

# Unit #3: McDonalds Case Study Summative

## *Liebeck v. McDonald's Restaurants*



### KEY LEARNING GOALS:

A note from Mr. Parsons...

Sometimes the actions of one employee can have a major impact on the organization. At the end of this activity I hope you can identify the unethical issues presented in this case.

You should also be able to identify positive course of actions for situations such as the ones presented in this case.

Curriculum Expectation

Evaluate the impact of issues related to ethics and social responsibility on the management of organizations.

Explain the relationship between a person's attitude (e.g., commitment to job, personal biases) and her or his behaviour in the workplace (e.g., quality of performance, absenteeism; engaging in practices that reflect racist, sexist, or homophobic attitudes).

### McDonalds Case Study - Optional Summative Project

After viewing the McDonald's case study video you are asked to review the case and evaluate the possible courses of action that could have been made when this case first occurred (the video is just an introduction) you will have to do additional research online to truly understand the case and ensure the fact presented in the video are accurate).

Step #1: Identify the Ethical Dilemma for the case.

Step #2: List possible courses of action in the case (imagine the incident has just occurred and you are looking at this from the perspective of McDonald's and the next steps or courses of action they should take with the burn victim, policies and legal elements of this case).

Step #3: Walk through the P/O/E approach (for at least 2 possible courses of action that you believe may be best).

Use the same approach with the P/O/E (Person/Organization/Environment) as we did with the Black Market case in class before the break. Prepare your responses to the ethical dilemma in a report format.

Step #4: Make a final decision on what approach is best - ensure to justify your decision with rationale and descriptive explanations.

Step #5: Consider the 4 Views of Ethical Behaviour (page 63 in your textbooks) - Based on your selected solution what ethical view/approach was used in your rationale. Justify and defend why this is the best approach/view to take on in this case.

**Summative Rubric:****Part A: Theory to Practice - Individual Mark****Category - Thinking****Weight: /10 Marks****Project Expectations:**

- Did you use critical thinking skills to evaluate the possible courses of action?
- Based on your assigned section, did you evaluate the costs & benefits to the company? Did you use your tools for assessment effectively? Did you complete accurate and effective research?

**Level 1:** Does not appropriately use critical and creative thinking skills; Uses concepts, skills and procedures in familiar contexts with limited effectiveness.

**Level 2:** Uses critical and creative thinking skills with limited effectiveness; Uses concepts, skills and procedures in familiar contexts with some effectiveness.

**Level 3:** Uses critical and creative thinking skills with moderate effectiveness; Uses concepts, skills and procedures in familiar contexts with considerable effectiveness.

**Level 4:** Uses critical and creative thinking skills with a high degree of effectiveness; ; Use concepts, skills and procedures in familiar contexts with a high degree of effectiveness.

**Part B: Report Communication - Individual Mark****Category - Communication****Weight: /10 Marks****Project Expectations:**

- Did you communicate information and ideas through effective writing - clear/well defended and free from spelling and grammatical errors ?
- Did you demonstrate appropriate communication techniques (relevant to business environments) - proper report format?

**Level 1:** Communicates information and ideas with limited clarity; Uses language, symbols and visuals with limited accuracy and effectiveness; Communicates with a limited sense of audience and purpose.

**Level 2:** Communicates information and ideas with some clarity; Uses language, symbols and visuals with some accuracy and effectiveness; Communicates with some sense of audience and purpose.

**Level 3:** Communicates information and ideas with considerable clarity; Uses language, symbols and visuals with considerable accuracy and effectiveness; Communicates with a clear sense of audience and purpose.

**Level 4:** Communicates information and ideas with a high degree of clarity; Uses language, symbols and visuals with a high degree of accuracy and effectiveness; Communicates with a strong sense of audience and purpose.