

**Student Learning Outcomes Committee 2010  
Department/Program Assessment Results Report**

Department/Program: Management

Degree/Program: BSBA in Management

Date Submitted: March 21, 2010

The purpose of this report is to communicate the assessment activities that have taken place during the last academic year, as well as to convey how the results are being used *to improve student learning at the program level*. The report should be kept as succinct as is possible, while answering the following questions clearly and conscientiously:

**I. Working from your assessment report of last year, please discuss some changes made or strategies implemented in response to last year's results.**

As a result of feedback received last year, we strove to improve our culminating exam called the Management Assessment Test (MAT). We examined items that had problems and also wrote new items in order to create a broader pool of items to draw from. Also as a result from last year's feedback, we rewrote the goals on our assessment plan so that more descriptive action verbs were used. Please see the new assessment plan, which is attached as Appendix A.

In addition to making changes in response to last year's results, the department assessment committee also spent significant time working on "closing the loop" activities as will be described below.

**II. Drawing upon the goals and objectives contained in the department/program student learning assessment plan, what was the focus of the department's student learning assessment for the past academic year?**

A. This section should list the student learning goals and objectives that were the focus for the report year (selected from your complete set of goals and objectives).

I. In the Spring of 2009, we assessed Goal #4 of our current assessment plan: "Apply leadership theories and competencies in business situations."

**SLO #4.1:** Describe and apply leadership theories.

II. In the Fall of 2009, we assessed the following goals:

**Goal 4:** "Apply leadership theories and competencies in business situations."

**SLO #4.2:** Analyze the applicability of leadership skills/practices in different situations.

**Goal 3:** "Apply ethical frameworks and theories in business situations."

**SLO #3.1:** Apply 4-6 ethical theories to current business situations.

**SLO #3.2:** Explain the philosophical arguments for and criticisms of 4-6 ethical theories.

- B. It would also be helpful to note here the student learning goals and objectives that you intend to assess during the next year.

In the Fall of 2010, we plan to collect data for Goal #1, “Employ knowledge of the international nature of management” and the following three learning outcomes associated with this goal.

**SLO #1.1:** Identify the cultural dimensions that distinguish different countries on work-related attitudes.

**SLO #1.2:** Analyze how different countries require different strategies.

**SLO #1.3:** Explain how business practices vary in different countries.

### III. What information was collected, how much, and by whom?

- A. This section should briefly describe the methodology used to examine the targeted goals and objectives. Please attach relevant scoring rubrics, surveys, or other materials used to examine student learning to the back of the report, as Appendices.
- B. Please note that the expectation here is that programs will make use of *direct* measures of student learning outcomes.

We collected data from all sections of MGT350 for Goal #4, Objective 1 in the Spring of 2009. We used exam questions from 5 sections of this course. Instructors were told that they had to use at least 2 exam questions to assess the objective. Sample questions were offered for the instructors’ use. Please see Appendix B.

In the Fall of 2009, we collected data from the 2 sections of MGT475 for Goal #4, Objective 2. Instructors used exam questions to assess the objective. Examples of the questions used can be found in Appendix C.

In the Fall of 2009, we also collected data from 3 sections of MGT 356 for Goal #3, Objective 1 and 2. The instructors used written short answer exam questions to assess these objectives. Examples of this assessment instrument and grading rubric can be found in Appendix E.

### IV. What conclusions were drawn on the basis of the information collected?

- A. This section should briefly describe the results (in summary form) in regard to how well students have met the targeted goals and objectives. For example, what percentage of students met the objectives? Is this a satisfactory level of performance? What areas need improvement?
- B. Whenever it is possible to do so, please organize and present collected data by way of tables and/or graphs. [Note: the committee expects and welcomes both quantitative and qualitative data, so this suggestion should not be construed as seeking quantitative data only.]

**Spring 09: MGT350** – We collected data from 2 exam questions embedded in exams given in MGT 350 across 5 sections of this course. Results show that, on average, 76.8% (n=510) of the total students (n=665) answered these questions correctly.

**Fall 09: MGT475** – We collected data from approximately 4 exam questions given in MGT 475 across 2 sections of this course. Results show that, on average, 90% (n=104) of the total students (n=116) passed the assessment with a score of 70% or better.

**Fall 09: MGT356** – We collected data from 4 short answer questions given in MGT356 across 2 sections of this course. Results show that, on average, 88% (201 out of 228 students) passed with a score of C- or better on these questions.

**Overall Conclusions:** The assessment committee examined and discussed these results. While we are within the target range of having a 70% or higher pass rate in regard to our Spring 2009 and Fall 2009 results, we strive for continuous improvement and have either convened or plan to convene by course subgroups to discuss “closing the loop” activities. More information regarding these activities is described below. In addition, our results are regularly (per semester) reported back to the larger Management Department.

**V. How will the information be used to inform decision-making, planning, and improvement?**

- A. This section should describe the strategies that will be implemented for program improvement as a result of the conclusions drawn from the assessment activities.
- B. The program change may pertain to curricular revision, faculty development, student services, resource management, and/or any other activity that connects to student success.

Working on assessment results from 2008 (MAT questions) and 2009, various topical subgroups (e.g., Human Resources, Strategy, Management) have met to discuss “closing the loop” activities for their respective areas. Please see Appendix D for a listing of all the suggestions and actions that have been taken as a result of assessment feedback.

**Report completed by:** Beth Chung

**Date:** March 21, 2010

## APPENDIX A

### **BSBA GENERAL MANAGEMENT ASSESSMENT PLAN**

#### **Mission/Vision Statement**

The mission of the undergraduate program in Management is to educate students on the roles and responsibilities of managing within an organization.

#### **GOALS AND STUDENT LEARNING OUTCOMES:**

##### **II. Employ knowledge of the international nature of management.**

###### **Student Learning Outcomes:**

**SLO #1.1:** Identify the cultural dimensions that distinguish different countries on work-related attitudes.

**SLO #1.2:** Analyze how different countries require different strategies.

**SLO #1.3:** Explain how business practices vary in different countries.

- **Content Delivered in:** MGT 350, MGT 405, & MGT 357.
- **Assessment Method:** Culminating exam (Management Assessment Test (MAT) administered in MGT 405 (capstone course)).

##### **III. Analyze, formulate, and develop methods for implementing strategies in established or entrepreneurial organizations.**

###### **Student Learning Outcomes:**

**SLO #2.1:** Apply strategic theories and frameworks to organizations in a global context.

**SLO #2.2:** Integrate functional areas into strategic business problems from a general management perspective.

- **Content Delivered in:** MGT 405, MGT 450, and/or MGT 401
- **Assessment Method:** Culminating exam (Management Assessment Test (MAT)) administered in MGT 405 (capstone course).

##### **IV. Apply ethical frameworks and theories in business situations.**

###### **Student Learning Outcomes:**

**SLO #3.1:** Apply 4-6 ethical theories to current business situations.

**SLO #3.2:** Explain the philosophical arguments for and criticisms of 4-6 ethical theories.

- **Content Delivered in:** MGT 356
- **Assessment Method:** Essay exam questions in MGT 356.

**V. Apply leadership theories and competencies in business situations.**

**Student Learning Outcomes:**

**SLO #4.1:** Describe and apply leadership theories.

- **Assessment Method:** Exam questions in MGT 350.

**SLO #4.2:** Analyze the applicability of leadership skills/practices in different situations.

- **Assessment Method:** Individual paper assignment or exam questions in MGT 475.
- **Content Delivered in:** MGT 475 and MGT 350.

**V. Identify issues related to the organizational processes of acquiring, developing, evaluating, and rewarding human resources.**

**Student Learning Outcomes:**

**SLO #5.1:** Identify issues involved with acquiring human resources including job analysis, HR planning, equal opportunity law, recruitment, and selection.

**SLO #5.2:** Identify issues related to developing, evaluating, and rewarding human resources via training, performance management and compensation systems.

- **Content Delivered in:** MGT 352.
- **Assessment Method:** Culminating exam (Management Assessment Test (MAT) administered in MGT 405 (capstone course)).

### Assessment Timeline

Timeline represents a three year cycle.

GOAL	SLO	1 <sup>ST</sup> Cycle	2 <sup>nd</sup> Cycle
1	1.1, 1.2, 1.3	Fall 2010	Fall 2013
2	2.1, 2.2	Fall 2011	Fall 2014
3	3.1, 3.2	Fall 2009	Fall 2012
4	4.1, 4.2	Spring 2009 (SLO 4.1) Fall 2009 (SLO 4.2)	Spring 2012 (SLO 4.1) Fall 2012 (SLO 4.2)
5	5.1, 5.2	Fall 2011	Fall 2014

### BSBA General Management Map

SLO	MGT 350	MGT 352	MGT 356	MGT 357	MGT 401	MGT 405	MGT 450	MGT 475
1.1	X			X				
1.2				X		X		
1.3				X				
2.1						X	X	
2.2					X	X	X	
3.1			X					
3.2			X					
4.1	X							
4.2								X
5.1		X						
5.2		X						

*(X indicates required courses in which content related to SLO is delivered.)*

### DATA COLLECTION STRATEGY

Data will be collected either by instructors teaching in the courses linked to each objective or by instructors teaching in MGT405 (where the Management Assessment Test (MAT) is administered). All possible sections of those courses will be contacted. Unfortunately, due to unforeseen circumstances, not all sections are always able to provide assessment information for all semesters. Therefore, we have a goal of assessing 50% or more of the relevant sections.

Data will be summarized by department assessment committee members. We currently have functionally diverse committee members who organize the instructors in their respective area. For example, we have a strategy committee member who organizes and coordinates data collection from the strategy instructors regarding relevant student learning outcomes.

### **CONTINUOUS IMPROVEMENT**

The assessment committee will convene after every semester to review assessment results and to make recommendations for changes prior to the next assessment period. We aim to achieve a passing rate of 70% or better for each goal. In addition, we aim to continually make our assessment plans more strategic and in alignment with new programs.

## **APPENDIX B**

### **Examples of Test Items Used to Measure Goal 4.1**

According to the Ohio State Studies, the “initiating structure” dimension of leader behavior is one where:

- a) The leader exhibits development-oriented behavior
- b) The leader nurtures friendly working relationships
- c) The leader emphasizes autonomy
- d) The leader defines and organizes work roles and patterns
- e) None of the above

The path-goal theory assumes that leaders:

- a) Adapt their behavior and style to fit the characteristics of followers
- b) Adapt their behavior and style to fit the characteristics of the work environment
- c) Structure the situation so it best fits their leadership style
- d) Adapt their behavior and style to fit both the characteristics of the work environment and followers
- e) None of the above

As a manager, you find yourself in a situation where you have a good relationship with the employees, the task is highly structured, and you have strong position power. According to Fielder, the best leadership style to fit this situation would be:

- a) employee-centered
- b) laissez-faire
- c) task-oriented
- d) relationship-oriented
- e) autocratic

## APPENDIX C

### Examples of Questions Used to Assess Goal 4.2

6. Which of the following underlies the derailment pattern of the inability of managers to lead and build a team?
- A. The presence of dark side traits
  - B. Inadequate distribution channels
  - C. Poor decisions concerning which products to develop
  - D. Lying about business results
22. Workers may be able to accomplish their tasks in an autonomous fashion, but the products of their efforts must be coordinated in order for the group to be successful. This refers to
- A. Task interdependence
  - B. Autonomy
  - C. Task structure
  - D. Skill variety
29. What should leaders first assess in order to apply the situational leadership model?
- A. The level of task and relationship behavior that has the best chance of producing successful outcomes
  - B. The readiness level of the follower relative to the task to be accomplished
  - C. The follower's current level of readiness and then determining the leader behavior that best suits the follower in that task
  - D. The behavior pattern that would fit the follower if that follower were one level higher in readiness
33. Jeff works as a self-employed consultant. He decides when, where and how he works based on market demand and personal preference. Jeff's job has a high degree of
- A. Autonomy
  - B. Task interdependence
  - C. Task structure
  - D. Skill variety

**APPENDIX D**  
**Closing the Loop Activities**

**BSBA - General Management Goal #5 (HR)**

**V. Identify issues related to organizational processes of acquiring, developing, evaluating, and rewarding human resources.**

**Student Learning Outcomes:**

**SLO #5.1:** Identify issues involved with acquiring human resources including job analysis, HR planning, equal opportunity law, recruitment, and selection.

**SLO #5.2:** Identify issues related to developing, evaluating, and rewarding human resources via training, performance management and compensation systems.

- Content Delivered in: MGT 352
- Assessment Methods: Culminating exam (Management Assessment Test – MAT) administered in MGT 405 (capstone course)

**Results from Fall 2008 assessment:**

Averaging performance across the ten questions related to Goal #5, students performed correctly 51.7% of the time. Using a standard of 70% to indicate an acceptable level of learning for the goal, these results would suggest that students have not adequately mastered the goal. It is again worth noting, however, that performance on one of the ten questions was significantly lower than the other questions (10%). If this question is omitted from the average, performance rises to 56.3%.

**Closing the loop activities:**

This cycle represented the first time this goal was assessed outside of the class (MGT 352 – Human Resource Management) that the information was presented. It was anticipated that there would be a student performance decrement on this goal given this was the first time that goal assessment was moved out of the class in which the material was covered. The last time this goal was assessed, the pass rate was over 70%. The 10 items included on the Management Assessment Test to assess the HR goal were also newly developed. Given the information presented (presumably) did not change, but the assessment method did (both in terms of items used and moving assessment out of the class in which the information was presented), we feel that it would be premature to use these results to make programmatic changes to the curriculum of MGT 352.

The steps that we are taking in light of the results of this latest cycle of assessment for this goal are:

1. Share results of the current HR goal assessment to all MGT 352 instructors so that individual instructors can focus additional efforts on the topics in which students seem to be underperforming.
2. Going forward, we will revise the items used for assessing the HR goal. We will use items that MGT 352 instructors have used over multiple semesters with a known track record that cover the issues that we want to assess.
3. The next cycle in which the HR goal is assessed, we will collect data on how many semesters have passed since the student took MGT 352 and when they are completing the MAT to see what (if any) relationship exists between performance and time lag.
4. Provide the revised items to MGT 352 instructors at the beginning of each semester so that they can make sure they are adequately covering the issues in class and include items (if they desire) on their own exams.
5. Update MGT 352 instructors (both ongoing and new instructors) each semester with respect to assessment issues to keep them up to date on assessment issues with respect to the HR goal.

### **Management 405 - Strategy: Closing the loop ideas**

There were 10 MAT questions used to assess Goal 2: Demonstrate knowledge of the analysis, formulation and implementation of strategy in established or entrepreneurial organizations.

Closing the loop ideas:

1. Tenure track faculty teaching Mgt. 405 meet to develop a list of core concepts that need to be covered in all management 405 classes. Both the lowest scores are on questions associated with corporate strategy concepts, covered later in the semester and therefore, that may not have been addressed in some sections.
2. Inform faculty teaching Mgt. 405 of the core concepts that need to be covered.
3. Re-evaluate the MAT questions to make sure that these questions are from the core concepts that have already been covered before the MAT.
4. Re-evaluate the wording and the response items for the multiple-choice questions in the MAT on which students performed poorly, less than 50% answered the question correctly ( MAT- Q 7; Q16; Q11; Q13; Q3)
5. Solicit feedback from Mgt. 405 instructors before finalizing items to be included in the MAT test.
6. Make sure that the items selected are based on material covered, based on the timing of the MAT.
7. Provide Mgt 405 instructors results so that they can make appropriate curriculum changes in the following semesters.

## **Closing the Loop: Leadership (MGT 350)**

Based on our discussions, here are the possible ways we came up with to “close the loop” regarding the student learning outcome of describing and applying leadership theories in MGT 350:

- Consider experiential activities that involve applying leadership theories
- Consider a homework assignment involving applying leadership theories
- Keep in mind the possibility of spending more time on leadership during the course of a semester
- Consider focusing case studies on the topic of leadership

## APPENDIX E

### MGT. 356.01 Ethical Theory Quiz – November 4, 2009

Name:

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ISSUE:

In 1842, a ship struck an iceberg and more than 30 survivors were crowded into a lifeboat intended to hold 7. As a storm threatened, it became obvious that the lifeboat would have to be lightened if anyone were to survive. The captain reasoned that the right thing to do in this situation was to force some individuals to go over the side and drown. Such an action, he reasoned, was not unjust to those thrown overboard, for they would have drowned anyway. If he did nothing, however, he would be responsible for the deaths of those whom he could have saved. Some people opposed the captain's decision. They claimed that if nothing were done and everyone died as a result, no one would be responsible for these deaths. On the other hand, if the captain attempted to save some, he could do so only by killing others and their deaths would be his responsibility; this would be worse than doing nothing and letting all die. The captain rejected this reasoning. Since the only possibility for rescue required great efforts of rowing, the captain decided that the weakest would have to be sacrificed. In this situation it would be absurd, he thought, to decide by drawing lots who should be thrown overboard. As it turned out, after days of hard rowing, the survivors were rescued and the captain was tried for his action.

Source: <http://www.friesian.com/valley/dilemmas.htm>

**1) Select 4 ethical theories, state the moral authority for each theory, and list 3 arguments for and against each theory (40 points):**

Theory	Moral Authority	Arguments For	Arguments Against
1.			
2.			
3.			
4.			

**2) Based on the four theories you selected above, what should the Captain do under each theory, and what is his justification for his action? (40 points)**

Theory	Action and Justification for Action
1.	
2.	
3.	
4.	

**3) If you had been on the jury, how would you have decided? Why should the jury make this decision? (10 points)**

**4) If you had been the captain, what would you have done? Why? (10 points)**

Grading Rubric

Belief System	Source of Moral Activity	Stakeholder Analysis Issues	Arguments for Approach	Criticisms of Approach
<p><b>Utilitarianism – Maximize the Common Good</b></p>	<p>Moral authority is determined by the consequences of an act: An act is morally right if the net benefits over costs are greatest for the majority. Also, the greatest good for the greatest number of people must result from the act.</p>	<ol style="list-style-type: none"> <li>1. Consider collective as well as particular interests.</li> <li>2. Formulate alternatives based on the greatest “good” for all parties involved.</li> <li>3. Estimate cost and benefits of alternatives for groups affected.</li> </ol>	<ol style="list-style-type: none"> <li>1. Attempts to provide an objective, quantitative method for making moral decisions</li> <li>2. Considers the pleasure and pain of every individual affected by an action.</li> <li>3. Considers everyone to be equal; does not permit an individual to put his or her interests or relationships first</li> </ol>	<ol style="list-style-type: none"> <li>1. Suggests the ends justify the means. Would lying or cheating be considered ethical if the end result is positive?</li> <li>2. Cannot assign a quantitative measure to all pleasures and pains</li> <li>3. Does not address the issue of some pleasures and pains that cannot or should not be measured—such as human life or human suffering</li> <li>4. Emphasizes the amount of pain an action causes—not to whom. What if the harm is to someone you love rather than a stranger?</li> <li>5. Assumes outcomes always can be determined before an action is taken yet, often, outcomes are unpredictable</li> </ol>

Belief System	Source of Moral Activity	Stakeholder Analysis Issues	Arguments for Approach	Criticisms of Approach
<p><b>Rights theory – Freedom from Force and Fraud</b></p> <p><b>Entitlement for the individual</b></p>	<p>Moral authority is determined by individual rights guaranteed to all in their pursuit of freedom of speech, choice, happiness, and self respect.</p>	<ol style="list-style-type: none"> <li>1. Identify individuals and their rights that may be violated by a particular action.</li> <li>2. Determine the legal and moral basis of these individual rights.</li> <li>3. Determine the moral justification from Utilitarian principles if individuals' rights are violated.</li> </ol>	<ol style="list-style-type: none"> <li>1. Virtually complete freedom of action with minimal government intrusion</li> <li>2. Legal rights are entitlements from the state, and regulated by the legal system</li> <li>3. Moral rights allow one to pursue their own interests, and long as these interests don't violate other's rights</li> <li>4. Negative rights refer to the duty others have to not interfere with actions related to a person's rights</li> <li>5. Positive rights impose a duty on others to provide for your needs to achieve your goals, not just protect your right to pursue them</li> </ol>	<ol style="list-style-type: none"> <li>1. Almost complete disregard of interests of others with a stake in behavior</li> <li>2. Justification that individuals are entitled to rights can be used to disguise and manipulate selfish, unjust political claims and interests</li> <li>3. Protection of rights can exaggerate certain entitlements in society at the expense of others</li> <li>4. To what extent should practices that may benefit society take precedence over the rights of others</li> </ol>

Belief System	Source of Moral Activity	Stakeholder Analysis Issues	Arguments for Approach	Criticisms of Approach
<p><b>Justice theory – Fairness and Equality</b></p> <p><b>Four types of justice:</b></p> <ul style="list-style-type: none"> <li>• <b>Compensatory; compensating for past harm or wrong</b></li> <li>• <b>Retributive; serving punishment to someone who has inflicted harm on another</b></li> <li>• <b>Distributive; fair distribution of benefits and burdens</b></li> <li>• <b>Procedural; fair decision practices, procedures and agreements</b></li> </ul>	<p>Moral authority is determined by the extent opportunities, wealth, and burdens are fairly distributed among all.</p>	<ol style="list-style-type: none"> <li>1. If a particular action is chosen, how equally will costs and benefits be distributed to stakeholders?</li> <li>2. How clear and fair are the procedures for distributing the costs and benefits of the decision?</li> <li>3. How can those who are unfairly affected by the action be compensated?</li> </ol>	<ol style="list-style-type: none"> <li>1. “Unbiased” approach to social justice</li> <li>2. Each person has an equal right to the most extensive basic liberties that are compatible with similar liberties for others</li> <li>3. Justice is served when all persons have equal opportunities and advantages to society’s burdens &amp; opportunities</li> </ol>	<ol style="list-style-type: none"> <li>1. Denies free will</li> <li>2. Denies meritocracy</li> <li>3. Equal opportunity does not guarantee equal distribution of wealth</li> <li>4. Society’s disadvantaged may not be justly treated when only equal opportunity is offered</li> </ol>

Belief System	Source of Moral Activity	Stakeholder Analysis Issues	Arguments for Approach	Criticisms of Approach
<p><b>Social contract - Respect core human rights and dignity, then local norms</b></p>	<p>Moral authority is determined by society's agreement, either implicitly or explicitly, on what rules of conduct will govern individual behavior as well as the individual's interactions with each other.</p>	<ol style="list-style-type: none"> <li>1. No group could function if members were free at all times to decide for themselves what to do and how to act, so rules are required</li> <li>2. Legal, organizational, role based, and professional rules function to organize and ease relations between organizations and stakeholder groups</li> <li>3. Does a corporation have an obligation to society over and above its obligation to shareholders – does a corporation have to earn the right to operate in society?</li> <li>4. What happens if the contract is not considered fair or beneficial to some stakeholders?</li> </ol>	<ol style="list-style-type: none"> <li>1. Accepts variations in cultural norms without succumbing to ethical relativism</li> <li>2. All cultures have "Hyper-norms" that are fundamental human rights or basic prescriptions common to all societies so there is universal acceptance of the hyper-norms</li> <li>3. Grounded in the stakeholder management philosophy of the organization</li> </ol>	<ol style="list-style-type: none"> <li>1. "Hyper-norm" is vague and it's hard to respond properly when a norm conflicts with a hyper-norm</li> <li>2. Can we always trust government and other society sanctioned organizations to determine what the rules should be</li> <li>3. Not all contracts are fair to everyone</li> </ol>

Belief System	Source of Moral Activity	Stakeholder Analysis Issues	Arguments for Approach	Criticisms of Approach
<b>Objectivism Theory – Be all you can be</b>	Moral authority rests with the individual. A person’s life is the standard of moral value, and each individual has the moral right to his own life and, therefore, to his liberty and property	<ol style="list-style-type: none"> <li>1. Laissez-faire capitalism is the only moral social system because it allows each person to selfishly seek his own happiness, neither sacrificing himself to others, nor others to himself</li> <li>2. Formulate alternatives based on what is best for oneself</li> <li>3. Objectivist virtues include honesty, integrity, independence, productivity, and justice</li> </ol>	<ol style="list-style-type: none"> <li>1. Reinforces personal responsibility</li> <li>2. Reason is the only path to knowledge</li> <li>3. People become successful because they excel in strength, intelligence, inventiveness, ambition, and industriousness</li> <li>4. Helps us stand out from the crowd, and makes us unique from herd animals</li> </ol>	<ol style="list-style-type: none"> <li>1. Individualistic and judgmental</li> <li>2. Does not encourage individuals to be self-sacrificing, altruistic, or charitable</li> <li>3. Is there not a time when we all have to consider others and not only our own self-interests</li> </ol>

Belief System	Source of Moral Activity	Stakeholder Analysis Issues	Arguments for Approach	Criticisms of Approach
<p><b>Care - Relationships, cooperation, dialogue. All we really need is love</b></p>	<p>Moral authority is determined by relationships, and the highest moral value comes from caring and nurturing each other.</p>	<ol style="list-style-type: none"> <li>1. How can we best understand the real needs and wants of others?</li> <li>2. How can we best sustain and nourish each other and the environment ?</li> <li>3. Will we do whatever is necessary to maintain the relationship, even if we are required to disregard society's rules?</li> </ol>	<ol style="list-style-type: none"> <li>1. Protects the weak and dependent</li> <li>2. Helps us think about our choices for people we care about</li> <li>3. Most basic ingredients of human life is caring for and about other people</li> <li>4. Many other ethical theories don't work for personal relationships</li> </ol>	<ol style="list-style-type: none"> <li>1. Neglects justice</li> <li>2. Sometimes people need justice more than care</li> <li>3. Rejects absolute rules for contextual considerations</li> <li>4. For some ethical dilemmas, does not tell</li> </ol>

When faced with an ethical dilemma, consider approaching the issue using the following decision making process. Also consider how the decision changes based on the ethical approach that you use.

### **Ethical Decision Making Process**

1. *What is the ethical intensity of the issue?*
2. *What are the facts?*
3. *What can you guess about the facts you don't know?*
4. *Based on the facts, what are the ethical issues?*
5. *What does the problem look like through the eyes of the people (stakeholders) involved?*
6. *Does the issue have time immediacy?*
7. *What alternatives are possible to resolve the issue?*
8. *What approach to moral judgment will you select?*
9. *Will your decision be different if you select another moral approach?*
10. *What do your feelings (gut) tell you about the decision you selected?*