



**BUSI4601 E Business Ethics**  
Winter 2025

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| <b>Professor</b>   | Rumaisa Shaukat, PhD., CHRP., CHRL., CCMP™.   |
| <b>E-Mail</b>  | rumaisa.shaukat@carleton.ca<br>For any email query, in the subject column write your course codes.  |
| <b>Class Times</b>   | Wednesday 6:05 - 8:55pm   |
| <b>Modality:</b>   | In Person   |
| <b>Website:</b>  | Brightspace will be the main Platform for this course. All assignments will be submitted online but <b>exam will be in person.</b>  |
| <b>Prerequisite &amp; Precludes</b>  | Precludes additional credit for <a href="#">BUSI 4705</a> .<br>Prerequisite(s): fourth year standing B.Com. Note that B.Com. concentration in International Business students require <a href="#">BUSI 4705</a> . |
| <b>In order to stay updated with important notifications and announcements from Carleton University, please download the Carleton University App. This will ensure you receive timely information regarding your courses and other university-related updates throughout the term.</b> |   |

**Course Calendar Description** (from the [2024/2025 University Calendar](#))

Use of ethical reasoning to analyze business decisions. The ethical content of these decisions.  
The role of ethics in business situations. Practice in ethical reasoning. Major ethical systems.

**Course Explanation!**

The overall performance of an organization depends to a significant extent on the behaviour of its management with respect to ethical issues: failure to attend to such issues can produce very undesirable – even disastrous – results. As a result, business ethics and corporate social responsibility have become very salient topics to business practitioners and the general public. We have all read or heard about many instances of unethical behaviour by business people and the negative implications of such behaviours for the firms where they work: ethically questionable activities of managers at a wide variety of organizations have had profound effects on companies, employees, shareholders, and a wide variety of other stakeholders. The vast majority of ethical issues in organizations, however, do not get discussed in the media. All of us, in our working lives, face ethical issues on a regular basis, whether or not we notice them. This course is designed to facilitate the recognition of ethical issues, decision-making about ethical issues, and adjustment of organizations to promote ethical behaviour.



## **Drop Course Policy**

The deadline for academic withdrawal follows the dates prescribed by Carleton University: <https://calendar.carleton.ca/academicyear/>

The deadline to drop this course with full fee adjustment is January 31<sup>st</sup>, 2025. The last day to withdraw from full fall courses is March 15<sup>th</sup>, 2025.

## **Course Learning Objectives**

What any individual learner takes away from an exploratory-based course is, of course, highly variable. The main objectives of the course are to:

1. Enhance the student's understanding of the importance of ethics in business
2. Enhance the student's understanding of social/ethical performance of organizations and its role in maintaining good financial performance
3. Enhance the student's ability to recognize and identify ethical issues
4. Enhance the student's ability to use ethical principles to reason toward satisfactory solutions to ethical dilemmas
5. Enhance the student's ability to "manage for ethics" in organizations

## **Student Responsibilities**

To gain the maximum benefit from this course, it is recommended that you:

- Take an exploratory attitude toward this course, keeping an open mind about CSR issues when viewed from multiple perspectives.
- Imagine how CSR issues are viewed by each relevant stakeholder.
- Empathize with stakeholder concerns to appreciate the emotional intensity that energizes their reactions to corporate actions.
- Form your own opinions, while being willing to listen to the views of others.
- Undertake pre-class assignments in a timely manner to maximize your in-class learning.

## **Important Course Expectations [carefully read especially point # 8 below]**

1. **Course Pedagogy** This course is designed to be delivered for people attending in person only. Brightspace will remain the primary medium as all course assignments will be submitted online. Weekly assignments and activities will be posted online within weekly modules and are designed to be viewed asynchronously by all students [well before in person on campus sessions]. **The final exam will be in person only. Final exam date and time will be announced once determined by the examination office.**
2. **Intellectual Property** All materials prepared by the course professor, including PowerPoint slides, class handouts and exam papers, are protected by copyright. Copying, photographing, scanning, sharing, or posting any of the material elsewhere is therefore a violation of copyright and is illegal and will have serious consequences. No exceptions!
3. **Emails:** I communicate with students through their student email accounts. It is your responsibility to check your emails as I will be sending important messages through this medium. Be professional in your email communication (read separate instructions below) I usually check emails once a day. Please email me again if you do not receive a reply within 2 working days; there is always the possibility of problems with electronic

messaging. I will not send grades or otherwise private student information (group member's email etc) via email. Assignments will not be accepted via email unless precisely requested. Always identify the course number and section in the Subject line. Please use proper greetings. You can refer to your instructors as "Professor X" or "Dr. X." Any other title (Ms., Mrs., Miss, or Mr.) is less appropriate given the classroom context. As business students, it is imperative that you learn to use proper titles. Always sign your email with your first and last names and include your student number.

4. **Active Participation.** Students are expected to attend lectures, take notes, and participate during class sessions. Students are expected to maximize their own learning by actively preparing for all activities posted within weekly modules on Brightspace. This includes participation in class discussion and overall interacting professionally and ethically with classmates and with the instructor. Please see **Appendix IV "Guidelines for in class Discussions"**.
5. **Group Ethics.** You will be part of a group requiring your involvement and input, doing your part on time and staying in touch with your team is something that you owe to your fellow group members. Therefore, punctual attendance to sessions online and regular communication with your team are strongly recommended. Please see **Appendix VIII** for some survival tips. You will be also submitting peer evaluations (Appendix 5) and "who did what letter for all case studies, Topic report and the final project. Please see page 7 for more details. Keep in mind, individual grades will be adjusted based on peer evaluations. Not submitting peer evaluations/who did what statements will result in a grade of zero for that particular assignment.
6. **Follow Assignment Instructions.** Carefully read the instructions for your written assignments described in the course outline. **On Brightspace, I will create folders for each submission with guidelines copied from your course outline again.** Always use a title for your work. Strictly, follow the instructions regarding page limit/font size/margins for your written submissions. In any case, do not exceed the required standard page limits for all submissions. Format for written submissions should follow the American Psychological Association (APA) Publication Manual (6<sup>th</sup> or 7<sup>th</sup> Edition).
7. **Cheating, Plagiarism, and Other Instructional Offences** are not tolerated and can have severe penalties (please see the statement on plagiarism in the Spratt School attachment). For additional help, you are strongly encouraged to consult the document "Paper Formatting & Documentation Guidelines", on the Spratt website at Academic Programs \_ Useful Links \_ Paper Writing Guidelines.
8. **Deadlines and Penalties for Late Submissions.** All assignments including peer evaluations and who did what statements will be due online, **no email submissions will be accepted.** All deadlines need to be respected, and exceptions will be granted only in extraordinary cases. No make-up case study, no make-up assignment. Submission of late assignments requires the prior consent of the instructor otherwise the penalty on late assignments (Personal Incident Paper, Topic Report and CSR Report) is a grade loss of 10% per day up to a maximum of 3 days, after that assignments will not be accepted. Penalty on late case studies is a grade loss of 10% per hour up to a maximum of 3 hours, after that case studies will not be accepted. **There will be no extensions on peer evaluations and who did what statements. Please Carefully Note**
  - a. Computer failure, printing problems, work for other classes and many other excuses are not acceptable.

- b. **You may not miss a day when you are scheduled for presentations or the exam.** Except under unusual circumstances, you have 24 hours from the time you miss your exam to contact your department about your absence. **Students who are unable to write the final examination because of a serious illness/emergency or other circumstances beyond their control may apply for accommodation directly to the administration, please submit your requests with proper documents to your department.** If approved for a deferral exam, format, number of questions and difficulty level of the deferral exam can be different than the original exam as I do not use the same exam twice. **Keep this in mind before applying for a deferral exam.**
  - c. Do not send me last minute emails before any due assignment or presentations saying you were sick. **For most work, you have many weeks to complete it so I suggest not waiting for the last minute as anything can happen.** If anyone is seriously so unwell to do any work, then its expected they have sought proper medical help.
  - d. **Missing group work** [such as not showing up for presentation at the last minute] will result in a grade zero for the assignment in question. Those missing group work but with a medical note will do the entire project in question alone [because it won't be group work anymore so I can't let people submit a random part to earn full points]. Extra time will be awarded based on the details stated on the medical note submitted. **Without proper documentation, you will receive a zero for the missed submission.**
9. **Policy on Re-marking.**
- From time to time, students have legitimate concerns about marks they have received on a Cases and exams. If you feel that any paper handed back to you has not been marked appropriately for the work you have submitted, you do have recourse for re-marking. However, please note that to be eligible for re-marking, you must embark upon the following procedure within one week of the deliverable being handed back in class:
- a. Indicate in writing specifically what your concern(s) is (are). This does NOT mean that you simply say "I think I deserve more marks." You must clearly indicate where the marker made a mistake in his/her marking of the paper. In this regard, you must refer to the class notes, excerpt in the textbook, etc., supporting your claim.
  - b. After completing #1 above, you must email your comments back to the TA within one week of the paper being handed back in class. If you did not pick up the paper when it was handed back, you still have only 1 week from the original hand-back date to request a remark.
  - c. If a deliverable is not resubmitted following the above guidelines, the TA will regard the mark as originally assigned to be the final mark for that deliverable. **NO MARKS will be changed at a later date.** It is important to note that the TA reserves the right to remark the entire paper in question and to either leave the mark as is or to change it positively or negatively as required.

### **Required Text:**

Ferrell, O. C., Fraedrich, J., & Ferrell, L. (2019). *Business Ethics: Ethical Decision Making & Cases*, 12th Edition. Cengage Learning/Nelson Education. ISBN: 9781337614436 (e-book is \$80 cheaper).

Additional supporting readings may be identified by the professor from time to time and posted on Brightspace as either required or suggested. Students are encouraged to regularly consult Brightspace for supplemental resources.

### **Student Deliverables and Grading Scheme:**

The class will be asked to divide into groups of not more than 4 students for completion of group tasks. Further information on effective group formation and processes will be posted on Brightspace. The grade for the course will be computed based on the following weightings:

#### Group Work:

|                                    |     |
|------------------------------------|-----|
| Group Topic Analysis Presentations | 10% |
| Group CSR Critique Presentations   | 20% |
| 4 Group Case Studies               | 20% |

#### Individual Tasks:

|                         |      |
|-------------------------|------|
| Online Participation    | 10%  |
| Personal Incident paper | 10 % |
| Final Exam              | 30%  |

### **Important to Note:**

1. All due dates are within the course agenda pages 10-11.
2. With each required assignment, I will post pointers in the online weekly modules (copied from your course outline) related to what is due on the due date. Please make sure to read the course outline and instructions online for each submission in each relevant folder!
3. **All assignments are due online & should be either in word or Pdf file. No Email submissions regardless of the reason.** The downloadable MS Office desktop software suite is available for you at no charge while you have student status at Carleton. Check this link. <https://carleton.ca/its/ms-offer-students/>
4. **Important Note on Groups:** You will be required to form groups of a maximum of 5 students (dependent upon class size, *exceptionally* a group of 6 may be permitted or a student without a group may be assigned to a group, all at the professor's discretion). These groups will collectively carryout group assignments: Case studies, topics analysis report and the CSR critique report. **If you want to be in a team especially of your own choice, attend classes and especially the first class.** I will not put anyone in a team or help them find a team if they are not physically present to join a team. **After the 2<sup>nd</sup> session, I will not be making any changes unless teams approach me with group issues.**

Group is expected to *self-govern* to ensure the quality of all deliverables, independently resolving any conflicts within the group. You are required to take team membership seriously. If some members of a team are not pulling their weight (i.e., free-riding), one or more members of the team should encourage the free-rider(s) to work harder by suggesting how each member can specifically contribute to the team's work (such as everyone in the team having a distinct set of tasks to fulfill) and, when appropriate, by suggesting deadlines by which each member should hand something in to the team. If this does not work, one or more team members should alert the

professor who will then take the necessary steps to resolve the situation and potentially penalize the free-rider(s). If you are experiencing trouble with a team member, **it is the team's responsibility to contact the professor before the date of the peer evaluations. Team problems that are brought to the professor's attention after the peer evaluation will not be considered. Please read more details on page 8 below.**

Please note your team reserves the right to kick you out of the team if you are not pulling your weight, in that case it is going to be your own responsibility to find another group, not professor's. I will not force anyone to keep anyone in their team. Its team's collective decision. If you are unable to find a new group, you would do all remaining group work alone and guidelines or requirements will NOT change.

### **Group Topic Analysis Presentation: 10%**

There are many ethic topics of importance to specific industries, stakeholders, or issues that a business ethics course could address. Rather than focusing on an overview of all aspects, this course will select a sub-set of topics that are of particular concern to the class. Each group will select a unique topic and must obtain approval of the topic from the instructor. Some Example topics are below. You can propose a different one as well but get an approval from me before you start working on a topic.

- Ethics of financial transactions
- Ethical issues in hiring
- Ethical issues in employee discipline
- Compensation and ethics
- Employment equity and ethics
- Diversity and Ethics etc.
- Employee harassment and Ethics
- Discrimination against (a specific group) and ethics

The topic presentations consists of:

1. a brief introduction of the issue,
2. a short sample case (from media or from your work place) exemplifying the topic.

Case should make the reader see the topic you chose is a real-life issue.

3. then presenting a realistic and doable framework or ideas/suggestions for addressing the case using the knowledge you have about ethics in general and based on what you learned in the course up to that moment.

Group's slides submission (its not an individual assignment) is required on Brightspace within the class time on the day its due. Final submission should include a title slides with your team's names, group number, and a slide with references). **Note:** You could choose a case from your textbook as well, there are many cases for you to look at. **\*\*There will be no changes in presentation dates or alternate dates for the slide's submission. If you didn't present on the day you are scheduled to present, your mark will be an automatic zero\*\*.** See **Appendix VII** for more details on this assignment.

### **Group CSR Critique Presentations: 20%**

Each group will select a unique CSR or Sustainability published report (where there are condensed versions or executive summaries, it is the full report that should be used) of a public firm and must obtain approval of the selection from the professor. The published report must be the latest available and the link or copy thereof be submitted with the request for approval. To avoid a concentration within an industry group, you are encouraged to talk to the professor



because subsequent requests for similar firms will not be accepted. **\*\*Approvals will be based on first come first serve basis\*\*.**

Groups will submit their slides with page notes of their findings on the due date (see course agenda section, for your group’s presentation date, check Brightspace). Group’s slides submission (its not an individual assignment) is required on Brightspace within the class time on the day its due. Final submission should include a title slides with your team’s names, group number, and a slide with references). **\*\*There will be no changes in presentation dates or alternate dates for the slide’s submission. If you didn’t present on the day you are scheduled to present, your mark will be an automatic zero\*\*.** See **Appendix VI** for more details on this assignment.

**Four Group Cases (5% each; for a total of 20% of your term mark)**

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| <p><b>Content</b></p>                               | <p>Cases will be made available in advance and posted within the weekly module/folder. For each case, I will assign you specific questions. Before the session, read the assigned case study, highlight important aspects and be ready to contribute to the group discussion before collectively answering each question. Do not divide questions among team members. You all need to work on each question collectively. You could create group on your chosen social media to discuss among yourselves. Answer the assigned questions using material recommended for that case (as well as material taught in any other previous classes, <i>if you feel it is also applicable – but please don’t just dump indiscriminately</i>).</p>  |
| <p><b>Marking</b></p>                               | <p>You will be expected to support your responses to the questions by providing examples from the case and/or citing areas of scholarly support (course material) for your position taken, where applicable. Please note (!). All questions are weighted equally; unless question weights are indicated on the question sheet for either case study.</p>  |
| <p><b>Format</b></p>                                | <ol style="list-style-type: none"> <li>1. Typed Double-spaced, maximum 5 pages, 12 font size with Times New Roman is preferred.</li> <li>2. Point form is acceptable (and preferable to verbosity!) as long as you’re coherent and your thoughts are complete.</li> <li>3. <u>Cover Page</u>: Be sure to include a cover page listing (a) your group number, (b) the case number, and (c) the names of all group members <i>who were present to work on the case that day</i>. Not doing so could adversely affect your grade.</li> <li>4. Statement of integrity form</li> <li>5. Individual peer evaluation forms (Read below on Peer evaluations)</li> <li>6. Format for written submissions should follow the American Psychological Association (APA) Publication Manual (5<sup>th</sup> Edition).</li> </ol>  |
| <p><b>Submission &amp; Timing Requirements:</b></p> | <p>Submission must be done <b>at least 10 minutes before the END of class on due dates</b> (see Course Schedule in this course outline). Late submissions will <u>not</u> be accepted. There will be time limit added to online folders so if you are late, you will not be able to submit after the time limit has passed. <b>No Email submissions are acceptable.</b> To manage your workload, if you want to submit cases a few days in advance that is allowed. <b>Please keep in mind</b></p> <ol style="list-style-type: none"> <li>1. As a team, you can only upload only one file so make sure all required documents are attached as one file.</li> <li>2. Even if one person is assigned the task to make submission on behalf of the team, rest of the team still needs to check to make sure correct submission was made on time. Do not email me afterwards saying it was miscommunication and no one submitted assuming other members would do that or it was a wrong file!</li> </ol> <p><b>What you need to submit on the day of submission:</b> <b>[All as one file entitled “your group number &amp; Case Study #].</b></p> <ol style="list-style-type: none"> <li>1. A cover page with your names, student numbers and case study number and title. Use sample cover page posted.</li> <li>2. A statement of integrity form sign by all those who worked on the assignment.</li> <li>3. <b>No peer evaluation forms due with each case, you would do one peer evaluation for all 4 cases which will be due with case 4. There will be a submission folder for this submission. Keep</b></li> </ol> |

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|  | <p>track of your team members' performance on all cases, and use only one form to evaluate each member, <b>Do not evaluate yourself.</b> Please do alert the professor via email if any team member is slacking off and not contributing and that member's grade will be adjusted accordingly.</p> <p>4. Please note your team reserves the right to kick you out of the team if you are not pulling your weight, in that case it is going to be your own responsibility to find another group, not professor's. If you are unable to find a new group, you would do all remaining group work alone and guidelines or requirements will NOT change.</p> |
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**Mandatory Peer Evaluations and “Who did What Statements”: Read this section very carefully!!!**

Recognizing that not all participation in every group meets with expectations, students are asked to participate in the assessment process by attributing grades to their group members for their contributions to the ALL group deliverables (i.e. 1 peer evaluation for all case studies; one for the topic assignment; and one for the CSR assignment).

**For peer evaluations,** use only the original Peer evaluation form attached with the course outline (no hand written evaluations or different forms will be accepted). Peer evaluations are supposed to be confidential so please do it in private. *None of the students will have access to these forms after the submission. This evaluation is strictly confidential; all forms will be destroyed at the end of the semester.*

**Deadline:** Due with the final case study, with the topic presentations slides, and last with the final project slides.

- Not submitting Peer evaluations and who did what statement (when it is due) means you didn't do anything for the project and hence the grade of zero will be awarded to that particular individual. **No late submissions will be accepted. No Email Submissions either.**
- Please note, peer evaluations can effect your mark so do not assume, you have the same mark as your team members. For example if your teams gives you a 3/5 and group has 5/5 on an assignment, your mark would be 3/5 not 5/5. So make sure you participate and produce good quality work.
- I will be making grade adjustments at the end of the term. Keep proof of your contributions if you want to contest peer evaluation adjustment, I will not accept empty claims such as “I did all what I was supposed to etc etc”, I would need proof such as google doc additions, chats, emails etc just to name a few.

**On “who did what letter”** explicitly write each member's name and what exactly he/she did for the both project presentations. I will cross check each member's submission and if needed will call the group to verify if there is any inconsistency. This is an opportunity for you to give credit to exceptional team member and explain any issues you had with the slacker/s in your group. I take peer evaluations and the letter very seriously. I will adjust mark for slackers according to the peer evaluations and who did what letters.

**Deadline:** Due twice during the term, first with the topic presentations slides, and last with the final project slides. Write this at the end of the same peer evaluation form, no separate document required.

**Individual Personal Incident paper 10 %**

For this assignment, you are required to identify an ethically questionable behaviour or decision that you have encountered (preferably in your work or school life), and describe briefly the ethical issues and basic ethical principles associated with that behaviour or decision. This



assignment should be a maximum of three double spaced pages in length. Attach Appendix I with this submission.

In this Paper:

1. identify an ethically questionable behaviour or decision that you have encountered (preferably in your work or school life) you could pick an unethical behaviour you observed as well.
2. briefly describe the ethical issues and basic ethical principles violated/associated with that behaviour or decisions you made or others made.
3. how you could have handled the same situation given you know more about ethics now and a proper Conclusion.

### **Final Exam:**

The final exam (worth 30%) will be approximately 2 hours long, closed book. All topics covered in the course will be included in the final, although the emphasis will be more heavily on what I covered in slides and discussed during class sessions. The date of the final will be determined by the Undergraduate Office later in the semester. The format of the exam includes **MCQs and short answer type of questions** [e.g., Exam might include 85-100 MCQs and 3-4 short answer type of questions with multiple parts and you would answer all MCQs and 3 short answer questions [with all associated sub questions] out of the 4 questions posted. **For details, carefully read information within the final exam module and announcement section on Brightspace**]. I always update online modules with updates.

**IMPORTANT!!** There is a fair chance, the final exam will be held during regularly scheduled course time. You must be present to write this exam during the scheduled time, No make-up tests will be scheduled for anyone missing the exam. The only valid excuse for missing the exam is for medical reasons or death in the family and must be documented with a medical certificate. Any other reason (such as travel, etc...) will not be considered. If you miss the exam for a reason that is not deemed as legitimate, your exam mark will be zero.

### **Participation On-Line: 10%**

**A mark of 10%** is yours to earn by posting “Reflections after Reading (in total 5).” Reflections may come to your mind after reading a news item. This is like a blog. You can submit reflection during any of the weeks when there is a lecture and readings assigned. You could pick any 5 lectures [pick a specific concepts out of each lecture to talk about, **do not pick case studies or ethical dilemmas discussed during the class**, or that entry will earn zero. Also keep in mind I do not want summaries of my lectures or general commentary on the lecture either).

After reading chapter/listening to my lectures, you must link it to an external reading or a resource. What you have learned in the lecture or in the book might trigger an interesting question in your mind so start with that. Such reflections often lead to a deeper understanding of how a concept from the course can be applied to view a news item differently/intelligently! A news item you are linking lecture concept must have appeared on WWW in English in a *bona fide* news publications (e.g. Citizen, Globe and Mail, McLeans, New York Times, The Economist...). If not, scan the item—making sure the date of publication shows. The reflection item must not be more than 3 years. The posts should not be more than **200 words** long. Your link to the chosen external source should be with the associated reflection or you would lose half a point for that entry.

Weekly contributions made over the span of the term will be evaluated toward the end of the term as I have to structure my work. **A sudden flurry of submissions—often attempted toward the end of the term—will not be accepted and evaluated.** **I will strictly monitor the date and time of submission every**

week. If the submission is after that week's due date and time (please see course agenda on next page), I will not count it as a valid submission. No exception!

**\*\*As this is participation mark, for each mark you have to sweat a little more than normal sweating you do for a mark in the course. That is the quality and quantity will be assessed more critically than other submissions. Note: \*\*no grade appeal or request for re-evaluation will be accepted\*\*.**

**Note:** Try submitting at least one reflection before January 22<sup>nd</sup> as I will be giving feedback on first entries the weekend following January 22<sup>nd</sup>. Use that feedback to improve your remaining entries.

**You would receive feedback and mark on all online participation assignment anytime between March 19th to April 2<sup>nd</sup>, not before that.**

### Course Schedule

**Deadline for all assignments [excluding online reflections that are due by 11:59pm on due dates] is the end of our class session [for everyone]!** Lecture slides will be posted many weeks in advance so go through those asap and make sure to submit reflections before deadline. Always check weekly module for in-class activities planned for in person sessions. **Lectures are in person but all assignments are due online!**

| Section B  | Topic/Agenda  | Chapters and Due Dates  |
|--|---|---|
| January 8  | Introductions, positioning of the ethics of business, I will make groups for all group assignments.                           | Overview of the course and assignments; Make yourself familiar with the course expectations and due dates. Mark your calendars with all due dates.  |
| January 15   | The Importance of Ethics; Stakeholder Relationships, Social Responsibility, and Corporate Governance                          | Chapters 1-2<br>[Online Reflections for Ch 1-2 are due by 11:59pm].   |
| January 22   | Emerging Business Ethics Issues; The Institutionalization of Ethics   | Chapters 3-4 Watch the Video: Social Business, link posted online!<br>[Online Reflections for Ch 3-4 are due by 11:59pm] <b>*Case Study 1 Due *</b><br><b>Topics for Report Due for Approval, see what you need to submit on Brightspace within this week's module!</b> |
| January 29   | Ethical Decision Making   | Chapters 5<br><b>*Case Study 2 Due*</b><br>[Online Reflections for Ch 5 are due by 11:59pm] <b>CSR project outline due</b>  |
| February 5<br><b>Slides are due for all teams are due today regardless of their presentation date. Groups 1-5 will present today</b> | Utilize all Readings<br>[Carefully check when is your group presenting, this will be posted online within this week's module] | <b>Topic Presentations slides are Due for all Teams:</b><br><b>**Everyone will Individually submit Peer evaluations and who did what statement (as instructed online) for the Topic presentations. You have until Feb 12<sup>th</sup> 9:00pm to do that.</b>            |
| February 12<br><b>Groups 6-10 will present today</b>   | Utilize all Readings<br>[Carefully check when is your group presenting, this will be posted online within this week's module] | <b>**Everyone will Individually submit Peer evaluations and who did what statement (as instructed online). You have today until 9:00pm to do that.</b>  |
| February 19<br><b>Study Break</b>  | Use this session to work on upcoming assignments.   | No Assigned Readings  |

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| February 26   | Individual Factors: Moral Philosophies;<br>Organizational Factors: The Role of Ethical Culture and Relationships  | Chapters 6-7<br><b>*Case Study 3 Due*</b><br>[Online Reflections for Ch 6-7 are due by 11:59pm]  |
| March 5   | Developing and Effective Ethics Program;<br>Managing and Controlling Ethics Program;  | Chapter 8-9<br><b>**Personal Incident paper due**</b> [Online Reflections for Ch 8-9 are due by 11:59pm]   |
| March 12  | Globalization of Ethical Decision Making;<br>Ethical Leadership;  | Chapter 10-11<br>[Online Reflections for Ch 10-11 are due by 11:59pm] <b>*Case Study 4 Due with peer evaluations for all cases*</b> on Brightspace (as instructed above).  |
| March 19  | Sustainability: Ethical and Social Responsibility Dimensions<br>&<br><b>Final Exam Review:</b> <i>Within first three weeks in Sep, I will post sample exam questions on Brightspace within Final Exam Module!!!</i> | Chapters 12<br><b>** CSR project slides are due before 2:30pm for all teams.</b><br>[Online Reflections for Ch 12 are due by 11:59pm] (Final Exam week is Dec 10-22).<br>Details on your final exam date-to follow) <i>Final Exam will be Cumulative, it will cover material covered throughout the term. Make sure to check Final Exam module online.</i> |
| March 26<br><b>CSR Slides are due for all teams today regardless of their presentation date. Groups 6-10 will present today</b> | Utilize all course Material<br>[Carefully check when is your group presenting, this will be posted online within this week's module]  | CSR Project Presentations<br><b>**Everyone will Individually submit Peer evaluations and who did what statement (as instructed online) for the CSR presentations. You have until April 2<sup>nd</sup> 9:00pm to do that.</b>   |
| April 2<br><b>Groups 1-5 will present today</b>   | Utilize all course Material<br>[Carefully check when is your group presenting, this will be posted online within this week's module]  | CSR Project Presentations<br><b>**Everyone will Individually submit Peer evaluations and who did what statement (as instructed online). You have today until 9:00pm to do that.</b>  |

**Contribution to Learning Goals of the Program (BCom, BIB):**

| Program Learning Goal  | Competencies Not Covered | Competencies Introduced (only) | Competencies Taught But Not Assessed | Competencies Taught and Assessed |
|--|--------------------------|--------------------------------|--------------------------------------|----------------------------------|
| <b>CHECK (X) ONE PER ROW</b>   |                          |                                |                                      |                                  |
| <b>BC1 Knowledge</b><br><i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>   |                          |                                |                                      | X                                |
| <b>BC2 Collaboration</b><br><i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i> |                          |                                |                                      | X                                |
| <b>BC3 Critical Thinking</b><br><i>Graduates will be discerning critical thinkers, able to discuss different viewpoints,</i>   |                          |                                |                                      | X                                |

|  |  |   |   |  |
|--|--|---|---|--|
| <i>challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i>        |  |   |   |  |
| <b>BC4 Communication</b><br><i>Graduates will be effective and persuasive in their communications.</i> |  | X |   |  |
| <b>B15 Global Awareness (BIB ONLY)</b><br><i>Graduates will be globally-minded.</i>                    |  |   | X |  |

**ADDITIONAL INFORMATION**

**Course Sharing Websites**

Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

**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.

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  | B+ = 77-79  | C+ = 67-69  | D+ = 57-59  |
| A = 85-89    | B = 73-76   | C = 63-66   | D = 53-56   |
| A - = 80-84  | B - = 70-72 | C - = 60-62 | D - = 50-52 |
| F = Below 50 |             |             |             |

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

**Academic Regulations**

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 Accommodation**

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website ([students.carleton.ca/course-outline](http://students.carleton.ca/course-outline)).

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

### **Pregnancy Accommodation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### **Religious obligation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### **Academic Accommodations for Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. [carleton.ca/pmc](https://carleton.ca/pmc)

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [carleton.ca/sexual-violence-support](https://carleton.ca/sexual-violence-support)

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)

### **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 co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. **For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.**

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: <https://carleton.ca/registrar/academic-integrity/>.

### **Sprott Student Services**

The Sprott Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at [bcom@sprott.carleton.ca](mailto:bcom@sprott.carleton.ca) or at [bib@sprott.carleton.ca](mailto:bib@sprott.carleton.ca).

### **Centre for Student Academic Support**

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: [carleton.ca/csas](http://carleton.ca/csas).

### **Important Information:**

- Students must always retain a copy of all work that is submitted.
  - All final grades are subject to the Dean's approval.
  - 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 CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://carleton.ca/its/get-started/new-students-2/>
-





**Appendix II**

**Personal Ethics Statement Concerning Group Assignments**

**Group Assignment:**

The University Senate defines plagiarism in the regulations on instructional offenses as: “to use and pass off as one’s own idea or product work of another without expressly giving credit to another.”

We declare that the work submitted herewith is our work. All sources have been referenced in the footnotes and listed in the bibliography. This work has not been shared with anyone outside this group. This work is the intellectual property of each of the group members and will be returned to any one of the group members to be shared with the other group members.

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Date

*Instructional offence cases must be communicated to the Associate Dean, MBA programs, who then refers the allegation to the Associate Dean, Faculty of Graduate and Postdoctoral Affairs; individual solutions are not permitted.*

### Appendix III

#### **Quick APA Guide: Examples of APA reference format (according to 6<sup>th</sup> Edition)**

##### **Journal Reference:**

Akmal, T., & Miller, D. (2003). Overcoming resistance to change: A case study of revision and renewal in a US secondary education teacher preparation program. *Teaching & Teacher Education, 19*(4), 409-420.

##### **Book Reference:**

Apps, J. W. (1994). *Leadership for an emerging age: Transforming practice in adult and continuing education*. San Francisco: Jossey-Bass.

##### **Book Chapter Reference:**

Cobb, A. T., Wooden, K. C., & Folger, R. (1995). Justice in making: Toward understanding the theory and practice in organizational change and development. In W.A. Pasmore & R. W. Woodman (Eds.), *Research in Organizational Change and Development* (pp. 243-295). New York: JAI Press

##### **Book Editions:**

Friend, M., & Cook, L. (1996). *Interactions: Collaborative skills for school professionals*. (2<sup>nd</sup> ed.). White Plains, NY: Longman.

##### **Internet Article:**

Bolognese, A. F. (2002). *Employee Resistance to Organizational Change*. Retrieved May 13, 2004 from <http://www.newfoundations.com/OrgTheory/Bolognese721.html>

##### **Dissertation reference:**

Bean, C. J. R. (2003). Framing and sensemaking in organizational change: The experience of nomadic work. [Dissertation Abstract] *Dissertation Abstracts International, 64*(2- A), 564US: Univ Microfilms International.

##### **Same Authors in same year:**

Dent, E. B., & Goldberg, S. G. (1999a). Challenging “resistance to change”. *Journal of Applied Behavioral Science, 35*(1), 25-41.

Dent, E. B., & Goldberg, S. G. (1999b). Resistance to change: A limiting perspective. *The Journal of Applied Behavioral Science, 35*(1), 45-47.

##### **Text Citation:**

1. Author's last name and year of publication [E.g., Bolognese, (2002)]
2. For direct quotations, author's last name, year of publication and page numbers. E.g., (Bolognese, 2002, p. 12) or Bolognese (2002) claims, “.....” (P. 12). For more than one page (Bolognese, 2002, p. 12-15) or Bolognese (2002) claims, “.....” (P. 12-15).
3. If you are just borrowing an idea from a text then simply write author's last name and year of publication. E.g., Bolognese, (2002) states....

4. For quotation containing more than 40 words, indent and single-space the whole quotation.
5. If you have more than one author. For the first time, write last names of all authors and year of publication. For second time text citation, use Cobb et al., (1995)...
6. If you are supporting a claim with more than 2 references, then quote authors in an alphabetic order after your claim. E.g., (Hinings& Greenwood, 1988; Lewis, 2002; Prochaska&Prochaska, 1999; Vallas, 2003; Zell, 2003).

**Levels of Heading:**

- CENTERED UPPERCASE HEADINGS **Level 5**
- Centered Uppercase and Lowercase Headings **Level 1**
- Centered, Italicized, Uppercase and Lowercase Headings* **Level 2**
- Flush Left, Italicized, Uppercase and Lowercase Side Heading* **Level 3**
- Indented, italicized, lowercase paragraph heading ending with a period* **Level 4**

## **Appendix IV**

### ***Guidelines for in class Discussions***

1. Everyone who is here has the right to be here and to participate. Everyone who is here brings experience and knowledge that makes their participation valuable.
2. Everyone has the right to be silent, i.e. "To pass" in answer to a question. Remember that some topics may be more difficult or painful for some than for others.
3. Be aware of how your participation affects the participation of others. Your words, your tone of voice, your body language, the amount that you talk, all affect others.
4. Remember that people's experience and knowledge vary. What you hold most dear may not be obvious or of value to others, and vice versa.
5. Actively listen. Reflect back to people what they are saying, even as you state your position.
6. Speak for yourself. Avoid speaking for others. Use "I" statements: "I think . . ."
7. Ensuring that everyone can participate is everyone's responsibility. Preventing someone from participating impoverishes the education of all.

## Appendix V

### *Peer Evaluation Form*

Please write a short narrative addressing the evaluatee's contributions before assigning a rating. Include in your narrative how many times the group met outside of class, how many meetings the evaluatee attended, whether the evaluatee made a serious effort to complete the assigned work before the group meeting, whether the group member attempted to make contributions in group project, whether the member was cooperative with the group effort, and whether the group member did all the readings before coming to the meetings.

|                |   |              |
|----------------|---|--------------|
| Excellent      | Carried more than her/his part of the load      | 5 points     |
| Very Good      | Consistently did what she/he was supposed to do | 4 points     |
| Satisfactory   | Usually did what she/he was supposed to do      | 3 points     |
| Marginal       | Minimally prepared and cooperative              | 2 points     |
| Unsatisfactory | Unprepared and uncooperative                    | 1 or 0 point |

Name of Evaluator: \_\_\_\_\_

Assignment Evaluated: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Student Being Evaluated: \_\_\_\_\_

Rating Scales: Rating: \_\_\_\_/5

Comments: \_\_\_\_\_

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Name of Student Being Evaluated: \_\_\_\_\_

Rating Scales: Rating: \_\_\_\_/5

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Rating Scales: Rating: \_\_\_\_/5

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Rating Scales: Rating: \_\_\_\_/5

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Name of Student Being Evaluated: \_\_\_\_\_

Rating Scales: Rating: \_\_\_\_/5

Comments: \_\_\_\_\_  
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*Note: None of the students will have access to these forms after the submission. This evaluation is strictly confidential; all forms will be destroyed at the end of the semester.*

## Appendix VI Additional guidelines for CSR Presentations

Your main goal is to find out, how well your chosen company has integrated the principles of CSR (i.e. environment, social, ethics, Human Rights, legal compliance etc) into their business **as reported in their CSR report not as reported in media**. Remember, CSR concept is closely connected with sustainable development, management, philanthropy and various forms of donations as well. Identify what your chosen organization mainly focuses on (e.g. a comprehensive focus on multiple aspects of CSR or just sustainability only). Evaluate and discuss the scope and legitimacy of your organization's chosen corporate projects for institutionalizing social responsibility including the level of responsibility the company claims for and relationship of CSR practices to company's financial performance.

**Some aspects to keep in mind while you analyze the CSR report! Don't use plain questions and answers to organize presentation. Be creative in creating headings.**

Start by introducing the company, reputation etc, and your overall impression on the quality and elements of the CSR reporting.

What is CSR reporting and why do you think it is important to the organization?

Who is the intended audience for this CSR report?

Does the CSR report provide details on CSR practices as well as policies?

Does the CSR report provide systematic data or just anecdotes?

Does the company report data in comparable format? (if its international/multinational? comparison with previous years or with other similar organizations)

Does the CSR report present future goals as well as past practices?

Does the CSR report include bad news as well as good news?

Does the CSR report address company's greatest challenges?

Does the company integrate CSR report with its traditional business strategy or with its financial reporting?

How could a reader look beyond a CSR report?

Anything else you learned about this company in particular that was an eye opener/lesson to be shared with your audience?

**Make sure to involve/engage the class in your presentation.**

**\*\*Please Read guidelines very carefully. Not following any of the instructions below could affect your grade\*\***

1. Maximum time available for presentation will be 30 minutes in total [25 minutes for presentations, remaining time will be used for any questions from the class or from the professor]. **Please note** that you are expected in fairness to your colleagues to respect the time allocation. Not doing so could adversely affect your evaluation. Utilize available time, do not rush through your presentation, and don't conclude abruptly. Without a proper introduction and conclusion you can lose marks.
2. Submit an electronic copy of (PowerPoint) presentation slides online on time [bring a USB with your slides, video links, activities, kahoot etc on it on the day of the actual presentation. Please remember you cannot submit more than one file online, carefully edit and submit an updated version. No one will be allowed to use any updated version on the day of actual presentation., and if you did so without my permission, you would lose 25% of your presentation mark. **Time taken by the team to set up their presentation/games/activities/kahoot etc is part of the allocated**

**30 minutes presentation time.** If you didn't follow any of these guidelines, you will lose 25% of your presentation grade. No exceptions. So plan ahead and prepare well in advance rather than waiting for the last moment.

3. In your first slide, your names, group number and topic should be very clear. In your emails, always include your group number if your inquiry is related to group project presentation or report.
4. Be on time, if it is your turn to present and one of your group members are not in yet, I will still ask you to move ahead and start presentation without that member.
5. Select presenters carefully. If you want to select one person to present or the whole group, I don't have an issue but keep in mind, presenter/presenters' performance will certainly affect everyone's grade. I would not accept reason such as: "we thought he/she would do great etc." carefully plan. Also if any member isn't presenting, they cannot just assume they can just decide not to show up, if the team wants them to be present on the day of team presentation, they have to be present otherwise absent members will have zero for the presentation. No exceptions!
6. There will be no changes in presentation dates. I will not change presentation dates or any due date for any last minute excuses, do not wait for the last minute and target getting work done in advance. **Please note: In case of 1 member presenting an excuse of being sick etc, remaining team members will still present/submit work as planned. The absent member will do the entire assignment/project/presentation in question (not just their individual part] alone and depending on the medical note, I will give that individual appropriate time to finish it on his/her own. No exception on this aspect. This is written under course expectations section, point # 8 as well.**
7. Please be professional during your presentations.
  - **Don't read** word by word from your script. **Do not use cell phones to read your notes.** Don't parrot PowerPoint either. You can use cue cards with key words and starter sentences.
  - **Carefully select the background and font color and size. Make it easy for your audience to follow you.**
  - **Don't use complete sentences or paragraphs in your slides.** Your voice should tell the story and the slides should only support it.
  - **Don't use effects,** such as texts that fly into the slide or ANY other disturbing transitions. Only use power point program for your slides.
  - Do not use any music.
  - **Don't use cute or unusual photos that are not illustrating exactly what you are talking about.** The interesting stuff should be in your content.
  - Do speak loudly enough to be heard by the entire audience, even those in the back row.
  - Don't walk in the class for no reasons. Make your movements and gestures purposeful. Do not stand in front of the screen.
  - Don't kick the podium; don't play with your hair, jewelry, pens, baseball caps and papers.
  - Don't put your hands in your pockets or on your hips and don't cross your legs while standing. I don't require presenters to wear professional attire but wear decent clothes suitable for an academic environment.
  - Avoid talking or laughing among each other while your members are still presenting.
  - Introduce your group members before starting your presentations.

**Appendix VII**  
**Additional guidelines for topic Project Presentations**

**The topic presentations consist of:**

1. a brief introduction of the topic/issue, make a case how and why your chosen topic is a real issue faced by organizations.
2. a short sample case exemplifying the topic for the audience to consider [consider corporate scandals as an example].
3. a realistic and doable framework or ideas/suggestions for addressing the case using the knowledge you have about ethics in general and based on what you learned in the course up to that moment.
4. a proper conclusion with key lessons learned, not just the summary of what you already presented.
5. involving/engaging the class in a dialogue. Carefully plan activities, using quiz questions is not the best approach for class engagement so be creative!

**\*\*Please Read guidelines very carefully. Not following any of the instructions below could affect your grade\*\***

1. Maximum time available for presentation will be 30 minutes in total [25 minutes for presentations, remaining time will be used for any questions from the class or from the professor]. **Please note** that you are expected in fairness to your colleagues to respect the time allocation. Not doing so could adversely affect your evaluation. Utilize available time, do not rush through your presentation, and don't conclude abruptly. Without a proper introduction and conclusion you can lose marks.
2. Submit an electronic copy of (PowerPoint) presentation slides online on time [bring a USB with your slides, video links, activities, kahoot etc on it on the day of the actual presentation]. Please remember you cannot submit more than one file online, carefully edit and submit an updated version. No one will be allowed to use any updated version on the day of actual presentation., and if you did so without my permission, you would lose 25% of your presentation mark. **Time taken by the team to set up their presentation/games/activities/kahoot etc is part of the allocated 30 minutes presentation time.** If you didn't follow any of these guidelines, you will lose 25% of your presentation grade. No exceptions. So plan ahead and prepare well in advance rather than waiting for the last moment.
3. In your first slide, your names, group number and topic should be very clear. In your emails, always include your group number if your inquiry is related to group project presentation or report.
4. Be on time, if it is your turn to present and one of your group members are not in yet, I will still ask you to move ahead and start presentation without that member.
5. Select presenters carefully. If you want to select one person to present or the whole group, I don't have an issue but keep in mind, presenter/presenters' performance will certainly affect everyone's grade. I would not accept reason such as: "we thought he/she would do great etc." carefully plan. Also if any member isn't presenting, they cannot just assume they can just decide not to show up, if the team wants them to be present on the day of team presentation, they have to be present otherwise absent members will have zero for the presentation. No exceptions!
6. There will be no changes in presentation dates. I will not change presentation dates or any due date for any last minute excuses, do not wait for the last minute and target getting work done in advance. **Please note:** In case of 1 member presenting an excuse of being sick etc, remaining team members will still present/submit work as planned. The absent member will do the entire assignment/project/presentation in question (not just their individual part] alone and depending on

the medical note, I will give that individual appropriate time to finish it on his/her own. No exception on this aspect.

7. Please be professional during your presentations.
  - **Don't read** word by word from your script. **Do not use cell phones to read your notes.** Don't parrot PowerPoint either. You can use cue cards with key words and starter sentences.
  - **Carefully select the background and font color and size. Make it easy for your audience to follow you.**
  - **Don't use complete sentences or paragraphs in your slides.** Your voice should tell the story and the slides should only support it.
  - **Don't use effects**, such as texts that fly into the slide or ANY other disturbing transitions. Only use power point program for your slides.
  - Do not use any music.
  - **Don't use cute or unusual photos that are not illustrating exactly what you are talking about.** The interesting stuff should be in your content.
  - Do speak loudly enough to be heard by the entire audience, even those in the back row.
  - Don't walk in the class for no reasons. Make your movements and gestures purposeful. Do not stand in front of the screen.
  - Don't kick the podium; don't play with your hair, jewelry, pens, baseball caps and papers.
  - Don't put your hands in your pockets or on your hips and don't cross your legs while standing. I don't require presenters to wear professional attire but wear decent cloths suitable for an academic environment.
  - Avoid talking or laughing among each other while your members are still presenting.
  - Introduce your group members before starting your presentations.

## Appendix VIII

### **Survival Tips for Working in a Group Project**

A lot of our students don't like to work in groups. Schedules can be hard to coordinate. Personalities sometimes clash. Some people work harder than others. Now that that's out of our system, let's face another reality: There is very little our students will do in the workplace that is not done in collaboration with others. As the corporate world continues to downsize, the ability to work as a member of a team is becoming increasingly important. Anyone who has had to coordinate students working in groups knows that the process often requires the professor to serve as a teacher, mentor, coach, and cheerleader. To help you through this rewarding and time-intensive experience, here are some group survival tips that you might find useful:

Remember the Golden Rule. Do unto others as you would have them do unto you. No matter how stressful the situation, treat one another with respect.

Do it now! Don't put something off until tomorrow. If you have the time, do it now. If you wait until you have enough time to tackle something from start to finish, you may never get started at all.

Trust is earned. If you say you are going to do something, then do it. Your word is your bond. If you don't keep your word, you have no right to expect others to keep theirs.

Act with purpose and conviction. The number of meetings each group holds doesn't determine success. It is determined by what is actually accomplished. Come to group meetings prepared to participate.

Feed off one another's strengths. Not everyone is good at everything. But everyone is usually good at something. Try to match tasks to talents.

Perception is reality. You may be a hard worker. But if you appear lazy to others, that is how the world will define you. Do yourself a favour: Don't forget to do work on creating a good image by showing good work ethics.

Use the buddy system. Work in pairs. Partners can encourage one another, bounce ideas off of one another, and check one another's work.

Editing The person who writes a piece of copy or types it into the computer should not edit that copy. Someone with a fresh pair of eyes should check for spelling, grammatical, and factual errors. So edit each other's sections in case you decided to divide work.

Back it up. To avoid last-minute disasters, save all computer data on at least two disks or USB drives.

"All-nighters" the evening before deadlines are not heroic. They are dangerous. Set interim deadlines and meet them. Allow the group ample time to edit and fine-tune documents. Waiting until the last minute is courting with disaster.

There is no "I" in "Team." What you say about others in your group is a reflection upon yourself. Try to build a team spirit. Don't undermine it.

Be a straight shooter. If you have difficulty with or are unsatisfied with the performance of a group member, it is your responsibility to voice those concerns to that individual privately before sharing them with others.

Take Notes. Do what most successful managers do: Keep a personal log of what was said by whom and on what date. In addition to keeping you on top of a dynamic process, you can document the performance of yourself and other group members.

Aim high. The best groups are those that place the highest expectations upon themselves.

Fair warning is better than no warning at all. If a deadline may be missed, the penalty is usually less severe when your professor is told of the problem before the deadline passes. This also holds true when dealing with members of your group. Don't surprise your group members and your professor!