

**BA 395 Business Ethics
And Social Responsibility
Updated
JUNE 28, 2014
(All other copies or updates
are obsolete).**

**Adult Accelerated Program
845 S. 3d Street
Louisville, KY 40203
502-585-7115**

The Adult Accelerated Programs (AAP) at Spalding University has designed this syllabus to suit the specific needs of adult learners pursuing a college degree.

This syllabus serves as a quality control device, ensuring that all courses are developed in adherence with our demanding curriculum standards. It also serves as a guide for the adult learner, identifying specific goals, objectives, and desired outcomes. Though the preparation for each component part is carefully outlined, the freedom for the faculty member to individualize the material is left intact.

The Adult Accelerated Programs (AAP) continues the tradition at Spalding University of creatively responding to the educational needs of the professional men and women in the Greater Louisville area.

As you study this syllabus, we encourage you to make the most of the opportunities to expand your knowledge and understanding of this material.

Spalding University requires that all instructors in the AAP include in their classes documentable hours of weekly instructional time outside of class to equal, over each six week session, the number of instructional hours delivered in the same non-accelerated classes. Such instructional time may be implemented via platform-assisted delivery assignments and/or via such other learning as that which may be delivered through in-person instruction, through viewing live or media-delivered performances or shows, and/or through clinical experience.

CLASS CANCELATIONS

If a regularly scheduled class has to be canceled due to snow or other inclement weather, a message will be placed on the class cancellation line, 502-585-7102, by 3pm on weekdays and by 7am on the weekend.

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**SPALDING UNIVERSITY
COLLEGE OF BUSINESS & COMMUNICATION
SCHOOL OF BUSINESS**

BA 395 BUSINESS ETHICS & SOCIAL RESPONSIBILITY

Session 7, Monday, June 30 – Friday, August, 8, 2014

INSTRUCTOR INFORMATION:

Instructor: Troy S. McCracken

Office Location: Not on site

Office Phone: (502) 386-9697

Email: tmccracken@spalding.edu

Office Hours: No office hours, however will respond to all e-mails within 24 hours during the week and 48 hours on weekends.

Credit Hours: 3 credit hours

COURSE DESCRIPTION

Studies business ethics and social responsibility, which aims at developing reasonable moral standards of business. This course explores the process of determining what is and what is not a reasonable standard of moral conduct. It teaches students the process of problem solving used to resolve any situation in which there is real or potential harm to an individual or group. Students will learn the process of ethical reasoning. They will also learn to think about ethical dimensions of real-life situations and apply a reasoning process to determine appropriate actions.

COURSE OUTCOMES

At the conclusion of the course, students will be able to identify, and intelligently discuss, orally and in writing, the following points:

1. The importance of Business Ethics to the strategic business decisions.
2. The emerging Business Ethics issues, including stakeholders, honesty and fairness, conflicts of interest, fraud, and discrimination.
3. Ethics as a dimension of social responsibility, including economic issues, competitive issues, legal and regulatory issues, and philanthropic issues.
4. Understanding ethical decision-making, including ethical issue intensity, the individual factors that impact decision-making, the organizational factors, corporate governance as a dimension of ethical decision-making, and how to improve decision-making.
5. Moral philosophies and cognitive moral development, including the definition of moral philosophy, the various moral philosophies perspectives,

- how to apply moral philosophies to ethical decision-making, and the impact of moral cognitive development on decision-making.
6. The roles of corporate culture in ethical decision-making, including leadership, structure, and group dimensions.
 7. How to develop an effective ethics program, including the need to have for organizational ethics programs, what is an effective program, codes of conduct, ethics officers, ethics training, systems to monitor and enforce ethical standards, and continuous improvement of the ethical program.
 8. How to implement and audit ethics programs, including the benefits of ethics audits, ethical crisis management and recovery, the auditing process, and the strategic importance of ethics audits.
 9. Business ethics in a global economy, including ethical perceptions and international business, global values, the multinational corporation, and ethical issues around the globe.

LEARNING OUTCOMES

Upon successful completion of this course, students are expected to competently:

1. Have an understanding of Business ethics.
2. Demonstrate the ability to communicate effectively in acceptable and appropriate English, both in written and oral form.
3. Demonstrate positive human relations skills by using effective interpersonal and listening techniques within a group setting (team building), and/or preparing oral presentations.
4. Demonstrate time management skills by meeting deadlines and completing all assignments on time.

AAP Mission Statement

Spalding University's Adult Accelerated Program (AAP), the oldest program for adult learners in Kentucky, is a delivery system of quality undergraduate hybrid and online classes and degrees dedicated to meeting the needs of diverse adult learners by offering rigorous liberal and professional studies courses that emphasize significant student and instructor engagement and reflect Spalding University's focus on compassion, spiritual values, and service in formats and schedules convenient for working adults.

GRADING CRITERIA

The grading criteria are outlined below. With prior notification, the grading criteria may be modified after the first class. Any modification will be provided to each student in writing and can be modified as circumstances and experience dictates (for example, the addition of assignments, extra credit options, different weights for the assignments, etc.)

Assignments:

Pre-Assignments	100 pts each	400 points
Individual Case Present	200 pts	200 points
Executive Briefs	50 pts each	100 points
Mid-term Exam	100 pts	100 points
Final Exam	100 pts	<u>100 points</u>
TOTAL		900 points

A	828-900
B	720-827
C	630-719
D	540-629
F	539 and below

AAP Program and Course Attendance Policy

Class participation is extremely important. Adult students bring to this course varied backgrounds in business settings. Class participation is necessary to share these background experiences.

Attendance

A student registered for an online class must log-in to an online class by 6:00 p.m. on Wednesday of the first week of class to be counted as present for the first class. A student may drop a class until 11:59 p.m. on Friday of the first week of the session. Online classes require the submission of weekly assignments. Any student who has missed (as defined by Spalding University's online standards) the equivalent of 25 percent of an online class should withdraw from the class or receive the grade of F for the class. A student may not withdraw from an online class after 11:59 p.m. on the 4th Friday of the session. A student who withdraws from an online class will be responsible for the tuition accrued for the chronological time has elapsed in the class, not for the amount of work that student has completed.

Student Responsibilities

Prior to enrolling in classes, students in all University programs should anticipate the number of class meeting absences that may result from family obligations, work-related responsibilities, and such other University-sponsored activities as Debate Team and athletic events. Once a class has begun, a student who anticipates that he or she will not meet the attendance requirements to earn a passing grade should withdraw from the class. According to University policy, a student must follow official procedures for withdrawing from a class in order to receive a tuition refund. Any student who stops attending a class without having officially withdrawn from that class will receive the grade of *F* and must assume any remaining financial obligations for the class. Please see the Withdrawal Policy for additional information.

Please see the Undergraduate Attendance Policy in the Spalding University Catalog for further details.

AAP instructors must take attendance at every class meeting. If a student misses two classes, it is AAP policy that that student withdraws from the class. Otherwise, the student will receive an “F” for the course. Students can obtain withdrawal forms from their advisor or by contacting the Registrar’s Office.

THIS CLASS ATTENDANCE & LATE WORK POLICY

In addition to the below AAP attendance policy, the following attendance and late work policy applies to this class:

Students are expected to attend and be prompt for each class session for this course. Within each diverse community of learners, attendance and participation provide opportunities for applying course content to life experiences, promoting acceptance and appreciation for others, and receiving the grades needed for financial aid, athletic eligibility, and admission to major programs.

ACADEMIC RESOURCE CENTER (ARC)

Students are encouraged to use the Academic Resource Center’s (ARC) free assistance with writing, math, reading, and learning strategies. Visit www.spalding.edu/arc or call (502) 873-4171 for hours of operation or for information.

SPALDING UNIVERSITY MISSION STATEMENT

Spalding University is a diverse community of learners dedicated to meeting the needs of the times in the tradition of the Sisters of Charity of Nazareth through quality undergraduate and graduate liberal and professional studies, grounded in the spiritual values, with emphasis on service and the promotion of peace and justice.

SCHOOL OF BUSINESS MISSION STATEMENT

The Spalding University School of Business is a diverse community of learners dedicated to addressing societal and organizational needs of the times by preparing professionals through a quality business curriculum built on a liberal art foundation. These integrated courses of study are characterized by spiritual values, which include professional ethics and social responsibility, by recognition of the impact of cultural diversity, and by the promotion of peace and justice through service.

CONCEPTUAL FRAMEWORK

The presentations, assignments, and assessment processes in this course were designed to: meet the needs of diverse learners in a rapidly-changing world; enable students' success; emphasize performance assessment and continuous improvement guided by evaluation and reflection; and include and integrate the components of professional studies, research, and continuous assessment.

The School of Business believes that business professionals are leaders who seek challenge, enable others to achieve, and demonstrate dispositions that are important to success. To this end the instructor and the students are expected to be: knowing by demonstrating a continued devotion to acquiring new knowledge; reflective by analyzing experiences and observations for personal and professional growth; be creative by using open inquiry to develop innovative approaches to business success; caring by showing respect for self and others; ethical by acting in accord with professional code of ethics; and spiritual by acting on a belief that each human being has infinite value.

ADA

Any student who, because of a disability, may require special arrangements in order to meet course requirements, should contact the instructor as soon as possible to make such accommodations as may be necessary. Students should provide written verification of the need for such accommodations from Kelly Cogar, Director of Student Support Services, in the Academic Resource Center.

ACADEMIC POLICIES

The current University catalog and relevant College/School handbooks, delineates pertinent academic policies, including academic and professional integrity. The catalog is available on-line @ www.spalding.edu/catalog Each student is responsible for compliance with these policies.

COURSE WITHDRAWAL AND REFUND POLICY

The withdrawal date for the purpose of calculating a tuition refund is the date on which the student **withdraws online by logging in to access WebAdvisor,**

<http://my.spalding.edu/>. Students are responsible for initiating the withdrawal process through *WebAdvisor*.

When a student changes enrollment status (full-time to half-time or less than half-time) that student's financial aid is adjusted according to federal guidelines. Students must attend a class beyond the 100% refund period for that class to be included in the student's eligibility for financial aid.

Add/Drop/Withdrawal from a Class

Once an AAP class has met for the first time, a student cannot add or drop that class. **To add, drop or withdraw from a course, the student will need to log into his or her Spalding student portal account and initiate this process through *WebAdvisor* - <http://my.spalding.edu/>**

Students must initiate the drop process **through *WebAdvisor* - <http://my.spalding.edu/> up to 24 hours prior to the first class meeting** in order to receive a 100% tuition refund. **The day of the first class meeting or later**, the student's only option is to withdraw from the course. Students who do not attend the first class meeting will no longer be automatically dropped.

A student who does not follow Spalding University's drop policy will be charged for all classes for which he or she registered, regardless of his or her attendance in class. If an instructor has a student on the class roster who has never attended the class, the instructor must note this on his or her grade sheet and assign the student a grade of F. **Additionally, registered students who fail to attend the first class meeting of an AAP course and do not officially withdraw will be assigned a grade of F for the course.**

MATERIALS OF INSTRUCTION

Required Text: Ferrell, O.C., Fraedrich, J., & Ferrell, L. (2013). *Business ethics. Ethical decision-making and cases.* (10th ed). Book +Coursemate Printed Access Card. CENGAGE Learning. Bundle ISBN: 978-1-305-13935-0

Case Study Handouts: Will be provided by instructor at the first class meeting.

NOTES ASSIGNMENTS AND WORKLOAD

This course consists of five, four-hour classes and one two hour class (**the last class can last longer depending upon the time needed to complete the individual presentations**). This highly accelerated pace requires students to take a great deal of responsibility for their learning outcomes. While in class, students are expected to actively participate in discussion and group activities. Outside of class, students should expect a minimum of 15 to 20 hours per week of study, homework assignments, and/or group projects.

The intent of the assigned text readings is to provide students with analytical and conceptual skills, rather than merely mechanical application skills. Remember your work is a representation of you and your level of professionalism.

Expectations: The instructor will: plan and organize class sessions; provide fair evaluation procedures; and create an environment in which ideas may be openly shared and discussed.

Students will: show respect for own learning and that of others by being on time and remaining in class until the end of the class period; listen and actively participate in the instructional activities of the class, including listening to the contributions of colleagues; and complete all assigned coursework in a timely manner (As stated earlier in this syllabus, late work will not be accepted)

Ethics Statement

An integral component of courses in the AAP program is student and facilitator self-disclosure (the use of personal experiences) for the purpose of facilitating course work. Students enrolled in the AAP program are expected to honor confidentiality as it pertains to student disclosure. No shared information, comments, or opinions expressed by another student or the facilitator during the course of classroom discussion should ever be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be held by not disclosing any information that would identify any particular individual.

An additional integral component of higher education is challenging your perceptions and beliefs regarding course content and integrating information, as well as understanding opposing perceptions and beliefs. Thus, you have the right to choose how much you will disclose, and you must also accept the responsibility of respecting disclosure of other students and facilitators.

Written Assignments

The written assignments will be in the form of two Executive Briefs (EB). Format to follow is attached to this syllabus. It is very important to follow the format. The EB will be about an article selected from a business related publication, i.e., Fortune, Newsweek, Forbes, etc. *The article selected must be about a business ethics or social responsibility topic*. Briefs must be typed and be no more than one page. A copy of the article selected must be attached to the brief with a staple in the upper left corner. There should be an even “flow” of thoughts and ideas, using correct grammar, structure, etc., leading to a logical conclusion. Plagiarism of articles will not be permitted. The article that is selected cannot be more than 45 days old from the date due.

Other written assignments are outlined in the weekly written pre-assignment requirements.

The format for all pre-assignments is listed below:

1. Name and date in the upper right-hand corner.
2. Center the title of the assignment with the page numbers from the text.
3. Provide a brief overview (paragraph) of the assignment.
4. Type the question, single-spaced, type the responses, double-spaced. Put the page number and number of pages in the center of each page. Microsoft Word will perform this procedure automatically once it is set-up to do this procedure.
5. Use a 12-point font, a one-inch margin, do not justify right, and keep questions and responses together. In other words if a question is close to the bottom of the page, take the question to the next page to keep it with the responses.
6. Ensure proper grammar is used and that there are no spelling errors or misuse of words.
7. Ensure that the appropriate concepts/theories from the chapter where the assignment is located are incorporated in with the responses. Justify the position taken when responding to the questions.

Class Written Work Error Policy

Undergraduate Business students must practice professional standards in writing. To this end, all written assignments must meet minimal presentation standards to be acceptable. These standards address spelling, punctuation, format and basic grammar. The term Fatal Errors refers to technical English errors of form. Specifically these include the following:

1.	Each different word misspelled,
2.	Each sentence fragment,
3.	Each run-on sentence or comma splice,
4.	Each mistake in capitalization,

5.	Each serious error in punctuation that obscures meaning,
6.	Each error in verb tense or subject/verb agreement,
7.	Lack of conformity with assignment format,
8.	Each improper citation, or lack of citation, where one is needed.

Papers with more than three errors marked by an instructor on any one page, or more than a number specified by the instructor (five) for the entire document will be returned to the student and subject to a grading penalty as prescribed by the instructor. Penalties for final course papers will be determined by the instructor and will be based on the relative importance of the assignment to the determination of the final course grade. This policy applies to all 200-level and above undergraduate business courses.

Mid-term and Final Examinations: Each examination will have 50 multiple-choice questions. Each question will be worth two points for total possible points of 100 for each examination.

All course assignments must be completed to earn a passing grade in this course. Please remember that grades will not be provided over the telephone. *All class assignments are due as outlined in this module. If a student is absent, the work is still due that day/evening.*

Individual Presentations:

Each student will videotape an oral presentation of a case study provided by the facilitator at initial class session. Each presentation will last at least **10 minutes but not more than 15 minutes**. Grade will be based upon how well the information is presented, effective use of visual aids, overall professionalism of the presentation, and effective time management. Make sure the case is introduced, the discussion is well thought out and rehearsed, and that there is an effective closing. The presentation should be professional and creative. If you do not have a video camera or your phone does not have video capabilities you can use the Resource Center in the Library to videotape your presentation. Please email me if you need more information .

WEEKLY COURSE OUTLINE

<u>CLASS</u>	<u>TEXT READING</u>	<u>ASSIGNMENTS</u>
WEEK 1 6/30-7/6/2014	Chapters 1 and 2	See pre-class assignments
WEEK 2 7/07-7/13/2014	Chapters 3, 4, & 5	See pre-class assignments
WEEK 3 7/14-7/20/2014	Chapters 6 and 7	See pre-class assignments
WEEK 4 7/21-7/27/2014	Chapters 8, 9, & 10	See pre-class assignments
WEEK 5 7/28-8/3/2014	Individual Presentations	See pre-class assignments
WEEK 6 8/4-8/8/2014	Final Examination	See pre-class assignments

PRE-ASSIGNMENTS TO BE COMPLETED DURING WEEK 1(WORTH UP TO 100 POINTS)

Estimated time needed to complete the pre-assignments: Five hours.

1. Carefully read this course syllabus, concentrating on the course and learning outcomes listed at the beginning of the module.
2. Read Chapters 1 & 2 in text..
3. Spend some time thinking about how business ethics relates to your personal and/or professional experience and goals.
4. Prepare responses to An Ethical Dilemma in Chapter 1, pages 3-5- **MUST BE UPLOADED BY THURSDAY @ MIDNIGHT 7/3/2014**
5. Prepare responses to An Ethical Dilemma in Chapter 2, pages 29 & 30 **MUST BE UPLOADED BY THURSDAY @ MIDNIGHT 7/3/2014**

EVERYONE MUST UPLOAD A BRIEF VIDEO INTRODUCING THEMSELVES BY TUESDAY 7/1/2014 @ MIDNIGHT. PLEASE COVER THE FOLLOWING TOPICS IN YOUR VIDEO: (YOU CAN USE YOUR PHONE TO VIDEO TAPE AND UPLOAD THROUGH MOODLE OR get the YOU TUBE APP on the phone and upload that way.)

1. NAME
2. ARE YOU CURRENTLY EMPLOYED? WHERE? WHAT IS YOUR POSITION AND YOUR JOB DUTIES?
3. WHERE ARE YOU FROM?
4. WHAT ARE YOUR PLANS AFTER YOU GRAUDATE AND WHAT DEGREE ARE YOU GOING TO OBTAIN?
5. TELL ME ONE INTERESTING THING ABOUT YOURSELF
6. WHAT ARE YOUR TOP THREE SONGS ON YOUR IPOD/PHONE?

Be creative.

WEEK 1 (6/30-7/6/2014)

OUTCOMES

Upon successful completion of class one, students are expected to competently:

1. Understand the course overview – goals, content, resources, expectations, and methods of evaluation.
2. Define Business Ethics within an organizational context.
3. Describe conceptualizations of business ethics.
4. Examine, understand, and discuss the historical foundations and evolution of business ethics.
5. Understand and discuss evidence that ethical value systems support business performance.
6. Gain insight into the extent of ethical misconduct in the work place and the pressures for unethical behavior.
7. Define and identify types of stakeholders.
8. Recognize the role stakeholders play in business ethics decisions.
9. Explore a sampling of ethical issues facing businesses today, including issues associated with honesty and fairness, conflicts of interest, fraud, discrimination, and information technology.

PRE-ASSIGNMENTS TO BE COMPLETED DURING WEEK 2(WORTH UP TO 100 POINTS)

Estimated time needed to complete the pre-assignments: Six hours.

1. Read Chapters 3, 4, & 5 in the text
2. Prepare First Executive Brief to be uploaded by **Midnight Friday 7/11/2014.**
Please ensure that the instructions outlined in the syllabus are followed.
(worth up to 50 points)
3. Prepare responses to Resolving Ethical Business Challenges, Chapter 3,
pages 88-89 **MUST BE UPLOADED by WEDNESDAY 7/9/2014**

4. **Prepare responses to Resolving Ethical Business Challenges Chapter 4, pages 122-123 MUST BE UPLOADED BY WEDNESDAY 7/9/2014**
5. Start preparation of individual presentations.

WEEK 2 (7/7/2014-7/13/2014)

OUTCOMES

Upon successful completion of class two, students are expected to competently:

1. Distinguish between the complementary concepts of social responsibility and business ethics.
2. Explore economic issues in social responsibility.
3. Examine competitive issues in social responsibility.
4. Explore the legal and regulatory environment of social responsibility.
5. Appreciate business ethics as a dimension of social responsibility.
6. Examine the intensity of ethical issues as an important element influencing the ethical decision-making process.
7. Introduce organizational factors that may influence ethical decision-making in business.
8. Explore the role of opportunity in ethical decision-making in business.
9. Explain how knowledge about the ethical decision-making framework can be used to improve business ethics.
10. Understand how moral philosophies influence individual and group ethical decision-making in business.
11. Discuss the impact of philosophies of justice in business ethics.
12. Understand that people may change their moral philosophy in different situations.

**PRE-ASSIGNMENTS TO BE COMPLETED DURING WEEK 3
(WORTH UP TO 100 POINTS)**

Estimated time needed to complete the pre-assignments: Seven hours.

1. Read Chapters 6 & 7.
2. Mid-term will be uploaded on Saturday 7/12/2014 and will need to be scanned and uploaded by **Friday 7/19/2014 by Midnight.**
3. Prepare responses to An **Ethical Dilemma Chapter 6, pages 150-152. MUST BE UPLOADED BY WEDNESDAY 7/16/2014**
4. Prepare responses to An **Ethical Dilemma Chapter 7, pages 179-181. MUST BE UPLOADED BY WEDNESDAY 7/16/2014**
5. Continue preparation of individual presentations.

WEEK 3 (7/14/2014-7/20/2014)

OUTCOMES

Upon successful completion of class three, students are expected to competently:

1. Examine the influence of corporate culture on business ethics.
2. Determine how leadership, power, and motivation relate to ethical decision-making in organizations.
3. Assess organizational structure and its relationship to business ethics.
4. Explore how the work group influences ethical decisions.
5. Discuss the relationship between individual and group ethical decision-making.
6. Examine the influence of interpersonal relationships on ethical decision-making.
7. Assess the organizational pressures that influence ethical decision-making in the organization.
8. Determine the role of opportunity in influencing ethical decision-making in the organization.
9. Explore the varying levels of conflict within the organization.

**PRE-ASSIGNMENTS TO BE COMPLETED DURING WEEK 4
(WORTH UP TO 100 POINTS)**

Estimated time needed to complete the pre-assignments: Seven hours.

1. Read Chapters 8, 9, & 10 **BE PREPARED TO DISCUSS AND APPLY** the readings.
2. Prepare responses to An Ethical Dilemma in Chapter 8, pages 213-214. **DUE: UPLOAD BY WEDNESDAY 7/23/2014**
3. Prepare responses to An Ethical Dilemma Chapter 9, pages 239-241. **DUE: UPLOAD BY WEDNESDAY 7/23/2014**
4. Prepare for individual presentations.
5. Prepare second Executive Brief . (worth up to 50 points)
DUE: UPLOAD BY FRIDAY 7/25/2014

WEEK 4 (7/21/2014-7/27/2014)

OUTCOMES

Upon successful completion of class four, students are expected to competently:

1. Understand why businesses need to develop ethics programs.
2. Describe the role of codes of ethics in identifying key risk areas for the organization.
3. Examine the ways that ethical standards are monitored, audited, and enforced.
4. Define ethics auditing.
5. Identify the benefits and limitations of ethics auditing.
6. Explore the stages of the ethics auditing process.
7. Understand the role of culture as a factor in business ethics.
8. Discuss cultural relativism as a framework for global business ethics.
9. Assess the role of multinational corporations in business ethics.

10. Gain awareness of a number of ethical issues around the globe.

PRE-ASSIGNMENTS TO BE COMPLETED DURING WEEK 5

Estimated time needed to complete the pre-assignments: Five hours

1. Prepare individual video presentations.

WEEK 5 (7/28/2014-8/3/2014)

OUTCOMES

Upon successful completion of class five, students are expected to competently:

1. Continue to create video for final presentation.

PRE-ASSIGNMENTS TO BE COMPLETED PRIOR TO CLASS SIX Mar 12, 2014

1. Final Examination to be uploaded by Midnight Saturday 8/9/2014
2. Final Individual Video Presentations must be uploaded by Wednesday 8/6/2014 by Midnight.

WEEK 6 (8/4/2014-8/8/2014)

OUTCOMES

1. Discussion of class objectives and goals.
2. Discuss the future of business ethics and social responsibly for businesses and society in general.

COURSE PERFORMANCE CRITERIA

DEFINITION OF GRADES

As they relate to mastery, each of the letter grades has the following meaning:

- A** **Exceptional or outstanding mastery**
- B** **Very good mastery**
- C** **Satisfactory or adequate mastery; the minimum of what was expected**
- D** **Some mastery, but generally inadequate and less than expected**
- F** **Virtually no demonstrated mastery**

Name _____

Date _____

1. **NAME OF ARTICLE:** Multi-project Control
2. **AUTHOR:** Robert A. Howell
3. **PUBLICATION:** Harvard Business Review, November 28, 2012
4. **SITUATION:** How can a manager best control several production and research & development (R&D) projects simultaneously when each may vary in duration, value, and technical complexity? A system was developed and refined in a large electronics corporation and has been implemented in two of its divisions.
5. **DISCUSSION:** Management wanted a system that encouraged project managers to assume a greater responsibility for the final results of their projects. Also, the system permitted management to set higher but realistic goals, and make better use of periodic formal reviews. The system was developed to eliminate surprises during the life of the project. It also permitted top executives to substitute for each other during the review of projects and decisions made that affected the work. Additionally, management desired a control system suited to directing a large variety of projects. To control the varied projects, management requires every project to have a written program plan prepared by project managers at the start of a project. The plan defines objectives, approach, and commitment being assumed by managers. The heart of the system is the Program Status Report (PSR). This report is used to determine which project requires special attention during a particular phase of the project. Every active project has a status report submitted each month to ensure milestones are met and schedules are being followed. Due to the implementation of this system, there has been a marked decrease of the percentage of projects not on schedule.
6. **CONCLUSIONS:** Because of this system being introduced, managers of multiple projects no longer feel intimidated. Also, they tend to accept full responsibility for the outcome of projects they are managing. Additionally, project managers are no longer in the dark as to what management wants to know about their projects, which leaves no doubt as to what is expected. Further, top management is able to review a large number of projects easily and direct attention towards those programs that are in need of help.

**EXAMPLE OF EXECUTIVE BRIEF
FOR FORMAT ONLY!**