

BUSI 5802 D “Business Ethics”
May 6, 2019 – June 18, 2019

Professor	Rumaisa Shaukat, PhD., CHRL., CMP.
Office	TBA
E-Mail	rumaisa.shaukat@carleton.ca For any email query, in the subject column write your course codes.
Office Hours	By appointment only. I’m also generally available right before class for quick questions/comments.
Class Times	Section D Tuesdays 6:05- 8:55pm
Class Location	TBA
Website:	Course slides will be posted on CULearn. Please attend classes to take notes!***All material covered in the class is potential exam material*** ***Attendance is Mandatory, I reserve the right to deduct points for missing classes ***

Course Calendar Description

Impact of corporate decisions on society. Models and standards of business ethics and corporate social responsibility (CSR). Methods of measuring and reporting. The rise of corporate power, stakeholder analysis, corporate governance, sustainability, national and international pressures on CSR.

Course Objectives

Business Ethics is a core course examining the impact of corporate decisions on society. Corporate social responsibility (CSR), sustainability and governance will be analyzed from a variety of stakeholder perspectives and standards of business ethics in a global context. The primary objective of this course is to develop a comprehensive understanding of the impact of corporate behaviour on the firm’s stakeholders. The theoretical basis for specifying the ethics of business will be examined and applied to a variety of practical and significant problems faced by organizations. Proposed topics include: the role of business in society, the theoretical basis of the ethics of business, managing the ethics of business, corporate social responsibility (CSR) in theory and practice and various specific sub-topics.

Course Learning Objectives

What any individual learner takes away from an exploratory-based course is, of course, highly variable. Nevertheless, at a minimum, the successful completion of this course assumes that you will:

- Gain an understanding of the scope of CSR issues.
- Develop a multi-stakeholder perspective in viewing CSR issues.
- Explore the connections among strategy and CSR.
- Understand that multiple, often conflicting or differing, viewpoints and tradeoffs exist around each CSR issue.
- Take away a more sophisticated and sensitive understanding of the complex issues confronting corporate and societal leaders.

- Develop a sound foundation for your further study of CSR.

Student Responsibilities

To gain the maximum benefit from this course, it is recommended that you:

- Take an exploratory attitude toward this course, keeping an open mind about CSR issues when viewed from multiple perspectives.
- Imagine how CSR issues are viewed by each relevant stakeholder.
- Empathize with stakeholder concerns to appreciate the emotional intensity that energizes their reactions to corporate actions.
- Form your own opinions, while being willing to listen to the views of others.
- Undertake pre-class assignments in a timely manner to maximize your in-class learning.

Course Expectations

1. **Emails:** I communicate with students through their student email accounts. It is your responsibility to check your emails as I will be sending important messages through this medium. Be professional in your email communication (read separate instructions below) I usually check emails once a day. Please email me again if you do not receive a reply within 3 working days; there is always the possibility of problems with electronic messaging. I will not send grades or otherwise private student information (group member's email etc) via email. Assignments will not be accepted via email.
2. **Active Participation.** Students are expected to attend, take notes, and participate in class. Students are expected to maximize their own learning by actively participating in all activities. This includes raising questions for discussion or clarification, bringing their own work and other organizational (only professional and academic) experiences to discussion, and interacting professionally and ethically with classmates and with the instructor.
3. **Regular Attendance.** As most of the course material is structured in such a way that it builds upon itself, and because this class, for obvious reasons, places so much emphasis on the practice of communication through discussion, exercises, etc., it is difficult for you to enhance your interpersonal skills if you are not regularly present to practice them. Also, because you will be part of a group requiring your involvement and input, attendance is something that you owe to your fellow group members. Therefore, punctual attendance and regular readings are strongly recommended.
4. **Follow Assignment Instructions.** Carefully read the instructions for your written assignments described in the course outline. Always use a title for your work. Strictly, follow the instructions regarding page limit/font size/margins for your written submissions. In any case do not exceed the required standard page limits for all submissions. Format for written submissions should follow the American Psychological Association (APA) Publication Manual (5th Edition).
5. Cheating, plagiarism, and other instructional offences are not tolerated and can have severe penalties (please see the statement on plagiarism in the Spratt School attachment). For additional help, you are strongly encouraged to consult the document "Paper Formatting & Documentation Guidelines", on the Spratt website at Academic Programs _ Useful Links _ Paper Writing Guidelines.
6. **Keep duplicates of deliverables.** For your protection, always keep a copy of your written assignments (either soft copy or a hard copy). In case of loss, theft, destruction, dispute over authorship, or any other eventuality, it will be your responsibility to provide a copy of your written submissions.
7. **Respect Deadlines.** All deadlines need to be respected, and exceptions will be granted only in extraordinary cases. No make-up case study, no make-up assignment. Projects which are submitted after the due date without an agreed upon extension are considered late assignments. Assignments must be handed in at which they are due. Submission of late assignments requires the prior consent of the instructor otherwise the penalty on late assignments is a grade loss of

10% per day up to a maximum of 3 days, after that assignments will not be accepted. Computer failure, printing problems, work for other classes and many other excuses are not acceptable. You may not miss a day when you are scheduled for exam and presentation in the class. Except under unusual circumstances, you have 24 hours from the time you miss your exam to contact me about your absence. Without an appropriate reason and documentation, you will receive a zero for the missed exam and presentation.

8. Respect your classmates' desire to learn. In class, turn off all cell phones, beepers, or other electronic communication devices. The use of laptop computers has become increasingly common in the academic community, and they serve as a useful means of enhancing the classroom experience for some students. However, laptop computers have also the potential to serve as significant distraction for others when they are not being used for classroom activities. Thus the official policy for this class regarding laptop computers is that they may be used for note-taking purposes only. Any student found violating this policy forfeits the privilege of using his/her laptop computer for the remainder of the semester. The most obvious violations include but are not limited to surfing on the internet and IMing and/or chatting.
9. Late arrivals and early departures are not acceptable in this class. Do not 'leave' early, that is, pack up books, stand up, etc. near the end of the class. The class period is over when the allocated time is completely up or when the instructor dismisses the class. Meetings for other classes, appointments with advisors, work excuses, catching rides home, attendance at family social functions, sporting events and many other personal reasons **are not** considered "excused" absences. Any student missing more than 1/3 of the class periods for any reason should withdraw and retake the course; those missing 1/3 of the class periods will not be awarded a passing grade in the course. Late students conspicuously disturb the learning experience for their classmates. As a courtesy, you should plan to arrive no later than the start of class (if not sooner). *I reserve the right to reduce your final course grade by half a letter grade or a letter grade (in proportion to the extent of lateness and absences) if I deem attendance and punctuality problems to have interfered your learning or the learning of others.*

If at any time something seems unclear or unreasonable to you, please make an appointment to discuss it. I am open to your suggestions and comments. This class is meant to be an open forum for learning and discussion. Perhaps you have a question about some class material but feel uncomfortable asking it in class it or the question does not occur to you until afterwards. Or perhaps you are working on a class assignment and have a question about getting started or want a second opinion to assess whether you're appropriately approaching the project. In instances such as these, please contact me.

Policy on Re-marking

From time to time, students have legitimate concerns about marks they have received on a Cases and exams. If you feel that any paper handed back to you has not been marked appropriately for the work you have submitted, you do have recourse for re-marking. However, please note that to be eligible for re-marking, you must embark upon the following procedure within one week of the deliverable being handed back in class:

1. Indicate in writing specifically what your concern(s) is (are). This does NOT mean that you simply say "I think I deserve more marks." You must clearly indicate where the marker made a mistake in his/her marking of the paper. In this regard, you must refer to the class notes, excerpt in the textbook, etc., supporting your claim.
2. After completing #1 above, you must submit the paper with your comments back to the Professor within one week of the paper being handed back in class. If you did not pick up the paper when it was handed back, you still have only 1 week from the original hand-back date to request a remark.
3. If a deliverable is not resubmitted following the above guidelines, the Professor will regard the mark as originally assigned to be the final mark for that deliverable.

NO MARKS will be changed at a later date. It is important to note that the Professor reserves the right to remark the entire paper in question and to either leave the mark as is or to change it positively or negatively as required.

No make-up activity or assignment can be undertaken in order to improve your midterm, cases, final exam, or course marks. The weight on final grades of the exams and the cases cannot be changed from what is outlined above.

Email Guidelines

Please be professional.

- Always use your university account. E-mail from other domains (hotmail, gmail) often are treated as spam.
- Always identify the course number and section in the Subject line
- Please use proper greetings. You can refer to your instructors as “Professor X” or “Dr. X.” Any other title (Ms., Mrs., Miss, or Mr.) is less appropriate given the classroom context. As business students, it is imperative that you learn to use proper titles.
- Always sign your email with your first and last names and include your student number.

Required Text:

Ferrell, O. C., Fraedrich, J., & Ferrell, L. (2019). *Business Ethics: Ethical Decision Making & Cases*, 12th Edition. Cengage Learning/Nelson Education. (e-book is \$80 cheaper)

Additional supporting readings may be identified by the professor from time to time and posted on cuLearn as either required or suggested. Students are encouraged to regularly consult cuLearn for supplemental resources.

Student Deliverables and Grading:

Two of the deliverables in the course, the topic presentation for Class 3 and the CSR critique and presentation for Class 6, are to be completed in groups. The class will be asked to divide into groups of not more than 4 students for completion of these tasks. Further information on effective group formation and processes will be discussed later in the class.

Marking Scheme

The grade for the course will be computed based on the following weightings:

Group Work:

Group topic presentation	15%
Group CSR critique presentation	20%

Individual Tasks:

Personal Incident paper	15%
Class participation and contribution to peer learning	10%
Final Exam	40%

Note: Personal and Professional Declaration of Academic Integrity sheets are required. Please check Appendix I and II. Peer evaluations are required with group assignments.

Criteria for Evaluation and Grading: See details that follow for each element.

Each component of your grade will be assigned a letter grade score. Your final course grade will be a weighted average of each of these components.

Topic Presentations: 15%

There are many ethic topics of importance to specific industries, stakeholders, or issues that a business ethics course could address. Rather than focusing on an overview of all aspects, this course will select a sub-set of topics that are of particular concern to the class. Each group will select a unique topic and must obtain approval of the topic from the instructor. The topic presentation consists of a brief introduction of the issue, a short sample case exemplifying the topic for the class to consider, engaging the class in a dialogue then presenting a framework for addressing the case using the skills learned in the course. A hard copy of the slides is required on the day you present. Group will make a presentation to the class of their findings. Time available for this presentation would be 15 minutes for each group. ****There will be NO alternate due dates for presentations****. See **Appendix VII** for more details on this assignment.

CSR Critique and Presentations: 20%

Each group will select a unique CSR or Sustainability published report (where there are condensed versions or executive summaries, it is the full report that should be used) of a public firm and must obtain approval of the selection from the professor.

The published report must be the latest available and the link or copy thereof be submitted with the request for approval. To avoid a concentration within an industry group, you are encouraged to talk to the professor because subsequent requests for similar firms will not be accepted. Approvals will be based on first come first serve basis.

Group will make a presentation to the class of their findings. Time available for this presentation would be 30 minutes for each group. ****There will be NO alternate due dates for presentations****. See **Appendix VI** for more details on this assignment.

Mandatory Peer Evaluations and “Who did What Letter”: **Read this section very carefully!!!**

Recognizing that not all participation in every group meets with expectations, students are asked to participate in the assessment process by attributing grades to their group members for their contributions to the **ALL** group deliverables (i.e. all case studies; topic presentations; and the CSR presentations). With both group deliverable, each group member should submit, **in a sealed envelope**, a peer evaluation form and a ‘who did what letter’.

For peer evaluations, use only the original Peer evaluation form attached with the course outline (no hand written evaluations or different forms will be accepted). Peer evaluations are supposed to be confidential so please do it in private then fold them and put them in the large envelope with the assignments. *None of the students will have access to these forms after the submission. This evaluation is strictly confidential; all forms will be destroyed at the end of the semester.*

Deadline: Due with topic presentation slides and final project reports.

- **Note:** Evaluation from individual students without a sealed envelope will not be accepted (no staples or glue & use the original Peer evaluation form). *As a group place all peer evaluation envelopes and your final project report in One large envelope*. Not following any of the instructions above could affect your grade.
- In addition, if you are not submitting peer evaluation forms for your group members, you will personally lose 2.5 marks for each missed evaluation. Not submitting ‘who did what letter’ means you didn’t do anything for the project and hence the grade of zero will be awarded to that particular individual. **No late submissions will be accepted**. No Email Submissions either.

Peer evaluations will affect your mark for that particular case study so make sure you contribute to the group effort.

On “who did what letter” explicitly write each member’s name and what exactly he/she did for the both project presentations. I will cross check each member’s submission and if needed will call the group to verify if there is any inconsistency. This is an opportunity for you to give credit to exceptional team member and explain any issues you had with the slacker/s in your group. I take Peer evaluations and the letter very seriously. **Who did what letter will affect your mark for that particular assignment so**

make sure you contribute to the group effort. I will adjust mark for slackers according to the peer evaluations and who did what letters.

Personal Incident paper 15 %

For this assignment, you are required to identify an ethically questionable behavior or decision that you have encountered (preferably in your work or school life), and describe briefly the ethical issues and basic ethical principles associated with that behavior or decision. This assignment should be a maximum of three pages in length.

Class Participation and Contribution to Peer Learning: 10%

Students are encouraged to actively participate in the discussions in each of the six classes by being adequately prepared (i.e. having attentively read and reflected on the text chapters and any other assigned readings). It is student contribution to peer learning that constitutes a contribution, including encouraging colleagues, building on earlier comments without repeating, listening attentively to speakers and being respectful of differences of opinion.

While attendance is a pre-requisite to participation, it is the quality, not the quantity, of remarks that earns the grades. A discrete use of electronic devices for note-taking is permitted, however no distractions will be tolerated. Accordingly, should you engage in any non-course related use of the device in the classroom you will forfeit this permission for the remainder of the course.

It is also recognized that on some days there may be insufficient time for me to call upon each student who wishes to speak. Any such demonstration of desire to participate will also be considered in the overall assessment of class contribution.

Final Exam: 40%

The final exam will be a closed book exam. It will be held on June 18th.

Course Schedule

Week	Date	Topic/Agenda	Chapters
1	May 8	Introductions, positioning of the ethics of business The Importance of Ethics; Stakeholder Relationships, Social Responsibility, and Corporate Governance Video: Social Business	Overview of the course and assignments Chapters 1-2
2	May 15	Emerging Business Ethics Issues; The Institutionalization of Ethics; In-class Case Discussions (bring your books please!)	Chapters 3-4
3	May 22	Topic presentations: Example Topics: <ul style="list-style-type: none"> • Ethics of financial transactions • Ethical hiring processes • Employee discipline and ethics • Compensation and ethics • Employment equity • Diversity and Ethics etc. Lecture on Ethical Decision Making; Individual Factors: Moral Philosophies;	<i>*Submit a hard copy of your slides. If slides are not used then submit a 4-5 pages handout/outline of your presentation</i> <i>*Submit Peer evaluations for this assignment</i> Chapters 5-6
4	May 29	Organizational Factors: The Role of Ethical Culture and Relationships; Developing and Effective Ethics Program	Chapters 7-8 <i>*Submit Personal Incident paper*</i>

5	June 5	Managing and Controlling Ethics Program; Globalization of Ethical Decision Making; Ethical Leadership; Sustainability: Ethical and Social Responsibility Dimensions	Chapters 9-12
6	June 12	<i>CSR critique presentations</i>	<i>*Submit Peer evaluations for this assignment</i>
7	June 19	<i>Final Exam</i>	<i>Utilize all the material</i>

ADDITIONAL INFORMATION

Course Sharing Websites

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

Required calculator in BUSI course examinations

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

Group work

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

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

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

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations

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

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

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or

contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

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

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>.

Sprott Student Services

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/learning-support/>

Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

Important Information:

- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean's approval.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <http://carleton.ca/ccs/students/>

Important Dates and Deadlines

May 1, 2019

Last day for receipt of applications for undergraduate internal degree transfers to allow for registration for the summer term.

May 6, 2019

Early summer and **full** summer courses begin.

May 10, 2019

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 Spring 2018 and must register for the Summer 2018 term.

May 13, 2019

Last day for registration and course changes (including auditing) for **early** summer courses.

May 17, 2019

Last day for registration and course changes (including auditing) for **full** summer courses.

May 17-29, 2019

Fall/Winter and winter term deferred final examinations will be held.

May 20, 2019

Statutory holiday. University closed.

May 24, 2019

Last day for a full fee adjustment when withdrawing from **early** summer and **full** summer courses (financial withdrawal). Withdrawals after this date will result in a permanent notation of WDN on the official transcript.

May 31, 2019

Last day to request Formal Examination Accommodation Forms for **early** summer examinations to the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfill accommodation requests received after the specified deadlines.

June 11, 2019

Last day for summative tests or examinations, or formative tests or examinations totalling more than 15% of the final grade for **early** summer courses before the official examination period (see [Examination Regulations](#) in the Academic Regulations of the University section of the Undergraduate Calendar).

June 14, 2019

Final summer term payment deadline. Any balance owing on your student account will prevent access to registration for future terms.

Holds will be placed on unpaid summer accounts, which will prevent access to marks and/or registration for the 2019-20 Fall/Winter course selection. Payment of fees is due by the [posted deadlines](#).

June 18, 2019

Last day of **early** summer classes (NOTE: Full summer classes resume July 2).

Last day for academic withdrawal from **early** summer courses.

Last day for handing in term assignments, subject to any earlier course deadline.

June 19-20, 2019

No classes or examinations take place.

Appendix II

Personal Ethics Statement Concerning Group Assignments

Group Assignment:

The University Senate defines plagiarism in the regulations on instructional offenses as: “to use and pass off as one’s own idea or product work of another without expressly giving credit to another.”

We declare that the work submitted herewith is our work. All sources have been referenced in the footnotes and listed in the bibliography. This work has not been shared with anyone outside this group. This work is the intellectual property of each of the group members and will be returned to any one of the group members to be shared with the other group members.

Name, Capital letters

Student number

Signature

Date

Name, Capital letters

Student number

Signature

Date

Name, Capital letters

Student number

Signature

Date

Name, Capital letters

Student number

Signature

Date

Name, Capital letters

Student number

Signature

Date

Name, Capital letters

Student number

Signature

Date

Instructional offence cases must be communicated to the Associate Dean, MBA programs, who then refers the allegation to the Associate Dean, Faculty of Graduate and Postdoctoral Affairs; individual solutions are not permitted.

Appendix III

Quick APA Guide: Examples of APA reference format (according to 5th Edition)

Journal Reference:

Akmal, T., & Miller, D. (2003). Overcoming resistance to change: A case study of revision and renewal in a US secondary education teacher preparation program. *Teaching & Teacher Education*, 19(4), 409-420.

Book Reference:

Apps, J. W. (1994). *Leadership for an emerging age: Transforming practice in adult and continuing education*. San Francisco: Jossey-Bass.

Book Chapter Reference:

Cobb, A. T., Wooden, K. C., & Folger, R. (1995). Justice in making: Toward understanding the theory and practice in organizational change and development. In W.A. Pasmore & R. W. Woodman (Eds.), *Research in Organizational Change and Development* (pp. 243-295). New York: JAI Press

Book Editions:

Friend, M., & Cook, L. (1996). *Interactions: Collaborative skills for school professionals*. (2nd ed.). White Plains, NY: Longman.

Internet Article:

Bolognese, A. F. (2002). *Employee Resistance to Organizational Change*. Retrieved May 13, 2004 from <http://www.newfoundations.com/OrgTheory/Bolognese721.html>

Dissertation reference:

Bean, C. J. R. (2003). Framing and sensemaking in organizational change: The experience of nomadic work. [Dissertation Abstract] *Dissertation Abstracts International*, 64(2- A), 564US: Univ Microfilms International.

Same Authors in same year:

Dent, E. B., & Goldberg, S. G. (1999a). Challenging “resistance to change”. *Journal of Applied Behavioral Science*, 35(1), 25-41.

Dent, E. B., & Goldberg, S. G. (1999b). Resistance to change: A limiting perspective. *The Journal of Applied Behavioral Science*, 35(1), 45-47.

Text Citation:

1. Author’s last name and year of publication [E.g., Bolognese, (2002)]
2. For direct quotations, author’s last name, year of publication and page numbers. E.g., (Bolognese, 2002, p. 12) or Bolognese (2002) claims, “.....” (P. 12). For more than one page (Bolognese, 2002, p. 12-15) or Bolognese (2002) claims, “.....” (P. 12-15).
3. If you are just borrowing an idea from a text then simply write author’s last name and year of publication. E.g., Bolognese, (2002) states....

4. For quotation containing more than 40 words, indent and single-space the whole quotation.
5. If you have more than one author. For the first time, write last names of all authors and year of publication. For second time text citation, use Cobb et al., (1995)...
6. If you are supporting a claim with more than 2 references, then quote authors in an alphabetic order after your claim. E.g., (Hinings & Greenwood, 1988; Lewis, 2002; Prochaska & Prochaska, 1999; Vallas, 2003; Zell, 2003).

Levels of Heading:

CENTERED UPPERCASE HEADINGS **Level 5**

Centered Uppercase and Lowercase Headings **Level 1**

Centered, Italicized, Uppercase and Lowercase Headings **Level 2**

Flush Left, Italicized, Uppercase and Lowercase Side Heading **Level 3**

Indented, italicized, lowercase paragraph heading ending with a period **Level 4**

Appendix IV

Guidelines for in class Discussions

1. Everyone who is here has the right to be here and to participate. Everyone who is here brings experience and knowledge that makes their participation valuable.
2. Everyone has the right to be silent, i.e. "To pass" in answer to a question. Remember that some topics may be more difficult or painful for some than for others.
3. Be aware of how your participation affects the participation of others. Your words, your tone of voice, your body language, the amount that you talk, all affect others.
4. Remember that people's experience and knowledge vary. What you hold most dear may not be obvious or of value to others, and vice versa.
5. Actively listen. Reflect back to people what they are saying, even as you state your position.
6. Speak for yourself. Avoid speaking for others. Use "I" statements: "I think . . ."
7. Ensuring that everyone can participate is everyone's responsibility. Preventing someone from participating impoverishes the education of all.

Appendix V

Peer Evaluation Form

Please write a short narrative addressing the evaluatee's contributions before assigning a rating. Include in your narrative how many times the group met outside of class, how many meetings the evaluatee attended, whether the evaluatee made a serious effort to complete the assigned work before the group meeting, whether the group member attempted to make contributions in group project, whether the member was cooperative with the group effort, and whether the group member did all the readings before coming to the meetings.

Excellent	Carried more than her/his part of the load	5 points
Very Good	Consistently did what she/he was supposed to do	4 points
Satisfactory	Usually did what she/he was supposed to do	3 points
Marginal	Minimally prepared and cooperative	2 points
Unsatisfactory	Unprepared and uncooperative	1 or 0 point

Name of Evaluator: _____

Case Study Number: _____ Date: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

Note: None of the students will have access to these forms after the submission. This evaluation is strictly confidential; all forms will be destroyed at the end of the semester.

Appendix VI
Additional guidelines for CSR Presentations

Your main goal is to find out, how well your chosen company has integrated the principles of CSR (i.e. environment, social, ethics, Human Rights, legal compliance etc) into their business as reported in their CSR report. Remember, CSR concept is closely connected with sustainable development, management, philanthropy and various forms of donations as well. Identify what your chosen organization mainly focuses on (e.g. a comprehensive focus on multiple aspects of CSR or just sustainability only). Evaluate and discuss the scope and legitimacy of your organization's chosen corporate projects for institutionalizing social responsibility including the level of responsibility the company claims for and relationship of CSR practices to company's financial performance. There should be an executive summary of your report.

Some aspects to keep in mind while you analyze the report!

Start by introducing the company, reputation etc and your overall impression on the quality and elements of the CSR reporting.

What is CSR reporting and why do you think it is important to the organization?

Who is the intended audience for this CSR report?

Does the CSR report provide details on CSR practices as well as policies?

Does the CSR report provide systematic data or just anecdotes?

Does the company report data in comparable format? (if its international/multinational? comparison with previous years or with other similar organizations)

Does the CSR report present future goals as well as past practices?

Does the CSR report include bad news as well as good news?

Does the CSR report address company's greatest challenges?

Does the company integrate CSR report with its traditional business strategy or with its financial reporting?

How could a reader look beyond a CSR report?

Anything else you learned about this company in particular that was an eye opener/lesson to be shared with your audience?

What you need to submit on the day of topic presentations: [All in one large envelope]

1. A hard copy of the slides is required on the day you present (3 or 6 slides per page). If slides are not used then submit a 4-5 pages handout/outline of your presentation.
2. A statement of integrity form sign by all those who worked on the assignment.
3. Individual Peer evaluation forms BY EACH TEAM MEMEBR
4. One "who did what letter" for this assignment. Just write each team member's name and beside their names write what they did to contribute to this assignment.

What you need to submit a day before your topic presentations:

An electronic copy of your ppt slides [please do not use prezi].

Appendix VII
Additional guidelines for topic Presentations

The topic presentation consists of:

1. a brief introduction of the topic/issue, make a case how and why your chosen topic is a real issue faced by organizations.
2. a short sample case exemplifying the topic for the class to consider.
3. present a framework for addressing the case using the skills learned in the course; and
4. a proper conclusion with key lessons learned, not just the summary of what you already presented.
5. involving/engaging the class in a dialogue.

What you need to submit on the day of topic presentations: [All in one large envelope]

5. A hard copy of the slides is required on the day you present (3 or 6 slides per page). If slides are not used then submit a 4-5 pages handout/outline of your presentation.
6. A statement of integrity form sign by all those who worked on the assignment.
7. Individual Peer evaluation forms BY EACH TEAM MEMEBR
8. One “who did what letter” for this assignment. Just write each team member’s name and beside their names write what they did to contribute to this assignment.

What you need to submit a day before your topic presentations:

An electronic copy of your ppt slides [please do not use prezi].

Appendix VIII

Survival Tips for Working in a Group Project

A lot of our students don't like to work in groups. Schedules can be hard to coordinate. Personalities sometimes clash. Some people work harder than others. Now that that's out of our system, let's face another reality: There is very little our students will do in the workplace that is not done in collaboration with others. As the corporate world continues to downsize, the ability to work as a member of a team is becoming increasingly important. Anyone who has had to coordinate students working in groups knows that the process often requires the professor to serve as a teacher, mentor, coach, and cheerleader. To help you through this rewarding and time-intensive experience, here are some group survival tips that you might find useful:

Remember the Golden Rule. Do unto others as you would have them do unto you. No matter how stressful the situation, treat one another with respect.

Do it now! Don't put something off until tomorrow. If you have the time, do it now. If you wait until you have enough time to tackle something from start to finish, you may never get started at all.

Trust is earned. If you say you are going to do something, then do it. Your word is your bond. If you don't keep your word, you have no right to expect others to keep theirs.

Act with purpose and conviction. The number of meetings each group holds doesn't determine success. It is determined by what is actually accomplished. Come to group meetings prepared to participate.

Feed off one another's strengths. Not everyone is good at everything. But everyone is usually good at something. Try to match tasks to talents.

Perception is reality. You may be a hard worker. But if you appear lazy to others, that is how the world will define you. Do yourself a favour: Don't forget to do work on creating a good image by showing good work ethics.

Use the buddy system. Work in pairs. Partners can encourage one another, bounce ideas off of one another, and check one another's work.

Editing The person who writes a piece of copy or types it into the computer should not edit that copy. Someone with a fresh pair of eyes should check for spelling, grammatical, and factual errors. So edit each other's sections in case you decided to divide work.

Back it up. To avoid last-minute disasters, save all computer data on at least two disks or USB drives.

"All-nighters" the evening before deadlines are not heroic. They are dangerous. Set interim deadlines and meet them. Allow the group ample time to edit and fine-tune documents. Waiting until the last minute is courting with disaster.

There is no "I" in "Team." What you say about others in your group is a reflection upon yourself. Try to build a team spirit. Don't undermine it.

Be a straight shooter. If you have difficulty with or are unsatisfied with the performance of a group member, it is your responsibility to voice those concerns to that individual privately before sharing them with others.

Take Notes. Do what most successful managers do: Keep a personal log of what was said by whom and on what date. In addition to keeping you on top of a dynamic process, you can document the performance of yourself and other group members.

Aim high. The best groups are those that place the highest expectations upon themselves.

Fair warning is better than no warning at all. If a deadline may be missed, the penalty is usually less severe when your professor is told of the problem before the deadline passes. This also holds true when dealing with members of your group. Don't surprise your group members and your professor!