

## Business Ethics (Mgmt 3510-50) Course Syllabus Spring 2012

Instructor:	Shandon D. Gubler, Ph.D.	Course No.:	MGMT 3510-50
Office:	UHB 338	Course Title:	Business Ethics
Telephone:	801-362-3999	Credit Hours:	2 Undergrad Semester Hours
Email:	gubler@dixie.edu	Prerequisites:	ENGL 1010 (Grade C or higher)
Office Hours:	M-12:00p-5:00p	Time:	M 8:00 – 9:40pm
		Classroom:	UHB (HAZY) 243

### COURSE DESCRIPTION:

Seeks to define ethics in personal, community, and business settings. Discusses and engages the practice of business ethics within the following business disciplines: human resources, finance, accounting, environmental, governance, federal regulations, whistle-blowing, and technology. Anticipates the future of ethics in an increasingly global marketplace. Prerequisite: Acceptance into a baccalaureate program or permission from an upper-division advisor.

### COURSE OBJECTIVES:

- Develop capacity to think from a business ethics perspective
- Build skills in the practice of business ethics
- Strengthen understanding of corporate social responsibility in a global market
- Provide hands-on experience in crafting and executing ethical business strategies
- Build confidence in being able to perform the tasks of ethics aligned strategy-maker and implementer
- Develop powers of ethics aligned judgments and business risk assessments
- Increase awareness of the importance of ethical principles, personal and company values, and socially responsible management practices

**TEXT:** Business Ethics Now, Ghillyer

### COURSE CONTENT:

#### Chapter 1 – Understanding Ethics

1. Define ethics.
2. Explain the role of values in ethical decision-making.
3. Understand opposing ethical theories and their limitations.
4. Discuss *ethical relativism*.
5. Discuss *ethical dilemmas*.
6. Practice resolution of an ethical dilemma in your life or community.

#### Chapter 2 – Defining Business Ethics

1. Define *business ethics*.
2. Identify an organization's stakeholders.
3. Discuss whether *business ethics* is an oxymoron.
4. Identify an ethical dilemma in your work environment.
5. Practice resolution of an ethical dilemma in your work environment.

### Chapter 3 – Organizational Ethics

1. Define Organizational Ethics.
2. Discuss ethical challenges facing the functional departments of an organization.
3. Discuss the appropriate role of the human resources (HR) department regarding any corporate code of ethics.
4. Discuss ethical challenges of generally accepted accounting principles (GAAP).
5. Discuss ethical conflicts of interest within organizational functions.
6. Discuss how and why an organization's ethical culture can get off track.

### Chapter 4 - Corporate Social Responsibility

<http://www.youtube.com/watch?feature=endscreen&NR=1&v=TQmz6Rbpnu0>

1. Discuss a proper definition for *corporate social responsibility* (CSR).
2. Distinguish between *instrumental* and *social contract* approaches to corporate management.
3. Summarize the five driving forces behind CSR.
4. Distinguish between the three types of CSR.
5. Understand the challenges of a CSR initiative.
6. Prepare a research paper on a real-world CSR issue following the guidelines of the "Writing Assignment Rubric." Present a five minute summary, with visual handouts, of your research to the class.

### Chapter 5 – Corporate Governance

1. Discuss the term *corporate governance*.
2. Discuss the roles of: Chief Executive Officer (CEO), Chief Financial Officer (CFO), and Chief Operating Officer (COO).
3. Understand the responsibilities of the Board of Directors.
4. Understand the responsibilities of the major governance committees.
5. Identify an appropriate corporate governance model for an organization.

### Chapter 6 – The Role of Government

1. Learn the five key pieces of U.S. legislation designed to discourage, if not prevent, illegal conduct within organizations.
2. Understand the purpose and significance of the Foreign Corrupt Practices Act (FCPA).
3. Calculate monetary fines under the three-step process of the U.S. Federal Sentencing Guidelines for Organizations (FSGO).
4. Compare and contrast the relative advantages and disadvantages of the Sarbanes-Oxley Act (SOX).
5. Explain the key provisions of the Dodd-Frank Wall Street Reform and Consumer Protection Act.

### Chapter 7 – Blowing the Whistle

1. Explain the term whistle-blower.
2. Distinguish between internal and external whistle-blowing.
3. Understand the motivations of a whistle-blower.
4. Evaluate the possible consequences of ignoring the concerns of a whistle-blower.
5. Recommend how to build internal policies to address the needs of whistle-blowers.
6. Analyze the possible risks involved in becoming a whistle-blower.

### Chapter 8 – Ethics and Technology

1. Evaluate the ethical ramifications of recent technological advances.
2. Explain the employer view of privacy at work.
3. Explain the employee view of privacy at work.
4. Distinguish between thin and thick consent.
5. Understand the concept of vicarious liability
6. Analyze an organization's employee-surveillance capabilities.
7. Understand HIPAA Privacy Rules, and consequences for violations.

Chapter 9 – Ethics and Globalization

1. Understand the ethical issues arising in global business.
2. Explain the issue of ethical relativism in a global environment.
3. Compare the ethical challenges of doing business in developing and developed economies.
4. Explain the challenges in developing a global code of ethics.
5. Analyze the ramifications of the UN Global Compact.
6. Explain the OECD Guidelines for Multinational Enterprises.

Chapter 10 – Making It Stick: Doing What’s Right in a Competitive Market

1. Develop the key components of an ethics policy.
2. Understand the key components of a job description for an ethics officer.
3. Reward ethical behavior within your department/organization.
4. Promote your organization’s ethics policy to your stakeholders.
5. Monitor ethical behavior in your department/organization.
6. Understand the difference between *reactive* and *proactive* ethical policies.

**COURSE SCHEDULE with ASSIGNMENTS and CLASS ACTIVITIES**

<u>Date</u>	<u>Assignment Due On This Date</u>	<u>Class Activity</u>
January 9		<b>Common Understanding:</b> Course overview. Syllabus review. Discuss “Study to Teach; Teach to Learn.” Assign six learning and teaching groups. Discuss visual content modeling. All groups engage in modeling content, Chapters 1,2. Class determines content for the <u>mid-term</u> exam from Chapters 1,2.
January 23	*Individual Exercise: Speed read the entire textbook and prepare a 8.5x11 visual model displaying your understanding of the textbook’s content. Bring a copy for each member of the class. *Study to teach- Chapters 3,4	<b>Begin with the end in mind:</b> *Each group interacts & agrees on one consolidated visual content model for the entire textbook, makes 5 min. presentation to class using visual technology. * Discuss one page scholarly paper: “Corporate Social Responsibility.” This paper is prepared individually. *Group 1 teaches to learn Chpt. 3, exam content *Group 2 teaches to learn Chpt. 4, exam content
January 30	*Turn in exam content models, Chpt. 3,4 *Study to teach- Chapters 5,6	<b>Principles of Business Ethics:</b> *Students teach Chpts. 3,4, exam content models *Group 3 teaches to learn Chpt. 5, exam content *Group 4 teaches to learn Chpt. 6, exam content
February 13	*Scholarly Paper Due. Bring copies for each student in the class *Turn in exam content model, Chpts. 5,6 *Study to teach- Chapters 7,8	*Random selections of students to present their scholarly paper. *Students teach Chpt. 5,6, exam content models *Group 5 teaches to learn Chpt. 7,8, exam content
February 27	*Turn in exam content model, Chpts. 7,8 *Study to teach- Chapters 9,10	*Students teach Chpts. 7,8, exam content models *Group 6 teaches to learn Chpts. 9,10, exam content *Discuss 1 pg. consolidated model of all exam content, with narratives, which will be the mid-term *Discuss 1 page Paper, due March 27 <sup>th</sup> : “Research how a real company applied the principles of Business Ethics taught chapters 3-8, six groups assigned

March 5	*Individual prep. of one page consolidated model of entire textbook, with narratives. Instructor will use as grade sheet for your mid-term exam	*Mid-Term Exam--Memorized replication of one page consolidated model of <u>all</u> exam content, with narratives *Grade members of 1 <sup>st</sup> Teaching and Learning Group using the TEAM rubric.
	SPRING BREAK	SPRING BREAK
March 19	*1 page Research Paper due describing how a real company applied the principles of Business Ethics taught in Chapters 3-8, six groups. Include hotlinks to your information sources. Bring copies for each class member; be prepared to present your research to the class.	<b>Practice of Bus. Ethics—Real-World Applications:</b> *Present six group research papers on Chapters 3-8 *Discuss the case analysis study method *Create four new groups for teaching and learning *Class determines (3) cases of greatest value, +1 today *Assign one case to each of the four groups *Discuss learning objectives of Case 1 (Chapter 4)
March 26	*Group 1 prepared to teach Case 1 *Class members prepared to be called on *Students bring thumb drive of real-world media highlighting application of content	*Group 1 teaches Case 1 (Chapter 4) *Watch student found media pertaining to text, Chpt. 4 *Discuss book on ‘Corporate Social Responsibility’ *Discuss learning objectives of Case 2 (text, Chapter 5)
April 2	*Group 2 prepared to teach Case 2 *Class members prepared to be called on *Students bring thumb drive of real-world media highlighting application of content	*Group 2 teaches Case 2 (Chapter 5) *Watch student found media pertaining to text, Chpt. 5 *Discuss book on ‘Corporate Governance’ *Discuss learning objectives of Case 3 (text, Chapter 6)
	*Group 3 prepared to teach Case 3 *Class members prepared to be called on *Students bring thumb drive of real-world media highlighting application of content	*Group 3 teaches Case 3, Chapter 6 *Watch student found media pertaining to text, Chpt. 6 *Discuss book on ‘The Role of Government’ *Discuss learning objectives of Case 4 (text, Chapter 7)
	*Group 4 prepared to teach Case 4 *Class members prepared to be called on *Students bring thumb drive of real-world media highlighting application of content	*Group 4 teaches Case 4, Chapter 7 *Watch student found media pertaining to text, Chpt. 7 *Grade members of 2 <sup>nd</sup> Teaching and Learning Group *Class Discussion: Final Exam Comprehensive Case
		*Final Exam—Comprehensive Case Study on Business Ethics. Exam will be graded using the Case Study Performance rubric

**GRADING**

Though your focus should be on learning rather than on grading, I am required to assign and post grades. Grades will be awarded as a percentage of the total available points earned, as follows:

Preparation of Chapter Specific Visual Content Models (18)	180 (10 points each model)
Presentation to class of (1) Chapter Specific Visual Content Model	50
Group Presentation to the class of an assigned textbook chapter	75
Individual Scholarly Paper	50
1 <sup>st</sup> Group Teamwork—assessed by teams members using TEAM Rubric	75
Textbook Comprehensive Visual Content Model of Mid-term exam	100
Mid-term Exam—memory replication of Comprehensive Visual Model	75
Group Research Paper	50
Preparation of four cases	120 (20 points each case)
Group presentation of assigned case	75
2 <sup>nd</sup> Group Teamwork—assessed by team members using TEAM Rubric	75
<u>Final Exam—Comprehensive Case Analysis</u>	<u>75</u>
Total Available Points	1,000 points

0-59%	60-62%	63-66%	67-69%	70-72%	73-76%	77-79%	80-82%	83-86%	87-89%	90-92%	93-100%
F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A

For poli

es regarding incomplete or withdrawal, please refer to the current university catalog.

## MID-TERM EXAMINATION

A mid-term exam will be given in Business and Professional Ethics on Monday, March 5th, 2012. This mid-term exam will require you to replicate from memory the model you have developed and refined throughout the semester thus far; complete with the explanatory narratives you have prepared to explain the various components of your model. As we proceed through the semester, class members will collectively decide what course content is important to be included in their personal content models, which they will commit to memory and apply throughout their business careers. Your final mid-term exam grade will therefore assess how well your exam model and exam narratives reflect the model and narratives you personally prepared throughout the course, thus far.

## FINAL EXAM

The final exam will be a comprehensive case study on business ethics. The final exam will be graded using the Case Study Performance rubric. The final exam will occur on Monday, April 30<sup>th</sup>.

## LATE MID-TERM OR FINAL EXAM

A late exam will be graded on a more difficult scheme:

Late Exam Grading Scheme:

95% - 100% = A

90% - 94% = B

85% - 89% = C

80% - 84% = D

79% or less = F

## A. SCHOLARLY PAPER and FOUR (4) REAL-WORLD ETHICS ISSUES PAPERS

This are individual writing exercises, but you are encouraged to have others critique your works before submitting them for grades.

**Scholarly Paper**—Every student will prepare a scholarly paper based on a Corporate Social Responsibility topic (Chapter 4) of your choosing and prepared according to the "**Writing Assignment Rubric**" found as **Appendix**

**A.** Your scholarly paper must show that you have thoroughly researched print and online sources for your topic. If the topic is fairly broad, you may wish to focus on a limited aspect of the topic. Your topic must be submitted by the start of class on January 30<sup>th</sup>.

**Structure and length:** The paper should have 4 essential sections: 1) explain the ethical issues related to the topic you researched; 2) explain how the ethical theories we have been studying apply as guidelines in knowing how to respond to the issues; 3) describe your own positions on the issues you have described; 4) summarize sections 1-3 into a short narrative with hotlinks to your print and on-line sources, supported by a visual model. The visual model will be your primary teaching aid as you make a four (4) minute persuasive argument for the positions you took in Section 3. Bring a digital copy of your scholarly paper to class and be prepared to present a four (4) minute summary of your findings and recommendations to the class.

This Scholarly Paper should be approximately 4-6 pages in length.

**Real-World Ethics Issues Papers**—One-page papers that are concise, yet convincing, are much harder to write than a longer papers, and much more effective in the business world. In business, you will be richly rewarded if you have learned how to convincingly communicate your position in one page. Every student will write four (4) one page papers to convincingly communicate their ethical views and recommendations on real-world ethics issuers of our day. Students will be randomly called upon to present one of these papers throughout the semester. So you must study and prepare to teach, and you will teach to learn.

**Grading of your papers**—Your scholarly paper and your one-page real-world issues papers will be judged by:

- Writing Assignment Rubric, which includes: clarity of the thesis statement, organizational structure and reader flow, documented research that supports your thesis statement, and correctness of the grammar, spelling, and style.
- Written evidence that you have researched thoroughly, and have thought carefully, about the ethical issues and principles involved with your topic and your recommendations.
- The papers will also be judged by the organization and clarity of the essay, by the correctness of the style used (see below), and by the correctness of the diction, punctuation, grammar, etc.

**Research style:** You should use either the MLA (Jan.2011) or APA style guide for the citations of sources. If you need a review of those styles, visit the Dixie State College Online Writing Lab at <http://dsc.dixie.edu/owl/>. As someone who is seeking a professional degree and profession, you must keep in mind that writing assignments should reflect a degree of professionalism and accuracy beyond that required of lower division students. Errors in punctuation, spelling, grammar, or style will earn a lower grade. Papers turned in one week late will be marked down one full grade. Papers turned in more than one week late will be marked down two full grades. Review the Academic Discipline Policy for a reminder about plagiarism and its consequences at: <http://www.dixie.edu/humanres/policy/sec3/334.html>.

## **B. ORAL PRESENTATION OF SCHOLARLY PAPER and REAL-TIME ISSUES**

Students will have four (4) minutes to present their Summary, as written in Section 4 of their scholarly paper or real-world issues papers. You will have no time to set up equipment so save your work to a thumb drive and plan to use the classroom computer and presentation equipment. Be prepared to access your print and on-line research hotlinks, if requested, and engage your visual model as your primary teaching aid.

## **C. CASES**

Six cases will be pre-assigned to groups to apply theory and critical thinking skills relative to the objectives of the course. Cases will be prepared in groups of approximately six students and copies of the preparing group's presentation will be handed out to each class member, and the instructor, at the beginning of the class period during which you were previously scheduled to present your assigned case. All class members not scheduled to present, must also come prepared to be randomly called on by the presenting students. Please review the grammar requirements in section G. Class members will grade Cases according to the **Case Study Performance Rubric** found as **Appendix B**.

- D. **BI-WEEKLY BUSINESS FORUMS**—Extra Credit will be awarded for attendance at the bi-weekly business forums.

## **COURSE POLICIES:**

**ADA Information**—If you are a student with a disability, or think you might have a disability, and would like accommodations, please contact the Disability Resource Center (phone# 435-652-7516, Baako Wahabu, <http://www.dixie.edu/drcenter/>). The Disability Resource Center will determine your eligibility for services based upon complete professional documentation. If you are deemed eligible, the Disability Resource Center will further evaluate the effectiveness of your accommodation requests and will authorize reasonable accommodations appropriate to your disability. This syllabus is also available in other formats.

**Academic Integrity**—I believe that most students are honest, and I don't want to punish everyone for the few that aren't. However, I will not tolerate cheating, and if I discover that it has occurred, a zero grade will be given for that assignment or exam, and you will not be allowed to make it up. Repeated or aggravated offenses will result in failing the course.

Any time you take credit for work you did not do, you are cheating. This includes getting the answers to homework problems from someone else, copying information from a library or internet source and presenting it as if it were your own words (plagiarism), looking at someone else's answers on an exam, and asking someone who has already taken a

test about what questions it contains.

I have tried to design assignments and exams to minimize the temptation to cheat, but it is not my job to prevent you from cheating. If you cheat and are not caught, it doesn't mean that you "beat the system." It means you violated the student code of conduct and forfeited your integrity, whether or not you are caught. You will pay the price, sooner or later. Having served on the committee that disciplines students for academic dishonesty, I can promise you that it is better to fail an assignment or even a class than to cheat and lose the chance to continue your education. (See "Student Code" <http://library.dixie.edu/policies/studentcodesectionfour.pdf> page 8).

**Attendance, Etiquette, & Communication**—You are expected to keep up with class-work and are responsible for any information, materials, or assignments made in class, whether you happen to be in attendance or not. Cell phones and pagers should be turned off during class. If you leave any voicemail messages for me, be sure to speak slowly and distinctly (especially when saying your phone number). Say your full name and phone number at the beginning of your message and again at the end. If you send me an email, be sure to include a detailed subject line. I do not open email when I do not recognize the sender and/or the email does not have an appropriate subject line. All that said, I warmly encourage communication and office visits.

**Dmail**—Important class and college information will be sent to your Dmail email account. This information includes your DSC bill, financial aid/scholarship notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned a Dmail email account. If you don't know your user name and password, go to [www.dixie.edu](http://www.dixie.edu) and select "Dmail," for complete instructions. You will be held responsible for information sent to your Dmail email, so please check it often.

#### **Student Resources**—

**Tutoring Center:** If you need help understanding the content of your courses, go to the Tutoring Center located in the Browning Learning Center, Room 105. There is a schedule of what courses have tutors at what times outside the door. You can also visit them online at <http://dsc.dixie.edu/tutoring/>

**Writing Center:** If you need help writing papers, go to the Writing Center in the Browning Learning Center, Room 105. You can also visit them online at [http://new.dixie.edu/english/dsc\\_writing\\_center.php](http://new.dixie.edu/english/dsc_writing_center.php)

**Computer Center:** If you need to use a computer to do schoolwork on campus, go to the Computer Center in the Smith Computer Center or the Library basement.

**Testing Center:** If you are assigned to take a test in the Testing Center, go to the first floor of the Career/Financial Aid Building. You can get information on their website at <http://new.dixie.edu/testing/>

**Library:** The Library has all kinds of information and resources. Visit the Val Browning Library or go to the library website at <http://library.dixie.edu/>

**College Approved Absences**—Dixie College Policy explains in detail what needs to happen if you anticipate being absent from class because of a college-sponsored activity (athletic events, club activities, field trips for other classes, etc. Please read this information and follow the instructions carefully! The policy can be found at: <http://www.dixie.edu/humanres/policy/sec5/523.html>

#### **Important links:**

Disability Resource Center - [dixie.edu/drcenter](http://dixie.edu/drcenter)

IT Student Help Desk - [dixie.edu/helpdesk](http://dixie.edu/helpdesk)

Library - [library.dixie.edu](http://library.dixie.edu)

Testing Center - [dixie.edu/testing](http://dixie.edu/testing)

Tutoring Center - [dixie.edu/tutoring](http://dixie.edu/tutoring)

Writing Center - [dixie.edu/english/dsc\\_writing\\_center.php](http://dixie.edu/english/dsc_writing_center.php)

Reference to "**Policy for Absences Related to College Functions**"

**Disruptive behavior policy** / addresses classroom expectations



Student Name: \_\_\_\_\_ Course: \_\_\_\_\_

Date: \_\_\_\_\_ Instructor/Evaluator: \_\_\_\_\_

**Dixie State College -Udvar-Hazy School of Business  
Writing Assignment Rubric**

In most cases, a writing assignment is allotted 100 total points. Fifty points will be awarded for on-time completion. Thirty points are available for collecting and producing accurate content. The final twenty (20) points available is based on writing presentation. I use the following rubric to grade the writing portion of an assignment.

<i>Thesis Statement</i>	<i>Structure</i>	<i>Support</i>	<i>Grammar, Spelling and Style</i>
Is it Conspicuous?	Does the opening paragraph present an outline?	Are the arguments supported in the body?	Are there minimal, egregious errors in spelling and grammar?
Is it Clear?	Does the body follow the outline?	Is the support logical?	Is the formality and tone appropriate for the target audience?
Does it state a position or make a recommendation?	Does the summary provide closure?	Is the support documented, referenced, and presented in order?	Is the language professional?
	Do the arguments flow?	Is the support objective?	Is the verb tense consistent?
	Are there transitions leading the reader through a sequence of arguments?	Does the support lead to a conclusion/recommendation?	

Each of the four categories is assigned a score from 1 to 5. The categories are orthogonal, meaning that it is possible to score very poorly in one and very well in another. A score of 2-4 indicates some success but improvement is possible. The following is a qualitative description of high and low scores, respectively.

**5 – Outstanding**

- The thesis statement is clear and concise.
- The argument structure is easily recognized.
- The arguments are supported by evidence that is clear, referenced and easily located in the body or appendix.
- The writing is void of significant errors in spelling and grammar. The language is professional and the tone is appropriate.

**1 – Inadequate**

- The thesis statement is hidden, poorly articulated, or non-existent.
- The arguments are void of structure and the language is rambling.
- The arguments that exist are weakly supported and poorly referenced.
- The writing is fraught with errors in spelling and grammar. The language is inappropriate and the tone is misguided.

**Dixie State College -Udvar-Hazy School of Business  
Writing Resources**

- Definition - normative, adj
  1. implying, creating, or prescribing a norm or standard, as in language normative grammar
  2. expressing value judgments or prescriptions as contrasted with stating facts

Collins English Dictionary – Complete and Unabridged © HarperCollins Publishers 1991, 1994,  
1998, 2000, 2003

- Formality - <http://owl.english.purdue.edu/owl/resource/608/02/>
- Tone – <http://owl.english.purdue.edu/owl/resource/652/1/>
- Passive Voice - <http://www.unc.edu/depts/wcweb/handouts/passivevoice.html>
- Sentence Structure - <http://www.eslbee.com/sentences.htm>
- Parts of a Memo - <http://owl.english.purdue.edu/owl/resource/590/02/>

Student Name: \_\_\_\_\_ Course: \_\_\_\_\_

Date: \_\_\_\_\_ Instructor/Evaluator: \_\_\_\_\_

Team Members: \_\_\_\_\_

**Dixie State College -Udvar-Hazy School of Business  
Team/Peer Evaluation Rubric**

**Objective:** Provide each of you with opportunities to:

- Work successfully with others who possess diverse abilities, personalities, strengths, and weaknesses toward a common goal.
- Participate in a peer evaluation process, providing constructive feedback.
- Identify the characteristics of and contribute to a successful team.

**Part A: RUBRIC FOR ASSESSING TEAM PARTICIPATION (Peer Evaluation)**

Scale 1 to 10 (1 = strongly disagree, 10 = strongly agree)

	Peers →	(SELF)					
1	Always manifested positive energy.						
2	Attended all scheduled meetings/Did not negatively distract from the progress of the group.						
3	Showed initiative.						
4	Timely completed all specific assignments from the group.						
5	Volunteered.						
6	Didn't cut corners/produced high quality work						
7	Contributed "out-of-the-box" ideas.						
8	Showed leadership.						
9	Was accommodating.						
10	Would want him or her to be in my group again.						
	<b>Total</b>						

How much time do you estimate that you spent on this team project/activity?

\_\_\_\_\_ Hours

How much time would you estimate that your peers spent on this team project/activity? (in hours)

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**Comments:**

Student Name: \_\_\_\_\_

**Briefly summarize the strengths and weaknesses of each team member:**

**Name:** \_\_\_\_\_

**Strengths:** \_\_\_\_\_

**Weaknesses:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Strengths:** \_\_\_\_\_

**Weaknesses:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Strengths:** \_\_\_\_\_

**Weaknesses:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Strengths:** \_\_\_\_\_

**Weaknesses:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Strengths:** \_\_\_\_\_

**Weaknesses:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Strengths:** \_\_\_\_\_

**Weaknesses:** \_\_\_\_\_

Student Name: \_\_\_\_\_

**Part B: RUBRIC FOR ASSESSING TEAM FUNCTIONING (Team Evaluation)**

	<b>[Possible POINTS: 8-10]</b>	<b>[Possible POINTS: 5-7]</b>	<b>[Possible POINTS Below 5]</b>
<b>Participation</b>  <b>Points ____</b>	<ul style="list-style-type: none"> <li>Group agrees on a clear definition of all tasks.</li> <li>All members take an active role.</li> <li>Team engages in follow-up activities to monitor progress.</li> </ul>	<ul style="list-style-type: none"> <li>Tasks are defined informally and most but not all members understand them.</li> <li>Most members contribute.</li> <li>Follow-up is sporadic</li> </ul>	<ul style="list-style-type: none"> <li>Tasks are undefined.</li> <li>Few members participate or project completed by one person.</li> <li>There is no follow-up</li> </ul>
<b>Role Definition</b>  <b>Points ____</b>	<ul style="list-style-type: none"> <li>Every member's role is defined and understood by all.</li> <li>Each member can explain the role of others.</li> </ul>	<ul style="list-style-type: none"> <li>Roles are defined informally and may not be understood by all.</li> <li>Some members may not be able to describe the role of all other members.</li> </ul>	<ul style="list-style-type: none"> <li>There is little understanding of who does what.</li> </ul>
<b>Collective Decision-Making</b>  <b>Points ____</b>	<ul style="list-style-type: none"> <li>Clear procedures for making decisions are established and documented.</li> <li>Decisions, process and member participation are all documented and acknowledged.</li> </ul>	<ul style="list-style-type: none"> <li>Decision-making is done informally leading to inconsistency in implementation and failure to involve all group members.</li> </ul>	<ul style="list-style-type: none"> <li>Due to lack of decision-making process, decisions are made by individuals and do not reflect the thinking or desires of the group.</li> </ul>
<b>Team Member Support</b>  <b>Points ____</b>	<ul style="list-style-type: none"> <li>All team members are treated with respect.</li> <li>All members listen to and acknowledge all ideas presented by other members.</li> <li>All members feel free to ask questions or for help from the other members.</li> </ul>	<ul style="list-style-type: none"> <li>There is a general atmosphere of respect for team members but some members may not be heard as much.</li> <li>Acknowledgements are sporadic.</li> <li>Not all members feel comfortable asking questions or for help from other group members.</li> </ul>	<ul style="list-style-type: none"> <li>The team atmosphere is competitive and individualistic rather than cooperative and supportive.</li> </ul>
<b>Communication Skills</b>  <b>Points ____</b>	<ul style="list-style-type: none"> <li>Effectively exchanged ideas.</li> <li>Used brainstorming for creative solutions to issues.</li> <li>Had group buy-in and commitment to a common goal.</li> <li>Effectively planned a course of action.</li> </ul>	<ul style="list-style-type: none"> <li>Exchanged ideas but with some difficulty.</li> <li>Used brainstorming to a limited degree.</li> <li>Had commitment to a common goal by most members.</li> <li>Team had a small degree of difficulty planning a course of action.</li> </ul>	<ul style="list-style-type: none"> <li>Failed to exchange ideas.</li> <li>Did not use brainstorming.</li> <li>Had difficulty getting a commitment to a common goal.</li> <li>Team had difficulty planning a course of action at all.</li> </ul>
<b>Quality of Work</b>	<ul style="list-style-type: none"> <li>Professional Appearance.</li> <li>On Time.</li> <li>Thorough.</li> <li>Exceeded the requirements of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Less professional in appearance.</li> <li>Not timely.</li> <li>Needed more content.</li> <li>Met minimum requirements of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Messy w/spelling errors, etc.</li> <li>Not completed prior to group presentation or assignment completion deadline.</li> <li>Incomplete.</li> </ul>

Student Name: \_\_\_\_\_ Course: \_\_\_\_\_

Date: \_\_\_\_\_ Instructor/Evaluator: \_\_\_\_\_

**Dixie State College -Udvar-Hazy School of Business  
Oral Presentation Rubric**

Students will possess the interpersonal and communication skills necessary to succeed in business.

Objectives:

- A. Students will be able to deliver professional quality oral presentations  
Measurement: Assessment of a presentation using a rubric for quality oral presentations  
When: Required Senior Management Course, MGMT

<b>ASSESSMENT CRITERIA</b>	<b>Likert Score 1 to 5X Weight</b>
<b>Content:</b> valuable, clear understanding of topic, reliable sources, able to apply, goes deep, current, insight into future	<b>Weighted - X3</b>
<b>Presentation Skills:</b> clarity of message and voice, responsive to audience, good listening, eye contact, professional, appropriate dress, effective use of time	<b>Weighted – X2</b>
<b>Level of Persuasion/Learning:</b> persuasive, enthusiastic, motivational, confident, knowledgeable, supported with research and facts	<b>Weighted – X1</b>
<b>Audience Attention &amp; Participation:</b> engage audience, assess audience absorption, maintain interest, ask good questions, give good answers	<b>Weighted – X1</b>
<b>Presentation Support:</b> appropriate format & organization, effective presentation tools, professional quality handout, good teamwork, relevant and clarifying activity	<b>Weighted – X1</b>
<b>TOTAL (40 possible points)</b>	

**Likert Score: 1 = very poor; 2 = poor; 3 = fair; 4 = good; 5 = excellent**

**Strengths of the presentation:**

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**Weaknesses or ways to improve the presentation:**

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Student Name: \_\_\_\_\_ Course: \_\_\_\_\_

Date: \_\_\_\_\_ Instructor/Evaluator: \_\_\_\_\_

**Dixie State College -Udvar-Hazy School of Business  
Case Study Performance Rubric**

	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does not Meet Standards</b>
<p><b>Identification</b> Business opportunities / problems are identified within the case.</p>	<p><b>Higher levels of critical thinking</b> are clearly present. The <b>business opportunities and/or problems</b> are not only <b>clearly identified</b>, but they are presented in a fashion that is <b>actionable</b> by a firm’s executives or managers.</p>	<p>The case presentation / write-up <b>succinctly identifies the fundamental business opportunities and/ or problems</b> addressed within the case. This is demonstrated via a <b>clear and concise summary</b> of the topic. The case provides appropriate supporting evidence of the business opportunity / problem.</p>	<p>The case presentation / write-up either <b>incompletely or inaccurately identifies the fundamental business opportunities and/ or problems</b> addressed within the case. <b>Insufficient support</b> has been provided to identify the core opportunities or problems which are central to the case.</p>
<p><b>Analysis</b> Identification and use of proper analytical techniques to dissect business opportunities / problems</p>	<p><b>Proper methodologies</b> are utilized to analyze the case’s opportunities or problems. The student(s) <b>demonstrates a fundamental understanding</b> of the selected methodologies and applies them correctly to the business topic. <b>Methodologies from multiple business disciplines</b> (e.g. finance, accounting, operations, strategy, marketing, etc.) are used as appropriate to provide support for conclusions reached.</p>	<p>Utilizes <b>proper methodologies</b> to analyze the case’s opportunities or problems. The student(s) demonstrates a <b>fundamental understanding</b> of the selected methodologies and applies them correctly to the business topic with proper support.</p>	<p><b>Methodologies selected</b> to analyze the case’s opportunities or problems are <b>applied incorrectly or without logical support</b>. The student(s) are unable to exhibit a fundamental understanding of the selected analytical methodologies and their application to the case.</p>
<p><b>Synthesis</b> Clear statement of alternatives to address business opportunities / problems</p>	<p><b>Alternatives or solutions</b> to the business opportunity / problem are <b>clearly stated</b>, using analytical results to support alternatives. The advantages / disadvantages of pursuing given alternatives should be discussed with a clear <b>recommendation</b> provided for each topic or problem. Alternatives or solutions are <b>synthesized with a clear call to action</b> which could be implemented by the firm’s executives or managers.</p>	<p><b>Alternatives or solutions</b> to the business opportunity / problem are <b>clearly stated</b>, using analytical results to support alternatives. The advantages / disadvantages of pursuing given alternatives should be discussed with a <b>clear recommendation</b> provided for each topic or problem.</p>	<p><b>Alternatives or solutions</b> to the business opportunity / problem are <b>not clearly stated</b>, using analytical results to support alternatives. There is <b>insufficient linkage between analytical results and recommendations</b>. Managers or executives are left with no clear recommended course of action.</p>