BUSINESS ETHICS
BUSI 4601A
Thursdays: 2:35-5:25 pm
Fall 2013

INSTRUCTOR: Richard Clayman, FLMI, FICB, MBA
CLASSROOM: Tentative: Room 417, Southam Hall but check system prior to class
OFFICE: To be announced
OFFICE HOURS: By appointment
EMAIL: richard.clayman@carleton.ca
PREREQUISITES: Fourth-year standing in the B.Commerce program

COURSE DESCRIPTION

The overall performance of an organization depends, in part, on the behavior of its management with respect to ethical issues. Failure to attend to such issues - both in the short- and the long-run – can produce highly negative results and fully compromise organizational performance. The general public has become all too familiar with the terms ‘business ethics’ and ‘corporate social responsibility’ due to many recent events of unethical behavior by organizational leaders. The consequences of those avoidable actions negatively impact the organization’s long-term value, talent retention, investor confidence, government regulation and society’s trust. On a personal level, ethical failings can destroy careers. While most ethical issues never appear on the front page of a newspaper, people regularly face such dilemmas whether we notice them as such or not. By reviewing relevant research and applicable theories, and exploring well publicized news events, this course is designed to facilitate the recognition of ethical issues, utilization of an ethical decision-making framework and management of personal and managerial decisions related to ethical issues.

COURSE OBJECTIVES

The overarching goal of this course is to introduce the concept of ethical responsibilities of business, and to combine theory, exercises, and cases to elaborate on key approaches to making decisions in situations that are laden with ethical content. We will also assess management approaches for facilitating ethical behavior among employees and the creation, maintenance and consistent promotion of an ethical organizational culture.
The main learning objectives of the course are to:

- Enhance the student’s understanding of the importance of ethics in business
- Enhance the student’s understanding of social/ethical performance and its role in maintaining good financial performance
- Enhance the student’s ability to recognize and identify ethical issues, and enhance their understanding as to how they might positively and rationally respond to those issues as both a leader and a team member
- Raise the student’s awareness of the psychological / social motivations behind both ethical and unethical behavior
- Enhance the student’s ability to use ethical principles to reason toward satisfactory solutions to ethical dilemmas
- Provide the students with sound ethical decision-making frameworks
- Enhance the student’s ability to “manage for ethics” within organizations

REQUIRED READINGS


There may be other required readings; those will be provided by the instructor. *Please note that all supplementary readings are “required”, not “suggested”.*

COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>7%</td>
</tr>
<tr>
<td>Personal Values Statement</td>
<td>12%</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Group Case Analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Group Case Class Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Peer Evaluation</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

- **You must complete ALL course requirements in order to pass the course.** That means that if you do not submit a properly completed peer evaluation, you can’t pass, even though it’s only worth 1%.
- **The requirement for satisfactory in-term performance is 50%. Unsatisfactory in-term performance will lead to failure (FND – Failure with no deferral) of this course regardless of performance on any exam or major project**
## BUSI 4601(A) - SPECIFIC COURSE DELIVERABLE DUE DATES

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Due Date</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class Participation</td>
<td>----</td>
<td>7%</td>
</tr>
<tr>
<td>Team Registration</td>
<td>Thurs. Sept. 26&lt;sup&gt;th&lt;/sup&gt; 2013</td>
<td>----</td>
</tr>
<tr>
<td>Personal Values Statement Assignment</td>
<td>Thurs. Oct. 10&lt;sup&gt;th&lt;/sup&gt; 2013</td>
<td>12%</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>Thurs. Oct. 24&lt;sup&gt;th&lt;/sup&gt; 2013</td>
<td>20%</td>
</tr>
<tr>
<td>Group Case Analysis</td>
<td>Thurs. Nov. 28&lt;sup&gt;th&lt;/sup&gt;, 2013</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Group Case In-Class Presentations</strong></td>
<td>Thurs. Dec. 5&lt;sup&gt;th&lt;/sup&gt;, 2013</td>
<td>10%</td>
</tr>
<tr>
<td>Peer Evaluations</td>
<td>Friday Dec. 6&lt;sup&gt;th&lt;/sup&gt;, 2013</td>
<td>1%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>To Be Announced</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100</strong></td>
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</table>

**IMPORTANT NOTICE:** The School’s policy on academic integrity (fraud, plagiarism, exam cheating, etc.) is there to protect the reputation of the School, the student and the earned degree. Its purpose is to ensure a level playing field and to reward hard, honest work. Of all courses, this is never more relevant for students than in an “ethics” course. Violations of academic integrity are dimly viewed, and will be subject to strict and ardent prosecution through the School’s formal review process. I would not hesitate to recommend an “F” grade for the course as a whole, not just the affected assignment. In previous years, students who had violated the university’s Academic Integrity Guidelines failed the course.
COMMUNICATION:
The easiest way to contact me is by email directly to richard.clayman@carleton.ca

IMPORTANT: I will NOT check ANY other school location for emails.
I usually answer within 24 hours or sooner. However, if there is an unusual occasion time where you write to me but do not get a response within a day or so, feel free to send your message again and remind me. If appropriate, I may direct your email to my TA rather than responding to you directly. I will sometimes contact the entire class by email through cuLearn, so be sure to check your Carleton email regularly.

If you have questions about how to apply course concepts when working on your Group Case Analysis, please be sure to consult with the rest of your group before contacting me — you are expected to be working as a team; and there is a good chance someone in your group can help you, which can facilitate learning for both you and other group members.

PARTICIPATION and ATTENDANCE:
Given that classes will involve considerable discussion of concepts, cases, and personal experience, student participation is an extremely important component of your grade. Your input is important to the learning environment, as other students and I can learn from your knowledge, opinions, insights, and experience. Your participation grade will be based to a large extent on the quality (not quantity) of your contributions to class discussions. It is therefore critical that you read the assigned material before class, be prepared to relate it to course concepts, and be prepared to share your opinions and listen (and perhaps respond) to the views of others in the class – whether voluntarily or if you are called upon at any time. If I get the sense that you are unprepared for class, or I seldom hear your voice during the term, you should expect a VERY low participation grade (i.e., zero to one percent). Of course, you cannot participate if you do not attend class, so attendance is requisite for receipt of a high grade in the course. All of you should aspire to get the full 7% for participation. Moreover, matters discussed only in class may very well find their way onto any exam.

PROFESSIONAL CONDUCT
You are close to graduation and the formal start to your business career. Professionalism is key to any career, and is a core learning goal of the Sprott School of Business. Your participation grade will also depend on the degree to which you are able to interact respectfully with the instructor and fellow students. Hence, unprofessional class behavior (e.g., chronic lateness, texting, phone calls, disrespectful or aggressive behavior in person, email, or other communications, Facebooking, Tweeting or any unauthorized computer use in class) is prohibited. While it will surely impact your grade negatively, it may also result in you being asked to leave that class.
<table>
<thead>
<tr>
<th>Class No.</th>
<th>Dates</th>
<th>Topic</th>
<th>Required Readings before each lecture; Assignments, Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Thurs. Sept. 12&lt;sup&gt;th&lt;/sup&gt;, 2013</td>
<td>Discussion of course outline; Introduction to Business Ethics</td>
<td>Text Chapters 1</td>
</tr>
<tr>
<td>2</td>
<td>Thurs. Sept. 19&lt;sup&gt;th&lt;/sup&gt;, 2013</td>
<td>Individual / Organization’s Common ethical Problems</td>
<td>Text Chapter 4; Text Chapter 10</td>
</tr>
<tr>
<td>3</td>
<td>Thurs. Sept. 26, 2013</td>
<td>Corporate social responsibility</td>
<td>Text Chapter 9; Group (Team) Registration Due</td>
</tr>
<tr>
<td>4</td>
<td>Thurs. Oct. 3&lt;sup&gt;rd&lt;/sup&gt;, 2013</td>
<td>Prescriptive approach to ethics</td>
<td>Text Chapter 2</td>
</tr>
<tr>
<td>5</td>
<td>Thurs. Oct. 10&lt;sup&gt;th&lt;/sup&gt;, 2013</td>
<td>Psychological aspects of ethical decision making</td>
<td>Text Chapter 3; Personal Values Statement due</td>
</tr>
<tr>
<td>6</td>
<td>Thurs. Oct. 17&lt;sup&gt;th&lt;/sup&gt;, 2013</td>
<td>Ethics as organizational culture</td>
<td>Text Chapter 5</td>
</tr>
<tr>
<td>7</td>
<td>Thurs. Oct. 24&lt;sup&gt;th&lt;/sup&gt;, 2013</td>
<td>Mid Term Test</td>
<td>Midterm exam (in class) covers everything we have discussed or read in the textbook so far.</td>
</tr>
<tr>
<td>8</td>
<td>Week of Oct. 28&lt;sup&gt;th&lt;/sup&gt;, 2013</td>
<td>University Fall Break</td>
<td>University Fall Break</td>
</tr>
<tr>
<td>9</td>
<td>Thurs. Nov. 7&lt;sup&gt;th&lt;/sup&gt;, 2013</td>
<td>Managing ethics and legal compliance</td>
<td>Text Chapter 6</td>
</tr>
<tr>
<td>10</td>
<td>Thurs. Nov. 14&lt;sup&gt;th&lt;/sup&gt;, 2013</td>
<td>Managing for ethical conduct</td>
<td>Text chapter 7</td>
</tr>
<tr>
<td>11</td>
<td>Thurs. Nov. 21&lt;sup&gt;st&lt;/sup&gt;, 2013</td>
<td>Ethical problems of managers</td>
<td>Text chapter 8</td>
</tr>
<tr>
<td>12</td>
<td>Thurs. Nov. 28&lt;sup&gt;th&lt;/sup&gt;, 2013</td>
<td>International issues in Business ethics</td>
<td>Text chapter 11; Group case analysis due</td>
</tr>
<tr>
<td>13</td>
<td>Thurs. Dec. 5&lt;sup&gt;th&lt;/sup&gt;, 2013</td>
<td>Group Case Class Presentations</td>
<td>Group case PowerPoint presentation due; peer evaluations due Dec. 6&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Exam Week</td>
<td>Final Exam</td>
<td>To be announced</td>
<td>Final Exam is comprehensive (covers all material in full course)</td>
</tr>
</tbody>
</table>
ASSIGNMENTS AND EXAMS

*** Further instructions concerning all the assignments and exams will be provided during class or through cuLearn, so DO NOT use the following as your only guide when completing the assignments.***

ASSIGNMENT COMPLETION and SUBMISSION: All assignments except the Group Case Analysis are individual assignments, meaning you are NOT allowed to consult or work with other students, and doing so represents a violation of the Academic Integrity Guidelines. You may, however, have someone who is NOT in the course proofread your work in order to help you correct any problems with your written English. All maximum lengths for assignments assume double-spacing, one-inch margins, and a legible 11-point font. There are never any minimum page lengths in this course.

ASSIGNMENT ASSESSMENTS: Every assignment has a grading component for writing quality. At a 4th-year level, submissions with many grammar, structure or spelling errors are unacceptable. Please note that all written assignments will be graded based on your appropriate application of course content, and the coherence and logic of your arguments, but also in part on organization, grammar, spelling, and formatting. Proofreading is essential, and you should consult with colleagues (who are NOT in the course) or university writing advisors if necessary. You can find more information about help with your writing at the Student Academic Success Centre: http://www1.carleton.ca/sasc/writing-tutorial-service/. With regard to writing, I reserve the right to impose additional grade deductions of 1 point for every five spelling, grammar, or formatting errors. All references (even to slides) must be properly cited; failure to do so will result in grade deductions.

All assignments and exercises are due before the beginning of class on the due date, unless otherwise specified. You are responsible for maintaining copies of all your assignments until you have received your final grade. With regard to deadlines, I reserve the right to impose the following: assignments and exercises received after the due date are immediately penalized 30%, and may not be graded until the end of the course. In addition to the above penalty, late assignments will be penalized 10% per day based on the date and time they are submitted. All exercises, assignments, and exams in the course are required elements. If you do not turn in an exercise or assignment, either your course grade will be reduced by the value of the exercise or assignment (yes, that means you get negative grades if you don’t turn in your assignments), or you will not be given a final grade in the course. As noted earlier, you must complete ALL required deliverables in order to pass this course.

Details – Evaluation Structure
Unless otherwise noted, all student submissions will have their grading key filtered by the following general assessment overview:
Below Expectations:
- Ambiguity, confusion, poor explanations of one or more of the key issues involved
- Missing commentary for one or more key issues
- Non-existent or weak use of academic references
- Business writing style is not strong and / or weak use of learned material / terminology
Meets Expectations:
- Each key issue to be addressed is reasonably clear; only some ambiguity is present
- Business writing style is deemed to be acceptable a Master’s level
- Academic references are relevant and appropriate in scope

Exceeds Expectations:
- Each key issue is very clearly / succinctly explained; no ambiguity is present
- Student presents unique perspectives, opinions or observations
- Business writing style is at a strong level
- Academic references are extremely thorough, relevant and particularly insightful

Details – Grading Structure
- Any paper (and by extension any question or rubric ‘section’ of any paper) that gets completely missed will get zero
- If the rubric or assignment question is indeed answered but below that of what we subjectively expect of a Masters submission, then only grades of, for example, 70%, 65%, 60%, 55%, 50% or less will be awarded – no in between grades will be awarded
- Papers, or sections thereof, will be awarded a fixed grade of 75% if it meets the basic subjective expectation for a Masters-level paper
- Papers, or sections thereof, that provide something more in terms of unique perspectives or insights, or exceptional research references will garner a fixed grade of 80%
- Papers, or sections thereof, that stand out from their peers in terms of the above description AND is subjectively deemed to excel at structure, logic, supporting references or uniqueness will earn a fixed grade of 85%

Under this grading schedule, the awarding of a grade of either a 90% or 95% would be a rare exception.

PERSONAL VALUES STATEMENT:
As the old adage goes…. “if you don’t stand for something, you’ll fall for anything”. A critical element in improving one’s leadership ability is to raise one’s degree of self-awareness. For this assignment, you are required to:
1. Present the 3 values that you personally think are most important to you in your life
2. Clearly define, in your own words, each of those three values
3. Explain why you chose those particular values. In other words, what is the particular importance of those values to you / your life?
4. Considering the human dynamics within a business team, what is the likely impact from the absence of each of those values?
5. “Justify” those observations / perspectives. A justification can be derived from (a) applicable / relevant research, or (b) an ethically-related behavior or situation that you personally encountered in your work, school or social life.

There will be 3 major point levels on this assignment; actual grades may also fall in between those points but most are expected to hit one of those three percentage levels.
0%: For an assignment deemed to be frivolous or very poorly thought out
7.5%: For an assignment deemed to meet expectations for this level of course / program year
12%: For an assignment deemed to exceed expectations through its level of quality, depth, scope or insight
GROUP CASE ANALYSIS:
You will need to assemble a group of no less than 4 and no more than 5 students. The actual assignment and its parameters will be provided to you once the course begins. No two or more groups are permitted to work together in any way.
Your group will be required to apply the ethical theories described in the textbook, and discussed in class in order to analyze a real-life “case” and come to a conclusion about what should be (or should have been) done by the individuals or organization making the decision in that situation. Frameworks that should be applied include act and rule utilitarianism, justice (and Rawls’ justice as fairness), rights, and Kant’s Categorical Imperative. The use of ethical decision-making and/or ethical assessment frameworks should also be evident. The paper should be a maximum of 20 pages in length (double-spaced, a legible 11-font with an appropriate margin).
Important: If you desire a good grade in this course, this assignment will probably prove critical. Unfortunately, the average grade on this assignment is sometimes very low. Groups that do well on this assignment usually start on it very early, consult with each other regularly (and, if necessary, the instructor) when they have questions about the application of course concepts, and take the time to read/assess one another’s work in order to ensure that it is of high quality. Attempting to “knock this assignment off” during the last week of the term will almost certainly result in disaster. Because ‘several heads should be better than one’, such an assignment traditionally receives a ‘tough’ grading review.

GROUP CASE CLASS PRESENTATION
On the last scheduled class date, each group will present their case summary to the instructor and class. It will be PowerPoint-based, with a hard-copy of the slides submitted to the instructor at the start of the class. The ‘order-of-go’ for the teams will be decided by a random draw. The time limit for this presentation is strictly 10 minutes. All team members must share in the presentation duties. A team will be graded on originality of presentation format (feel free to take a creative or unique approach), content, concept clarity, communication/presentation skills and respect for the time limit. There will be no required dress code (in other words, it is not necessary to ‘dress up’).

PEER EVALUATIONS:
In an effort to promote fairness and discourage free-riders, when your group work is concluded you are required to submit a peer evaluation form on which you will evaluate the contributions to the project made by each of the other members of your group. Group members who receive unsatisfactory peer evaluations from others in their group should expect to have their grade on the Group Case Analysis subjectively lowered.
No group member may be fired, and no individual submissions of this case assignment will be permitted. You must find a way to work together. Why? A critical organizational skill in today’s business world is the ability to work effectively and collaboratively within a team. Achieving experience with this skill should be, in fact, part of your business school training.
If you are having problems of any kind in your group, please get in touch with me sooner rather than later; I am often able to bring about changes in the behavior of underperforming group members by discussing the situation with them.
All peer evaluation forms should be uploaded to cuLearn, but only after all group work is complete.
IMPORTANT - Peer Evaluation Protocols

1. The impact of low peer evaluations upon a student’s grade from group course work
2. The requirement that a student must pass all individual work components in order to pass a course (a group grade alone should not cause a ‘pass’)

All group work generates a group mark. The group mark will initially be the same for all members of the group. It represents a product of the group output. You will be asked to comment specifically on the quality and consistency of input from each of the group members to the final product(s) of the group. You will be required to complete the peer evaluation process within 24 hours of your final group assignment.

A student’s average rating on the last item of the assessment questionnaire will be used to adjust that student’s grades on the course’s group deliverables. Specifically, an average rating between 1.5 and 2.4 will result in a 10% grade reduction. An average rating of 0.5 and 1.4 will result in a 25% reduction. Finally, an average rating of 0.4 or below will result in a 50% reduction. Please note that giving a fellow student a final rating of 2 or below MUST be accompanied by a clear, respectful, and useful explanation (using behavioural examples). Otherwise, that rating will not be considered.

Only the course instructor and the program director will know which students provided specific ratings. The other side of anonymity, however, is that no comment should arrive on the evaluation form without having been discussed with the individual involved. “Feedback” given in written form on the Peer Evaluation form without having been previously given verbally to the student involved is unacceptable. Giving “honest and respectful” feedback is the job of any good manager. Doing it behind a person’s back (through mechanisms such as an anonymous questionnaires) is a sign of managerial cowardice. Learn to give each other feedback and learn to grow from such occasions.

Please also note that students must achieve a passing grade on the individual components of their course submissions as well as on their overall course grade. It is not acceptable for a student to use the group component of their grades to raise their final overall grade to a passing level. Students who do not achieve a passing grade on their individual performance in a class will be assigned a grade consistent with their individual grade achievement. For example, if a student receives an aggregate grade of 75% based on a combination of an 80% score on group assignments and a 60% score on their individual assignments, the final grade assigned will be 60%.

(Credited source: Dr. Michael Miles, Telfer School of Management, University of Ottawa)

MID-TERM and FINAL EXAMS: The mid-term and final exams will be based on materials from the text, other assigned readings, lectures, discussions, and other in-class work. Exams can include multiple-choice, short answer, and essay questions. The final exam is comprehensive.

DEFERRED EXAMS: I will not be granting deferrals on the mid-term exam. The missed mid-term grade weighting will be added to the final exam, making that final exam worth 50% of your final grade. If the Registrar grants you a deferral for the final exam, that exam can only take place during the Registrar’s official deferred exam period – please note that this may delay your graduation. Deferred exam formats may differ substantially from regular exams (e.g., all essay).
MEDICAL and OTHER EXCUSES: Medical excuses require an original, signed and legible note from a medical DOCTOR, not a medical assistant, nurse, or anyone else. The doctor must explain to the instructor – legibly, on that note - whether or not your condition was likely to make it impossible for you to study for and attend an exam, or to complete and turn in your assignment. Notes not containing these indications will not be accepted. If they are not accepted, then late penalties will apply. In all occasions that call for a medical certificate you must use or furnish the information demanded in the standard university form (found at http://www2.carleton.ca/registrar/forms/).

Research indicates that there is sometimes a dramatic rise of absence excuses in advance of exam periods, even assignment due dates. As with the case of academic integrity, the focus must be to ensure fairness for those students who battle through challenges without asking for time allowances. Therefore, you may be required to present corroborating evidence in the event that you report a reason – regardless of the nature of that reason - that inhibits your ability to complete any course requirements (including an exam) at or on the scheduled time.

GRADING SCALE

Any deviation from this grading scale will NOT lower your final grade.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
<th>Letter Grade</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>C</td>
<td>63-66</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>C-</td>
<td>60-62</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>D+</td>
<td>57-59</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>D</td>
<td>53-56</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>D-</td>
<td>50-52</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
<td>F</td>
<td>&lt; 50</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
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</table>

- The requirement for satisfactory in-term performance is 50%.

GRADING CONCERNS

If you have concerns about a grade on an assignment or exam, you may contact me. In most circumstances the assignment or exam question will be reviewed by me personally, though in some cases it may be reviewed by the course TA. Please note that any request to re-grade an assignment or exam will result in the entire assignment or exam being re-graded. That is, you cannot request a review of a specific question or part of an assignment. Any re-grade request at the end of the term will automatically result in all your work in the course being re-graded. Keep in mind that any request to have work re-graded can result in a LOWER grade, if appropriate.

If the concern is more general (e.g., How can I improve my grade on the next exam or assignment?), you should make an appointment with me to discuss the issue. Anytime you have any questions about course content, assignments, or material taught in the class, please get in touch with me, subject to the guidelines provided above.
IMPORTANT ADDITIONAL INFORMATION

Policy on Mobile Devices
The use of mobile devices IS NOT PERMITTED in this class. It is disruptive to the instructor and class members. If you carry such a device to class, please make sure it is turned off. If an emergency situation requires you to keep it turned on, please discuss this with your instructor prior to class.

Required calculator in BUSI course examinations
If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group work
The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

Medical certificate
Please note that in all occasions that call for a medical certificate you must use or furnish the information demanded in the standard university form. http://www1.carleton.ca/registrar/forms/

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

- A+ = 90-100
- A  = 85-89
- A- = 80-84
- B+ = 77-79
- B  = 73-76
- B- = 70-72
- C+ = 67-69
- C  = 63-66
- C- = 60-62
- D+ = 57-59
- D  = 53-56
- D- = 50-52
- F   = Below 50
- WDN = Withdrawn from the course
- ABS = Student absent from final exam
- DEF = Deferred (See above)
- FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

Academic Regulations, Accommodations, Plagiarism, Etc.
University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university’s website, here: http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/
Requests for Academic Accommodations

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

- The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the December 2013 exam period is November 8, 2013 and for the April 2014 exam period is March 7, 2014.

For Religious Obligations:

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton’s Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.
Academic Integrity
Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized cooperation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/.

Assistance for Students:
Student Academic Success Centre (SASC): www.carleton.ca/sasc
Writing Tutorial Services: http://www1.carleton.ca/sasc/writing-tutorial-service/
Peer Assisted Study Sessions (PASS): www.carleton.ca/sasc/peer-assisted-study-sessions

Important Information:
- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean’s approval.
- Please note that you will be able to link your CONNECT (MyCarleton) account to other non-CONNECT accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CONNECT address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting https://portal.carleton.ca/
PROFESSIONAL HIGHLIGHTS

Sessional Professor, Telfer School of Management, University of Ottawa
Sessional Professor, Sprott School of Business, Carleton University
Highly acclaimed lecturer actively teaching final-year MBA candidates at both universities in the areas of power & influence, leadership / management and high-performance team development. The only professor invited to teach on leadership concurrently at both Schools. A recent Capital Educators Award nominee (2011) and Professor of the Year (Sprott MBA Society; 2012).

President, Strategic Solutions (Ottawa)
A referral-only consulting practice specializing in training / management projects relating to a proven expertise in governance, strategy, organizational strength and leadership development.

Chair, Board of Directors, Ottawa Chamber of Commerce
Led the 1000+ member Chamber through a multi-year revitalization of its operations, governance structure and strategic outlook

Regional Vice-President – Manulife Financial
Prior to early retirement from a 30-year, award-winning career, was responsible for the multi-billion dollar distribution of banking, insurance, securities and investment products and services – through a network of over 2,000 financial intermediaries – to high-net-worth retail and corporate customers across 6 provinces. Company and industry award-winning leadership provided to multi-discipline support teams that included lawyers, accountants, technology consultants, educators, business development managers, compliance officers and marketing managers

Governance Roles
Chair, Board of Directors, Ottawa Chamber of Commerce
Member, Advisory Council, Telfer Career Centre
Chair, Board of Directors, Ottawa Regional Cancer Foundation
Chair, Provincial Corporate Campaign - Manulife (The United Way)
Corporate Representative, Market Conduct and Business Ethics Tribunal, Financial Services Commission of Ontario
Chair, Manulife Field Executive Advisory Council
Chair, Board of Trustees, Kiwanis Medical Foundation

Professional Designations
MBA: Masters of Business Administration, Dalhousie University, Halifax
BA:   Bachelors of Arts in Clinical Psychology, Concordia University, Montreal
FICB: Fellow, Institute of Canadian Bankers
FLMI: Fellow, Life Insurance Management Institute (International)