



BUSINESS ETHICS (BUSI 4601)

A (Thurs, 2:35); B (Thurs, 8:35); C (Wednesday, 2:35)

Fall 2018

INSTRUCTOR:	Dr. Sefa Hayibor
OFFICE:	902 Dunton Tower
OFFICE HOURS:	Thursdays, 12:30-2:25pm, or by appointment
EMAIL:	sefa.hayibor@carleton.ca
CELL PHONE:	(613)869-6848 (10am – 6pm only, please, and no texts)
PREREQUISITES:	Fourth-year standing in any B.Com. concentration except International Business, which requires BUSI 4705

UNDERGRADUATE CALENDAR DESCRIPTION

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. Precludes additional credit for BUSI 4705.

COURSE DESCRIPTION

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 – consequences. As a result, business ethics and corporate social responsibility have become very salient topics to business practitioners and the general public. We have all heard about many instances of unethical behaviour by businesspeople 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 modification of organizations to promote ethical behaviour.

COURSE OBJECTIVES

The main objectives of the course are to:

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

REQUIRED READINGS

There is no textbook for this class. Required readings will either be made available online or placed on reserve in the library.

COURSE REQUIREMENTS

Participation	8%
Group Incident Report Assignment	4%
Mid-term Exam	20%
Group Application Exercises (x 3 or 4)	16%
Group "Case" Presentation and Summary	10%
Values Assignment	3%
Group Artistic Monsterpiece	5%
Peer Evaluation	1%
Final Exam	33%
Total	100%

- *The requirement for satisfactory in-term performance is 50%.*
- *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 won't pass. The weight of other course requirements cannot under any circumstances be shifted to the final exam.*
- *ALL group members must contribute to ALL group assignments.*
- *You MUST pass the final exam in order to pass the course.*

***** In ALL cases of Academic integrity violations my recommendation to the Associate Dean is for the student to receive an 'F' grade IN THE COURSE. Just do the work. If you try to use someone else's, my software will figure it out, and you will probably fail the course and have to repeat it, possibly with me. You would probably find that both expensive and extremely awkward. *****

COMMUNICATION: If you have questions or concerns about the course, please come to my office (902DT) during office hours (listed at the top of this document). You may also contact me by email at sefa.hayibor@carleton.ca. DO NOT USE ANY OTHER EMAIL ADDRESS YOU MIGHT COME ACROSS, as it may not work properly. **Any email to me should be sent from your Carleton account, not any other personal account.** If you write to me but do not get a response within a couple of days, you should feel free to send your message again to remind me to respond. You may also call me on my cell phone if you require immediate communication; however, please do not call outside of the hours of 10am and 6pm. If I don't pick up the phone, leave a message, and I'll call you back. **Do not** text me, ever: I will probably not notice, and, besides, I hate texting. If you email me with a question about course content that requires a complicated answer, I may ask you to phone me, as that can sometimes save me writing a very time-consuming email reply. I am usually contactable on weekends as well as during the week, but am not required to be; so (rarely) it is possible that I may be unavailable on a particular weekend. I will sometimes contact the entire class by email through CUlearn. I will also post slides, readings, and assignments there, so be sure to check that system regularly in order to avoid missing anything.

PARTICIPATION and ATTENDANCE: Given that classes will involve considerable discussion of concepts, cases, and personal experiences or observations, 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 primarily on the quality of your overall contribution to class discussions. It is therefore important 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 (e.g., zero to one percent), ***even if you have attended regularly.*** Though your participation grade is mostly unrelated to your attendance, I **will** also take attendance on certain weeks (for example, during presentation weeks) and include this in my assessment of your participation. So, come to class. ***There is no alternative way of fulfilling the participation requirement.***

As professionalism is one of the fundamental learning goals of the Sprott School of Business, your participation grade may be influenced by other factors as well. Unprofessional behaviour (e.g., chronic lateness, disrespectful or aggressive behaviour in person or by email, phone or other mode of communication, in-class texting, Facebooking, Tweeting, Instagramming, unauthorized computer use, etc.) will all have a negative impact on your participation grade. This criterion includes behaviour in your interactions with both the instructor and others in the class. Treatment of members of your group outside of class time will also be considered if I become aware of a problem in that regard.

COMPUTER and DEVICE USE: You are not permitted to use any computer or device in class unless you have made special arrangements with me to do so. If you feel you absolutely must use a computer in class, you must send me an email explaining why. If I accept your rationale, I will put you on my “OK Computer List”. As noted elsewhere, any computer or device use in class without permission will have a negative impact on your participation grade.

I consider our classroom to be a private space, and one where students should be free to express their true opinions about ethical issues without fear of censure. Accordingly, **no recording of any kind is permitted in the classroom** without the consent of **everyone** in it.

Please remember that **all instructional materials represent intellectual property**. Though I will post various instructional materials on CULearn, keep in mind that such materials should **never** be re-posted on other websites. This has happened in the past, and it can be very difficult to get website operators to remove course materials they have no right to be using.

ASSIGNMENTS AND EXAMS

****** Further instructions concerning all assignments and exams will be provided during class or through CULearn, so DO NOT use the following as your only guide when completing any 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 Policy. You may, however, have someone who is **NOT** in the course proofread your work, if necessary, in order to help you correct problems with your written English. Each group assignment should be worked on as a group: ***you are not permitted to divide up the various assignments among group members for individual completion. Collaboration with members of other groups on group assignments will be regarded as a violation academic integrity standards.***

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) **and** a hard copy must be handed in in class. **Late assignments and exercises are immediately penalized 50%, 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, your final grade will be withheld until you do. Alternatively, at the instructor's discretion, your course grade may 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 hard copies of all your assignments until you have received your final grade in the course.**

If the instructor or TA marks the hard copy of your assignment, it will be returned in class. For group assignments, it is imperative that any feedback noted on the hard copy is shared among all group members. If the instructor or TA marks a soft copy of your assignment, a copy with feedback included will be sent to all individuals in the group.

ASSIGNMENT ASSESSMENT: I recently received a group assignment that included 80 grammar and spelling errors in the first four pages. The next one I marked had 60. **This is completely unacceptable.** Please note that all written assignments will be graded based on your appropriate application of course content and the coherence and logic of your arguments, but also in part on organization, grammar, spelling, and formatting. 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/>

Please note that (generally) you do not start with 100% and then "lose marks" for shortcomings in your assignments. Rather, you start with zero and **earn** marks. The upshot of this is that merely fulfilling the requirements of an assignment doesn't mean you get 100% unless you did so **perfectly**, which is, frankly, very unlikely, in my experience. So, do not expect doing the bare minimum to fulfill course requirements to lead to excellent marks. Rather, if you want to do well, be sure to put your **best** effort into all your work. If your work is of very poor quality and very obviously does not represent your (or your group's) best effort, I reserve the right to penalize you and *then* make you re-do it. So please do not waste our time by turning in junk.

GROUP INCIDENT REPORT ASSIGNMENT: For this assignment, your group of four to five students is required to identify two ethically questionable behaviours or decisions that one (or more) group member(s) has encountered in his/her work or school life, and to identify and describe briefly the ethical issues and basic ethical principles associated with that behaviour or decision.

VALUES ASSIGNMENT: For this assignment, you are required to rate various values in accordance with their importance to you in your life. You will also complete other short survey instruments associated with personal 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. If you take the assignment seriously and follow the instructions precisely, you will get full marks. Needless to say, I will not be grading you based on the nature of your espoused values, though it would be **SO** fun to do so.

GROUP APPLICATION EXERCISES: In order to reinforce learning of concepts and help prepare you for both the group presentation and the case analysis on the Final Exam, in a group of four or five you will

complete three to four exercises that require you to apply to business situations the ethical theories you have learned about in class. If you have questions about how to apply course concepts when thinking about your Group Application Exercises, 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 CASE PRESENTATION and SUMMARY: Your group will use the theories of prescriptive ethics described and discussed in class 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. The analysis will be presented in class and summarized in a written report. In order to do well on this assignment it is advisable that your group ***start on it early***, consult with each other and, if necessary, the instructor when you have questions about the application of course concepts, and ***take the time to read closely and assess one another’s work in order to ensure that it is of very high quality. Attempting to knock this assignment off in the week before it is due will probably result in disaster.*** As with the Group Application Exercises, if you have questions about how to apply course concepts when working on this assignment, ***be sure to consult with the rest of your group about them before contacting me.***

GROUP ARTISTIC MONSTERPIECE: Your group will create and present an artistic masterpiece that will help you and other present and/or future students understand and retain information about a key course concept. The “default” deliverable for this project is a rap/hip-hop song. (I can help you write beats if you choose this option.) However, other works of art may be created ***subject to my approval.*** So, feel free to get creative. Design a videogame. Write a song or a short story. Videotape a skit. Build a 94-foot tall statue. Paint a monkey. ***Please, no emulations of existing board games, game shows, etc.***

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 group work 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. (Yes, it is completely possible for you to get zero on your group work if you don’t participate in it.) 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.*** Fired group members will be penalized and required to complete all remaining group assignments on their own. As noted elsewhere, ***all group members are expected to contribute to all group assignments and exercises.***

MID-TERM and FINAL EXAMS: The Mid-Term and Final Exams will be based on materials from assigned readings, lectures, discussions, and other in-class work. Both exams may include multiple-choice, short answer, and essay questions. The Final Exam is comprehensive, and will ***DEFINITELY*** require you to apply principles of prescriptive ethics to analyze a short “case”. ***If you do not pass the final exam, you do not pass the course.***

DEFERRED EXAMS: If I grant you a deferral for the Mid-Term Exam I will designate ***one*** possible date and time during which you ***must*** complete a make-up exam. I may or may not be able to consider your schedule in setting the date. ***All*** deferred Final Exams take place during the Registrar’s deferred exam period. ***In some cases it is possible that this may delay your graduation.*** Deferred exams may be in a substantially different format from regularly-scheduled exams.

Research indicates that student 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 were both failing the course and had 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 requirement 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		

- All final grades are subject to approval by the Dean

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 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.

Please do not tell me at the end of the term (or any other time) that you "need" a specific grade in my course to graduate, stay in your concentration, maintain your scholarship, have your employer reimburse you for your studies, etc. In such cases, what you probably *really* need is a sufficiently high GPA, which is typically based on your performance in a large number of courses, usually over a long

period of time. In short, then, usually nothing depends on your specific performance in my course, as long as you pass. **If for whatever reason you think you “need” a certain grade in this course, MAKE ABSOLUTELY SURE THAT YOU EARN IT.** Everyone can do well in the course if they work hard enough, and I will not under any circumstances raise your grade in order to allow you to graduate “on time”, maintain your scholarship, etc.

OTHER IMPORTANT INFORMATION

Requests for Academic Accommodation

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

Pregnancy 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

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

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 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 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

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

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 Spratt 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.

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; 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. 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/>.

Spratt Student Services

The Spratt student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Spratt degree, please drop in any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://spratt.carleton.ca/students/undergraduate/learning-support/>

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:

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 <http://carleton.ca/ccs/students/>

BUSI 4601 (A,B,C) – Business Ethics – Class Schedule, Fall 2018

This schedule may change at the discretion of the instructor.

Dates	Topics	Readings (R), Assignments, Exams
Session 1: Sept. 5, 6	Introduction to the course Introduction to Business Ethics	
Session 2: Sept. 12, 13	Introduction to Business Ethics (Cont'd)	R: "Business Ethics as Rational Choice" R: "Critical Thinking for Business Ethics"
Session 3: Sept. 19, 20	Introduction to Business Ethics (Cont'd)	R: "Business Ethics as Rational Choice" R: "Critical Thinking for Business Ethics"
Session 4: Sept. 26, 27	Prescriptive Ethics <ul style="list-style-type: none"> • Utilitarianism 	R: Velasquez: utilitarianism section (pp. 73-90) Group Incident Report due (hard copy and upload)
Session 5: Oct. 3, 4	Prescriptive Ethics <ul style="list-style-type: none"> • Distributive Justice • Rawls' "Justice as Fairness" 	R: Velasquez: justice section (pp. 105-119) Group Exercise 1 (Utilitarianism) due (hard copy and upload)
Session 6: Oct. 10, 11	Prescriptive Ethics <ul style="list-style-type: none"> • Rawls' "Justice as Fairness" (cont'd) • Rights 	R: Velasquez: rights and Kant sections (pp. 90-105 & 124-125) Group Exercise 2 (Justice) due (hard copy and upload)
Session 7: Oct. 17, 18	Prescriptive Ethics <ul style="list-style-type: none"> • Kant's Categorical Imperative 	R: Velasquez: rights and Kant sections (pp. 90-105 & 124-125) Group Exercise 3 (Rights) due (hard copy and upload)
Session 8: Oct.31, Nov.1	Mid-Term Exam	This exam covers <u>all</u> prior readings, slides, and discussions. Study like crazy!
Session 9: Nov. 7, 8	Topics in Descriptive Ethics <ul style="list-style-type: none"> • Values • Moral Intensity 	R: Supplementary readings will be posted on CULearn Group Exercise 4 (Categorical Imperative) due
Session 10: Nov. 14, 15	Topics in Descriptive Ethics... <ul style="list-style-type: none"> • Cognitive moral development • Psychopathy/The Dark Triad ... OR Group Werk Week	R: Supplementary readings will be posted on CULearn (if required) Values Assignment due (hard copy only)
Session 11: Nov. 21, 22	Group Presentations and Monsterpieces	Failure to attend this date reduces your participation grade.
Session 12: Nov. 28, 29	Group Presentations and Monsterpieces	Failure to attend this date reduces your participation grade.
Session 13: Dec. 5, 6	Group Presentations and Monsterpieces	Failure to attend this date reduces your participation grade.

Notes:

- R = readings to be completed **BEFORE** class.
- All assignments and exercises, with the exception of the Values Assignment, must be uploaded to CULearn **AND** handed in in class. Failure to upload to CULearn results in your not receiving a grade. Failure to hand in a hard copy on the due date may seriously delay the marking of your assignment.
- For group work, **only one group member needs to upload** to CULearn.
- **Do not ever** email me your assignments or exercises.
- All assignments are due **at the beginning of class** on the day your section has class.
- Collaboration on individual (i.e., non-group) assignments represents a serious violation of Carleton's Academic Integrity Guidelines, and may earn you an 'F' **in the course**. Collaboration with members of *other* groups on group assignments will also be regarded as a violation.