



BUSINESS ETHICS

BUSI 4601 A (Mon); B (Fri)

Fall 2014

INSTRUCTOR: Dr. Sefa Hayibor
OFFICE: 902 Dunton Tower
OFFICE HOURS: Monday and Friday, 12-1
EMAIL: sefa.hayibor@carleton.ca
CELL PHONE: (613) 869-6848 (11am – 7pm only please)
PREREQUISITES: Fourth-year standing in B.Com program

COURSE DESCRIPTION

The overall performance of an organization depends in part on the behaviour of its management with respect to ethical issues: both in the short- and the long-run, failure to attend to such issues can produce very undesirable, even disastrous results. Business ethics and corporate social responsibility have become very salient and familiar topics to business practitioners and the general public. We have all read or heard about many instances of unethical behaviour by corporate executives and the negative implications they have for the firms for which those executives work. Dubious activities of managers at a wide variety of businesses have had profound effects on companies, their employees and other stakeholders, and investor confidence. Most ethical issues in organizations, however, do not end up on the front page of the Wall Street Journal. All of us, in our working lives, face ethical dilemmas on a regular basis, whether or not we notice them. This course is designed to facilitate the recognition of ethical issues, making decisions about ethical issues, and modifying organizations to promote ethical behaviour.

COURSE OBJECTIVES

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

The main objectives of the course are to:

- Enhance the student’s understanding of the importance of ethics in business
- Enhance the student’s understanding of social/ethical performance and its role in maintaining good financial performance
- Enhance the student’s ability to recognize and identify ethical issues
- Enhance the student’s ability to use ethical principles to reason toward satisfactory solutions to ethical dilemmas
- Enhance the student’s ability to “manage for ethics” in organizations

REQUIRED READINGS

There is no textbook for this course. Required readings will either be provided by the instructor or placed online or on reserve in the library.

COURSE REQUIREMENTS

Participation	6%
Personal Incident Report Assignment	4%
Personal Values Statement	4%
Moral Intensity Assignment	4%
Cognitive Moral Development Assignment	4%
Mid-term Exam	19%
Group Application Exercises	9%
Group Case Analysis	20%
Group Artistic Masterpiece	5%
Peer Evaluation	1%
Final Exam	24%
Total	100%

- *You must complete ALL course requirements in order to pass the course!! Yes, that does mean that if you don't do the peer evaluation, you can't pass, even though it's only worth 1%.*
- *The requirement for satisfactory in-term performance is 50%.*

***** In ALL cases of Academic integrity violations, my recommendation to the Associate Dean is for an 'F' grade for the course. In my most recent classes, EVERY person who failed had violated the university's Academic Integrity Guidelines. So, just do the work. If you try to use someone else's, my software will probably figure it out, and you will probably fail the course. *****

COMMUNICATION: The easiest way to contact me is by email at sefa.hayibor@carleton.ca. If you write to me but do not get a response within a day or two, you should feel free to send your message again and remind me. You may also call me on my cell phone if you require immediate communication; however, please do not call outside of the hours of 11am and 7pm. If I don't pick up the phone, leave a message, and I'll call you back. I will sometimes contact the entire class by email through CULearn, so be sure to check that system frequently. I may not be contactable at all on some weekends.

PARTICIPATION and ATTENDANCE: Given that classes will involve considerable discussion of concepts, cases, and personal experience, student participation is an extremely important component of your grade. Your input is important to the learning environment, as other students can learn from your knowledge, opinions, insights, and experience. Your participation grade will be based to a large extent on the quality of your contributions to class discussions. It is therefore critical that you read any assigned material before class, be prepared to relate it to

course concepts, and be prepared to share your opinions and listen (and perhaps respond) to the views of others in the class. If I seldom hear your voice during the term, you should expect a **VERY** low participation grade (i.e., zero to one percent). Of course, you cannot participate if you do not attend class, so attendance is requisite for receipt of a high grade in the course. All of you should aspire to get the full 6% for participation. **There is no alternative way of fulfilling this course requirement.**

Furthermore, as professionalism is one of the core learning goals of the Sprott School of Business, your participation grade will also depend on the degree to which you are able to interact respectfully with the instructor and fellow students. Hence, unprofessional behavior (e.g., chronic lateness, disrespectful or aggressive behaviour in person, email, or other communications, in-class phone calls, texting, Facebooking, Tweeting, unauthorized computer use, air guitar, or kung-fu) will all have a negative impact on your participation grade. **YOU ARE NOT PERMITTED TO USE A COMPUTER IN CLASS UNLESS YOU HAVE MADE SPECIAL ARRANGEMENTS WITH ME.**

ASSIGNMENTS AND EXAMS

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

ASSIGNMENT COMPLETION and SUBMISSION: All assignments except those clearly designated as group work are individual assignments, meaning **you are NOT allowed to consult or work with other students** on them, and doing so represents a violation of the university's Academic Integrity Guidelines. You may, however, have someone who is **NOT** in the course proofread your work in order to help you correct any problems with your written English, if necessary. All **maximum** lengths for assignments assume double-spacing, one-inch (minimum) margins, and 11-point (or larger) font. There are never any **minimum** page lengths in this course.

ASSIGNMENT ASSESSMENT: I recently received a group assignment that had 80 grammar and spelling errors in the first four pages. Another had 60. This is completely unacceptable. Accordingly, please note that all written assignments will be graded based on your appropriate application of course content and the coherence and logic of your arguments, but also in part on organization, grammar, spelling, and formatting. Every five spelling, grammar, or formatting errors may, at my discretion, result in a penalty of 0.25 to 1 percent, depending on the assignment. Proofreading is essential, and you should consult with colleagues (who are **NOT** in the course) or university writing advisors if necessary. You can find more information about help with your writing at the Student Academic Success Centre:
<http://www1.carleton.ca/sasc/writing-tutorial-service/>

All assignments and exercises are due before the beginning of class on the due date, unless otherwise specified. They **must** be uploaded to CULearn (with the exception of the Values Assignment). **Assignments and exercises received after the due date are immediately penalized 30%, and may not be graded until the end of the course.** In addition to the above penalty, late assignments will be penalized 10% per day based on the date they are uploaded to CULearn. All exercises, assignments, and exams in the course are required. If you do not turn in an exercise or assignment at all, either your final grade will be withheld or your course grade will

be reduced by the value of the exercise or assignment. (Yes, that means you don't just get zero, you get negative grades if you don't turn in your assignments.) ***You are responsible for maintaining copies of all your assignments until you have received your final grade.***

PERSONAL INCIDENT REPORT ASSIGNMENT: For this assignment, you are required to identify an ethically questionable behaviour or decision that you have encountered in your work or school life, and describe briefly the ethical issues and basic ethical principles associated with that behaviour or decision.

PERSONAL VALUES STATEMENT: For this assignment, you are required to rate and rank various values in accordance with their importance to you in your life. You will also complete other short survey instruments associated with individual characteristics, create an "inventory of possibilities" for yourself, and write a very brief personal mission statement. The goal of this assignment is to get you to reflect on what is truly important to you, and the degree to which you are living in accordance with your values (i.e., the extent to which your "espoused" and "enacted" values match). If you take the assignment seriously and follow the instructions precisely, you will get the full 4%. Needless to say, I will not be grading you based on the nature of your espoused values (though it might be entertaining to do so 😊).

MORAL INTENSITY ASSIGNMENT: This assignment requires you to identify an unethical activity in a business setting and create an activity which will reduce its occurrence by influencing components of moral intensity.

COGNITIVE MORAL DEVELOPMENT ASSIGNMENT: This assignment requires you to watch at least three episodes of "The Simpsons". No, that's not all, slacker! You must also comment on the levels and stages of cognitive moral development of at least three of the main characters in those episodes using arguments based on the behaviours and/or dialogue of the characters, and respond to several other questions concerning cognitive moral development.

GROUP APPLICATION EXERCISES: Approximately three to four short exercises will be employed to reinforce learning of important concepts and help prepare you for the Group Case Analysis.

GROUP CASE ANALYSIS: This assignment requires your group of three to five students to apply the ethical theories described and discussed in class in order to analyze a real-life "case" and come to a conclusion about what should be (or should have been) done by the individuals or organization making the decision in that situation. If you desire a good grade in this course, this assignment will probably prove critical. Unfortunately, the average grade on this assignment is sometimes very low. Groups that do well on this assignment usually start on it very early, consult with each other and, if necessary, me when they have questions about the application of course concepts, and take the time to read and assess one another's work in order to ensure that it is of very high quality. Attempting to knock this assignment off during the last week of the term will almost certainly result in disaster.

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

GROUP ARTISTIC MASTERPIECE: This assignment is in beta 😊 . You and your group will create an artistic masterpiece that will help you and others understand and retain key course concepts. The “default” deliverable for this project is an old-school hip-hop song; however, other works of art may be created subject to my approval. So, get creative. Design a videogame, or a board game. Write a song, a short story, or a play. Choreograph a dance routine. Build a 270-foot tall statue. If time permits, your group may be asked to perform or display its creation in class (or out of class, if you *do* build a 270-foot statue).

PEER EVALUATIONS: In an effort to promote fairness and discourage free-riders, when your group work is concluded you are required to submit a peer evaluation form on which you will evaluate the contributions to the project made by each of the other members of your group. Group members who receive unsatisfactory peer evaluations from others in their group will have their grades on the group work lowered accordingly. If you are having problems of any kind in your group, please get in touch with me sooner rather than later, as I am often able to bring about changes in the behaviour of underperforming group members by discussing the situation with them. ***Group members who consistently underperform may be “fired”, but all firings require my approval. All peer evaluation forms should be uploaded to CULearn, but only after all group work is complete.***

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

DEFERRED EXAMS: If I grant you a deferral for the mid-term exam I will designate one possible date and time for you to write a make-up exam. I may or may not be able to consider your schedule in scheduling the make-up exam. If the Registrar grants you a deferral for the final exam, that exam can only take place during the Registrar’s official deferred exam period – please note that in some cases this may delay your graduation. Deferred exams may be in a substantially different format than regular exams (e.g., predominantly essay).

MEDICAL and OTHER EXCUSES: Medical excuses require a note from a medical **DOCTOR**, not a medical assistant, nurse, or anyone else. In all occasions that call for a medical certificate you must use or furnish the information demanded in the standard university form (found at <http://www2.carleton.ca/registrar/forms/>).

Research indicates that reports of grandmothers and other family members dying escalate dramatically during exam periods. Adams (1990) reported family death rates jumping by 10 times before mid-term exams, and 20 times before final exams, with a family death rate of 50 times normal for students who are both failing the course and have an upcoming final exam. While this could indicate that students’ family members very often worry themselves to death over the academic well-being of their loved ones, another possible interpretation is that – though it seems impossible – some students may lie in order to get out of taking an exam. So, morbid though it may seem, you may be required to present corroborating evidence in the event that you report a family death that inhibits your ability to complete any course requirements on time.

GRADING SCALE

Any deviation from this grading scale will **NOT** lower your final grade (though it may raise it).

Letter Grade	Percent	Letter Grade	Percent
A+	90-100	C	63-66
A	85-89	C-	60-62
A-	80-84	D+	57-59
B+	77-79	D	53-56
B	73-76	D-	50-52
B-	70-72	F	< 50
C+	67-69		

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

GRADING CONCERNS

If you have concerns about a grade on an assignment or exam, please follow these procedures:

- Write an explanation of your concern(s) on the assignment or exam itself.
- Date and sign the document at the bottom of your explanation.
- Give the assignment or exam directly to me.

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

If the concern is more general (e.g., How can I improve my grade on the next exam or assignment?), you should make an appointment with me to discuss the issue (or you may stop by during office hours or any other time I'm in my office). If you have any questions about course content, assignments, or material taught in the class, please get in touch subject to the guidelines mentioned above.

IMPORTANT ADDITIONAL INFORMATION

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. Penalties may include expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at <http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>.

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.

Persons with disabilities

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that I receive your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by the deadlines published on the [PMC website](#).

The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the December 2014 exam period is November 7, 2014.

Religious observance

Students requesting academic accommodation on the basis of religious observance should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

Pregnancy

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.