COURSE TITLE: BUSINESS ETHICS
COURSE NUMBER: BBM 319

COURSE DESCRIPTION:
This course begins with a consideration of the meaning of ethics. Several philosophical approaches to ethics are reviewed. Ethical decisions are examined regarding consumers, employees, and relations with the rest of society. Every effort is made to define ethical conduct in the theoretical and pragmatic sense so that students are aware of the concept of ethics and its importance.

PROGRAM COMPETENCIES:
1. The student will deliver effective and professional communication using a variety of delivery venues.
2. The student will apply legal and ethical standards of business.
3. The student will utilize research skills in business problem solving to deliver professional and effective communication utilizing a variety of delivery venues.

WILMINGTON UNIVERSITY GRADUATION COMPETENCIES:
1. Research, construct, and deliver professional presentations using a variety of communication tools and techniques.
2. Correctly and ethically present scholarly writings utilizing the selected citation and writing style deemed appropriate for the student’s program of study.
3. Using information in any format to research, evaluate, and ethically utilize information effectively and with appropriate attribution.
4. Demonstrate knowledge and application of prescribed ethical codes and behaviors related to the student’s academic discipline.

MAJOR INSTRUCTIONAL GOALS:

GOAL A:
Understand ethics as it relates to the organization.

Learning Outcomes: The student will:
A-1 Define and describe the evolution of business ethics.
A-2 Conceptualize business ethics from an organizational perspective.
A-3 Assess organizational structure and its relationship to business ethics.
A-4 Formulate how moral philosophies and values influence individual and group ethical decision making.
A-5 Define the ethical problems of organizations as it relates to consumers, employees, shareholders and communities.
A-6 Demonstrate how employees can be empowered to take on responsibilities in ethical leadership.
A-7 Discuss the importance of principles and core values to ethical decision making.
GOAL B:
Describe the difference between obligations and irresponsibility as they apply to business ethics in an organization.

Learning Outcomes: The student will:
B-1 Describe the role of codes of ethics in identifying key corporate risk areas.
B-2 Discuss the relationship between individual and group ethical decision making.
B-3 Distinguish between the voluntary and mandated boundaries of ethical conduct Organization in business ethics.
B-4 Discuss the responsibility of the corporation to stakeholders and explain why businesses need ethics programs.
B-5 Describe the minimum requirements for an ethics program and identify the factors in successful ethics training, program types, and goals.
B-6 Define ethics auditing, identify its benefits and limitations, and describe stages of the ethics-auditing process.
B-7 Evaluate the ways ethical standards are monitored, audited, and enforced and Describe the strategic role of an ethics audit.
B-8 Describe the role of codes of ethics in identifying key corporate risk areas.
B-9 Analyze strategic directions for implementation of sustainability.
B-10 Relate sustainability to ethical decision making and social responsibility.

GOAL C:
Describe the critical role that a manager plays addressing ethical issues, institutionalizing an ethics philosophy, managing for ethical conduct, and managing an organization as it relates to the decision-making process.

Learning Outcomes: The student will:
C-1 Identify leadership styles and how they influence ethical leadership.
C-2 Determine how leadership, power, and motivation relate to ethical decision making in organizations
C-3 Define and examine the requirements for ethical leadership and leader–follower relationships.
C-4 Identify the benefits and impacts of ethical leadership on an organizational culture.
C-5 Discuss and define business ethics and decision making influences such as culture and workgroups.
C-6 Use the RADAR model to determine how ethical leaders handle misconduct situations.
C-7 Identify different styles of conflict management.
C-8 Explain the legal and moral responsibilities managers have with regards to ethics in the workplace.
C-9 Discuss the importance of consistency when dealing with subordinates.

GOAL D:
Identify the various theories and laws regarding ethical decision making and applying them in a Global Economy.
Learning Outcomes: The student will:

D-1 Discuss the impact of philosophies on business ethics.
D-2 Discuss the comprehensive model for ethical decision making.
D-3 Evaluate ethical value systems and verify their support of business performance and identify the challenges of measuring nonfinancial performance.
D-4 Discuss and evaluate mandated requirements and need for legal compliance within an organization.
D-6 Assess the role of multinational corporations in business ethics.
D-7 Identify and discuss common global values, goals, business practices and issues within ethics.
D-8 Understand the role of capitalism and economics as factors in business ethics.
D-9 Compare the roles of the International Monetary Fund, the United Nations Global Compact, and the World Trade.
D-10 Discuss environmental legislation related to sustainability.
D-11 Explain the ethical violations and its ramifications.

GOAL E:
Evaluate various business ethics and misconduct issues in the work place. Formulate courses of action which eliminate such behavior.

Learning Outcomes: The student will:

E-1 Examine ethical issues as they relate to the basic values of honesty, fairness, and integrity.
E-2 Understand the need for sensitivity when managing a diverse workforce.
E-3 Recognize ethical misconduct in the workplace and the pressures for unethical behavior.
E-4 Examine ethical issues as they relate to the basic values of honesty, fairness, and integrity.

OUTCOMES ASSESSMENT DATA COLLECTION

Group Project Simulation
Key Learning Objectives

KLO 1 Student will be able to demonstrate the ability to obtain and process information in order to solve problems and make decisions.
KLO 2 Student will contribute to the development of a high performance team and collaborative environment.
KLO 6 Student will apply strategic planning skills to effect a change initiative in a business scenario.
KLO 7 Student will apply legal and ethical standards of business.

**Group Project:** The group project is in the form of a team simulation exercise. This assignment was designed with the goal of providing the opportunity to use your knowledge and skills in solving an ethical dilemma related to a product defect. As you navigate through the course, we will be linking ideas, concepts, theories and processes to this project.

The class will be divided into teams for the final group project. The number of participants per group will be determined by the total number of students enrolled in the class. Groups will be assigned during the fifth week of the class. The final project will take the form of a formal proposal that will be delivered in PowerPoint format with a Kaltura video presentation.

**Team Roles & Responsibilities:**

1. Teams will be assigned during Week 5. Once formed, the team should decide who the team leader will be. The team leader will be responsible for developing the timeline, ensuring that everyone has a role to play, and organizing the final submission. This does not mean that the team leader should do all the work. This is a collaborative effort and everyone is responsible for the final product.

2. All team collaboration must transpire in the assigned group area in Blackboard. Tools that will be leveraged include group discussion board, file exchange, wiki, group blog, and group task.

3. As an introduction to the exercise, each team member must read the simulation background page.

4. Each team member will take on a role to play and will review their specific role description. Each team member (role) will present their feedback and interaction with the group, based on the role that they are assigned. All feedback and interaction must take place within the group project area in order to receive full participation credit. The roles included in this case are:
   a. Divisional Vice President
   b. Director of Product Development
   c. Director of Manufacturing
   d. Director of Sales
   e. V.P. of Public Relations

5. Once each member develops and finalizes their position/recommendation, they will develop a PowerPoint presentation containing the recommendation and is presented with Kaltura (video presentation). There will be a video presentation for each role in the case as well as a high-level summary containing short and long-term solutions. The final presentation is a collaborative effort. The team will decide who will present via Kaltura. Be sure to clearly identify the key issue(s) and ensure that the presentation has supporting rationale for the recommended short and long-term solutions.

6. All presentations are to be loaded to the group’s project Wiki page.

**Grading:**

A rubric is provided for the group project. All presentations must be completed by the specified due date in order to receive credit. If not submitted on time, the student will receive a score of 0 (zero) for the assignment. This rule applies unless prior arrangements have been made with the instructor.

Each team member will perform a peer evaluation for the group project. A peer evaluation form will be provided for submission. All evaluation submissions must be uploaded to Blackboard to
receive credit for completion. The scores submitted will become part of each team member’s final project grade. The total points that can be earned for this assignment is 300 points.