Scenario:

Jill Jones is a bright 45-year-old woman who is the vice-president of sales in a mid-sized family owned Candy Corporation. She began her career at the company right out of high school, and over the years earned two college degrees while working her way up the organizational ladder.

One day, Jill was stunned to learn that the firm’s head, William Potter, was considering placing his oldest son, Henry, in the position of CEO while he became chairman of the board. Years earlier, when Jill was in a middle management position, Henry had unsuccessfully propositioned her and made her life miserable. She had never mentioned the incident to anyone and had put it behind her when he was promoted to head the Miami branch of the business. However, now as she looks at William Potter she becomes even more shocked to hear him say” I can’t be objective about him Jill, You have always been so loyal to the company and successful in hiring excellent people for the sales force I want you to review him objectively and give me your recommendation.” Conflicting thoughts rush through her mind, the awful past, the all so possible awful future with him as her boss, the clear knowledge that he has done a great job with the Miami branch, and of course the knowledge that he is the bosses son. What should she do?

“Jill” has just come up against one of the myriad ethical dilemmas companies of all sizes and their employees face on an ongoing basis. Deciding the best course of action might be easy in some cases, when there are clear-cut choices between “right” and “wrong.” But there are many gray areas, like Jill’s, when it’s harder to know what the right choice is for you and your company.

**Assignment #1: Making an Ethical Decision (15%)**

In this assignment, students will respond to a short case study demonstrating an understanding of an ethical dilemma and the ethical theories presented in the course.

Required Elements of Assignment #1 – Making an Ethical Decision:

•Read critically and analyze the scenario provided;

•Answer the question, “What would you do?;”

•To answer the question, students must identify the ethical dilemma;

•Apply at least three theories to make the decision;

•Compare and contrast your results using the two theories;

•Choose the result that you consider to be the best resolution of the dilemma and explain why;

**Required Formatting of Assignment #1:**

•This paper should be double-spaced, 12-point font, and three to four pages in length excluding the title page and reference page;

•Title page;

•Introductory paragraph and a summary paragraph;

•Use headings to demarcate your discussion;

•Write in the third person;

•Use APA formatting for in-text citations and a reference page. You are expected to paraphrase and not use quotes. Deductions will be taken when quotes are used and found to be unnecessary;

•Submit the paper in the Assignment Folder.

Rubric Name: Written Assignment (15%)

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|  | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  | | **Criteria** | **Outstanding** | **Superior** | **Good** | **Substandard** | **Failure** | | **Critical Thinking/Reasoning** | 5.25 points  demonstrates a high degree of critical thinking, is consistent in accurately interpreting questions & material; provides solid assumptions, reasoning & claims; thorough analysis & evaluation with sound conclusions | 4.46 points  shows good critical thinking; accurately interprets most questions & material; usually identifies relevant arguments/reasoning/claims; offers good analysis & evaluation with fairly sound conclusions | 3.94 points  shows occasional critical thinking; questions & material is at times accurately interpreted; arguments/reasoning/claims are occasionally explained; offers fair analysis & evaluation with a conclusion | 3.41 points  shows little critical thinking, misinterprets questions or material; ignores or superficially evaluates; justifies little and seldom explains reasoning; draw unwarranted conclusions | 2.89 points  lacks critical thinking consistently offers biased interpretations; ignores or superficially evaluates; argues using poor reasoning, and/or unwarranted claims | | **Application of Concepts/Development** | 5.25 points  arguments or positions are well-supported with evidence from the readings/experience; ideas go beyond the course material and recognize implication and extensions of the material and concepts | 4.46 points  arguments or positions are mostly supported by evidence from the readings and course content; ideas presented demonstrate student’s understanding of the material and concepts | 3.94 points  arguments are more often based on opinion or unclear views than on position grounded in the readings of material or external sources of material | 3.41 points  arguments are frequently illogical and unsubstantiated; student may resort to ad hominem attacks on the author instead of making meaningful application of the material | 2.89 points  arguments lack meaningful explanation or support of ideas | | **Attention to Instructions** | 2.25 points  demonstrated full understanding of requirements; responded to each aspect of assignment | 1.91 points  demonstrated understanding of requirements; missed one minor aspect of assignment | 1.69 points  demonstrated some understanding of requirements; missed a key element or two minor aspects of assignment | 1.46 points  failed to show a firm understanding of requirements; missed two key elements or several minor aspects of assignment | 1.24 points  did not demonstrate understanding of assignment requirements | | **Clarity; including grammar** | 1.5 points  writing is clear and easy to follow; grammar and spelling are all correct; formatting gives a professional look and adds to readability | 1.28 points  most ideas are presented clearly; occasional spelling and/or grammar issues | 1.13 points  wordy; some points require rereading to understand fully; more than an occasional spelling and/or grammar | 0.98 points  unclear and difficult to understand; frequent spelling and grammar issues | 0.83 points  largely incomprehensible writing/poorly written in terms of mechanics and structure | | **Adherence to APA Style (6th ed.)** | 0.75 points  no APA style errors | 0.64 points  attempts in-text citation and reference list but 1 or 2 APA style errors are present | 0.56 points  attempts in-text citation and reference list; APA style errors are present; inconsistencies in citation usage can be found throughout the document | 0.49 points  attempts either in-text citation or reference list but omits the other | 0.41 points  no attempt at APA style | | **Overall Score** | **Outstanding 13.5 or more** | **Superior 12 or more** | **Good 10.5 or more** | **Substandard 9 or more** | **Failure 0 or more** | |  |  |  |  |  |  | |