# MBA 549: Ethics and Social Impact

# SCHOOL OF BUSINESS AND MANAGEMENT

3 Credits
Effective Date: Fall 2022
Grading Type: Decimal
Pre-requisites: None

*Access to the Internet is required.*
*All written assignments must be in Microsoft-Word-compatible formats.*
*See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

# Faculty Information

# Contact Information

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

# Course Description

This class equips students with proper knowledge and skills to analyze complex ethical dilemmas and make proper decisions to resolve them. The philosophy behind the design of this course involves identifying impediments to effective ethical decision-making and exploring relevant approaches to eliminate their adverse effects. A careful study and analysis of the barriers to ethical decisions guide the discussions throughout the course in three primary contexts including individual, organizational, and societal. The cornerstone of this class is the Weight-of-Reasons Framework, which incorporates the two best-known ethical frameworks, teleology and deontology, to help students manage dilemmas and solve ethical problems. Emphasis is placed on social impact to shed light upon the value that firms can create by incorporating relevant efforts into organizational DNA and strategies.

# Course Resources

Required and recommended resources to complete coursework and assignments are found on the course Reading List.  The reading list can be found under *Course Information* in Blackboard as well as from the library homepage ("Find Your Textbook" button).

**Note**: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available electronically at no cost to students.

Students in Canada may purchase course resources from the Canada Bookstore, and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

# Course Outcomes

After completion of this course learners will be able to:

- Identify and explain the options an individual has to challenge unethical behavior.

- Apply the Weight-of-Reasons Framework for Ethical Decision-Making.
- Apply systems thinking to ethical problems to investigate proper solutions.
- Develop and justify ideas for sustainable innovation to support a firm's social impact strategy.
- Assess the effectiveness of alternative decisions and courses of action for resolving ethical issues using deontology, consequentialism, and virtue ethics.

# Additional Information

**CORE CONCEPTS, KNOWLEDGE, AND SKILLS**

- A Common-sense approach to business ethics
- Using ethical reasoning
- Thinking fast and slow: Ethical intuitions and reasoning
- Managing social influences on ethical decision-making
- From short-term fixes to long-term solutions
- Building ethical organizations
- Legal compliance
- Social impact
- The role of stakeholders in ethical decision-making
- Ethics, Strategy, and Grand Challenges

# Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current University Catalog (https://www.cityu.edu/catalog/).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

| *Overview of Required Assignments* | *% of Final Grade* |
|---|---|
| Mini-Case Studies (3) | 50% |
| Applying the Weight-of-Reasons Framework for Ethical Decision-Making Paper | 30% |
| Instructor Determined Assignments and Activities | 20% |
| **TOTAL** | **100%** |

# Course Assignments and Grading

The instructor will provide grading rubrics that will provide more detail as to how each assignment will be graded.

**Mini-Case Studies (3)**

The instructor will provide three (3) mini-cases to students throughout the quarter. The cases are designed to encourage students to apply analytical concepts and frameworks to analyze various ethics scenarios and develop relevant solutions and/or action plans. The cases will challenge students' understanding and application of ethical decision-making in three primary contexts including individual, organizational, and societal, which collectively define the course structure. A different case will be utilized each quarter; therefore, requirements for each case will vary depending upon the nature of the scenario of interest. Accordingly, specific instructions and set of requirements (e.g., format, references, and page count) will be included in the description of each case.

| *Components* | *% of Grade* |
|---|---|
| Case Analysis | 25% |
| Application of Ethics Concepts, Frameworks, and Techniques | 30% |
| Recommendations | 25% |
| Technical Requirements | 15% |
| Citations | 5% |
| **TOTAL** | **100%** |

| Graduate Percentage Scale: | 0.00 – 68.74% | 68.75 – 86.24% | 86.25 – 93.74% | 93.75 - 100% |
|---|---|---|---|---|
| | % of Grade | Below Standard | Approaching Standard | At Standard | Exceeds Standard |

| Case Analysis | 25 | Conducts minimal or superficial case analysis.<br><br>Discusses a sparse assessment of the facts of the case, and some are not based on available research.<br><br>Weighs and assesses only one alternative solution for the case. | Conducts basic case analysis.<br><br>Discusses a somewhat thorough assessment of the facts of the case in relation to available research.<br><br>Weighs and assesses a limited variety of alternative actions that address multiple issues in the case, some of which are realistic options. | Conducts thorough case analysis.<br><br>Discusses a mostly in-depth assessment of the facts of the case in relation to available research.<br><br>Weighs and assesses a variety of alternative actions that address multiple issues in the case, most of which are realistic options. | Conducts thorough case analysis.<br><br>Discusses an in-depth and critical assessment of the facts of the case in relation to available research.<br><br>Weighs and assesses a variety of alternative actions that address multiple issues in the case, all of which are realistic options. |
|---|---|---|---|---|---|
| Application of Ethics Concepts, Frameworks, and Techniques | 30 | Applies few ethics concepts, frameworks, and techniques, or applies them inappropriately, incompletely, or in limited parts of the case. | Applies some ethics concepts, frameworks, and techniques in a general and appropriate way. At times the description or application may be incomplete. | Applies several ethics concepts, frameworks, and techniques appropriately, and sometimes in advanced or novel ways, to support case analysis and/or recommendations. | Applies several ethics concepts, frameworks, and techniques in advanced or novel ways, to support case analysis and/or recommendations. Applies concepts across all parts of the case. |

| Recommendations | 25 | Generates a limited action plan of final recommendations that is not fully informed by relevant analysis.<br><br>Proposed recommendations for implementation may be lacking clear rationale. | Generates a limited action plan of final recommendations with some connections to relevant analysis.<br><br>Recommendations for implementation have some rationale. | Generates a proper action plan that is clearly informed by relevant analysis.<br><br>Each possible alternative is assessed and recommendations for implementation have a strong rationale. | Generates a strong action plan that is clearly informed by relevant analysis and use of appropriate methods, tools, and techniques.<br><br>Each possible alternative is critically assessed and recommendations for implementation have a strong and persuasive rationale. |
|---|---|---|---|---|---|

| Technical Requirements | 15 | Multiple required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are missing, severely impacting the reader's ability to understand the writer's main ideas.<br><br>Writing clarity is severely compromised due to poor spelling, grammar, punctuation, vocabulary, structure, and/or organization. | One or more required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are missing, with minor impact on the reader's ability to understand the writer's main ideas.<br><br>Writing clarity is generally acceptable, with some errors in spelling, grammar, punctuation, vocabulary, structure, and/or organization. Errors do not impede reader's overall understanding. | All required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are included.<br><br>Writing is clear, with minimal or no errors in spelling, grammar, punctuation, vocabulary, structure, and/or organization. | All required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are included.<br><br>Writing is clear, with vocabulary, structure and organization that enhances the readers ability to understand the writer's intent and purpose. The writing is almost entirely free of errors in spelling, grammar, and punctuation. |
|---|---|---|---|---|---|

| Citations | 5 | Students employ limited strategies to find and apply information and tools to support problem solving. Consider the validity, quality, or quantity of information used but not all three criteria. Fail to cite and reference sources to support ideas. | Students employ some strategies to find and apply information and tools to support problem solving. Consider the validity, quality, and quantity of the information used. Attempt to cite and reference credible and relevant sources, appropriate to the discipline, to support ideas. The required minimum number of references is not met. | Students employ multiple strategies to find and apply information and tools to support problem solving. Consider and correctly evaluate the validity, quality, and quantity of the information used. Consistently cite and reference credible and relevant sources appropriate to the discipline to support ideas. The required minimum number of citations/references is met. | Students employ multiple sources and strategies to find and apply information and tools to support problem solving. Fully consider and evaluate the validity, quality, and quantity of information used. Consistently cite and reference credible and relevant sources, appropriate to the discipline, to support ideas. Exceed the required minimum number of citations/references. |
|---|---|---|---|---|---|
| TOTAL | 100 % | | | | |

### **Applying the Weight-of-Reasons Framework for Ethical Decision-Making Paper**

The instructor will provide a case to students that involves a complex ethical dilemma. Students will need to apply the Weight-of-Reasons Framework to analyze the case and recommend appropriate decisions/courses of action. Students should complete each step of the framework with proper details to gradually unfold and reveal a transparent and technical generation and evolution of their final decision/course of action. As part of this requirement, students are encouraged to identify and utilize relevant concepts, tools, and techniques that were discussed throughout the course. The case analysis will be 8-12 pages (excluding cover page and reference page); APA writing conventions should be followed with a minimum of ten (10) sources referenced and cited. Students can utilize the following outline to guide their analysis:

- **Identify ethical issue**: What is the key ethical issue?
- **Gather Information**: What are the major facts that have bearing on the issue?
- **Identify options for action**: What are the main options to address the issue?

- **Assess consequences**: What are the likely consequences (i.e., the pros and cons) of following through on the proposed options?
- **Apply principles**: What key principles should be upheld regardless of the consequences?
- **Shor-term fix**: What should be done now?
- **Long-term solution**: What must be done over time to address the issue's root causes?
- **Learn and improve at ethical decision-making**: What can be learned that is of lasting value to self and workplace from engaging in the above process?

| *Components* | *% of Grade* |
|---|---|
| Define the Ethical Issue | 10% |
| Gather Information | 10% |
| Application of the Framework | 35% |
| Generating Recommendations | 20% |
| Technical Requirements | 15% |
| Citations | 10% |
| **TOTAL** | **100%** |

| | | 68.75 – 86.24% | 86.25 – 93.74% | 93.75 - 100% |
|---|---|---|---|---|
| Graduate Percentage Scale: | 0.00 – 68.74% | | | |
| | % of Grade | Below Standard | Approaching Standard | At Standard | Exceeds Standard |
| Define the Ethical Issue | 10 | Demonstrates no awareness of potential ethical problems in response to the case. | Appears to be aware of some ethical problems in the case but is not using appropriate tools to properly define the ethical issues. | Demonstrates understanding of the major ethical problems in the case and applies tools to form clear descriptions of the issues. | Identifies all central issues and uses them as basis for ethical evaluation. Other issues are also identified. |

| Gather Information | 10 | Presents no facts based on the dynamics of the case. | Identifies some facts that are irrelevant or incorrect. | Identifies facts, but some may not be relevant to the case or may be slightly misinterpreted. | Identifies relevant facts. Who, what, where, when, how, and why are all addressed, as appropriate. Also, identifies unavailable facts that are relative to the ethical outcome. |
|---|---|---|---|---|---|

| Application of the Framework | 35 | Attempts to apply the framework to analyze the ethical dilemma but does so incompletely and/or inaccurately. Identifies limited alternatives. Critical consequences of actions are missing. Actions are not connected with consequences, but are instead random and illogical. Relative weights of actions and consequences are not identified. No principles are identified. | Broadly applies the framework to analyze the ethical dilemma. Identifies some alternatives. Some consequences are identified and are somewhat related to actions. Proposes 1-2 principles, but they are vague and fail to provide a different view of what it means to take an ethical action. | Applies the framework to effectively analyze the ethical dilemma. Clarifies at least two alternatives. All critical consequences are identified, but some minor consequences are missed. Consequences are related to actions, but relative weights are not clearly articulated or inappropriate. Presents some principles that help to gain insight into novel dimensions of taking the proposed ethical action. | Applies the framework with finesse and strategy to effectively analyze the ethical dilemma. Clarifies a number of alternatives. All critical consequences are identified and connected with actions. More minor consequences are also considered. Relative weights of the various consequences explicitly articulated with rational thought. Identifies and incorporates proper principles into analysis, which in turn helps to gain a holistic understanding of the proposed ethical action, its implications, and consequences in relation to the dynamics of the case. |

| Generating Recommendations | 20 | Generates a limited action plan of final recommendations that is not fully informed by relevant analysis. Recommendations are merely based on one option and consequences of the option are not assessed properly.<br><br>Proposed recommendations for implementation may be lacking clear rationale. | Generates a limited action plan of final recommendations with some connections to relevant analysis. Recommendations are based on 1-2 option(s) and their consequences are assessed to some extent.<br><br>Recommendations for implementation have some rationale. | Generates a proper action plan that is clearly informed by relevant analysis. Recommendations are generated from comparing multiple options and assessing their consequences.<br><br>Each possible alternative is assessed and recommendations for implementation have a strong rationale. | Generates a strong action plan that is clearly informed by relevant analysis and use of appropriate methods, tools, and techniques. Recommendations are generated from a systematically application of the framework, which includes comparing multiple options, assessing their consequences, applying principles, and arriving at short- and long-term plans for dealing with the problem.<br><br>Each possible alternative is critically assessed and recommendations for implementation have a strong and persuasive rationale. |
|---|---|---|---|---|---|

| Technical Requirements | 15 | Multiple required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are missing, severely impacting the reader's ability to understand the writer's main ideas.<br><br>Writing clarity is severely compromised due to poor spelling, grammar, punctuation, vocabulary, structure, and/or organization. | One or more required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are missing, with minor impact on the reader's ability to understand the writer's main ideas.<br><br>Writing clarity is generally acceptable, with some errors in spelling, grammar, punctuation, vocabulary, structure, and/or organization. Errors do not impede reader's overall understanding. | All required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are included.<br><br>Writing is clear, with minimal or no errors in spelling, grammar, punctuation, vocabulary, structure, and/or organization. | All required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are included.<br><br>Writing is clear, with vocabulary, structure and organization that enhances the readers ability to understand the writer's intent and purpose. The writing is almost entirely free of errors in spelling, grammar, and punctuation. |
|---|---|---|---|---|---|

| Citations | 10 | Students employ limited strategies to find and apply information and tools to support problem solving. Consider the validity, quality, or quantity of information used but not all three criteria. Fail to cite and reference sources to support ideas. | Students employ some strategies to find and apply information and tools to support problem solving. Consider the validity, quality, and quantity of the information used. Attempt to cite and reference credible and relevant sources, appropriate to the discipline, to support ideas. The required minimum number of references is not met. | Students employ multiple strategies to find and apply information and tools to support problem solving. Consider and correctly evaluate the validity, quality, and quantity of the information used. Consistently cite and reference credible and relevant sources appropriate to the discipline to support ideas. The required minimum number of citations/references is met. | Students employ multiple sources and strategies to find and apply information and tools to support problem solving. Fully consider and evaluate the validity, quality, and quantity of information used. Consistently cite and reference credible and relevant sources, appropriate to the discipline, to support ideas. Exceed the required minimum number of citations/references. |
| TOTAL | 100 % | | | | |

**Instructor Determined Assignments and Activities**

Whether in class, online, or in a mixed mode setting, students will be graded on their participation in classroom discussions; ability to present, explain, or defend alternative viewpoints; and the degree to which they have mastered the concepts and principles inherent in the study of business management. Written work will be assessed not only on relevance to the subject presented, but also on adherence to good written form, APA style, and professional presentation. The instructor may also choose to create additional activities to support learning in the classroom or online.

| Components | % of Grade |
|---|---|
| Quality of Responses | 40% |
| Quantity of Responses | 40% |
| Timeliness | 20% |
| **TOTAL** | **100%** |

# Course Policies

### Late Assignments

A critical aspect of management is to meet predefined deadlines.  Therefore, all assignments are expected to be submitted when due.  No late assignments are accepted.  Life-situations do occur. When an issue arises coordinate with the instructor prior to the assignment's due date and the due date may be adjusted.  It is in the best interest of the student to ensure that all assignments are submitted on time.

### Participation

Class participation will be evaluated during class.  Participation includes being prepared for class discussions and contributing meaningful content when appropriate.  It also includes individual effort contributed to the team project.

### Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

# University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

### Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. CityU will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

## Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit https://my.cityu.edu/titleix or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at https://www.cityu.edu/discover-cityu/about-cityu/ under the Policies section or at https://www.cityuniversity.ca/about/.

## Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

## Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. You are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Scholastic Honesty* under *Student Rights & Responsibilities.*

## Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if s/he is present at any time during the class session.  For online classes, a student has attended if s/he has posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance Policy for Mixed Mode, Online and Correspondence Courses.*

# Support Services

## Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at *[disability@cityu.edu](mailto:disability@cityu.edu)*  or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

## Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

## Smarthinking

As a CityU student, you have access to 10 free hours of online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at [help@cityu.edu](mailto:help@cityu.edu)to request your user name and password.