MSOM 603: Making Ethical Management Decisions
Prerequisite(s): None
Credits: 3

I. Course Description

Can a corporation have a conscience? Should it? Ethics has been called the soft side of business, but in fact, the hardest and most painful questions you will ever face are probably ethical ones.   Why? Ethical questions involve choices and the weighing of consequences and responsibilities – not an easy discernment process. Further, business ethics involves choosing the best response to a gray situation among different legal choices. This course, while concentrating on the ethical decision making of managers, will also discuss how Christian ethics and values impact business decisions. Is there a difference between ethical business practices and ethical Christian decisions in a business setting?

II. Course Objectives

After completing this course, students should be able to:

1. Demonstrate an understanding about how management decisions related to ethics may or may not impact organizational outcomes.
2. Analyze various applied case studies related to ethical managerial decision making and provide a critical assessment of these cases based on ethical decision making models.
3. Demonstrate an understanding for ethical obligations for both the employer and employee.
4. Demonstrate the ability to analyze, integrate and apply ethical decisions based on Christian principles, ethics and values to real-life business situations.
5. Apply the obligations and responsibilities of business corporations towards the environment and society.
6. Demonstrate a higher degree of critical thinking as it relates to making ethical management decisions in a corporate environment. This includes analysis, synthesis, interpretation and implementation of the ethical decision.
7. Develop an understanding of the impact of Christian ethics and values on business decisions.

III. Course Textbooks and Reading Materials

Your textbook will be provided by Tree of Life Bookstore and will be delivered to you prior to the course start date. The direct link to Tree of Life is: *https://csu.treeoflifebooks.com/#/landing*

If you have any issues with your textbook, please contact Michelle Wood at mwood@csuniv.edu.

> ***Business Ethics: Concepts and Cases***, 8th Edition
> Manuel G. Velasquez
> Hardcopy ISBN: 978-0-13-383239-6

IV. Weekly Information

Module One – Week 1

Ethics and Business

Objectives

At the end of this Module, you should be able to:

1.1 Analyze the basic nature of business ethics.
1.2 Emphasize the importance of moral reasoning and moral decision-making in business ethics.
1.3 Examine ethical issues arising from globalization and international business connections and practices.
1.4 Explain the deep foundations and structure of moral reasoning.
1.5 Assess the factors that define and refine the concept of moral responsibility.

Reading
Chapter 1: Ethics and Business, pp 1 - 53

Lecture

Chapter 1 PowerPoint

Deliverables

Discussion: Introductions (20 points)
Discussion: Ethics in Business (40 points)
Written Assignment: Slavery in the Chocolate Industry (75 points)
Quiz (25 points)

Module Two – Week 2

Ethical Principles in Business

Objectives

At the end of this Module, you should be able to:

2.1 Examine the foundations of moral decision-making in business.

2.2 Detail the concept of utilitarianism and how it is applied to business decisions.

2.3 Examine a rights-based approach to business ethics.

2.4 Explain justice and fairness as key ethical principles.

2.5 Analyze an ethic of care as applied to business decisions and practices.

2.6 Evaluate an approach to business ethics that combines four main moral standards.

2.7 Relate virtue ethics to moral decision-making in business.

2.8 Differentiate unconscious and conscious moral decision-making processes and implications.

Reading

Chapter 2: Ethical Principles in Business, pp 54 - 122

Lecture

Chapter 2 PowerPoint

Deliverables

Discussion: Christian Role in Business Ethics (40 points)
Written Assignment: Corona Virus Pandemic (75 points)
Quiz (25 points)

Module Three – Week 3

The Business System: Government, Markets, and International Trade

Objectives
At the end of this Module, you should be able to:

3.1 Explain the impact of globalization on the business system.

3.2 Analyze John Locke's theory of natural rights as it relates to free markets.

3.3 Assess key arguments associated with Adam Smith's utilitarian view of free markets.

3.4 Analyze comparative advantage as a foundation for free trade among nations.

3.5 Interpret Marxist views on the impact on workers of free trade and free markets.

3.6 Explain the mixed economy and redefinitions of property that affect the business system.

Reading

Chapter 3: The Business System: Government, Markets, and International Trade, pp 123-162

Lecture

Chapter 3 PowerPoint

Deliverables

Discussion: Businesses and Free Markets (40 points)
Written Assignment: Bailouts and Stimulus Package (75 points)
Quiz (25 points)

<u>**Module Four – Week 4**</u>

Ethics in the Marketplace

Objectives

At the end of this Module, you should be able to:

4.1 Apply ethics to market competition.
4.2 Outline the conditions that must be present to achieve ethical perfect competition.
4.3 Evaluate monopoly competition in terms of ethical principles.
4.4 Differentiate the ethical implications of oligopolistic and monopolistic competition.
4.5 Interpret how public policy is developed in relation to the effects of oligopoly.

Reading

Chapter 4: Ethics in the Marketplace, pp 163 - 197

Lecture

Chapter 4 PowerPoint

Deliverables

Discussion: Is Big Business Bad Business? (40 points)
Written Assignment: Sherman Antitrust Act (75 points)
Quiz (25 points)

<u>**Module Five – Week 5**</u>

Environment and Consumers

Objectives

At the end of this Module, you should be able to:

Chapter 5

5.1 Identify environmental threats related to the production of consumer goods.

5.2 Examine the important ethical considerations of pollution control.

5.3 Assess the approaches to internalizing the external costs of pollution.

5.4 Evaluate the ethics related to the conservation of resources for future generations.

Chapter 6

5.5 Identify risks that may occur with the use of consumer products.

5.6 Evaluate the arguments for and against consumer protection within markets.

5.7 Explain how a firm's moral duties to consumers may be held in a contractual relationship.

5.8 Describe the manufacturer's responsibilities to consumers as presented by the due-care view.

5.9 Examine the broader role of manufacturer responsibility as expressed by the social costs view.

5.10 Assess the ethical concerns associated with information and persuasion in advertising.

5.11 Outline ethical and unethical business practices as they relate to the consumer's right to privacy.

Reading

Chapter 5: Ethics and the Environment, pp 198 - 247
Chapter 6: The Ethics of Consumer Production and Marketing, pp 248 - 287

Lecture

Chapters 5 & 6 PowerPoints

Deliverables

Discussion: Pollution Laws (40 points)
Written Assignment: Consumer Fraud (75 points)
Quiz (25 points)

Module Six – Week 6

The Ethics of Job Discrimination

Objectives

At the end of this Module, you should be able to:

6.1 Describe the legal climate and key legal decisions that have affected how discrimination in the workplace is viewed.

6.2 Analyze the nature of job discrimination based on study of intentional, unintentional individual, and institutional forms.

6.3 Outline the extent of employment discrimination by making comparisons among groups.

6.4 Analyze discrimination using utilitarian, rights-based, and justice-based arguments.

6.5 Examine the policy of affirmative action from practical, legal, and moral points of view.

Reading

Chapter 7: The Ethics of Job Discrimination, pp 288 - 333

Lecture

Chapter 7 PowerPoint

Deliverables

Discussion: Who Should Be Hired? (40 points)
Written Assignment: Employee Discrimination (75 points)
Quiz (25 points)

Module Seven – Week 7

Ethics and the Employee

Objectives

At the end of this Module, you should be able to:

7.1 Describe the rational model of the business organization in terms of structure and the obligations of employee and employer.

7.2 Analyze the political model of the organization in terms of power and rights and justice.

7.3 Explain informal power relationships in organizations from an ethical and faith-based perspective.

      7.4 Evaluate the ethical characteristics of the caring organization.

Reading

Chapter 8: Ethics and the Employee, pp 334 - 390

Lecture

Chapter 8 PowerPoint

Deliverables

Discussion: Whistle Blowing (40 points)
Written Assignment: Christianity and Ethics (75 points)
Quiz (25 points)

V. Course Information and Grading

Course Requirements (Weekly)

Each Module will be based on the inclusion and grading of the following segments:
Discussion Boards/ Assignments/ Quizzes.

Class Discussions
Successful online learning requires active and meaningful participation in the Discussion
Board Forum. Critical thinking, appropriate use of judgment and professional comments
are required for all responses. Simple agreement or disagreement with a fellow student
does not constitute a quality response. Student opinions are important but must be
supported by relevant data obtained in the literature or text.

1.   One initial discussion board post is due by the fourth day (Thursday @ 11:59 pm)
of each weekly module and two response posts are due by the last day (Sunday
@ 11:59 pm) of each weekly module.
    a. Undergraduate Word Count Requirements:
       i. Initial post must be >200 words
      ii. Responses must be >150 words
    b. Graduate Word Count Requirements:
       i. Initial post must be >250 words
      ii. Responses must be >200 words

2.   Participation – Students must meet initial and response post deadlines to be
eligible for full points. Late initial posts may be accepted with a 33% reduction in
the overall score assessed for each day late. Two response posts are required. If
only one is received, then the overall score will be reduced by 25%. If no
response posts are received, then the overall score will be reduced by 50%.

3. Students should be respectful and write in a proper and professional manner.

Please refer to the Discussion Board Rubric located within course syllabus for specific requirements and guidance on delivering a substantial discussion.

Late and Make-up Assignments
All deliverables are due by 11:59 PM on the due dates indicated. When substantive emergencies occur, acceptance of late submissions is left to the discretion of the course instructor.

Assignments that are submitted after the due date <u>with prior written approval</u> (text or email) from the instructor may receive the following deductions:

1. Late assignments are subject to a deduction of 10% of the available points for each day late.

2. Assignments submitted later than one week after due date will not be accepted and will receive a zero (0).

3. No work may be submitted after the last day of the course.

4. See Class Discussions for late discussion post policy.

Written Work

- All graded assignments must be typewritten, as designated by the professor of record for the course.
- All referenced materials must be presented according to the Publication Manual of the American Psychological Association (APA), based on the most current published edition. (current, 6th edition) (Except for English courses that specify use of MLA format.)
- All required written assignments are due on the last night of each lesson week at 11:59pm EST. This information is included in the course scheduler and calendar of every course.
- All written and graded assignments are considered the property of the College of Adult and Professional Studies and should be returned to the appropriate professor of record for the related course.
- SafeAssign may be used to check for plagiarism.

Grading Scale and Assigned Letter Grades

Charleston Southern Online Graduate classes follow the following numerical and letter grading scale. Grades will be posted by the Sunday night following the closing of the Module. No grades will be given to students over the phone.

A = 93-100

B+=90-92

B = 83-89

C = 75-82

F = Below 75

Discussion Board Rubric – Introduction (First week only)

Criteria	Minimal	Effective
Percent Possible: 0 or 50 Initial Post Introduction.	Percent Possible: 0 No post or did not follow instructions at all.	Percent Possible: 50 Posted following instructions.
Percent Possible: 0 or 50 **Response Posts** Welcome.	Percent Possible: 0 No post or did not follow instructions at all.	Percent Possible: 50 Posted following instructions.

Discussion Board Rubric - Initial Post

Initial Post Rubric	Minimal	Competent	Effective	Mastery
Grade	**0-74%**	**75-82%**	**83-92%**	**93-100%**
Content	• Provides weak contribution to the discussion board • Does not convey concept understanding • Shows evidence of critical thought but is not concise or complete	• Makes mostly complete response to the questions • Mostly restatement of materials • Conveys thoughts adequately; however, need to further develop critical aspects	• Advances the discussion and body of knowledge providing relevant, original thoughts to the question • Conveys thoughts in a well-rounded manner that show understanding, critical thought, and application of concepts	• Relevant and thought-provoking viewpoints • Innovative and indicates a high level of thought • High level of critical thought, analysis, and application of concepts and ideas
Support & References	• Does not cite any peer-reviewed sources • Addresses questions in a manner that is unclear • Not appropriate APA format	• Student cites 1 peer-reviewed source • Not in appropriate APA format	• Student cites 2 peer-reviewed sources in the body of the post • Not in appropriate APA format	• Student cites 2 peer-reviewed sources in the body of the posts • Proper APA format
Mechanics/ Length	• Post is less than 196 • Poorly written • 0 points for posts submitted after 11:59 PM EST on Thursday	• Post is 197-221 words • A few writing errors	• Post 222-250 words • Well written	• Post exceeds 250 words • Very well written

Discussion Board Rubric - Peer Response

Peer Response Rubric	Minimal	Competent	Effective	Mastery
Grade	**0-74%**	**75-82%**	**83-92%**	**93-100%**
Content	• Shows minor comprehension of concepts and viewpoints from peers • Responses are vague and do not show understanding or comprehension	• Shows adequate understanding of the knowledge and concepts posted by peers • Responses are mostly, "I agree…" • Source is somewhat relevant and published in last 5 years	• Advances discussion providing additional commentary and critique • Responses are correct but mostly restate the peers' viewpoints without development of critical thought • Source is relevant and published in last 3 years	• Advances discussion providing additional commentary that is relevant or offers an alternative • Critical thought development is evidenced by thoughtful and meaningful responses • Source is relevant and published in last 3 years
Support & References	• Does not cite any sources to support factual statements • Not appropriate APA format	• Student cites non peer-reviewed source • Not in appropriate APA format	• Student cites peer-reviewed source in body of post where appropriate • Not in appropriate APA format	• Student cites peer-reviewed sources in the body of the posts where appropriate • Proper APA format
Mechanics/ Length	• Post is less than 158 words • Poorly written • 0 points for posts submitted after 11:59 PM EST on Sunday	• Post is 158-178 words • A few writing errors	• Post 178-200 words • Well written	• Post exceeds 200 words. • Very well written

Assignment/Case Study/Course Project Rubric

Assignment Rubric	Minimal	Competent	Effective	Mastery
Grade	**0-74%**	**75-82%**	**83-92%**	**93-100%**
Critical Thinking	• Consistently below expectations • Lacks significant details of the assignment • Lacks critical thought, analysis, and application • Partially addresses the topic	• Inconsistent comprehension • Marginal responses • Content, concepts, ideas/responses are not fully developed	• Demonstrates satisfactory understanding • Lacks answer to all questions/full scenario • Demonstrates some knowledge of content and professional vocabulary • Content needs additional focus for innovative responses other than restatement of text	• Relevant use of vocabulary throughout • Demonstrates superior knowledge of concepts and theories • Addresses problem/issue directly • Demonstrates active critical thinking relevant to problem identification and effective solutions
References & Organization	• Does not cite any peer-reviewed sources • Not appropriate APA format • 0-799 words • Poorly written • 0 points for late assignments	• Sources are outdated or ineffective • Lacks focus on content • Unorganized • Some writing errors • Not in appropriate APA format • 800-899 words	• Student cites some relevant, current peer-reviewed sources • Follows directions • APA formatting demonstrated but not extensive • 900-1000 words	• Professional writing structure • Well-organized response • Student cites appropriate, current peer-reviewed sources • Proper APA format • Exceeds 1000 words