1 due Feb.12 *No class Feb. 14 – professor will post assignment in Canvas	<i>OE Chapter 5</i>
Week 7	Feb. 17 Feb. 19** Feb. 21	*Feb. 19 – Distinguished Speaker in Ethics, 6pm Cohen Center Ballroom – Required for all sections. We will not be meeting at our regular class time. Speaker is Mike Duke, former CEO of Walmart. Ethics Journal due Feb.21 at 11:55pm in Canvas	<i>GVV Chapter 5</i> <i>OE Chapter 6</i>
Week 8	Feb. 24 Feb. 26 Feb. 28		<i>GVV Chapter 6</i> <i>OE Chapter 7</i>

	Mar. 2-8	Spring Break	
Week 9	Mar.9 Mar.11 Mar.13*	*Mar. 13 – No in-class meeting, professor will provide an alternate assignment.	<i>GVV Chapter 7</i> <i>OE Chapter 8</i>
Week 10	Mar.16 Mar.18 Mar.20	Exam 2 due Mar. 18	<i>OE Chapter 9</i> <i>“The Choice to Squawk or Go”</i>
Week 11	Mar.23 Mar.25 Mar.27	Case Study due Mar. 27 at 11:55pm in Canvas	<i>OE Chapter 10</i> <i>GVV Chapter 8</i> <i>“Can Your Employees Really Speak Freely”</i>
Week 12	Mar. 30 Apr.1 Apr.3		<i>OE Chapter 11</i> <i>GVV Ch. 9</i>
Week 13	Apr.6 Apr.8 Apr.10*	Ethics Team Project Paper due Apr. 10 at 11:55pm in Canvas *No class Apr. 10 – professor will post assignment in Canvas	<i>OE Chapter 12</i> <i>“Keep a List of All Unethical Things You’ll Never Do”</i>
Week 14	Apr.13 Apr.15 Apr.17	Team Presentations due (presentation dates to be assigned in class). Teams should submit their presentations in Canvas by 11:55pm the day prior to their presentation.	Team Presentations
Week 15	Apr.20 Apr.22 Apr.24	Team Presentations cont. due	Team presentations
Week 16	Apr. 27 Apr. 29	Course Wrap up Exam 3 Wed. Apr. 29 12:30 – 2:45pm LH 2202 Makeup Exam (comprehensive) will immediately follow	

Unless otherwise listed above, all work is due by the scheduled start time of class

FGCU Key dates:

- 1/6 – Classes begin
- 1/10 – Add/drop ends; last day to withdraw for a 100% refund
- 1/13 – Cancellation for non-payment begins
- 1/20 – Martin Luther King day, no classes
- 1/31 – Last day to withdraw from all classes for 25% refund
- 3/2 – 3/8 Spring break; no classes
- 3/27 – Last day to withdraw without academic penalty
- 4/27 – Last day of classes
- 4/29 – Final exam
- 5/3 - Commencement

Exams

There will be three exams during the course. Details about the conduct of the exam will be discussed in class. Ample information will be provided to help you prepare for examinations. There will not be a “study guide” that reduces the amount of information assigned and/or covered in class. You may take other courses where some course material is not relevant. This course is eminently applicable. My commitment to you is that I will not spend one minute in class, or assign any reading, that will not be valuable to you in your career.

A missed exam counts as a 0 (zero) and make-up exams will not typically be scheduled unless the absence meets the conditions for an excused absence according to the university policy. Personal issues including (but not limited to) family vacations, cruises, birthdays, weddings and work schedule conflicts do not meet the standard for an FGCU excused absence since the academic calendar is published by the registrar far in advance of the semester, so makeup exams will not be available. The university defines an excused absence as follows: An excused absence is an absence due to other causes outside the student’s control, such as serious illness, family emergency, death in the family, or religious holiday, or athletic travel. If you feel that a make-up exam is warranted, please contact the professor before the exam is scheduled if at all possible. Time is of the essence. A student seeking an excused absence should obtain documentation such as a physician's statement, accident report, or obituary and contact the instructor prior to the exam, or within 24 hours of the exam time. Both the contact and documentation should be done through Canvas coursemail within the 24 hour timeframe. For an absence that meets the university excused criteria, a makeup exam (comprehensive) will be provided during the class’ pre-arranged final exam schedule on Wednesday, April 29.

Ethics Journal

Throughout the course you will be given homework and in-class assignments for your Ethics Journal. You will submit these assignments on Canvas under the “Ethics Journal” assignment on the due date assigned. .

Case Assignment

Please see “Case Assignment” listed in Canvas (<http://canvas.fgcu.edu/>) for more information.

Ethics Project

Please see the assignment handout “Ethics Project” in Canvas (<http://canvas.fgcu.edu/>) for more information.

Professionalism Expectations

Although the primary purpose of a college education is to teach students how to think, how to learn, and how to see wholes and patterns, for most of you, this education will also prepare you for a career. In order to give you an opportunity to practice in a completely safe environment, in addition to serving as your professor, in some ways I will also function as your “manager” in this course. We will model best-practice interactions between an employee and a manager. Examples include:

- being prepared for every interaction with your manager
- not having to ask your manager a second time about information that has been communicated to you already. Examples include: due dates for assignments (and any other information in the syllabus). This does NOT apply to concepts you are learning in the course. You can ask unlimited questions about that.
- notifying your manager in advance if you cannot keep any obligation in the course. Employees who simply don’t show up are generally just fired.

Although employees have consequences such as being fired, in the class I will use everything that happens as a learning opportunity, and coach you. That doesn’t mean there aren’t consequences for actions such as not submitting assignments on time. It does mean that you will receive professional coaching about how better to handle such situations in the future.

Professionalism of Work Products

Students are expected to complete all work in this class according to standard professional business practices. Examples of unprofessional work include, but are not limited to, grammar, spelling, and mechanics issues, non-standard fonts or paper size or ink colors, lack of the student’s name on the document, and lack of page numbering. Following general course and specific assignment directions, and turning in ready-to-grade work are additional signs of

professionalism. Work that does not meet these standards will be subject to grade point deductions.

Work Formatting

Page length requirements reflect the actual length of the writing and do not count title/cover pages, assignment title/student name/date/page number areas, references/works cited pages, appendices, and so forth as part of the overall length. Unless otherwise stated in a specific course handout, all submissions should be formatted using the following requirements:

- 8.5 inch × 11 inch paper size
- Times or Times New Roman, 12 point font
- Double line spacing throughout except single spaced headers
- Student's name and page number in the header on every page in the document
- No additional spacing between lines or paragraphs, or before or after headings or titles
- One inch top, bottom, left, and right margins
- One-half inch top and bottom headers
- All other paper formatting requirements should follow the *Publication Manual of the American Psychological Association* (sixth edition) including in-paper citations and the references/works cited page (if any). Executive summaries and abstracts are not required for assignments.

- Should you have questions about APA formatting, there are several strong APA formatting resources available online:
 - APA Style website: <http://www.apastyle.org/>
 - Purdue's Online Writing Lab: <https://owl.english.purdue.edu/owl/resource/560/01/>

- FGCU has an excellent Writing Center resource available to students. They offer a wide range of resources to assist students at every stage of the writing process. Information on the Writing Center can be found here: <http://www.fgcu.edu/WritingCenter/>

Classroom Technology Use

Students are prohibited from video recording and/or audio recording classes, unless explicitly permitted by university policy, for which a student has to provide PRIOR proper documentation. Student use of laptops and/or tablets for class-related purposes, such as for taking notes or using a course eBook (if one is available) is allowed, but these devices can only be used with their communications systems (e.g., Wi-Fi, Bluetooth, cellular, etc.) turned off, and students should sit in the first two rows of class. All other technology use including, but not limited to cell phones, pagers, Google Glass, iPods, or gaming devices, or using laptops and tablets for reasons other than approved class-related purposes, is prohibited.

Teaching and Learning Strategies

Learning

- Learning is *not* just knowing the answers. That is *mastermind* learning at its best, rote learning at its most boring, and conditioned response at its most basic. It does not help you to change or to grow, it does not move the wheel.
- Learning is *not* the same as study, nor the same as training. It is bigger than both. It is a cast of mind, a habit of life, a way of thinking about things, a way of growing. Learning is not measured by examinations, which usually only test the theory stage, but only by a growth experience, and experience understood and tested.
- Learning is *not* automatic, it requires energy, thought, courage, and support. It is easy to give up on it, to relax, and to rest on one's experience, but that is to cease to grow.
- Learning is *not* only for the intellectuals, who often shine at the theorizing stage, but are incurious and unadventurous and therefore add little to their experience as they go through life.
- Learning is *not* finding out what other people already know, but is solving our own problems for our own purposes, by questioning, thinking and testing until the solution is a new part of our lives.

The Age of Unreason, by Charles Handy, pp. 62-63.

Class Participation vs. Contribution

I am not as interested in classroom participation as classroom contribution. Participation connotes involvement and talking. Contribution implies the willful intent to assist others in the forging of understanding. Contribution not only includes, but also enlarges upon the values represented by participation, because it rivets attention on the goal of generating knowledge. The litmus test question is “Does a comment contribute to class process and peer understanding of the concept under discussion?” Some ways to contribute include:

- comment on specific issues discussed in the readings;
- follow-up on comments from others in the class, either to ask for clarification or to ask for examples;
- illustrate specific issues from the readings with examples from your own experience;
- refraining from comment when you notice others, who have talked less, are wanting to speak
- raise questions that are not covered in the readings;
- contrast the ideas of one theory with those of another;
- ask others in the class, who you know have a differing perspective, to express their ideas
- support the insights or conclusions of a classmate or the instructor by referencing theory, your experience, or your reasoning;
- argue against the insight or conclusions of a classmate or the instructor by referencing theory, your experience, or your reasoning.

Professor's Biography and Teaching Philosophy

Background: Professor Ruehle, DBA Candidate joined FGCU in the fall of 2017 as a Management Instructor. Currently, she is completing her dissertation at the University of South Florida in Tampa and holds an M.B.A. in Applied Management from Indiana Wesleyan University. She teaches International Business, Organizational Ethics, and Management Principles. Her research interests include business ethics, organizational behavior, international business and the ethics of artificial intelligence. She has presented research manuscripts at the Academy of Management and Southern Management Association conferences.

Prior to joining FGCU, she was an Assistant Professor of Management and Marketing at Sinclair College in Dayton, Ohio. She worked as an Assistant Professor for four years and an Adjunct Instructor for two years. She led a study abroad experience to Denmark, Sweden and Germany for International Business students. Her research focused on the Scholarship of Teaching and Learning. She routinely presented at the Accreditation Council for Business Schools and Programs (A.C.B.S.P.) conferences. In addition, she was an Adjunct Instructor at the University of Dayton and taught a course for International Business majors called Doing Business in Europe.

Her nineteen years of professional experience in management, consulting, and marketing has enabled her to make concepts and theories come to life in the classroom. She launched a successful management consulting business focusing on organizational development, strategic planning and process improvement. Further, she worked as a Senior Management Consultant for Standard Textile Company providing supply chain consulting to healthcare systems. Other notable work experiences include Convergys Corporation, United Way of Greater Cincinnati, and Loren Allen Odioso Advertising. Her educational background includes a Project Management Certificate from Xavier University in Cincinnati, Ohio and a Bachelor of Science in Marketing degree from Miami University in Oxford, Ohio.

Teaching Philosophy: My approach to teaching incorporates five key objectives: making the content relevant to the learner, maintaining a sincere level of enthusiasm for the topic, preparing for each class, setting challenging expectations for class participants, and being fair with and interested in each student. My main goal is for students to achieve the necessary level of understanding of the pertinent concepts and techniques relevant to the course domain while, simultaneously developing the needed skills and abilities needed for success in the business world. To achieve these objectives and for my own self-development, I continually seek to incorporate new and innovative learning methodologies for classroom content delivery. I feel every class has its own "personality" and based on perceived class capabilities and size, I customize each course to maximize student interest and participation. By structuring each class so that students can be actively involved, the classroom becomes an avenue for critical thinking and the experimentation of new ideas.

I believe students deserve material which is current, relevant and practical as possible. To maintain currency and enthusiasm in the content domain of courses taught, I believe that I have a responsibility to remain current in the field and remain professionally active. As a professor, I

feel that I also have an obligation to contribute to the larger academic environment and support activities which promote student development.