



BUSI 4705 B
Ethics and Cross-Cultural Interaction
Winter 2018

Instructor: Dennis Sakalauskas, M.Sc.
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Course meets: Thursdays 6:05 pm – 8:55 pm Tory Building 236

Pre-requisites & precluded Courses: Precludes additional credit for BUSI 4601. Prerequisite(s): fourth-year standing in B. Com. (International Business Concentration) or B.I.B., and BUSI 2702 or BUSI 3703.

Course Calendar description from the 2017/2018 University calendar:

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

Course Description:

International business is regarded not as a choice to be considered, but rather as the reality of business activity. Managers, CEOs, entrepreneurs, Marketing & Sales Directors and many other business leaders operating internationally need to be effective in a range of countries and in a range of cultures if they are to develop a sustainable competitive advantage in the international arena. They must *become aware* of the interaction between cross-cultural/cross-national differences and experts in international management practices; and *develop their participative competency* for behaving sensitively with respect to those cultural differences (i.e., in terms of performing business and managerial functions across cultural boundaries, and working in multicultural teams).

Focus is on general concepts, theories but also practical application of culture's consequences in general, which is designed to strengthen students ***Cultural Intelligence*** and ***Business Ethics*** is reinforced with a variety of experiential activities (e.g., simulations, videos, class discussions). This includes, but is not limited to from truly understanding the meaning of *Globalization* and cultural value dimensions common to all nations (including ethical values). Extensive consideration also includes the necessary theories pertinent to *business ethics across many disciplines* as well as *cross-cultural communication* (including collaboration and negotiations), as well as ***ethical leadership & motivation*** and teams & decision-making.

Because the way that a multi-national firm manages knowledge, will also influence its ability to align its culturally diverse, internationally dispersed workforce with its mission. Moreover, this course will take a more *ethically and culturally specific, but also a very practical* approach to ethics and business. Students will have the opportunity to apply the course theory and concepts to practical and ethically challenging exercises (in-class case studies and team projects) which are framed around unique cultural environments. More specifically, the **cases** enable students to relate the course theory to various multinationals' ethical management activities. Through your **Team Projects**, students will also have an opportunity to take a detailed look at the ethics and cross-cultural management issues which must be addressed by Canadians/Canadian firms operating within specific industries in specific countries of your choice. The **class presentations** of those projects will enable you to learn more about the issues of managing in various organizations, ethical challenges and different cultures, as well as enable you to develop your communication skills (i.e., by communicating the important nature between ethics and cultural management practices in the country that you studied for your project).

The applied part of the course is explored at the strategic management level - the long-term policy-making/planning stage - and at the international business operating level, or short-term decision-making/implementation stage. The point of view is always that of an owner/entrepreneur and/or Senior Global Manager/CEO of a business or organization who must direct, make decisions and take action to ensure leadership in competitive markets across many different countries and different ethical and cultural dynamics. It will involve the development of a research project and ethics recommendations as well as cross-cultural management recommendations. 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 team. Between cases and ethical / cross-cultural business models, students will have a thorough understanding of over 20 companies' ethics diverse strategies in working in several different cultural teams and also managing, working and aligning with a series of employees of various different cultures, including Managers, Directors, Administrators, and Leaders of teams.

Target Audience

This course is designed for students who are interested in business ethics in general, but also those seeking to go international with their own careers and/or interested in pursuing domestically based careers in organizations that may be international or internationalizing (where they may need to eventually manage, or work in teams with, culturally different employees).

Learning Objectives:

Upon completion of this course, each participant should be able to:

1. Demonstrate an improved knowledge in the field of diverse ethical and cultural management and implementing ethical recommendations and cross-cultural management strategies at all levels of a company and in the context of managing unique, culturally diverse and various teams.

2. Adopt the necessary skills and points of view of an effective CEO, Owner, Manager or Senior Manager or a company or organization, but also to take those points-of-view and make effective marketing and financial business decisions for a growing organization of various different ethical practices and cultures.
3. Appropriately question and criticize traditional strategic models in favour of approaches, which encompass variables such as culture, different approaches to business, international complexity, innovation, different culture corporate strategists, virtual representations and other technologies.
4. Present a framework and identify a set of tools for managing organizations and working toward building business with people of different cultures.

Course Structure

This course emphasizes a way of thinking about managing a globally oriented or globally focused business involved in different countries or Canadian businesses and organizations working with several different cultures; but also to essentially make effective financial business decisions through the use of case summaries, a team based cross-cultural management consultancy research project and presentation, relevant ethical business approaches and strategic cross-cultural management discussions, and a review of all concepts with a final exam.

Moreover, the overall structure also calls for ongoing class participation throughout the entire course as well as a unique way to develop skills of ethical management implementation and cultural intelligence, so to best leverage the knowledge of concepts from all participants and integrate it to the application of companies seeking leadership in growing their ethically and culturally diverse business.

Required Reading Material: *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization (4th edition)*.
Andrew Crane and Dirk Matten, 2016.

Course Requirements & Methods of Evaluation:

Student assessment involves both individual and team components and requires students to use both classroom and field learning as well as from readings and case studies. Specifically, the assessments are:

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| #1. Individual Class Participation will be in two parts: | 15% |
| A) <i>Self-assessed</i> : the course will be seminar based and revolve around cases and ongoing opportunities to participate. Preparation for class is very important and will be considered as well as participation during class (10%) | |
| B) <i>Two Reflection Assignments</i> (5%) | |
| #2. Research Project Team Presentation and Report (Team Based) | 25% |
| #3. Five Case Study Team Exercises (Best 3 / 4 of cases worth 5% each) | 30% |
| #4. Final Exam | 30% |

NOTE: See APPENDIX #1 and APPENDIX #2 SAMPLE of a GRADING RUBRIC for the specific evaluation criteria AND the format for each submission for this course. Your final course grade is a weighted average of each of the grading 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:

A peer evaluation form is provided (see APPENDIX #3). 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: 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 (Part #1 and Part #2) total value of 15%

Participation Part #1 (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 grade 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 marketing.

Participation Part #2:

Reflection Assignments:

TWO (2) REFLECTION ASSIGNMENTS (Journal Entries) required in total; 2.5 marks per entry

As you go through this course you will produce **TWO (2) journal entries** which critically assess the value that you have taken from any discussions and readings/class activities and relating it to practical cross-cultural management events/issues. Concise, thoughtful reflections with relevant details related to course material are required, not summaries of the readings. *This component of participation is worth 2.5 marks each.* **Reflection Assignment #1 is DUE February 1st and Reflection Assignment #2 is DUE March 22nd.**

REFLECTION ASSIGNMENTS (Journal Entries)

Content & Marking (4 sections)

- a) Briefly and accurately summarize the course material concept which is to be discussed in this entry (0.5 mark). You can draw from any week's material (theory and/or experiential activity) to do this.
- b) Provide a practical, real-world example (0.5 mark) of a challenging / surprising cross-cultural encounter that you have experienced in the past or that you are currently experiencing. If you are really at a loss for any such examples, you can use as an example the experience of a close friend, relative, or colleague who has had a cross-cultural experience that illustrates course theory. However, it is encouraged to learn from *your own* experiences (e.g., relating any weaknesses from your CQ (#1) report to a real-world, practical context, and exploring how course material could have helped you to understand/approach that situation).
- c) Appropriately connect the selected course concept(s) and practical learning to this real (actual) example (1 mark). For example, how might course theory relate to surprises you experienced on your international travels (e.g., the role of cultural value differences and how that has eased/worsened your cross-cultural adjustment), AND/OR how might it inform your cross-cultural experiences within Canada (e.g., cross-cultural communication, leadership, motivation, and/or decision making within your student s

or within other multicultural situations you have been in)?

- d) **Concluding Paragraph [0.5 mark]**: What's the number one thing you can "*take away*" from the course theory / practical learning regarding your ability to manage this type of cross-cultural issue in the future?

REFLECTION ASSIGNMENTS (2)

Format

Title page (project, student name, course code, Professor's name, number of pages, date).

Total submission should also be:

- Typed, double spaced
- Maximum of 3 pages (minimum 2 pages) for EACH entry not including the cover page.
- **NOTE**: Please number each page and staple your pages together (a folder is not necessary for this assignment).

Submission Timing & Delivery Requirements

- Submission of your *printed and stapled* Reflective Logs must be submitted at **the beginning of class for each due date** (see Course Schedule in this course outline). **Email or electronic submissions for this deliverable are not permitted** and will not be accepted. Only paper copy submissions will be accepted.

Value: 5% of total course grade.

TOTAL Combined Value of Participation Modules #1 (10%) and #2 (5%):
15% of total course grade.

Case Studies Team Application Exercises:

The aim will be to implement a specific model which is related to the previous sessions. Content must always consider managing cultural change, strategies related to cultural management, business practices, including modern online marketing and selling strategies as well as management strategies. These exercises also give students the opportunity to practice strategic factors, recognize emerging strategies in cultural management and analyze cultural differences in management and business.

Process and Time:

Teams will have *1 hour and 20 minutes* to address all questions posted on CU Learn and must **email a comprehensive and organized submission** to the Professor **before** the 1 hour and 20-minute timeline. NOTE: Late submissions will not be accepted.

NOTE: See CU Learn APPENDIX #1 SAMPLE OF A GRADING RUBRIC for details outlining the specific submission format as well as the evaluation criteria for all 5 case studies application exercises.

Value: Team Application Exercises (Best 4 / 5 cases): 20% of total course grade.

Ethics & Cross-Cultural Consultancy Plan:

Team Presentation and Final Written Report

Congratulations! Your team has been selected to be the consultant of “ethics and cross-cultural experts” helping to prepare an individual for work on their overseas assignment. What type of work and which country? That’s up to you!! If anyone in your team is planning to do an international student exchange in the near future, feel free to choose the country of exchange and choose “university student on an international educational exchange” as the work context. Another great option is to keep the choice of project business oriented, and could also be someone moving to a different country for work and/or someone opening a new business in a new country or going to a new country based on a specific work assignment. Either way, this is a great opportunity to provide your cross-cultural expertise to prepare this person with the necessary information as well as the tools that he or she will need to not only succeed, but also to adapt well within the new culture and new country!

KEY POINTS for the Ethics & Cross-Cultural Consultancy Plan:

1. **Project Selection and Project Proposal:** You are strongly advised to meet with your team as soon as possible to discuss the preferred country for the assignment and your intended approach, because you will need to be sure you have chosen a country and industry which no other has chosen, and for which sufficient information is available to permit you to answer the assignment questions (i.e., outline guidelines, as indicated in the sample of a grading rubric).

The final selection of the project assignment is **due Monday, January 25th at the beginning of class. The following outlines the requirements for the Project Proposal:**

A project proposal must be submitted at the beginning of class **by Monday, January 25th**. This proposal is not graded but it must be approved before moving to step 2. It is a **brief** 1-page report or less (point format) highlighting the following:

- a) Briefly describe the project assignment, and why you have selected this job/company/exchange assignment for which you will provide cross-cultural management consultation.
 - b) Recommended Primary and Secondary Research sources.
 - c) Challenges (cultural and country-specific) related to the work assignment/exchange that the team anticipates the person who is moving might face when taking on the new work assignment or exchange.
2. **Project Primary and Secondary Research Requirements:** This is a research assignment. You must conduct both secondary research AND primary research (i.e., interview at least one individual from that culture, and include their coordinates – name, tel#, email -- in the reference section).

Project Primary Research: Interview

INTERVIEW: Strategic cross-cultural interaction and ethics recommendations must incorporate and be based from findings from the secondary research, **but also primary research findings.**

Regarding primary research, s must conduct at least one interview with at least one person from the actual country where the work assignment / exchange is going to occur to truly understand the cultural and other country-specific challenges and to better identify the opportunities. The interview must be documented (i.e. interview notes) and *briefly* presented during the Team Presentation and also included in the Appendices in the Team's Final Written Report.

Outline and Evaluation Criteria: Regardless of the occupational category/country the team selects, it is recommended to structure your report and presentation according to the **outline and sections indicated in APPENDIX #2 SAMPLE OF A GRADING RUBRIC, which also includes the detailed evaluation criteria for both the Team Presentation and Final Report.** Teams must be mindful to integrate course material and practical learning (i.e., using appropriate cross- cultural terminology and course material) wherever pertinent.

TEAM PRESENTATION:

Presentations will be a maximum of 12 minutes (with an additional 3 – 5 minutes for questions), with all team members given the opportunity to present. Each team member must present at least one slide. The remaining overall balance of slides can be allocated however the team agrees and wishes to present. Team presentations will occur on Thursday, March 15th. **It is encouraged to take the feedback and consider the questions from the audience to update and modify the recommendations for the Final Report.**

NOTE: See **APPENDIX #2 (Sample of a Grading Rubric Team Final Presentation and Final Written Report)** for the recommended outline, format as well as the evaluation criteria for the Team Presentations.

Value: 10% of total course grade.

TEAM FINAL WRITTEN REPORT:

The country and industry must be chosen and brought to class by Thursday, March 29th. The completed report should 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. Both a printed report and an emailed "Word" version of the same report must be submitted to the Professor before or at the beginning of the class on Thursday, March 29th.

NOTE: See **APPENDIX #2 (Sample of a Grading Rubric Final Presentation and Final Written Report)** for the recommended outline, format and the evaluation criteria for the Final Team Written Report.

Value: 15% of total course grade.

Final Exam

The final exam will occur during the appropriate examinations schedule in April. It will draw on class material, supported by any articles and case studies reviewed throughout the course. The final exam will be of three hours' duration.

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.
- Clearly indicate course and section in the subject line.
- Emails will be responded at the earliest, but at times might take 24 hours for a response.

Wireless Devices and Laptop Usage

Please bring a laptop device to class, which will only be allowed for activities related to the course. Inappropriate use of your wireless/laptop will not be tolerated.

Professional Behaviour Requirements

Disruptive behaviour will simply not be tolerated. Students will be asked to leave class if they are interrupting other students and/or speaking to disrupt or create noise to distract their fellow students who have been called on to speak. Moreover, students will also be asked to leave due to unprofessional behaviour and/or creating noise to effect other students from either hearing or participating in the lectures.

Request for deferrals:

Requests for a deferral for a report submission or an exam due to medical reasons or due to a scheduling conflict must go directly to Student Services and request a deferral.

Please note that it is not possible to submit extra course work to improve your mark.

Course Schedule:
Thursdays 6:05pm -
8:55pm

<u>Date</u>	<u>Lecture Theme & issues</u>	<u>Relevant Article Readings</u>	<u>Case / Assignments</u>	<u>Case / Assignments</u>
January 11	Introduction, course overview and selection. First look at <i>Globalization</i> .	Review course outline Chapter 1		Culturally Diverse Random Formation
January 18	Culture and Ethical Values	Chapter 1		Participation #1; Communication / Consultation Project Idea Generation
January 25	Corporate Responsibility, Stakeholders & Citizenship	Chapters 2	In-class example cases	SELECTION: Country and Industry Selection for Report/Presentation Participation #2
February 1	Evaluating and Making Decisions in Business Ethics	Chapters 3 & 4		Participation #3 DUE: Reflection Exercise #1
February 8	Managing Business Ethics	Chapter 5	Case #1: Global McEthics: Should McDonald's ethics be standardized across the globe?	Participation #4; READ case and be prepared <u>before</u> class In-class Case Study #1
February 15	Shareholders & Employees – Managing Business Ethics	Chapter 6 & 7	Case #2: Corporate governance of professional football clubs: for profit or for glory?	Participation #5; READ case and be prepared <u>before</u> class In-class Case Study #2

February 22	N/A	<i>Reading Week</i>		
March 1	Consumers, Suppliers and Competitors and Business Ethics	Chapters 8 & 9		Participation #6
March 8	Consumers, Suppliers and Competitors and Business Ethics	Chapters 9 & 10	Case #3: From conflict to collaboration? Greenpeace's Greenfreeze campaign	Participation #7; READ case and be prepared <u>before</u> class In-class Case Study #3
March 15	Civil Society and Business Ethics	Chapter 10 & 11	Case #4: Managing the ethics of censorship and surveillance: where next for the Global Network Initiative?	Participation #8; READ case and be prepared <u>before</u> class In-class Case Study #4
March 22	Government, Regulation & Business Ethics	Chapter 11		Participation #9 TEAM PRESENTATIONS: #1 – 4
March 29	Ethical Leadership and Team Presentations	Slide Presentation		Participation #10 DUE: Reflection Exercise #2
April 5	Ethical Leadership and Final Exam Preparation	<i>Final Review: All course materials and peer-reviewed articles</i>		Participation #11 DUE: FINAL CULTURE & ETHICS PLAN @ 6:05pm at the beginning of class and an emailed "Word" version

Satisfactory In-term Performance

1. To pass the course students must achieve a mark of at least 40% on each of the papers and the mid-term exam.
2. To pass the course students must achieve at least 50% on the final exam.

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, Accommodations, Etc.

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 Accommodations

For Students with Disabilities:

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Obligations:

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students and instructors can confirm accommodation eligibility of a religious event or practice by referring to the Equity Services website (<http://carleton.ca/equity/accommodation/religious-observances/>) for a list of holy days and Carleton's Academic Accommodation policies. If there are any questions on the part of the student or instructor, they can be directed to an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy:

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

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/>