



BUSI 4601 D
Business Ethics
Winter 2019

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Course meets: Southam Hall #409; Wednesdays 11:35 am – 2:25 pm

Pre-requisites & precluded Courses: Precludes additional credit for BUSI 4705.

Prerequisite(s): fourth-year standing B.Com. Note that B.Com. concentration in International Business students require BUSI 4705.

Course Calendar description from the 2018/2019 University calendar:

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

Extended Course Description:

This course prepares students to practically apply ethical reasoning in many aspects of business (marketing, online business, sales, human resources and communications) and several industries with the modern technologies. Moreover, this course will prepare students to perform as a Director, Manager and/or business owner and ethically manage a business, customer relationships, branding, teams, among many other necessary business development components.

People (employees and customers) in all sense of the word truly define and also make or break a business or organization. Managing people and customers and the respective business relationships of those customers therefore, is not only important, but also mandatory for businesses to grow, thrive and to be sustainable over time. The adoption of sustainable ethics in business represents a transformation of the firm from *product-centric* to a more sustainable and long-teram *customer-centric focus*. The objective of businesses is no longer to just acquire customers and compete with companies to encourage customers to switch, but also the objective is one of people, planet and also profits.

This course therefore, once again, takes a very practical approach towards developing the skills for ethical business, ethical management and ethical marketing to enable students to apply business strategy, management and customer relationship management, employee management techniques and e-business systems in the most ethical reasoning possible that companies use in their planning.

This course also seeks to synthesize learning from previous courses taken, particularly related to entrepreneurship, organizational management, strategy and/or strategic management. Emphasis is on the role of owners, Chief Executive Officers (CEOs), Entrepreneurs, Managers, Marketing, Sales Directors and Customer Service Managers of companies and organizations in the context of *growing their company, while also implementing novel ethics practices and necessary support for long-term sustainability.*

While there has been a lot of hype surrounding online business, there has also been some disillusionment with the results achieved by companies. Investments of millions of dollars in Social Media advertising (as an example) have, in many cases, yielded results of little value. Often Managers acknowledge a lack of focus on understanding how to improve the business and leverage the strength of marketing to increase revenue, but also cut costs. Managers also acknowledge an inability to create and a balance between business and ethics to improve both their internal and external systems and also business in general. This course aims to cut through the hype and get to the core of the ethical issues that affect a customer-firm relationship and a successful strategic business implementation.

The applied part of the course is explored at both the strategic and analytical level - the long-term ethics planning and business planning stage - and at the customer relationship management and business implementation level, or short-term ethics decision- making/implementation stage. Once again, the point of view is always that of a CEO, Department Director, Manager or business owner who must direct, make decisions, (which are ethical, but also financially sound), and take action to ensure leadership in today's competitive marketplace. It will involve the development of a company's Business Ethics Plan and the rigorous review and recommendation of various case study situations. The overall thinking behind this course is that of a seminar course format that will focus on class discussion and involvement of each student in the group. Between cases and business models, students will have a thorough understanding of over 20 companies' ethics, business and e-business plans, decisions and strategies in building people, the planet and also profit while ethically managing employees, customer relationships and retaining customers to drive business sustainability.

Learning Objectives:

The overall objective of this course is to examine the strategic and analytical aspects of Business Ethics and also the implementation so that participants will have a true understanding of the strength of Ethics for companies and their respective brands, but also how to put it to work effectively.

More importantly, at the end of this program, each participant should be able to:

1. Demonstrate an improved knowledge in the field of devising and implementing Business Ethics at the employee management brand awareness, sales, business development and customer relationship management (CRM) levels for companies.

2. Leverage the most relevant and modern ethics techniques in the modern business environment which encompass variables such as employee management, sales, online marketing, customer retention, customer relationship innovation, additional digital strategies in a growing business and other methods and technologies.
3. Apply the points of view of an effective Chief Executive Officer (CEO), (or owner), Director and/or Senior Manager who are required to manage a growing business, generate strengthen the communication with customers and retain an extensive employee base; but also to take those points-of-view and make effective sales, marketing, human resources and financial ethical business and management decisions in today's digital business environment.

Required Reading Material: A coursepack is available consisting of Business Ethics articles from both Harvard Business Review (HBR) and Ivey Business School. The coursepack will be available at the University Bookstore in the University Centre.

Course Requirements & Methods of Evaluation:

Student assessment involves both individual and group components and requires students to use both classroom and field learning from readings and case studies.

Specifically, the assessments are:

Business Ethics Recommendation and Implementation Plan (Team Presentation and Based Written Report)	30%
Team Case-based Application Exercises (Best 3 of out 4)	30%
Class participation: the course will be seminar based and allow opportunity for significant discussions, while also revolving around case situations. Preparation for class is very important and participation is a key part of the course.	10%
Final Exam	30%

NOTE: See APPENDIX #1 and APPENDIX #2 SAMPLE of a GRADING RUBRIC for the specific evaluation criteria AND also the required formats for each submission for this course.

The final course grade will be a weighted average of each of the grading scheme components.

Teams:

Each team must designate a person to coordinate the delivery of projects via CU Learn, as well as providing both a final printed and an emailed copy (see due dates in course outline).

NOTE: You are responsible for managing your team, including highlighting opportunities for the group to improve and to continuously offer recommendations for the team to work effectively and efficiently together. If groups have serious differences, then it is required to show the Professor a detailed record of performance problems (i.e. emails, a file describing the problem, detailed challenges, detailed missed meetings, etc). I ask this of you, since this is in line with the human resources management of a modern company or organization. No more or no less.

Peer Evaluation (optional):

An optional peer evaluation form is provided (see Appendix #3). This is optional for students to submit. Please use it to evaluate the members of your team on their contribution to the Team Application Exercises, Team Presentation AND Final Team Report.

NOTE: Once again, It is optional and use it only if you feel that all group members did not contribute equally. **Please see Appendix #3 on CU Learn for the Peer Evaluation form. Forms can be submitted via email to the Professor AFTER the Final Team Report has been submitted, and BEFORE the Final Exam Schedule.**

Detailed Course Deliverable Evaluations:

Participation (10%):

In-class participation marks will be self-assessed based on the student's ability to present his/her arguments clearly and concisely, to raise questions that help generate discussion and illustrate concepts, and to demonstrate command of course concepts.

Participation will be self-assessed each week starting the second session. The evaluation will consist of three key questions:

1. Preparation
2. Class participation
3. Qualitative assessment of your classroom interventions (4 – 5 brief questions after each class)

To help you evaluate your quality of your participation in class, a score system is proposed below.

Note: The Professor of this course reserves the right to change your score if the review does not match the Professor's (and/or your peers') perception and actual reality of your contribution in the course. Should this occur, the Professor will communicate the change of your score to you by email.

The weekly grade self-assessment should be as follows:

- 5-6 /10: student is present in most classes but rarely contributes to class discussions;
- 7-8 /10: student is present in every class and contributes by raising questions based on the readings, class material, or practical work experience that helps to advance the class's understanding of core concepts;
- 8+: student is present in every class and contributes questions, comments or additional information on issues based on class material, work experience, readings outside of the class, and/or material covered in other courses that stimulate a deeper exploration of issues critical to the practice of Business Ethics.

Team Case-based Application Exercises:

These exercises will be submitted by each *team*. The aim will be to implement a specific or series of ethics and business techniques which are related to sessions prior to the submission dates, so to apply learning from the course to the presentations. Content must always consider ethics and strategies related to management, marketing, sales, human resources and communications. These exercises also give students the opportunity to practice strategic factors, recognize emerging ethical business issues and also strategies for growing businesses and organizations. Teams will have 1 hour and 20 minutes to complete and email the Professor a 5 – 7 page submission. Teams must also pre-read the relevant case BEFORE arriving to class, so to more effectively answer the questions in the time requirements. All questions will be posted at the start of the Team Case-based Application Exercise.

NOTE: See APPENDIX #1 for a **SAMPLE of GRADING RUBRIC and FORMAT for the Team Case-based Application Exercises**, which includes *the required format, but also detailed evaluation criteria* for each team application exercise presentation.

Value: Team Application Exercises (20% of total course grade).

Team Business Ethics Recommendations and Implementation Plan:

This team-based assignment should encompass a complete Business Ethics and Implementation plan (e.g. a plan for sound ethical business practice considering marketing, sales, customer service, customer loyalty, retaining employees, strategic business sustainability, etc.) for a business with at **least 2,000 employees and also** has a presence in ***Ottawa, Ontario, Canada***. The plan should culminate with a series of recommendations based on rigorous analysis and business ethics planning for the owner(s) and/or Directors of the business. These business ethics recommendations can be for one specific location or for the entire organization to implement. Students are required to identify a suitable business (minimum 2,000 employees and a presence in Ottawa).

Once again, it is recommended that the business have a local presence (i.e. also operating out of the greater Ottawa area), so to teams can go to the actual location and observe, review and critique the ethics practices of the business.

Teams will analyze Business Ethics issues and also develop strategies and effective tactics to allow the business to grow ethically, gain market leadership, and most importantly be sustainable over a long period of time (i.e. 5 years and beyond) by retaining existing long-term and also acquiring new customers, but also employees. This must also include financial implications of the recommended strategies.

The completed Business Ethics Plan Presentation and Final Report must be developed and submitted with the assumption that both are being presented and delivered to the business' CEO, Board of Directors, Directors, Managers and/or owner(s).

The following are the recommended 3 key steps (in detail) for the Business Ethics Plan:

Timeline:

<u>Step</u>	<u>Objective</u>	<u>Due Date</u>
Step #1:	Project Proposal	January 30 th
Step #2:	Market Research	Recommended by February 20 th
Step #3:	Final Team Presentation	March 20 th or 27 th
Step #4:	Final Team Written Report	11:35am on Wednesday, April 3 rd

STEP #1: Project Proposal

A concise project proposal is to be submitted at the beginning of class on January 30th. This proposal is not graded *but it must be approved before moving to step 2*. It is a concise 1-page report which includes:

1. Team name, Student names, Date, Professor's name
2. Briefly describe the company with an Ottawa presence and its product/service and why you have chosen this particular company for which to help from a business ethics standpoint.
3. Research sources (online, library, news media, etc.)
4. Current ethical reasoning challenges of the business

STEP #2: Market and Primary Research

Observation: Teams are also strongly encouraged to make at least one visit to the location of the business to observe the business in action as well as the ethical reasoning challenges the company is currently facing and it will experience when expanding to new markets.

Market research must be a key part of the information teams obtain to make strategic recommendations for the business' ethics plan. This market research must include online sources and other media, etc directly linked to the ethics challenges and success of the business reviewed. It is recommended the market research be complete by the third week of February (approximately February 20th).

STEPS #3 and #4: Team Business Ethics Plan Presentation and Final Written Report:

Teams will draw from the learning from the course combined with the key findings from the site observation, business ethics analysis of the company/organization and industry to develop and present sustainable, effective and results-oriented business ethics recommendations via a Team Presentation as well as a Final Written Report.

Once again, the presentation and final report should encompass a complete Business Ethics Recommendations and Implementation plan (e.g. a plan for ethical reasoning for marketing, sales, brand awareness and brand preference, customer service, customer loyalty, retaining customers, human resources and employee management for long-term business sustainability, etc.) for an actual and existing business.

NOTE: The completed Business Ethics Plan Presentation and Report must be developed and submitted with the assumption that both initiatives are being presented and delivered to the business' CEO, Board of Directors, Directors, Managers and/or owner(s).

STEP #3: TEAM PRESENTATION:

Teams will present their analysis, key findings, but more importantly their business ethics recommendations and implementation plan for the Ottawa-based business. Team Business Ethics Plan Presentations will be a maximum of 12 minutes (which does not include questions from the audience), with all team members given the opportunity to present at least one slide.

It is recommended teams take the suggestions from the audience (during the question period), and incorporate the suggestions in to the Final Team Report. See course outline for Team Presentation dates. Teams must bring a printed copy of the slides to the presentation.

NOTE: See APPENDIX #2 (on CU Learn) for a SAMPLE of GRADING RUBRIC for the Final Team Business Ethics Recommendations & Implementation Plan (Team Presentation and Final Team Report), which includes the following for each important part of the *Business Ethics Recommendation and Implementation Plan Presentation AND Final Report*:

- a) Recommended outline
- b) Required format
- c) Evaluation criteria

Value: 10% of total course grade.

STEP #4: Team Final Business Ethics Plan Report

After the team presentation, **it is encouraged to take the feedback and consider the questions from the audience to update and modify the recommendations for the Final Report.** Teams will then provide a completed report which will be no longer than 5,000 words (excluding appendices).

Only the content within 5,000 words will be read and will be included as a part of the evaluation of the report. Any additional content (more than 5,000 words) will not be read and cannot be included as a part of the evaluation of the report.

NOTE: Both a printed report **AND** an emailed “Word” version of the same report must be submitted at the beginning of class by 11:35am on Wednesday, April 3rd. The printed version must be submitted **AND** an emailed “Word” version of the same report must be emailed to the Professor by 11:35am on Wednesday, April 3rd.

Please do not submit a PDF via email. Only Word versions will be accepted. Examples of topics will be discussed during the first seminar.

NOTE #2: Once again, see APPENDIX #2 for a **SAMPLE of GRADING RUBRIC, OUTLINE and FORMAT for the Team Presentation and Final Report,** which includes the recommended outline, the required format, but also the detailed evaluation criteria for the Business Ethics Presentation and Final Report.

Value: 20% of total course grade.

Final Exam:

The final exam will occur during the formal Final Exam Schedule. It will draw on class material, supported by any articles, case studies, presentations AND discussions reviewed throughout the course. Request for deferrals must follow University policies and procedures.

Value: 30% of total course grade.

Course Policies & Procedures:

The principles of professionalism will always apply.

Communications

Information will be communicated during class on a regular basis. In addition, this information will be posted on CU Learn. This site will be the primary source for course materials including announcements, assignments, supplemental lecture slides, etc. Therefore, please check the course CU Learn site very regularly. In case of class cancellation due to inclement weather or other unforeseen circumstances, an announcement will be posted on CU Learn as soon as possible.

Late assignment process:

- 10% per day (note: for late submissions, an email version must be sent to the Professor, and only at the time will the time of submission occur).

Report and Presentation Formats:

- The principles of professionalism will apply.
- See APPENDIX #1 and APPENDIX #2 for format requirements for submissions and presentations for this course.

Email process:

- Please only use your Carleton University account. Any other email might be treated as spam and might not be read.
- Once again, note that Carleton University requires that you use your Carleton email account.
- Albeit emails will be responded at the earliest, plan accordingly as emails might take up to 24 hours for a response.

Course Schedule: Wednesdays 11:35am – 2:25pm

<u>Date</u>	<u>Lecture Theme & issues</u>	<u>Relevant Article Readings</u>	<u>Case / Assignments</u>
January 9	Developing Ethical Reasoning Tradition with Common Business Practices	<i>Course Syllabus & outline Review and In-class Lecture Notes / Slide Presentations</i>	Review for the Team Business Ethics & Implementation Plan
January 16	Ethical Reasoning and an Overview of Industry Choices, Marketing Strategies and Tactics	<i>In-class Lecture Notes / Slide Presentations</i>	Participation #1
January 23	The Business Ethics Planning Process Social Business Strategies and Opportunities People, Planet and Profit	<i>Worried About Strategy Implementation? Don't overlook Marketing's Role (Slater et al.) Competing on Social Purpose (Vila & Bharadwaj)</i>	Participation #2
January 30	Ethics in Digital Business and Media tactics Crowdsourcing Challenges and Opportunities	<i>The News is Not Real (Vanderwicken) Crowdsourcing in a Time of Empowered Stakeholders: Lessons from Crowdsourcing Campaigns (Wilson et al.)</i>	Participation #3 BRIEF PROJECT PROPOSAL DUE: at the beginning of class
February 6	Advertising, Communications and Outsourcing Evaluating the Practice of Adaptive Experimentation	<i>Ads That Don't Overstep (John) Beyond the 4 Ps: A New Paradigm Emerges (Wind)</i>	Participation #4 TEAM APPLICATION EXERCISE #1: Storehouse Tea

February 13	Strategic Pricing and Return on Investment Ethical Issues and Reasoning	<i>The New Frontier of Price Optimization</i> (Simchi-Levi)	Participation #5 TEAM APPLICATION EXERCISE #2: Turing Pharmaceuticals
February 20	N/A	Reading Week	
February 27	Outsourcing and Manufacturing Challenges Strategic Alliances and Ethical Partnerships – Business Ethics Negotiations	<i>How Fast Fashion Works</i> (Caro et al.; IESE-Insight) <i>Strategic Alliances That Work: Negotiating and Designing an Alliance</i>	Participation #6
March 6	Compliance, Employee Motivation and Ethical Team Management	<i>What Monetary Rewards Can and Cannot Do</i> (Aguinis et al.)	Participation #7 TEAM APPLICATION EXERCISE #3: AB In Bev
March 13	Business Ethics in the Information Age The Innovator’s Dilemma	<i>Which Rules are Worth Breaking?</i> (Freeman and Palmer)	Participation #8 TEAM APPLICATION EXERCISE #4: Learning How to Honnold
March 20	Business Ethics Plans – Opportunities		Participation #9 TEAM ETHICS PRESENTATIONS
March 27	Business Ethics Plans – Opportunities		Participation #10 TEAM ETHICS PRESENTATIONS
April 3	Ethical Reasoning and Leadership Final Exam Preparation	<i>Turning Potential into Success: The Missing Link in Leadership Development</i> (Fernandez-Araoz et al.)	Participation #11 DUE: FINAL BUSINESS ETHICS PLAN 11:35am at the beginning of class and an emailed “Word” version

ADDITIONAL INFORMATION

Course Sharing Websites

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

Required calculator in BUSI course examinations

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

Group work

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

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

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

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Requests for Academic Accommodation

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 its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

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. 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/>.

Sprott Student Services

The Sprott 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 Sprott 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://sprott.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:

- Students must always retain a hard 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 <http://carleton.ca/ccs/students/>
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