

BUSI4705A Ethics and Cross-Cultural Interaction
Winter 2026
05-JAN-2026 – 05-APR-2026

Professor	Rumaisa Shaukat, PhD., CHRP., CHRL., CCMP™. RPT.
E-Mail	rumaisa.shaukat@carleton.ca For any email query, in the subject column write your course codes.
Office Hours	By Appointment only
Class Times	Tuesday 8:35-11:35am
Class Location	In person
Prerequisites	Precludes additional credit for BUSI 4601. Prerequisite(s): fourth-year standing in B. Com. (International Business Concentration) or B.I.B., and BUSI 2702.
Website:	Brightspace will be the main Platform for this course. All material covered in the class is potential exam material***
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.	

Course Calendar Description

Perceptions and behaviors that characterize interactions among individuals from various cultural backgrounds, with emphasis on ethical issues that may arise when business crosses cultural boundaries. Various systems, both organizational and individual, for dealing with contrasting expectations are discussed.

Course Description and Objectives:

The need to develop intercultural sensitivity has never been more apparent than it is today, especially in a society as multicultural as Canada's. Students examine belief and value systems and explore the challenges of living and working in a world where diversity and globalization are norms. In addition, 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. This course will look at perceptions and behaviors that characterize interactions among individuals from various cultural backgrounds, with emphasis on ethical issues that may arise when business crosses cultural boundaries. We will also examine decision making models, both organizational and individual, when faced with an ethical decision.

To achieve these specific learning objectives, we will consider some of the major approaches, theories, and empirical research that have influenced our thinking about the phenomenon of leadership. We will also explore and reflect upon what makes a good leader, how individual, relational, and contextual factors impact effective leadership, and how you personally fit into this vision of leadership.

Drop Course Policy

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

Pedagogical Approach:

This course uses an experiential, action learning approach. In particular, the course uses a combination of lectures, in class discussion questions, peer feedback, and team project to enhance your learning and development as an ethical leader with required intercultural communication competencies. The role of the instructor in this course is not simply to provide the answer, but rather to create an environment where you can individually and collectively explore, examine, and experiment with your own ideas. As such, much emphasis will be placed on active participation in class.

Important Course Expectations [carefully read especially point # 8 below as there will be no accommodation or exception].

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 and submitting all course work on time. This includes participation in class discussion and overall interacting professionally and ethically with classmates and with the instructor. Please see Appendix "*Guidelines for in class Discussions".*

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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 and regular communication with your team are strongly recommended. Please see Appendix VI for some survival tips. You will be also submitting peer evaluations (Appendix 1) and "who did what statement" for the group film analysis presentation slides. Please see page 9 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. Please 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 (6th or 7th Edition).
7. **Cheating, Plagiarism, and Other Instructional Offences** are not tolerated and can have severe penalties (please see the statement on plagiarism in the Sprott School attachment). For additional help, you are strongly encouraged to consult the document "Paper Formatting & Documentation Guidelines", on the Sprott 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. There will be no make-up assignment. Penalty on any late assignments (individual papers, presentation slides etc) is a grade loss of 10% per day up to a maximum of 3 days, after that assignments will not be accepted. There will be no extensions on peer evaluations and who did what statements because you have a few weeks to submit peer evaluations with "who did what statements. **Please carefully note the following:**
    a. All assignments are to be submitted on due dates. Computer failure, printing problems, work for other classes, job schedule and last minute excuses are not acceptable. I will not approve any extension requests without proper documentation to support your request. Start working on your assignments in advance and do not wait for the last minute.
    b. Same applies for team work, start early as a team, require each member to submit their part for the presentation at least 10 days before the presentation date and finally practice your presentation at least a week before your assigned presentation date. If any team member is unable to submit their part of the work and is not ready to participate in the practice presentation a week before the presentation, please alert the professor and that member will be removed from the team and placed with other students who were removed from their teams. These newly removed people will from a new team, prepare a new outline and present as a team on an assigned date by the professor.
    c. Missing group work [such as not showing up for presentation or notifying your team about your absence at the last minute] will result in a grade zero for the

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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 and time available in the course. Without proper documentation, you will receive a zero for the missed submission.

d. 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 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. In addition, deferral exam cannot be at your convenience but based on two factors. First, the date set aside for scheduled deferral exams by the department, and second, when I would be able to design the new deferral exam. Keep this in mind before applying for a deferral exam.

e. 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 you submit your work early if you feel signs of getting sick, and not wait for the last day/due time.** If anyone is seriously so unwell to submit any work, then its expected they have sought proper medical help. Late submission penalty will apply on any last-minute sick notes without medical document.

9. **Policy on Re-marking.**

From time to time, students have legitimate concerns about marks they have received on their work. 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.

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Required Text Book You are expected to complete all readings by the start of class for which they are assigned. Any additional Readings (if used) will be available on Brightspace.
Daft, R.L. (2022). The Leadership Experience, 8th Edition. CT: Cengage Learning. ISBN-13: 978-0357716304 [If older versions are cheaper [7th edition is okay too].

Methods Used to Evaluate Student Performance
Your overall course grade is a function of individual and group-based work. This method of evaluation simulates performance evaluation and feedback systems in "real world" organizations and reinforces the idea that leadership is both an individual and social process. Although there will be assignments throughout the course that are not graded, your course grade is based on the following components:

Individual Leadership Self-Assessment:	10%
Individual Leadership Development Essay:	20%
In Groups Film Analysis Presentation	20%
Midterm Exam	20%
Final Exam	30%

Course Agenda
Deadline for all assignments are the dates posted in the agenda below and submission time is always the end of the session which in 11:35am on Tuesdays! Do not wait for the last minute to make a submission online!!!

Date	Topic	Readings
Session 1 Jan 6	Introduction to the course, Overview of intended outcomes, readings, assignments and evaluation for the course	No Assigned readings
Session 2 Jan 13	What does it mean to be a leader Traits, Behaviours, and Relationships	Ch 1-2
Session 3 Jan 20 * Film presentation outline due *	Contingency Approaches to Leadership; The Leader as an individual	Ch 3-4
Session 4 Jan 27	Leadership Mind and Emotion; Courage and Moral leadership	Ch 5-6
Session 5 Feb 3	Followership; Motivation and Empowerment	Ch 7-8
Session 6 Feb 10 *Midterm Exam*	Chapters 1-6 are on the midterm Midterm will be **one hour and 30 minutes** long from 11:30am - 1:00pm	Utilize all Readings
Session 7 Feb 17 *Study Break*	Use this session to work on upcoming assignments.	No Assigned Readings
Session 8 Feb 24 **Leadership Self Assessment Due**	Leadership Communication; Leading Teams	Ch 9-10

Session 9 Mar 3	Developing Leadership Diversity; Leadership Power and Influence	Ch 11-12
Session 10 Mar 10 *Individual Leadership Development Essay due*	Creating Vision and Strategic Direction & Shaping Culture and Values	Ch 13-14
Session 11 Mar 17	Leading Change	Ch 15
Session 12 Mar 24 *Presentation Slides are due for all teams today regardless of their presentation date. *Peer Evaluations and who did what statement can be submitted from today until April 7, 11:30am**	Any remaining lecture content & Consultation for the final Presentation: I will call groups and discuss their progress so each student needs to be present on this day…No Excuses! No one is allowed to leave after they have consulted with me, utilize the time to work on your group presentations!	No Assigned Readings
Session 13 Mar 31 *Peer Evaluations and who did what statement can be submitted until April 6, 11:30am**	Utilize all course Material	
Session 14 April 7 *Last day to submit Peer Evaluations and who did what statement before 11:30am today**	Utilize all course Material	

Important Note: All assignments must be submitted on Brightspace. **Emailed submissions will not be accepted**. Group assignments need to be submitted by one member of the group only. Rest of the team is still responsible for going online and double checking to make sure correct file was submitted and on time. I will not accept any emailed excuses shifting/taking the blame on one another. Whether you precisely assigned one member to make the submission or not, as a team you are all equally responsible for consequences.

Use of Generative Artificial Intelligence
This is a human-centered course. In this course, evaluation focuses on what you can do *without* AI assistance. While you are welcome to use AI tools to explore ideas, study, or clarify concepts, all submitted work must represent your independent thinking and original effort. Use AI for learning, not for producing graded submissions. Your understanding and reasoning—not AI output—will form the basis of assessment. Using AI for graded submissions constitutes and academic integrity violation.

Important Note on Groups:
You will be required to form a team of maximum 4 students for the group's film analysis presentation. Team is expected to *self-govern* to ensure the quality of all deliverables, independently resolving any conflicts within the team. You are required to take team membership seriously. If a member of a team is not pulling his/her weight (i.e., free-riding),

openly communicate with the free-rider to work harder by suggesting how he/she can specifically contribute and, by suggesting deadlines by which each member should hand something on time. If this does not work, alert the professor who will then take the necessary steps to resolve the situation by either potentially penalize the free-rider or making that member do the work alone on his/her own. Please remember it is **your own responsibility** to contact the professor before the date of the evaluation. Team problems that are brought to the professor's attention *after* the evaluation will not be considered.

Individual Assignment- Leadership Self-Assessment (10%)

A primary goal of this course is to increase your self-awareness and facilitate your personal development as a leader. The leadership self-assessment is an essential part of achieving this goal. This individual assignment asks you to complete several leadership inventories (minimum 5, you can use any you're your textbook including "Leader's self insight" in each chapter or go with any external ones) revealing key leadership competencies, and then to reflect upon their results in the form of a paper, max 5 double-spaced pages, excluding appendices and self assessment forms you filled out. You will be asked to consider some of your personal strengths, areas that could benefit from improvement, as well as reflect upon how these abilities may impact leadership effectiveness. You must attach Appendix III- **Personal Ethics Statement (INDIVIDUAL ASSIGNMENT)** with this submission. You will write up the results of your analysis in a maximum of 5 pages double-spaced paper with 12 font size, Times New Roman and 1-inch margins all around. Use APA to format your paper. An appendix is attached to guide you on how to format as per APA.

Leadership Development Essay (20%)

1. Research the position or role you would like to hold either upon graduation or within the next five years (now is the time only to think about / research this but I caution against starting to write it too early in the course). If you are moving into a new role shortly, or have just assumed a new role you can use that as your assignment focus. You should also describe the context; that is, what are the various contextual factors (followership attributes, situational forces, hierarchy and the particular leadership / followership style) that would be most often effective in the target role. We will review leadership styles and followership attributes during the course. Length: 2 pages max.

2. Using the results of the various self-assessments you did earlier for this course, describe either: two leadership, two followership or one leadership and one followership weakness that you now think would be a potential disadvantage to the career success you hope to achieve. A tendency can either be to use or not use a particular style; to demonstrate a certain behaviour or be unable to demonstrate one. Be sure to describe these two natural tendencies using the results of the relevant self-assessments and support these results with clear, and relevant, personal examples. Length: 2 pages max.

3. "Justify" why these natural tendencies would be potentially disadvantageous by relying upon details concerning the role you want to have. "Justification" requires a direct tie between your observations, statements and analysis and a thorough scope of direct references to academic concepts / theories garnered throughout the course, but especially from required readings. Length: 4 pages max.

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4.Describe a specific, concrete action plan you could follow (specifying what steps you would take to address each component of the 'weakness' and when (short, medium, long-term) you would take them) that would help you to adjust your those natural tendencies such that your performance in the role would be improved. Ensure action steps are well aligned to development issues. Length: 2 pages max.

The report altogether should not exceed 10 pages, must be double spaced, 12 font, Times New Roman and with 1- inch margins. The assessment criteria for this report has been posted on Blackboard within July 16th Module which is the due date for this paper.

Midterm and Final Examinations (50%)

There will be a midterm covering chapters 1-6 only (20%), and a final examination covering Chapters 7- 15 (30%). Final Exam will take place during the regularly scheduled examination period. Final exam will be based on all material covered for the course after the midterm exam including videos and any additional articles posted as well. The emphasis, however, will be on the topics covered in PowerPoints and discussed in class. Format of both exams will be announced later.

In Groups Film Analysis Presentation

You will analyze a film on Leadership and present results of your analysis in a presentation. You will make references to specific theories and principles discussed in your readings and class discussions, and you will give examples from the chosen film to illustrate the points. You have been supplied with a set of questions to guide your analysis of the film (See Appendix VII). Films will be approved based on first come first serve basis, so if you prefer a movie, please reserve the film for your team asap preferably earlier than the due date. A one page outline is due on **January 19th**, in the outline clearly write the following: Name of the selected Film (put at least 2 in an order of priority in case your first choice already taken by another team); how is this film related to the course content. If you reserved your film name before the due date then you don't need to list two films in the outline. In the outline clearly write the following: Name of the selected Film; how is this film related to the course content [max a paragraph is sufficient]. Submit the outline in the appropriate submission folder on Brightspace. Your submission's title should be "Group # film project outline". Please note: The outline has no marks but if you didn't submit an outline and got approval, you would lose 5% of your mark allocated for this assignment. No Exceptions!

PLEASE NOTE:

1. You must structure your paper according to the questions indicated in the appendix [use questions to create headings and do not just prepare as questions and answers], being mindful to integrate course theory *(i.e., using appropriate c/c terminology and course material!)* wherever pertinent.
2. You are strongly advised to constantly meet with your team member as soon as possible to discuss the preferred film for the assignment and your intended approach, because you will need to be sure you have chosen a film which no other group has chosen, and for which sufficient information is available to permit you to answer the

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assignment questions .

3. Please do not underestimate the time required to complete this assignment EFFECTIVELY (i.e., addressing all the theoretical parameters throughout your report). No extensions will be granted.
4. You will present the results of your analysis in a 30 minutes presentation. This time might change depending on class enrollment.

As a team what you need to submit on the day of submission:

[All below as one file entitled "your team number & Name of the chosen film]

Only one submission per team! No multiple submissions allowed or we will mark the first submission and disregard any other!

a. Your slides with bibliography. First slide should have your names, group number and name of the film.
b. A statement of integrity form sign by those who worked on the assignment (get electronic signatures), this can be a word document submitted within the same folder.

Individually each student need to submit the following two documents as ONE FILE online within the folder "Peer Evaluations and Who did What statement Folder":

[entitled "your Name, team number and name of the film"]

a. **In who did what statement, explain what you personally did to contribute to this assignment. A simple paragraph form (at the end of the peer evaluation form) is fine. No specific format needed.

b. **Individual Peer evaluation forms- only use the form attached with this course outline to evaluate each member of your team**. **Do not create your own peer evaluation forms or I will not accept that as a valid submission.**

Mandatory Peer Evaluations and "Who did What Letter": 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 team member for their contributions to the team deliverable.

For peer evaluations, use only the original Peer evaluation form attached with the course outline (no handwritten 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 group presentation slides.**

- In addition, if you are not submitting peer evaluation forms for your group members, you will personally lose marks. Not submitting 'who did what letter' (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. Late or emailed submissions will be not be accepted.

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Peer evaluations and Who did what letter will affect your mark so make sure you contribute to the group effort. On "who did what statement" explicitly write what exactly you did for the project. I will cross check each member's submission and if needed will call the team 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.

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
BC1 Knowledge *Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.*				**X**
BC2 Collaboration *Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.*			**X**	
BC3 Critical Thinking *Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.*				**X**
BC4 Communication *Graduates will be effective and persuasive in their communications.*				**X**
BI5 Global Awareness (BIB ONLY) *Graduates will be globally-minded.*				**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 anyone 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

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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, followership, 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.

Grading

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).

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: **Pregnancy Academic Accommodation Information - Equity and Inclusive Communities**

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: Academic Regulations for Students with Religious Obligations < Carleton University

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

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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**

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: Sexual Violence Prevention & Survivor Support - Equity and Inclusive Communities

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**

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

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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 academicadvising@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.

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/

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APPENDIX I
Peer Evaluation Form

Please write a short narrative addressing the evaluee's contributions before assigning a rating. Include in your narrative how many times the group met outside of class, how many meetings the evaluee attended, whether the evaluee 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: _____

Case Study Number:_____ Date: _____

Name of Student Being Evaluated: _____
Rating Scales: Rating: _____/5
Comments:_____

_____

_____

_____

Name of Student Being Evaluated: _____
Rating Scales: Rating: _____/5
Comments:_____

_____

_____

_____

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*.

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APPENDIX II

Personal Ethics Agreement Concerning University Assignments (Group Assignment)

By signing this Statement, I am attesting to the fact that I have reviewed not only my own work, but the work of my colleagues, in its entirety. I attest to the fact that my own work, and as far as I can infer that of each of my colleague, in this project meets all of the rules of quotation and referencing in use at Carleton University, as well as adheres to the Academic Integrity policies as outlined in the Student Affairs site of the university (http://www1.carleton.ca/studentaffairs/academic-integrity/). Any evidence contradicting my declaration above may be held against me and/or the group.

_____	_____
Name, Capital letters	Student number
_____	_____
Signature	Date
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Name, Capital letters	Student number
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Signature	Date
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Name, Capital letters	Student number
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Signature	Date
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Name, Capital letters	Student number
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Signature	Date

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APPENDIX III

Personal Ethics Statement (INDIVIDUAL ASSIGNMENT):

By signing this Statement, I am attesting to the fact that I have completed my work in its entirety by myself. I attest to the fact that my own work in this project meets all of the rules of quotation and referencing in use at Carleton University, as well as adheres to the Academic Integrity policies as outlined in the Student Affairs site of the university (http://www1.carleton.ca/studentaffairs/academic-integrity/). Any evidence contradicting my declaration above may be held against me.

_____ _____

Signature Date

_____ _____

Last Name (print), First Name (print) Student Number

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Appendix IV

Quick APA Guide: *Examples of APA reference format:*

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 andcontinuing 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.* (2nd 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 AppliedBehavioral 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 simplywrite author's last name and year of publication**.** E.g.,Bolognese, (2002) states....
4. For quotation containg more than 40 words, indent and single-space the whole quotation.
5. If you have more than one aouthors. 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**

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Appendix V

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.

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Appendix VI

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 imagine 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.

EditingThe 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!

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Appendix VII

Guidelines for doing the Film Analysis

Please note that you might not be able to find enough information to answer all of the questions listed below. Following questions are prepared to give you an idea of where and how you can study the important Leadership aspects in your selected file so your focus should be on getting the maximum out of your selected movie.

Following elements are important (they are not in any order here):

At the very beginning, present your motivation or interest to select this film. How is it related to Leadership. Offer your introductory impression of the film. What does the title mean in relation to the film as a whole?

Summarize the plot of the film (Script, acting and the overall theme). Is the story purely linear, or are we being told more than one story at the same time, and if so, what is the relationship between the stories? Think about the manner in which the situation is conveyed: do we follow the plot solely through a straightforward dramatization of events or are we guided by inter-titles, superimposed words on the screen, or voice-overs?

How did the film techniques and music enhance the setting and themes of the film? You may need two paragraphs to explain this information. Offer evidence for your opinion. Remember to mention use of symbols and literary devices.

How did the actors portray key character roles? Did they fulfill your expectations given your knowledge of the original topic? How did your opinion of a characters change as you watched the movie? Write the symbols in the film and what they represent or 'stand for.'

Does the film present a clear point-of-view on leadership? How? Are there any aspects of theme which are left ambiguous at the end? Why? How does this film relate to the issues and questions evoked by your understanding of Leadership in general? Are there any striking uses of perspective? How does this film relate to the other literary texts or articles you have read on leadership topic?

Conclusion--your last opportunity to guide the reader. What mood[s] does this movie cause viewers to have? How does it do that? What did you learn by analyzing this film? What theoretical concepts were supported or refuted, and why? Are there any new concepts that are suggested by your analysis?

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