



BUSINESS ETHICS

BUSI 4601 C (Thurs); D (Wed); E (Mon)

Winter 2017

INSTRUCTOR: Dr. Sefa Hayibor
OFFICE: 902 Dunton Tower
OFFICE HOURS: Monday & Wednesday, 2:30pm – 4pm
EMAIL: sefa.hayibor@carleton.ca
CELL PHONE: (613)869-6848 (10am – 6pm only, please)
PREREQUISITES: Fourth-year standing in B.Com program concentrations except International Business, which requires [BUSI 4705](#).

UNDERGRADUATE CALENDAR DESCRIPTION

Use of ethical reasoning to analyze business decisions. The ethical content of these decisions. The role of ethics in business situations. Practice in ethical reasoning. Major ethical systems. Precludes additional credit for BUSI 4705.

COURSE DESCRIPTION

The overall performance of an organization depends to a significant extent on the behaviour of its management with respect to ethical issues: failure to attend to such issues can produce very undesirable – even disastrous – results. As a result, business ethics and corporate social responsibility have become very salient topics to business practitioners and the general public. We have all read or heard about many instances of unethical behaviour by businesspeople and the negative implications of such behaviours for the firms where they work: ethically questionable activities of managers at a wide variety of organizations have had profound effects on companies, employees, shareholders, and a wide variety of other stakeholders. The vast majority of ethical issues in organizations, however, do not get discussed in the media. All of us, in our working lives, face ethical issues on a regular basis, whether or not we notice them. This course is designed to facilitate the recognition of ethical issues, decision-making about ethical issues, and adjustment of organizations to promote ethical behaviour.

COURSE OBJECTIVES

The main objectives of the course are to:

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

REQUIRED READINGS

Because I believe that the textbook industry itself suffers from many ethical shortcomings, there is no textbook for this course. Required readings will either be made available online or placed on reserve in the library.

COURSE REQUIREMENTS

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

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

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

COMMUNICATION: You may contact me by email at sefa.hayibor@carleton.ca. If you write to me but do not get a response within a couple of days, you should feel free to send your message again to remind me to respond. You may also call me on my cell phone if you require immediate communication; however, please do not call outside of the hours of 10am and 6pm. If I don't pick up the phone, leave a message, and I'll call you back. I am usually contactable on weekends as well as during the week, but am not required to be; so (rarely) I may be unavailable on a particular weekend. I will sometimes contact the entire class by email through CULearn, and will post slides and assignments there, so be sure to check that system frequently.

PARTICIPATION and ATTENDANCE: Given that classes will involve considerable discussion of concepts, cases, and personal experiences or observations, participation is an extremely important component of your grade. Your input is important to the learning environment, as other students can learn from your knowledge, opinions, insights, and experience. Your participation grade will be based primarily on the quality of your overall contribution to class discussions. It is therefore important that you read any assigned material before class, be prepared to relate it to course concepts, and be prepared to share your opinions and listen (and perhaps respond) to the views of others in the class. If I seldom hear your voice during the term,

you should expect a **VERY** low participation grade (e.g., zero to one percent). Of course, you cannot participate if you do not attend class; and I may also take attendance on certain weeks (for example, during presentation/monsterpiece weeks) and include this in my assessment of your participation. So, come to class. ***There is no alternative way of fulfilling the participation requirement; so please don't ask me if there is.***

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

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

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

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

ASSIGNMENTS AND EXAMS

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

ASSIGNMENT COMPLETION and SUBMISSION: All assignments except those clearly designated as group work are individual assignments, meaning ***you are NOT allowed to consult or work with other students*** on them, and doing so represents a violation of the university's Academic Integrity Policy. You may, however, have someone who is **NOT** in the course proofread your work, if necessary, in order to help you correct any problems with your written English. ***Each group assignment should be worked on as a group: you are not permitted to divide up the assignments among group members for individual completion. Collaboration with members of other groups on group assignments will be regarded as a violation academic integrity standards.***

ASSIGNMENT ASSESSMENT: I recently received a group assignment that had 80 grammar and spelling errors in the first four pages. The next had 60. This is completely unacceptable. Please note that all written assignments will be graded based on your appropriate application of course

content and the coherence and logic of your arguments, but also in part on organization, grammar, spelling, and formatting. Every five spelling, grammar, or formatting errors may, at my discretion, result in a penalty of 0.25 to 1 percent, depending on the assignment. Proofreading is essential, and you should consult with colleagues (who are NOT in the course) or university writing advisors if necessary. You can find more information about help with your writing at the Student Academic Success Centre: <http://www1.carleton.ca/sasc/writing-tutorial-service/>

All assignments and exercises are due before the beginning of class on the due date, unless otherwise specified. They **must** be uploaded to CULearn (with the exception of the Values Assignment) **and** a hard copy must be handed in in class. **Assignments and exercises received after the due date are immediately penalized 50%, and may not be graded until the end of the course.** In addition to the above penalty, late assignments will be penalized 10% per day based on the date they are uploaded to CULearn. All exercises, assignments, and exams in the course are required. If you do not turn in an exercise or assignment at all, your final grade will be withheld until you do. Alternatively, at the instructor's discretion, your course grade may be reduced by the value of the exercise or assignment. (Yes, that means you don't just get zero, you get negative grades if you don't turn in your assignments.) **You are responsible for maintaining copies of all your assignments until you have received your final grade.**

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

VALUES ASSIGNMENT: For this assignment, you are required to rate various values in accordance with their importance to you in your life. You will also complete other short survey instruments associated with personal characteristics, create an "inventory of possibilities" for yourself, and write a very brief personal mission statement. The goal of this assignment is to get you to reflect on what is truly important to you, and the degree to which you are living in accordance with your values. If you take the assignment seriously and follow the instructions precisely, you will get full marks. Needless to say, I will not be grading you based on the nature of your espoused values.

GROUP APPLICATION EXERCISES: In order to reinforce learning of concepts and help prepare you for the group presentation and the case analysis on the Final Exam, in a group of four to five you will complete several exercises that require you to apply ethical theories you have learned in class to business situations. If you have questions about how to apply course concepts when thinking about your Group Application Exercises, please **be sure to consult with the rest of your group before contacting me. You are expected to be working as a team;** and there is a good chance someone in your group can help you, which can facilitate learning for both you and other group members.

GROUP CASE PRESENTATION and SUMMARY: Your group will use the theories of prescriptive ethics described and discussed in class to analyze a real-life "case" and come to a conclusion about what should be (or should have been) done by the individuals or organization making the decision in that situation. The analysis will be presented in class and summarized in a written report. In order to do well on this assignment it is advisable that your group to start on it early,

consult with each other and, if necessary, the instructor when you have questions about the application of course concepts, and take the time to read **closely** and assess one another's work in order to ensure that it is of **very** high quality. **Attempting to knock this assignment off in the week before it is due will probably result in disaster.** As with the Group Application Exercises, if you have questions about how to apply course concepts when working on this assignment, ***be sure to consult with the rest of your group about them before contacting me.***

GROUP ARTISTIC MONSTERPIECE: Your group will create and present an artistic masterpiece/monsterpiece that will help you and other present and/or future students understand and retain information about a key course concept. The "default" deliverable for this project is a rap song; however, other works of art may be created ***subject to my approval.*** So, get creative. Design a videogame. Write a song or a short story. Videotape a skit. Build a 270-foot tall statue. Paint a monkey.

PEER EVALUATIONS: In an effort to promote fairness and discourage free-riders, when your group work is concluded you are **required** to submit a peer evaluation form on which you will evaluate the contributions to group work made by each of the other members of your group. Group members who receive unsatisfactory peer evaluations from others in their group will have their grades on the group work lowered accordingly. (Yes, it is completely possible for you to get zero on your group work if you don't participate in it.) If you are having problems of any kind in your group, please get in touch with me sooner rather than later, as I am often able to bring about changes in the behaviour of underperforming group members by discussing the situation with them. ***Group members who consistently underperform may be "fired", but all firings require my approval.*** Fired group members will be penalized and required to complete all group assignments on their own.

MID-TERM and FINAL EXAMS: The Mid-Term and Final Exams will be based on materials from assigned readings, lectures, discussions, and other in-class work. Both exams may include multiple-choice, short answer, and essay questions. The Final Exam is comprehensive, and will ***definitely*** require you to apply principles of prescriptive ethics to analyze a short "case".

DEFERRED EXAMS: If I grant you a deferral for the Mid-Term Exam I will designate ***one*** possible date and time for you to write a make-up exam. I may or may not be able to consider your schedule in scheduling the make-up exam. If the Registrar grants you a deferral for the Final Exam, that exam ***will*** take place during the Registrar's official deferred exam period – please note that in some cases this may delay your graduation. Deferred exams may be in a substantially different format from regular exams.

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

GRADING SCALE

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

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

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

GRADING CONCERNS

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

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

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

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

Please do not tell me at the end of the term (or any other time) that you "need" a specific grade in my course to graduate, stay in your concentration, maintain your scholarship, have your employer reimburse you for your studies, etc. In such cases, what you *really* need is a sufficiently high GPA, which is typically based on your performance in a large number of courses, usually over a long period of time: nothing depends on your specific performance in my course (as long as you pass). **If for whatever reason you think you "need" a certain grade in this course, MAKE ABSOLUTELY SURE THAT YOU EARN IT.** Everyone can do well in the course if they work hard enough, and I will not under any circumstances raise your grade in order to allow you to graduate "on time", maintain your scholarship, etc.

IMPORTANT ADDITIONAL INFORMATION

Course Sharing Websites

Student or professor 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

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 in 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:

<http://carleton.ca/studentaffairs/academic-integrity>.

Group work

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

Persons with disabilities

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*).

Religious observance

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.

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.

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're 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/>
Be in the know with what's happening at Sprott: Follow @SprottStudents and find us on Facebook SprottStudents Sprott.

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, it would be easier to respond to your inquiries if you would send all email from your Carleton 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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