Ethical and Moral Business Management
MBA 5325 (N) (3 credit hours)
Dr. Dominic A. Aquila
Summer I 2017

Instructor Information

Name: Dr. Dominic A. Aquila  Office location: Link Lee Mansion, 2nd Floor
Office Phone: 713-525-2164  FAX: 713-942-5960
Office hours: By appointment through my Assistant, Amanda Dimit, (713) 525-2164
Instructor e-mail: Dominic A. Aquila (Please indicate MBA 5325N in the Subject Line.)

MBA Program Learning Goals

The Masters of Business Administration program has six goals. When students complete the MBA degree at the University of St. Thomas:

Goal 1. They will be effective communicators.
  Objective 1: Graduates will deliver a compelling oral presentation.
  Objective 2: Graduates will write professional quality documents.

Goal 2. They will be effective team members.
  Objective 1: Graduates will demonstrate appropriate group techniques to participate in a team task that results in effective performance.
  Objective 2: Graduates will demonstrate effective leadership skills in a group project.

Goal 3. They will be ethical decision makers.
  Objective 1: Graduates will recognize the ethical issues implicit in a business situation.
  Objective 2: Graduates will describe and use ethical frameworks applicable to business situations.
  Objective 3: Graduates will develop a variety of ethical alternatives for resolving or at least addressing, a problem in business.

Goal 4. They will be globally aware.
  Objective 1: Graduates will perform a global business situation analysis.
  Objective 2: Graduates will formulate global business strategy.
Objective 3: Students will evaluate global business strategy.

Goal 5. They will be able to integrate knowledge across multiple business disciplines.

Objective 1: Graduates will identify business problems and opportunities that result from factors internal and external to the organization.
Objective 2: Graduates will apply quantitative and qualitative techniques from the different business disciplines to address problems and opportunities.

Goal 6. They will be knowledgeable about multiple business disciplines.

MBA 5325 Course-level Learning Objectives

Students successfully completing this course will

Personal ethics, values, and vocation

- achieve demonstrable competency in the techniques for taking stock of (a) their values, (2) ethical and moral commitments, and (3) their vocations as leaders in their business, families and communities.

- acquire the means and the capacity to live lives that unify integrity, compassion, and professional and personal achievement.

The moral and ethical foundations and practice of business enterprise

- attain an improved understanding of the moral, ethical, and political presuppositions of the free enterprise system and the relation of business and society.

- have improved mastery of ethical and moral reasoning, analysis, and argument as applied to business cases and practices.

- acquire innovative perspectives and solutions to ethical and moral business problems and issues.

Communication, collaboration, and leadership

- improve their presentation skills.
- advance their writing skills.
- improve their effectiveness as team members.
- advance their effectiveness as leaders in team projects.
- value greatly the importance of human diversity as an organizational asset and strength, and a recognition of the power gained from joint problem solving and team action.
Analysis and synthesis

- value greatly the importance of thinking in the practice of business and in the art of living well.
- improve their critical and analytic skills.
- form an integrative habit of mind, drawing on multiple business and other academic disciplines in the development of crucial questions and in solving problems.

Course Catalog Description

The course aims at introducing students to the ethics and morality of business management and to the corporation as a social system. Topics include the difference between ethical integrity and moral compliance, the role of leadership, types of moral theories, and the moral foundations of the market, consumerism, and sustainability. The course uses cases and/or role-playing and/or a service-learning project to teach students how to recognize, describe, and address ethical integrity and moral compliance issues at the personal, organizational, and societal levels.

Texts, Readings, Materials

Book: This course has no required texts to purchase.

Additional Materials: See the Course Schedule for course readings and other assignments.

Instructional Methods:

This is an online course that uses readings, video lectures and presentations, social media, and a modified version of Team Based Learning (TBL). TBL requires students to contribute meaningfully to their assigned teams and take extreme ownership of their responsibilities to the team. Students will be assigned to teams during the first week of class.

Grading

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Points</th>
<th>Approximate Percentage of Final Grade</th>
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<tbody>
<tr>
<td>1. Five (5) weekly Blackboard quizzes (20 points maximum for each quiz)</td>
<td>100</td>
<td>11%</td>
</tr>
<tr>
<td>2. Five (5) Discussion Forum postings @ 20 points</td>
<td>100</td>
<td>11%</td>
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</tbody>
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3. Five-page individual case study analysis (uploaded to turnitin.com) due Thursday, June 29, 2017

4. Team analysis of a current article on a course topic presented via the team’s choice of presentation software.

5. Individual Assessments of Team Performance on Article and Team Case Study Analysis (2 @ 50 points)

6. One team case study analyses: using the team’s choice of presentation software. These presentations require voice-over narrative of your team’s presentation and analyses. Please check the Blackboard navigation menu for your team’s presentation date and time.

Total

Letter Grade calibrations:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>94-100</td>
<td>A</td>
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<tr>
<td>93-90</td>
<td>A-</td>
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<tr>
<td>87-89</td>
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<td>74-76</td>
<td>C</td>
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<tr>
<td>70-73</td>
<td>C-</td>
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<tr>
<td>69 or less</td>
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Assignments and Deliverables

1. Five (5) weekly Blackboard quizzes (20 points maximum for each quiz. Maximum points possible are 140.) These quizzes are typically made up of multiple choice and short answer questions. Each week’s quiz will be posted on Thursday or Friday of each week in the learning module for which it is assigned. Each quiz is due by 11:59 pm (CT) on Monday of each week, except for Week 5, which is a short week. There are no time limits on the quizzes, and each quiz can only be taken once. Answers are available after the quiz’s due date. There are no make-ups for quizzes and each quiz must be completed and submitted by its due date and time, after which it will not longer be available.

2. Weekly Discussion Forum Postings (20 points for each week’s discussion forum postings. Maximum points possible are 100.) The directions and rubrics for assessing each week’s Blackboard postings are available in detail on the Blackboard site for this course. Each students makes three posting per week. The first posting responds to a question posed by D. Aquila, and is due no later than 11:59 pm (CT) on Saturday of each week. Earlier posts receive higher credit. The second and third postings for each week are responses to your colleagues’ postings. These response postings are due by 11:59 pm (CT) on Monday of each week, except for Week 5,
which is a short week.

3. **Five-page individual case study analysis (Maximum 200 points).** The directions and grading rubrics for this assignment are available in detail on the Blackboard site for this course. This assignment is **due by 11:59 on Thursday, June 29, 2017.** The paper must be submitted through turnitin.com. There are instructions on how to upload your paper to Turnitin.com on the Blackboard site for this course.

4. **Team analysis of a current article on a course topic (Maximum 200 points).** Groups select an article from a recent issue of *The Wall Street Journal (WSJ), Forbes, Business Week, Bloomberg,* or *The Economist* that relates to a given week’s topic of study. See the Course Schedule for topics. Each team presents and analyzes its selected article indicating: (1) why it chose the article; (2) its relation to the topic under study that week; and (3) its importance to the topic and the field of business ethics or business and society. Each team submits its article analysis on the presentation software of its choice. The due dates for these article analyses vary according to the assigned week for each team. These dates will be assigned on Thursday, June 1, 2017.

5. **Individual assessment of team effectiveness (Maximum 100 points).** Each team member will assess his or her team’s effectiveness in the team’s presentation and analysis of one (1) case study and one (1) article presentation and analysis. The forms for these individual assessments are available on the Blackboard site. See Blackboard for the due dates of these individual team assessments.

6. **One team case study analysis (maximum 200 points):** One team case study analysis: using the team’s choice of presentation software. These presentations and analyses must use voice over narrative. Please check the Blackboard navigation menu for your team’s presentation date and time.

**Student Responsibilities:**

1. As a university graduate student, you are expected to schedule at least two hours of study time outside of class for each hour the class meets. So for this course you should schedule six (6) hours for study, writing, and/or group meetings beyond class time for each week of the course. Time will also be given during some scheduled classes for group work on the course’s major case study.

2. You are responsible for reading all material assigned for each class session, for all announcements and material presented in class, for completion of all homework and group assignments, and for actively participating in the learning process.

3. When e-mailing me or leaving a message on my voice mail, please identify yourself and the class you are referring to before beginning your message. Be sure to leave a number for a return call.

4. If you have any needs for test taking or other accommodations, please discuss
them with me. University policy mandates that I must receive notification from Counseling and Disability Services for any special accommodations you might need.

5. Students need to master the necessary technologies for success in the course: Blackboard, presentation and productivity software, various search engines, and document sharing software such as that which is found on Google Drive.

**My Responsibilities:**

1. Assignments will be graded and returned to the students within one week.

2. Courses will be taught in accord with the description published in the catalog.

3. Timely feedback will be provided to students regarding their progress in this course.

4. I will respond to emails, phone calls, and other student contacts within 48 hours, most often sooner.

**Academic Integrity:**

Academic dishonesty is a very serious offense. It includes:

- Cheating on an examination or quiz; for example, by copying from another’s work or using unauthorized materials before or during the exam or quiz, including the use of electronic devices;
- Plagiarism, which represents as one’s own the work of another, whether published or not, without carefully acknowledging the precise source;
- Participation in the academic dishonesty of another student, even though one’s own work is not directly affected;
- Any conduct which would be recognized as dishonest in an academic setting.

For more on understanding and avoiding academic dishonesty please consult the [Student Resource for Understanding and Avoiding Academic Dishonesty and Plagiarism](#). Any academic dishonesty associated with assignments or exams in this course will result in a grade of zero for the course and may lead to further disciplinary action.

**Counseling and Disability Services**

The University of St. Thomas provides reasonable accommodations to students who request academic accommodation due to a disability that imposes impairment in the learning environment. Disabilities may be defined by the following:

- Learning disabilities
- Health impairments
- Physical limitations
- Psychiatric conditions

The University abides by the Americans with Disabilities Act of 1990 (ADA) and the ADA Amendments Act of 2008 (ADAA), Section 504 of the Rehabilitation Act of 1973 and other legal mandates. To receive accommodations students must provide information to validate that a disability exists. Each student’s situation is individually assessed and reviewed. For more information, please contact the [Office of Counseling and Disability Services](#).