



**CARLETON UNIVERSITY
SPROTT SCHOOL OF BUSINESS
BUSI 4705 – ETHICS AND CROSS-CULTURAL INTERACTIONS
FALL 2016**

Instructor: Richard Clayman, FLMI, FICB, MBA

Office: n/a

Office Hours: By appointment

Email: Richard.Clayman@carleton.ca

Phone Number: n/a

Course sessions:

Wednesdays, 6:00pm-9:00pm, **starting September 14th**, 2016

(Please note the later start date!)

Undergraduate Course Description

BUSI 4705 [0.5 credit]

Ethics and Cross-cultural Interaction

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.

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](#).

Lectures three hours a week.

Course Description:

Regardless of what ethical breaches evidenced anywhere in the world, we know they are caused by the dynamics of human nature. The sustainable and positive performance of an organization depends, in part, on the behavior of its management with respect to ethical issues. Failure to attend to such issues - both in the short and long-runs – can produce highly negative results and fully compromise organizational performance. The general public has become all too familiar with the terms ‘business ethics’ and ‘corporate social responsibility’ due to many recent events of unethical behavior by organizational leaders. The consequences of those avoidable actions negatively impact the organization’s long-term value, talent retention, investor and society

confidence, government regulation and even the trust between countries. On a personal / employee level, ethical failings can destroy careers. While most ethical issues never appear on the front page of a newspaper, people regularly face such challenges nonetheless. Students will explore the full range of human nature motivators that permit, contribute to, or fail to resolve ethical failings. We will explore situations – both domestic and international, based both in history and today’s news headlines – to facilitate the recognition of ethical issues, utilization of an ethical decision-making framework and management of personal and business decisions related to ethical issues anywhere in the world.

Learning Objectives / Outcomes:

The overarching goal of this course is to introduce the concept of ethical responsibilities for business. It seeks to combine theory, exercises, open discussions and cases to elaborate on key approaches to making decisions in situations that hold ethical challenges. We will also assess management approaches for facilitating ethical behavior among employees and the creation, maintenance and consistent promotion of an ethical organizational culture.

The learning outcomes for this course are:

- Enhance the student’s understanding of the importance of ethics in business and society
- Provide the student with an understanding of social/ethical employee and management behaviors as they relate to sustainable organizational performance
- Increase the student’s ability to recognize and identify ethical issues, and enhance their understanding as to how they might positively and rationally respond to those issues as a leader and employee, both domestically and internationally
- Raise the student’s awareness of the psychological / social motivations behind both ethical and unethical behavior, and consider their interplay with cultural factors
- Facilitate the student’s ability to use ethical principles to build a reliable ethical decision-making framework
- Enhance the student’s ability to “manage for ethics” within organizations

Professor’s Responsibilities and Commitments

1. To be fully prepared to facilitate the class in their learning
2. To be punctual, clear with course objectives and available both in class and through other means (ie: emails, office appointments) to help guide and coach students
3. To encourage the students to think and perform outside of their comfort zones
4. To create a safe and respectful environment for students to express their views and questions
5. To embody the same leadership principles as presented in class.

Required Textbook

Authors: **Treviño, L. K. & Nelson, K. A.**

Title: **Managing Business Ethics: Straight Talk About How to Do It Right (6th Ed.)**

ISBN: **978-1-118-58267-1**

Any other readings that may be provided by the professor are also deemed to be “required”.

Course Requirements & Methods of Evaluation:

Deliverable	Due Date	% of Grade
Registration of your self-selected team with the professor	Wed. Sept. 21	----
Registration of your target 'country' and 'case' with the professor	Wed. Sept. 28	----
Personal Values Statement Assignment	Wed. Oct. 12 th	15%
Mid-term Exam	Wed. Nov. 2 AFTER Fall Break). Exam is held "in class"	25%
Group case analysis & in-class peer presentations based upon each team's completed international case analysis assignment <i>Hard copy submission in class of assignment and slides at start of last class; electronic submission of same via cuLearn no later than noon that day</i>	Written assignment & Team presentation <u>Due: Dec. 7</u>	45% 15%
Total		100%

MID-TERM EXAM

The mid-term exam can be based on materials from the text, any assigned readings, lectures, in-class discussions, and other in-class work. Exams can include multiple-choice, short answer, and essay questions. While a deferral may be granted for a legitimately documented / accepted absence, please note that the "deferral mid-term" may not be the same exam as originally presented. It may be of any format (even full essay), much longer in content and / or of a considerably different scope from the original. There is no final exam

REQUIRED ASSIGNMENTS

Important note: Further instructions concerning all the assignments and exams will be provided during class or through cuLearn, so DO NOT use the following as your only guide when completing the assignments

ASSIGNMENT COMPLETION and SUBMISSION: All assignments except the Group Case Analysis are individual assignments, meaning **you are NOT allowed to consult or work with other students**, and doing so represents a violation of the Academic Integrity Guidelines. You may, however, have someone who is **NOT** in the course proofread your work in order to help you correct any problems with your written English. All **maximum** lengths for assignments assume 1.5 or 2x spacing, one-inch margins, and a legible 11-point font. There are never any **minimum** page lengths in this course. All assignments must include either a completed individual or team integrity form, located toward the end of this outline.

ASSIGNMENT ASSESSMENTS: Every assignment has a grading component for writing quality. At a 4th-year level, submissions with many grammar, structure or spelling errors are 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 (“flow”), grammar, spelling, and formatting. Proofreading prior to submission is essential. 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 references (even on slides) must be properly cited; failure to do so will result in grade deductions. You are responsible for maintaining copies of all your assignments until you have received your final grade. Any formal citing system is acceptable; if unsure, just use the APA format.

VOICING YOUR VALUES – YOUR PERSONAL VALUES STATEMENT: Individual Assignment

As the old adage goes.... *“if you don’t stand for something, you’ll fall for anything”*.

Self-evaluation and self-awareness are critical ingredients in the design of your own leadership “point of view”. For this assignment, you are required to:

1. List and clearly define, in your own words, the three (3) values that you personally hold as most important to you in your own life
2. Explain why you chose those particular values. In other words, what is the particular importance of those values in incorporating them into your own work / life decisions?
3. Using the context of a foreign country and organization of your choice:
 - a. What can you imagine the challenges to be in incorporating and upholding EACH of your stated values into real work-life decisions there? Be specific in your description of those challenges, making every effort to use the appropriate terminology to enhance those descriptions.
 - b. What are the corporate inadequacies / managerial weaknesses likely present within the organizational culture that would contribute to those challenges?
 - c. What would have to happen to improve or promote ethical behavior throughout the organization to which you are referring?

All assignments will be graded in 5% increments relative to both the individual quality and relative to the class quality overall. There will be 3 general grading considerations for this assignment:

Below expectations: For an assignment deemed to be frivolous, poorly thought out; substandard writing / logic quality; or missing any of the above 3 sections / points

Meets expectations: For an assignment deemed to fulfill expectations for this level of course / program year

Exceeds expectations: For an assignment that presents a clear demonstration of thoroughness, quality, depth of self-reflection or outstanding insight

GROUP CASE ANALYSIS – INTERNATIONAL TEAM ASSIGNMENT

You will need to self-select a team the size of which will be determined by the professor once class size is known. No two or more groups are permitted to work together on this assignment in any way.

Your group will be required to apply the ethical theories described in the textbook, and practical understanding acquired in class in order to fully assess a real-life “situation” that you choose. Your situation cannot be taken from published case studies, but must be selected from the public news sources. It must involve a foreign country (other than Canada or the United States). Only one team will be permitted to write on an issue in any one country. Your team’s choice of country must be formally declared to the professor by email, but only after the first class is completed. You need to consider the following points of critical thought:

- Assess the essential ethical questions, issue and / or problems relating to the ethical principles at play and the interrelationship between those problems / issues. That is, what went wrong (or right) at the hands of those accountable for the situation and what was (were) the consequence(s)?
- Research relevant and adequate facts from legitimate, varied and publicly verifiable sources that allow you to fully flesh out those issues and their interplay; you should note any concerns you have for any biases or limitations on any of that information
- Present and evaluate key assumptions, perspectives, points of view, issues, etc., as they pertain to the greater problem
- Develop viable solutions to remedy the problem or prevent it from happening in the future under the assumption that your team’s findings will be adopted by the organization you have reviewed
- Extrapolate or extend your findings to address the principles as they may be applied to a wider scope

The clear application / inclusion of appropriate ethical theories, an ethical decision-making and /or ethical assessment framework, and use of concepts and proper terminology should all be evident throughout your paper’s structure. The paper should be a hard ***maximum*** of 20 pages in length, not including title page, bibliography, appendices if any. The paper should be 1.5 to double-spaced, using either Calibri or Times New Roman 11-font with a 1” margin.

Important Guidance: If you desire a good grade in this course, this assignment will prove critical. Unfortunately, the average grade on this assignment is sometimes low. Groups that do well on this assignment usually start on it very early, continually develop it as the course progresses, consult with each other regularly (and, if necessary, the professor) when they have questions about the application of course concepts, and take the time to read / assess one another’s work in order to ensure that it is of high quality. Additionally, having your ‘case’ in hand early will allow you to apply learnings from each lecture to the project as we go along. Attempting to

“knock this assignment off” during the last week of the term will almost certainly result in disaster. Because ‘several heads are usually better than one’, such an assignment traditionally receives a more diligent grading review than do individual assignments.

GROUP CASE CLASS PRESENTATION

On the last scheduled class date, each group will present their case summary to the instructor and class. As no case will be the same, this presents an excellent opportunity for peer learning. It should be PowerPoint-based, with a hard-copy of the slides submitted to the instructor at the start of the class. The ‘order-of-go’ for the teams will be decided by a random draw at the start of the session; please do not request specific starting times. The time limit for this presentation will be confirmed, and must be strictly adhered to. All team members must share equally in the presentation duties. A team will be graded on originality of presentation format (feel free to take a creative or unique approach), content, concept clarity, application of theory, presentation skills and respect for the time limit. There will be no required dress code (in other words, it is not necessary to ‘dress up’).

PEER EVALUATIONS AND THE IMPACT ON A STUDENT’S GRADE

In an effort to promote fairness and discourage free-riders, when your group work is concluded you are required to immediately submit a peer evaluation form (found at the end of this outline) on which you will evaluate the contributions to the project made by each of the other members of your group. Any value less than 4.0 on any of the first five questions, the rater must directly discuss that grade with the affected student or the value will not be accepted. Why?

Performance feedback is a key responsibility of managers / leaders; to rate someone low without talking to them about it is managerial cowardice. Group members who receive unsatisfactory peer evaluations (that is, an average of less than 4.0 on the first five questions from others in their group should expect to have their grade on the Group Case Analysis lowered. More details about this process will be covered in class.

No group member may be fired, and no individual submissions of the team assignment will be permitted. You must find a way to work together. Why? A critical organizational skill in today’s business world is the ability to work effectively and collaboratively within a team. Achieving experience with this skill is part of your business school training.

If you are having problems of any kind in your group, please get in touch with me sooner rather than later. I am often able to bring about changes in the behavior of underperforming group members by discussing the situation with them. ***All peer evaluation forms should be emailed to the professor directly, but only after all group work is complete.***

Course Schedule:

BUSI 4705 – Business Ethics and Cross Cultural Interactions – 2015 Course Schedule

(Every effort will be made to follow this schedule but it is subject to change should factors arise)

Class No.	Dates	Topic	Required Readings to be completed before each lecture
1	Sept. 14	Discussion of course outline; Introduction to Business Ethics	Text Chapter 1
2	Sept. 21	Individual / Organization's Common ethical Problems	Text Chapter 4 Text Chapter 10 Registration of your team is due
3	Sept. 28	Corporate social responsibility	Text Chapter 9 Registration of your team's target subject is due
4	Oct. 5	Prescriptive approach to ethics	Text Chapter 2
5	Oct. 12	Psychological aspects of ethical decision making	Text Chapter 3 Personal Values Assignment due
6	Oct. 19	Ethics as organizational culture	Text Chapter 5
	Week of Oct. 24	Fall break	No UG classes scheduled
7	Nov. 2	Mid Term Test	Midterm exam (in class) covers everything we have discussed or covered in the textbook so far.
8	Nov. 9	Managing ethics and legal compliance	Text Chapter 6
9	Nov. 16	Managing for ethical conduct	Text chapter 7
10	Nov. 23	Ethical problems of managers	Text chapter 8
11	Nov. 30	International issues in Business ethics	Text chapter 11
12	Dec. 7	Group Case Class Presentations	Hard copy of group case written report & PowerPoint presentation (black & white)

			only) due at start of class. E-submissions via cuLearn due at noon that day.
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IMPORTANT NOTICE: The School’s policy on academic integrity (fraud, plagiarism, exam cheating, etc.) is there to protect the reputation of the School, the student, and the value of the earned degree. Its purpose is to ensure a level playing field and to reward hard, honest work. Of ALL courses in your program, this is never more relevant than in an “ethics” course. Violations of academic integrity are dimly viewed, and will be subject to strict and ardent prosecution through the School’s formal review process. I would not hesitate to recommend an “F” grade for the course as a whole, NOT just the affected assignment.

CLASS PARTICIPATION

Classes will involve considerable discussion of concepts, cases, and personal experiences. Your active input is important to the learning environment, as other students and I can learn from your knowledge, opinions and insights. Additionally, research has shown higher levels of learning can be achieved when an individual is actively engaged and sharing aloud their understandings and perceptions.

On my part, I commit to all students a high energy engagement and facilitation, and the creation of a safe environment in which the student can confidently share opinions and ask questions. Equally, effective listening skills (a key ingredient in successful leadership, as it turns out) is equally important; matters discussed only in class may very well find their way onto any exam.

ABSENCE FROM CLASS – REQUIRED “Make-Up” WORK

Because a two-way engagement is so important to effective learning, your regular class attendance is important. If you do expect to be absent from class, the courtesy of an email to the professor prior to the absence is requested.

Regardless, if you miss a class, you will be expected to complete and submit a Personal Application Assignment (PAA) in respect of that missed class.

The PAA is a short summary, in your own words, of the chapter(s) attributed to that missed class. One PAA is done for each text chapter and should answer the two following questions:

1. In your own words, what are the various topics or themes presented by the authors in each chapter?
2. How might you see yourself practically applying that learning in a work environment?

PAAs are to be at least 1 page and not more than two pages in length for each chapter being covered. Maximum spacing: 1.5; Type: Calibri or Times New Roman; Min / Max font: 10 / 11.

NOTE: There is no grade awarded on this ‘penalty’ assignment; having said that, a final grade will not be provided until that requirement is satisfied. All PAAs must be submitted by the start of the 11th lecture slot, at the very latest.

MISSED ASSIGNMENTS

DEADLINES FOR ALL SUBMISSIONS NOTED ON FACE PAGE OF COURSE OUTLINE

Students are expected to submit all required team & individual assignments by the time / day they are due. The student is required to provide the professor a valid reason for an anticipated delay a minimum of four (4) working days prior to that assignment’s due date, except in the case

of a documented emergency. Otherwise, no accommodation will be made for any missed deliverable. Late assignments will incur penalties to the earned grade as follows:

Handed in: 1st day (within 24 hours) of due date: - 25% deduction off the earned grade

Handed in: 2nd day (between 24-48 hours) of due date - 50% deduction off the earned grade

Handed in: 3rd day (48 hours + of due date) - 75% deduction off the earned

Handed in: 4th day (72 hours + of due date) – 100% deduction

Regardless of any grades that may be released to the student through the course, the student should never assume a final grade until it is formally approved by, and released by the university.

COMMUNICATION WITH THE PROFESSOR

The easiest way to contact me is by email directly to richard.clayman@carleton.ca

IMPORTANT: I will NOT check ANY other school location for emails.

I usually answer within 24 hours or sooner. However, if there is an unusual occasion time where you write to me but do not get a response within a day or so, feel free to send your message again and remind me. If appropriate, I may direct your email to our course's TA rather than responding to you directly. I will sometimes contact the entire class by email through cuLearn, so be sure to check your Carleton email regularly.

If you have questions about how to apply course concepts when working on your Group Case Analysis, 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. If that doesn't get you the answer you sought, don't hesitate to contact me.

PROFESSIONAL CONDUCT

Professionalism is key to any career, and is a core learning goal of the Sprott School of Business. All students appreciate respectful interaction with the professor and fellow students. Hence, unprofessional class behavior (e.g., chronic lateness, texting, phone calls, checking emails, Facebook or Twitter, disrespectful, disruptive or aggressive behavior in person or through any unauthorized / inappropriate computer use in class is prohibited.

FND:

To reduce instances of miscommunication Carleton introduced a grade FND (Failure with No Deferral) to be assigned to students who fail to meet the minimum in-term performance standards explicitly set out in the outline and applied consistently (i.e., there is no other hidden criteria).

Satisfactory In-term Performance

1. Satisfactory In-term Performance is set at 50% of all, not each, pre-final project, individual-based term work (i.e. the “Voice Your Values” individual assignment and the mid-term exam)
2. Unsatisfactory In-term Performance in this course will lead to failure in this course (regardless of the performance in the final group project)
3. The students cannot pass this course without passing the total of the individual-based deliverables as noted above; a student will not be allowed to use a higher team project grade to pass the course
4. FND grade in this course will be awarded if the student does not fully and satisfactorily (as determined by peer evaluations) participate in the final group project

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

Group work

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

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			

WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

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*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the December 2016 exam period is November 11, 2016 and for the April 2016 exam period is March 10, 2017.

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 or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact 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 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://www2.carleton.ca/sasc/advisingcentre/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'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/support-services/>
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/>

Important Dates and Deadlines

September 6

Academic orientation (undergraduate and graduate).

Orientation for Teaching Assistants.

All students are expected to be on campus. Class and laboratory preparations, departmental introductions for students and other academic preparation activities will be held.

September 7

Fall term begins.

Fall and fall/winter classes begin.

September 20

Last day of registration for fall term and fall/winter courses.

Last day to change courses or sections (including auditing) for fall/winter and fall term courses.

Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in Fall 2016 and must register for the fall 2016 term.

September 23-25

Summer deferred final examinations held.

September 30

Last day to withdraw from fall term and fall/winter courses with a full [fee adjustment](#) (financial withdrawal). Withdrawals after this date will create no financial change to Fall term fees.

October 7

December examination schedule (fall term final and fall/winter mid-terms) available online.

October 10

Statutory holiday. University closed.

October 15

Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.

October 24-28

Fall break. Classes are suspended.

November 1

Application deadline to study at another institution on a letter of permission for the winter term.

November 11

Last day to request formal exam accommodations for December examinations to the Paul Menton Centre for Students with Disabilities. Late requests will be considered on case-by-case basis.

November 15

Last day for receipt of applications for admission to an undergraduate degree program for the winter term.

November 25

Winter Payment Deadline. Click [here](#) for important payment information. [Late charges](#) may be applied to the student account any time after this date.

Last day for tests or examinations in courses below the 4000-level before the final examination period (see Examination Regulations in the Academic Regulations of the University section of the Undergraduate Calendar).

December 1

Last day for receipt of applications from potential winter (February) graduates.

Last day for submission to the thesis supervisor of Master's or Ph.D. theses for winter graduation.

December 9

Fall term ends.

Last day of fall-term classes.

Classes follow a Monday schedule.

Last day for academic withdrawal from fall term courses.

Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for fall term courses.

Last day for receipt of applications for undergraduate degree program transfers for winter term.

Last day to pay any remaining [fall tuition fees](#) to avoid a hold on access to marks through Carleton Central and the release of transcripts and other official documents.

December 10 – 22

Final examinations in fall term courses and mid-term examinations in fall/winter courses may be held. Examinations are normally held all seven days of the week.

December 22

All take home examinations are due.

December 25 to January 1

University closed

January 2

University reopens

January 5

Winter term classes begin.

January 18

Last day for registration for winter term courses.

Last day to change courses or sections (including auditing) for winter term courses.

Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in Winter 2017 and must register for the Winter 2017 term.

January 20-22, 27-29

Fall-term deferred examinations will be held.

January 31

Last day for a [fee adjustment](#) when withdrawing from Winter term courses or the Winter portion of two-term courses (financial withdrawal). Withdrawals after this date will create no financial change to Winter term fees.

February 17

April examination schedule available online.

February 20

Statutory holiday, University closed.

February 20-24

Winter Break. Classes are suspended.

March 1

Last day for UHIP refund applications for International Students who will be graduating this academic year.

Last day for receipt of applications from potential spring (June) graduates.

Last day for receipt of applications for admission to an undergraduate program for the summer term.

March 10

Last day to request formal exam accommodations for December examinations to the Paul Menton Centre for Students with Disabilities. Late requests will be considered on case-by-case basis.

TBA

[Last day to pay any remaining balance on your Student Account](#) to avoid a hold on access to marks through Carleton Central and the release of transcripts and other official documents. An account balance may delay Summer 2017 course selection.

March 24

Last day for tests or examinations in courses below the 4000-level before the final examination period (see Examination Regulations in the Academic Regulations of the University section of this Calendar).

April 7

Winter term ends.

Last day of fall/winter and winter-term classes.

Last day for academic withdrawal from fall/winter and winter term courses.

Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for fall/winter and winter-term courses.

April 10-25

Final examinations in winter term and fall/winter courses may be held.

Examinations are normally held all 7 days of the week.



Individual or Team Academic Integrity Form

By signing this statement, I / we attest to the fact that I / we have reviewed the entirety of our completed work assignment and have applied all appropriate rules of quotation and referencing used at the Sprott School of Business.

I / we also attest the fact that all efforts related to this project have adhered to the policies for academic integrity as found at the website: www.carleton.ca/studentaffairs/academic-integrity

Name (print) _____

Signature _____ Carleton Student ID # _____

Date _____

Name (print) _____

Signature _____ Carleton Student ID # _____

Date _____

Name (print) _____

Signature _____ Carleton Student ID # _____

Date _____

Name (print) _____


Signature _____ Carleton Student ID # _____
 Date _____

Name (print) _____

Signature _____ Carleton Student ID # _____
 Date _____

Name (print) _____

Signature _____ Carleton Student ID # _____
 Date _____



SPROTT
 SCHOOL OF BUSINESS
MGMT 5112
Power and Influence
PEER EVALUATIONS

Please indicate the extent of your agreement with each of the following statements on the following scale:

1	2	3	4	5
Strongly Disagree	Disagree Somewhat	Neither agree nor disagree	Agree Somewhat	Agree Strongly

1. This team member did a full share of the work or more.
2. This team member worked agreeably with team members on dividing work
3. This team member was available to meet with the team.
4. This team member participated in discussions about the project.
5. This team member consistently met deadlines for agreed responsibilities.
6. Given the opportunity I would hire this person.

Team Member	Enter the number (1 to 5) corresponding to the extent of your agreement with each of the questions for each your teammates					
	Q1	Q2	Q3	Q4	Q5	Q6
