

BUSI 4601 Ethics

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Term: Winter

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Modality: Synchronous

I would like to begin by acknowledging that the land on which we gather is the traditional and unceded territory of the Algonquin nation.

COURSE CALENDAR DESCRIPTION FROM 2019/2020 GRADUATE 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.

PREREQUISITES

Fourth year standing B.Com. Note that B.Com. concentration in International Business students require BUSI 4705.

COURSE DESCRIPTION

Ethics is an important issue for organizations facing environments in which their customers, clients, employees and other stakeholders are clearly ethically sensitive. Ethics is best understood and theorized as a form of practice and our approach is concerned with understanding ethics in relation to what managers *actually do* in their *everyday activities*.

COURSE PHILOSOPHY

My perspective on business ethics is that it is grounded in the *daily experiences and moral problems of real people in everyday life* as they interact in organizations. This emphasizes the need to understand the practice of business ethics in context of complex and ambiguous organizational cultures and processes within which management decision-making is embedded.

1. **Ethics as practice** - focuses on how managers draw on formal and informal rules as resources to enact, implement, legitimize and negotiate organizational realities.
2. **Ethics is embedded in the practice of everyday life** – ethical action and decision-making is determined by individual interaction within situational and contextual factors that include the wider sociocultural environment, the organizational form and the history of the organization.
3. **Ethics supersedes predefined rules or codes of conduct** – ethical decision-making and actions emerge out of dilemmas that cannot be managed in advance through the rote application rules or codes of conduct.
4. **Ethics are enacted in situations of ambiguity** - making decisions or taking actions on ethical dilemmas, issues or problems never exactly correspond to any rule or code of conduct.
5. **Ethics are always subject to contestation** - ethical decision-making involves dynamic, real-time action in relation to local, culture specific and industry specific contexts.
6. **Ethics is not unanimous** – ethics is an ongoing questioning of the adequacy of organizations' ethics in relation to novel situations and contexts.

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COURSE OBJECTIVES

In this course, we develop an understanding of business ethics as practice. Starting from the view that the ethics organizations display in practice will have been forged through an ongoing process of debate and contestation over moral choices, we examine ethics in relation to the ambiguous, unpredictable, and subjective contexts of managerial action. On successful completion of this course, you will be able to:

1. develop a practical understanding of business ethics and its importance to business and society (BC2, BC5);
2. understand and critically analyze current ethical issues in business (BC2, BC3, BC5);
3. explain and critically analyze current theory on ethical theory and ethical decision-making (BC1, BC2, BC3, BC5);
4. explore and analyze different business ethics models through the application of the Business Ethics Canvas (BC1, BC2, BC5);
5. identify and critically analyze common management practices designed to facilitate and encourage ethical business (BC2, BC3, BC5);
6. identify and critically analyze the different forms of ethical issues that may arise in business-stakeholder relationships (BC2, BC3, BC5);
7. generate constructive strategies for reconciling ethical issues in companies across sectors (BC2, BC3, BC5); and,
8. apply and communicate ethical perspectives to understand the value, role and contributions that ethical companies make to facilitate the development of healthy communities (BC1, BC2, BC3, BC5).

REQUIRED TEXT

Crane, A., Matten, D., Glozer, S., & Spence, L. 2019. *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization* (5th ed.). Oxford, United Kingdom: Oxford University Press.

1. **Bookstore:** available for purchase
2. **Library Reserve:** 2 copies are on reserve for 2-hour sessions
3. **eBook purchase** see: <https://www.redshelf.com/book/1192728/business-ethics-1192728-9780192554888-andrew-crane-dirk-matten-sarah-glozer-laura-spence>

SUPPLEMENTARY TEXT

Wendling, K. (Ed.) (2015) *Ethics in Canada: Ethical, Social and Political Perspectives*, Oxford, United Kingdom: Oxford University Press.

REQUIRED ONLINE TOOLS

1. **EduFlow** - <https://www.eduflow.com>
2. **MIRO** - online collaborative whiteboard platform – sign up here <https://miro.com/signup/>
3. **Class Padlet** – online class bulletin board for posting exercise outputs etc.
4. **VSDC** – free Suite for editing video and audio files – download here <http://www.videosoftdev.com>
5. **cuPortfolio** – Carleton’s ePortfolio platform – see introduction here <https://www.youtube.com/watch?v=srJz47LjNfk>

COURSE RESOURCES

Audio-Visual

1. Corporate Knights (Canada) <https://www.youtube.com/channel/UC8ns9TsLIs20Sz9vkeaAKyg>
2. The Aspen Institute (USA) <https://www.youtube.com/user/AspenInstitute>
3. Institute for Business Ethics (United Kingdom) <https://www.ibe.org.uk/pearls-of-wisdom-videos/140/52>
4. Carnegie Council for Ethics in International Affairs (USA) <https://www.youtube.com/channel/UCk0luGzj0BUB-waVMpEm6ig>
5. Markkula Center for Applied Ethics (USA) <https://www.scu.edu/ethics/focus-areas/business-ethics/>

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Organizations

1. The Aspen Institute (USA) <https://www.aspeninstitute.org/issues/business-society/>
2. UK Institute of Business Ethics (United Kingdom) <https://www.ibe.org.uk/>
3. Carnegie Council for Ethics in International Affairs (USA) <https://www.carnegiecouncil.org/>
4. The Ethics Canvas (United Kingdom) <https://www.ethicscanvas.org>
5. CPA Ethics Resources (Canada) <https://www.cpacanada.ca/en/career-and-professional-development/webinars/leadership-management/business-ethics>
6. MIT Media Ethics Lab (USA) <https://www.media.mit.edu/groups/ethics/overview/>
7. World Economic Forum (Switzerland) <https://www.weforum.org/platforms>

Academic Journals

1. Business and Society <https://journals.sagepub.com/home/bas>
2. Business Ethics Quarterly <https://www.cambridge.org/core/journals/business-ethics-quarterly#>
3. Journal of Business Ethics <https://link.springer.com/journal/10551>
4. Business Ethics: A European Review <https://onlinelibrary.wiley.com/journal/14678608>
5. African Journal of Business Ethics <https://ajobe.journals.ac.za/pub>

Magazines

1. Corporate Knights (Canada) <https://www.corporateknights.com/>
2. Harvard Business Review (USA) <https://hbr.org/topic/ethics>
3. Business Ethics | The Magazine of Corporate Responsibility (USA) <https://business-ethics.com/>
4. Ethical Corporation (United Kingdom) <http://www.ethicalcorp.com/>

LEARNING AND ASSESSMENT

Assessment Summary

Evaluation in the course will be based on a combination of group and individual work.

Assessment		Due	Weighting
Individual	Quiz: Moral and Political Preferences Indicator Community Tree of Life: Visual	Session 1	N/A
	Proposal: Enterprise Ethics Case Report Progress Check In: Multimedia Reflective Learning cuPortfolio	Session 5	30%
	cuPortfolio: Multimedia Reflective Learning cuPortfolio	Session 10	30%
Group	Video: Ethical Enterprise Case	Session 7	40%
	Case Report: Enterprise Ethics Case Report	Session 11	
	Presentation: Enterprise Ethics Case Report	Session 11 & 12	
Total			100%

Individual: Moral and Political Preferences Indicator

In this online questionnaire, you will be asked questions about your views on some Canadian social issues. The pattern of your answers shows you where you fit, at least initially, on the spectrum of moral and political views in Canada. Print out the final assessment and bring it to our first session of class – see this link:

<http://lti.oupsupport.com/9780195443202/>

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Individual: Video: Ethical Enterprise Case

You will produce an explanatory video for a selected community, Indigenous or corporate enterprise **that is approximately 5 minutes in length**. The purpose of the video is to give an overview of a particular community, Indigenous or corporate enterprise, highlighting its ethical model or framework, what makes it an ethical enterprise (or not), what are its strengths and weaknesses and what are the current challenges. The object of the video is not to 'sell' or evaluate the community, Indigenous or corporate enterprise, but to give an interesting overview of what it is and how ethics is communicated and practiced.

Camera and Format

Videos may be shot on a smart phone or tablet that has reasonable video capacity, or on any camera that has video capability.

Grading

I will be available during office hours to discuss your ideas as to which organization you would like to feature and how you might handle it. Use your imagination and you will produce a great video! **Include a credits clip with "Ethics BUSI 4601 D or Ethics BUSI 4601 E, Dr. Rick Colbourne" with names of group members at the end of the video.**

Videos will be graded on:

1. an appropriate representation of the community, Indigenous or corporate enterprise, its ethical codes and way of operating, and its ethical strengths and challenges (**80% of the grade**). There is not just one correct way to represent or capture ethical practices in a community, Indigenous or corporate enterprise, but some thematic approaches to outlining main points will be more helpful than others – do not be afraid to emphasize ethical features that stand out to you and to demonstrate the links between different aspects of the organization. Look for the dimensions or elements that establish the overall ethical model or framework of the enterprise.
2. creative use of narration, imagery and sound you use to represent and illustrate the points made in the video and overall clarity and impact of the video will be important (**20% of the grade**). You are not expected to produce a professional level video, the imaginative use of images, narratives, enterprise source materials and audio to create your narrative and a reasonable quality of video and audio will contribute to a better mark. You can use interviews, documentary excerpts, pictures, PowerPoint converted to video or any combination of these or other formats – **NOTE: the video cannot just be a video of a PowerPoint presentation.** The purpose is to communicate your insights clearly in a way that commands attention from the audience.

Permissions

Once you select a community, Indigenous or corporate enterprise and create your video storyboard, you will need to obtain permission from anyone that you interview for the video (if you interview someone). You must inform them that the video will be shown in a University class setting and will not be made public. A form can be provided for you to use to obtain formal permission.

Submission

1. upload your video as unlisted to YouTube (<https://www.youtube.com/>) by the start of the session due date and embed it **cuPortfolio**

Additional Video Resources

- VSDC – free Suite for editing video and audio files – download here <http://www.videosoftdev.com>

Individual: Reflective Learning Multimedia cuPortfolio

The Reflective Learning Multimedia cuPortfolio captures your insights, thoughts, learnings and reflections on the readings and class activities and can be comprised of a collection of notes, observations and multimedia (images, video, audio, etc.) that reflect your thoughts on personal values, business ethics and community, Indigenous or corporate enterprise ethical models and frameworks. The purpose of the cuPortfolio is to encourage you to reflect on the course readings, your group work and class discussions in context of your own personal learning journey during the course. You are expected to document

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and reflect on ethical issues and challenges and ethical business in context of your work and in class experiences as you encounter them – it is a scrapbook of thoughts, reflections, a catalogue of learning insights that you have had, witnessed and reflected on using language and frameworks derived from your readings and class work.

Expectations

Your Reflective Learning Multimedia cuPortfolio should be written in first person and reflect your thoughts, personality, preferences and experiences – it should be a written account that is supported by photographs, mind maps, drawings, diagrams or any other visuals that best reflect your thoughts and your learning related to all aspects of this course.

Guiding Principles

Your cuPortfolio should:

1. incorporate insights, reflections and thoughts based on your understandings of ethical issues and challenges and ethical business concepts;
2. reflect on any readings, class discussions and current events that have impacted your thinking;
3. explore ethical issues and challenges and ethical business cases presented and practiced in class;
4. capture some of the work and activities you and your team have undertaken; and,
5. present a well-considered personal reflection on ethical issues and challenges and ethical business.

Think about:

1. WHAT?
 - a. What have you learned through this course?
 - b. What have you learned in the readings?
 - c. What stands out to you, feels new to you, excites you, or challenges you?
2. SO, WHAT?
 - a. Why do ethical issues and challenges and ethical business matter?
 - b. Why is it important - to you personally or in the bigger picture?
 - c. How might this course influence your engagement with ethical issues and challenges and ethical business practices?
3. NOW WHAT?
 - a. What do you do from here?
 - b. How will you take this learning with you?
 - c. Does this learning change your perspective, your career goals, or your interests?

To do well at this assignment, you should start right away and begin taking notes that reflect on your learning, taking photos and videos (if you are going to use these) and spend time thinking about your learning in the course and the course content. This cuPortfolio does not require citations – just personal reflection.

See the assessment rubric below – I follow this closely. Your Reflective Learning Multimedia cuPortfolio will be graded based on how well you have integrated key concepts and insights gleaned from course content, the in class and team activities, the readings and class discussions. The cuPortfolio should be a creative exploration of your personal thoughts and insights on your own learning and how this has developed through participating in this course.

Submission Instructions

1. **Progress Check in** - create a Secret URL of your portfolio and submit this link to cuLearn – see detailed instructions [here](#).
2. **Session 10:** Submit your portfolio to cuLearn following the official submission process – see <https://carleton.ca/cuportfoliosupport/help/submitting-assignments/#sect1> . **Note:** your portfolio will be locked (you will not be able to edit it) after you have submitted it.

cuPortfolio

You will be using cuPortfolio to create your Multimedia Reflective Learning cuPortfolio and to embed your Ethical Enterprise Case for this course. Using cuPortfolio, you will be able to record all your cuPortfolio entries in one place. This will help you organize and keep track of your learning journey throughout the term. cuPortfolio also allows you to creatively express your learning and reflections by incorporating media into your portfolio.

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Technical Instructions

A cuPortfolio support staff will be visiting our class early in the term to introduce you to the tool.

1. Create a cuPortfolio collection **using only 1 page (tab)**
 - a. collection - <https://carleton.ca/cuportfoliosupport/help/collections/#sect1>
 - b. pages - <https://carleton.ca/cuportfoliosupport/help/pages/#sect1>
2. The number of pages (AKA tabs) in your portfolio is ONE – this is your opportunity to creatively express your learning journey and so the construction and design of your portfolio is your decision
3. **Do not upload files (or embed documents) on your page**
4. For examples of media that you could embed into your portfolio, visit the cuPortfolio Embedded Media example portfolio at <https://cuportfolio.carleton.ca/view/view.php?t=8vGV7QIYiCFmaUw6EgLO>

Support

For further support with cuPortfolio, contact Stacy Malloch, the cuPortfolio support staff for students: E: cuportfolio@carleton.ca, P: 613-520-2600 x8412

REFLECTIVE LEARNING MULTIMEDIA CUPORTFOLIO MARKING RUBRIC

	50% and below	50%-69%	70% – 89%	90% – 100%
Reflection: Ability to integrate your learning into experiences and reflect on, and critically analyse, course activities, concepts, and other materials.	1 - Uses brief, simplistic descriptions of previous experience, course concepts, materials and activities. 2 – Demonstrates no reflective ability and no critical analysis of learning experience. 3 – Demonstrates lack of reflection beyond simple descriptions of course content.	1 - Includes only description of events and very little reflection on previous experience, course concepts, materials and activities. 2 – Demonstrates limited reflective ability and some critical analysis of learning experience. 3 - No evidence of using multiple perspectives in reflecting on the course content.	1 – Includes description of and reflection on course learning based on previous experiences, course materials and content. 2 – Demonstrates reflective ability and critical analysis of learning experience. 3 – Evidence of attempts to reflect on some learning from a limited number of different perspectives.	1 - Demonstrates strong reflection and deep thinking about course concepts, materials and activities. 2 - Integrates thoughts with a range of issues, challenges and perspectives (e.g. different contexts, cultures, disciplines etc.) 3 – Demonstrates creativity and critical thinking skills through combination of writing and use of an array of visual elements
Presentation: Articulation and organization of your ideas and perspectives.	1 – Writing has many errors and demonstrates no reflection and analysis. 2 - Reflection, arguments or perspectives are absent does not demonstrate any original thinking or perspectives. 3 – Writing is disconnected, unorganized and superficial in the presentation of ideas. 4 – Lacks any appropriate use of visual supporting materials.	1 – Writing has some errors and demonstrates limited focus on reflection and analysis. 2 – Reflection, arguments or perspectives are vaguely stated. 3 - Writing lacks an organized flow and ideas are difficult to follow. 4 – Some limited use of visual supporting materials.	1 – Writing is free of errors and demonstrates a strong and focused reflection and analysis. 2 - Reflection, arguments or perspectives are clearly stated. 3 - Organized flow in writing but not deep enough to be very insightful. 4 – Good use of visual supporting materials.	1 - Writing is free of errors and demonstrates an exceptionally well-focused reflection and analysis. 2 – Reflection, arguments or perspectives are well defined and articulated. 3 - Coherent flow in developing insightful personal learning reflections. 4 – Exceptional use of visual supporting materials.
Completeness: Incorporation of the cuPortfolio entries into a holistic demonstration of your personal learning journey.	1 - CuPortfolio entries make no connections between course concepts, materials, activities and personal learning reflections. 2 – Demonstrates no insight or reflective understanding of the personal learning journey during the course.	1 - CuPortfolio entries are weak in making connections between course concepts, materials, activities and personal learning reflections. 2 – Demonstrates limited insight and reflective understanding of the personal learning journey during the course.	1 - CuPortfolio entries make some connections between course concepts, materials and activities and personal learning reflections into a finished work. 2 – Demonstrates some insight and reflective understanding of the personal learning journey during the course.	1 – CuPortfolio entries make concrete connections between course concepts, materials and activities and personal learning reflections into a whole and complete work. 2 – Demonstrates clear insights and reflective understandings of the personal learning journey

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	3 - Visual supporting materials are absent or add no value in articulating the personal learning journey.	3 - Visual supporting materials add limited to no value in articulating the personal learning journey.	3 - Visual supporting materials add some value to articulating the personal learning journey.	during the course. 3 – Visual supporting materials add significant value to articulating the personal learning journey.
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Group: Enterprise Ethics Case Report

Technological innovations are changing the world faster than ever. At the same time, people are increasingly concerned about the ethical impacts of community, Indigenous or corporate enterprises. The Ethics Canvas is a tool that links closely to the Business Model Generation Canvas and this tool will enable your group to analyze, reflect and critique the ethical impacts of community, Indigenous or corporate enterprises. Your group will select a Canadian community, Indigenous or corporate enterprise (each group must choose a different enterprise) and referring to class readings, primary research and using the Ethics Canvas as your guide, your group will provide a critical case study of an enterprise’s ethical model and framework.

To do this you will need to identify the enterprise’s positive and/or negative impact on:

1. **individual behaviour** (changing habits, patterns);
2. **relations** (friends, family, professional life)
3. **worldviews** (political, religious, scientific)
4. **social conflicts** (inequality, lack of justice)
5. **resource use** (climate change, toxics)
6. **product or service failure** (fallout, safety)

In response, your case report will need to identify and discuss the significance of positive and negative impacts and propose viable solutions or actions that the enterprise may need to undertake in the future.

Step One: One-page Enterprise Ethics Case Report Proposal

You are expected to submit a one-page Enterprise Ethics Case Report Proposal identifying a Canadian community, Indigenous or corporate enterprise that you have chosen. The first group to post their selection to the General Forum claims the community, Indigenous or corporate enterprise. Each group member should upload the proposal to their cuPortfolio. The proposal should be no more than a page in length, consisting of five parts:

1. **Working Title**
2. **Background** - paragraph of no more than 100 words outlining background information on the enterprise
3. **Thesis Statement** - a tentative thesis statement
4. **Outline** - tentative outline of the enterprise ethics case study report, and
5. **Bibliography** - at least **four academic journal sources** you are going to use for the case study report as well as additional informational resources.

For many students, framing a good thesis statement is one of the biggest challenges. A useful guide to forming a thesis statement is found at

<http://minerva.union.edu/motahare/srs200/Guidelines%20for%20the%20Term%20Paper%20Proposal.pdf>.

Do not attempt to do your proposal without consulting that guide.

Step Two: Enterprise Ethics Case Report

Enterprise Ethics Case Reports are to be a maximum of 5,000 words (12 pt. font and 1.5 spaced and Microsoft Word document) and **submitted on Session 11**. It is expected that papers will make use of at least **four academic journal articles**. It is expected that your Enterprise Ethics Case Reports goes beyond description. For example, look for patterns that illustrate applications of the knowledge and theories from your textbook readings, from discussions and in class work. Use the APA 6th format for citations and for your bibliography. Writing a paper as a group has some learning advantages, but also some challenges. A very useful guide to writing as a group is found at <http://writingcenter.unc.edu/handouts/group-writing/>.

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I will be available during office hours to discuss with your group the enterprise you want to work on. Please make sure to book an appointment ahead of the time for consultation. To avoid having your e-mail lost please include "BUSI 4601 D 2020" or "BUSI 4601 -2020" in the subject heading for any communications with me.

Your group's analysis should provide an overview and background information on the Canadian community, Indigenous or corporate enterprise provide a critical case analysis of the ethical model and/or framework.

A typical ethical Venture Case Report might include (but not be restricted to) the following sections:

1. **Executive Summary**
2. **Introduction:** (introduce the concept of ethical business) and discuss what you will be doing in the report
3. **Organization:** background and overview of Canadian community, Indigenous or corporate enterprise that you have chosen
4. **Industry/Sector Related Ethical Issues, Challenges or Trends:** what ethical issues and challenges predominate the industry/sector
5. **Other Ethical Challenges:** are you seeing any other issues and/or challenges that might be important?
6. **Enterprise Ethical Analysis:** provide an integrated ethical analysis drawing on research and readings and utilizing the Ethics Canvas to frame your discussion
7. **Discussion and Conclusion:** in this section, provide a brief summary of all the sections above and state your overall conclusions – based on the findings presented above what is your group's overall assessment of this ethical venture – is it healthy? struggling? successful? emerging? What are its short-term actions or solutions versus long-term actions and solutions, and why? etc.
8. **Appendices:** include only additional information that is required to support your analysis directly otherwise delete this section
9. **References:** this report should demonstrate that you have read the material in class as well as researched the industry and the topic. List only those references that you have referred to and cited in your report using at least **four published (journal articles, etc.) and other information resources**

Group: Enterprise Ethics Case Report Presentation

Your group will develop a 15-minute presentation using PowerPoint and any other supporting materials (videos, audio, photos, etc.) to share your Enterprise Ethics Case Report with the class. This will be followed by class questions and answers. Your group will be assessed on the effectiveness, creativity and quality of your group's PowerPoint and presentation materials; full group participation; the quality of your group's answers to class questions; and the quality and depth of the class discussion generated by your presentation.

See the assessment rubric below – I follow this closely to assess your Enterprise Ethics Case Report and presentation. Your group will be graded based on how well you have integrated key concepts and insights gleaned from course content, the in class and team activities, the readings and class discussions.

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SUBMISSION GUIDELINES

All assignments must be submitted by the deadline announced in class or published in the syllabus.

ENTERPRISE ETHICS CASE REPORT MARKING RUBRIC

Mark %	Breadth of Knowledge	Critical Analysis	Coherent Argument	Contextual Relevance	Language Proficiency	Documentation and Presentation
90 – 100	Displays special initiative, includes surprising or overwhelming information.	Exhibits special, distinctive, or powerful insight into the material and its significance.	Exhibits such characteristics as: independence, cogency, nuance, subtlety, sophistication, powerful grasp of methodology.	Keeps an unusually clear and confident focus and shows a fine grasp of issues and of their nuances.	Exhibits excellence and sophistication across the constituent elements of language proficiency.	Displays exceptionally full and appropriate documentation and especially effective presentation.
70 - 89	Displays original thinking and advanced knowledge of material.	Displays strong understanding of the material and insight into its significance.	Argues in advanced and coherent way with advanced development and understanding of material.	Displays an advanced understanding of relevance of a range of material to the argument.	Exhibits an advanced level of competence across the constituent elements of language proficiency.	Displays an advanced grasp of documentation and presentation.
60-69	Provides substantial information, displays a solid knowledge of mainstream material.	Has a clear understanding of the material and its significance.	Argues in an assured and orderly way, with clear development. Shows some understanding of methodology.	Displays a secure understanding of relevance of the material to the chosen method of argument.	Exhibits a high level of competence across the constituent elements but may contain a significant number of errors, while not seriously impairing communication.	Displays a thorough grasp of appropriate principles of documentation and presentation.
50-59	Provides a reasonable quantity of accurate information.	Has a competent (if dependent or incomplete) understanding of the material and its significance.	Presents the general outline of an appropriate argument.	Displays a sound general understanding of relevance though sometimes wavering and unreflective.	Demonstrates a general competence across the constituent elements but may contain wide range errors which have a significant impact on communication.	Displays a general grasp of appropriate principles of documentation and presentation.
40-49	Provides a limited quantity of information with some accuracy.	Has some limited understanding of the material and its significance?	Presents some elements of an appropriate argument.	Displays some limited understanding of relevance.	Achieves limited communication despite numerous and varied errors in the constituent elements, particularly in morphology and syntax.	Displays some limited care and competence in documentation and presentation.
0-39	Is incompetent in quantity or accuracy.	Has no real understanding of what the material means.	Presents practically no appropriate argument.	Displays an inadequate understanding of relevance.	Unable to achieve communication due to wide ranging error in the constituent elements.	Displays an inadequate grasp of appropriate principles of documentation and presentation.

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COURSE AND READING SCHEDULE*

Session	Topic	Required Readings	Due
Session 1	Course Introduction Values and Business Ethics	BUSI 4601 Course Syllabus Chapter 1	Quiz: Moral and Political Preferences Indicator http://lti.oupsupport.com/9780195443202/
Session 2	Framing Business Ethics: Corporate Responsibility, Stakeholders and Citizenship	Chapter 2	
Session 3	The Ethics Canvas	The Ethics Canvas Model Website: The Online Ethics Canvas Video: The Ethics Canvas Demo Project 2018 Podcast: The Tenuous Relationship Between Technology and Social Innovation (Stanford University)	
Session 4	Self Directed Session Self-directed work on Individual and Group assignments		
Session 5	Evaluating Business Ethics: Normative Ethical Theories	Chapter 3	Case Proposal: Enterprise Ethics Case Report Progress Check In: Multimedia Reflective Learning cuPortfolio (secret link)
READING WEEK			
Session 6	Making Decisions in Business Ethics: Descriptive Ethical Theories	Chapter 4	
Session 7	Managing Business Ethics Tools and Techniques of Business Ethics Management	Chapter 5	Video: Ethical Enterprise Case
Session 8	Civil Society and Business Ethics	Chapter 10	
Session 9	Indigenous Peoples and Business Ethics	Ethics in Canada: Ethical, Social and Political Perspectives Page 34 - 67 Video: John Borrows - Professor, Canada Research Chair in Indigenous Law Video: Jeff Corntassel - Associate Professor, Indian Studies	
Session 10	Conclusion and Future Perspectives	Chapter 12	cuPortfolio: Multimedia Reflective Learning CuPortfolio
Session 11	Presentation: Enterprise Ethics Case Report		Case Report: Enterprise Ethics Case Report
Session 12	Presentation: Enterprise Ethics Case Report		

*note – as teaching and learning is an adaptive process sometimes the course schedule will be subject to change

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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).

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.

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 more information on an accommodation request, visit the Equity Services website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

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.

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.

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.

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: <https://carleton.ca/sexual-violence-support/>

Accommodation for Student Activities

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

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/>

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:

1. Students must always retain a hard copy of all work that is submitted.
2. All final grades are subject to the Dean's approval.
3. 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, 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/all-services/email/carleton-student-email/>

Important dates and deadlines

<https://sprott.carleton.ca/students/mba/dates-deadlines-policies/>

ABOUT

Dr Rick Colbourne**Assistant Professor, Indigenous Leadership and Management****Fulbright Fellow (Indigenous Business)****London Technology Network Fellow**

Dr Rick Colbourne, PhD (Cambridge), MOT MBA (SFU) and BA (Mount Allison), is an award-winning educator with a demonstrated record of leadership, success and international experience in business, education and the creative, cultural and technology industries. He has served on faculties at universities and colleges in Canada, the United Kingdom and the United States. He was the Assistant Dean, ethical Business Education and Director of Ch’nook at the University of British Columbia’s Sauder School of Business; Adjunct Professor and Executive Director of the Learning Strategies Group (LSG) at Simon Fraser University’s Segal Graduate School of Business; Director of the MA in Music Business Management at the University of Westminster’s School for Media, Arts and Design; and, was a Senior Manager in Accenture’s Communication, Media and Entertainment practice.

Dr Colbourne teaches on Indigenous and non-Indigenous graduate, undergraduate and Executive Education programs in the area of business (international, Indigenous, social, creative and cultural), international business, strategy, leadership, management, and organization studies. His current research interests centre on business (Indigenous entrepreneurship [, ecosystems, social, creative and cultural); management, organizations, learning and work (power, knowledge and knowing); and technology (education, workplace, creative and cultural).

Dr Colbourne is a recipient of the University of Northern British Columbia’s University Achievement Award for Teaching; the Government of Canada’s Deputy Minister’s Recognition Award for Collaboration and Partnerships (AANDC); the Canadian Council for Learning’s Award for Excellence in Learning (LSG team); and the University of Westminster’s Award for Excellence in Teaching and Learning.

Rick is a member of the Mattawa / North Bay Algonquin First Nation in Ontario, Canada.

D’Arcy O’Farrell**Teaching Assistant,****PhD Candidate, Finance**

D’Arcy O’Farrell, MBA (Carleton), BA (Laurentian), is in his 4th year of graduate studies at Carleton University. His research is in financial asset pricing in cryptocurrency. He is a lecturer in finance and has worked alongside numerous professors assisting in courses relating to finance, business strategy, and business ethics. Before entering graduate studies, D’Arcy worked as a software consultant in Corporate Performance Management at Corporate Renaissance Group.