



Carleton
UNIVERSITY

SPROTT
SCHOOL OF BUSINESS

BUSI4601 A Business Ethics
May 6 , 2021– June 18, 2021

Professor	Rumaisa Shaukat, PhD., CHRP., CHRL., CMP.
Office	Online - Check weekly schedule in announcement section on CuLearn and your emails!
E-Mail	rumaisa.shaukat@carleton.ca For any email query, in the subject column write your course codes.
Class Times and Location	Mondays & Wednesdays 6:05-8:55pm
Website:	Brightspace will be the main Platform for this course. Please be aware by registering in this course you acknowledge that this course will use online proctoring tools [please read p 8 for details].
Prerequisite	Fourth-year standing in all B.Com. concentrations except International Business, which requires BUSI 4705 .

Course 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.

Course Explanation!

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 business people 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 Learning Objectives

What any individual learner takes away from an exploratory-based course is, of course, highly variable. The main objectives of the course are to:

1. Enhance the student's understanding of the importance of ethics in business
2. Enhance the student's understanding of social/ethical performance of organizations and its role in maintaining good financial performance
3. Enhance the student's ability to recognize and identify ethical issues
4. Enhance the student's ability to use ethical principles to reason toward satisfactory solutions to ethical dilemmas
5. Enhance the student's ability to "manage for ethics" in organizations

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.

Important Course Expectations

1. **Course Pedagogy** Due to the Covid-19 pandemic, this course has been re-designed to be delivered exclusively online. The primary tools used for connecting the instructor and students will be a combination of emails, Brightspace, and Zoom. Pre-recorded class lectures, required readings, video clips and weekly assignments and activities will be posted online within weekly modules and are designed to be viewed asynchronously by the students [well before live sessions]. The final exam will be conducted online at a pre-determined time once announced by the examination office. I will keep office hours twice a week (during our allocated class time, please see course agenda). Links to every live meeting will be posted within the weekly modules by the weekend. Live sessions are for consultations where you could ask questions on any lecture concept you are not clear on and to consult me for assignments etc. I will not be delivering lectures again during live sessions.
2. **Intellectual Property** All materials prepared by the course professor, including PowerPoint slides with audio notes, class handouts and exam papers, are protected by copyright. Copying, photographing, scanning, sharing, or posting any of the material elsewhere is therefore a violation of copyright and is illegal and will have serious consequences. No exceptions!
3. **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 2 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 unless precisely requested. 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.

4. **Active Participation.** Students are expected to watch pre-recorded lectures, take notes, and participate during weekly live sessions. Students are expected to maximize their own learning by actively participating in all activities posted withing weekly modules on Brightspace. This includes participation in class discussion forums and overall interacting professionally and ethically with classmates and with the instructor. Please see **Appendix IV** “*Guidelines for in class Discussions*”.
5. **Group Ethics.** You will be part of a group requiring your involvement and input, doing your part on time and staying in touch with your team is something that you owe to your fellow group members. Therefore, punctual attendance to sessions online and regular communication with your team are strongly recommended. Please see **Appendix VIII** for some survival tips. You will be also submitting peer evaluations (Appendix 5) and “who did what letter for the final project. Please see page 7 for more details.
6. **Follow Assignment Instructions.** Carefully read the instructions for your written assignments described in the course outline. On Brightspace, I will create folders for each group submission with guidelines copied from your course outline again. 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 or 6th Edition).
7. **Cheating, Plagiarism, and Other Instructional Offences** are not tolerated and can have severe penalties (please see the statement on plagiarism in the Sprott School attachment). For additional help, you are strongly encouraged to consult the document “Paper Formatting & Documentation Guidelines”, on the Sprott website at Academic Programs _ Useful Links _ Paper Writing Guidelines.
8. **Deadlines and Penalties for Late Submissions.** All deadlines need to be respected, and exceptions will be granted only in extraordinary cases. No make-up case study, no make-up assignment. Submission of late assignments requires the prior consent of the instructor otherwise the penalty on late assignments (Topic Report and CSR Report) is a grade loss of 10% per day up to a maximum of 3 days, after that assignments will not be accepted. Penalty on late case studies is a grade loss of 10% per hour up to a maximum of 3 hours, after that case studies will not be accepted. Please Note 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.** Except under unusual circumstances, you have 24 hours from the time you miss your exam to contact me about your absence. **Students who are unable to write the final examination because of a serious illness/emergency or other circumstances beyond their control may apply for accommodation. Without an appropriate reason and documentation, you will receive a zero for the missed exam and a submission.**
9. **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:

- a. 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.
- b. 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.
- c. 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.

IMPORTANT!!! If at any time something seems unclear to you, please ask during live class sessions or post it in the Forum **“Ask the Instructor”**. I would prefer answering YOUR questions on the forum than individually emailing. In my experience, students interpret messages differently and it creates confusion and leads to rumours among students.

Required Text:

Ferrell, O. C., Fraedrich, J., & Ferrell, L. (2017). *Business Ethics: Ethical Decision Making & Cases*, 11th 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 analysis report for Week 3 and the CSR critique and presentation for Week 6, are to be completed in groups. The class will be asked to divide into groups of not more than 5 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 Analysis Report	15%
Group CSR Critique Report	15%
4 Group Case Studies	20%

Individual Tasks:

Online Participation	10%
Personal Incident paper	10 %
Final Exam	30%

Note: With each required assignment, I will post pointers in the folder (copied from your course outline) related to what is due on the due date. Please make sure to read course outline and instructions online for each submission in each relevant folder!

All assignments online should be in word file no other formats. The downloadable MS Office desktop software suite is available for you at no charge while you have student status at Carleton. Check this link. <https://carleton.ca/its/ms-offer-students/>

Important Note on Groups:

You will be required to form groups of a maximum of 4 students (dependent upon class size, *exceptionally* a group of 5 may be permitted or a student without a group may be assigned to a group, all at the professor's discretion). These groups will collectively carryout group assignments: Case studies, topics analysis report and the CSR critique report. **Given its an online course and you will not have the chance to meet and form groups, I will give you first session to tell me if you want to join a group with people you know are also registered, After May 6th, I will generate groups by randomly assigning everyone a group.** Group is expected to *self-govern* to ensure the quality of all deliverables, independently resolving any conflicts within the group. You are required to take team membership seriously. If some members of a team are not pulling their weight (i.e., free-riding), one or more members of the team should encourage the free-rider(s) to work harder by suggesting how each member can specifically contribute to the team's work (such as everyone in the team having a distinct set of tasks to fulfill) and, when appropriate, by suggesting deadlines by which each member should hand something in to the team. If this does not work, one or more team members should alert the professor who will then take the necessary steps to resolve the situation and potentially penalize the free-rider(s). If you are experiencing trouble with a team member, **it is the team's responsibility to contact the professor before the date of the evaluation. Team problems that are brought to the professor's attention *after* the evaluation will not be considered.**

Please note your team reserves the right to kick you out of the team if you are not pulling your weight, in that case it is going to be your own responsibility to find another group, not professor's. I will not force anyone to keep anyone in their team. Its team's collective decision. If you are unable to find a new group, you would do all remaining group work alone and guidelines or requirements will NOT change.

Topic Analysis Report: 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. Some Example topics are below. You can propose a different one as well but get an approval from me before you start working on a topic.

- ➔ Ethics of financial transactions
- ➔ Ethical issues in hiring
- ➔ Ethical issues in employee discipline
- ➔ Compensation and ethics
- ➔ Employment equity and ethics

- ➔ Diversity and Ethics etc.
- ➔ Employee harassment and Ethics
- ➔ Discrimination against (a specific group) and ethics

The topic presentation consists of:

1. a brief introduction of the issue,
2. a short sample case (from media or from your work place) exemplifying the topic.

Case should make the reader see the topic you chose is a real life issue.

3. then presenting a realistic and doable framework or ideas/suggestions for addressing the case using the knowledge you have about ethics in general and based on what you learned in the course up to that moment.

Written group submission (its not an individual assignment) is required on CuLearn within the class time on the day its due. Final submission should be typed, double spaced, with 1” margins, 12ptfont (Times New Roman), and a total of between 7-10 pages (excluding the title page, references or appendices). **Note:** You could choose a case from your textbook as well, there are many cases for you to look at. ****There will be no alternate dates for the report submission**.**

See **Appendix VII for** more details on this assignment.

CSR Critique Presentations: 15%

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 submit a written report of their findings on the due date (see course agenda section). Written group submission (its not an individual assignment) is required on CuLearn within the class time on the day its due. Final submission should be typed, double spaced, with 1” margins, 12ptfont (Times New Roman), and a total of between 10-15 pages (excluding the title page, references or appendices). ****There will be no alternate dates for the report submission**.** See **Appendix VI** for more details on this assignment.

Four Group Cases (5% each; for a total of 20% of your term mark)

Content	Cases will be made available in advance and posted within the weekly module/folder. For each case, I will assign you specific questions. Before the session, read the assigned case study, highlight important aspects and be ready to contribute to the group discussion before collectively answering each question. Do not divide questions among team members. You all need to work on each question collectively. You could create a facebook group to discuss among yourselves. Answer the assigned questions using material recommended for that case (as well as material taught in any other previous classes, <i>if</i> you feel it is also applicable – but please don’t just dump indiscriminately).
Marking	You will be expected to support your responses to the questions by providing examples from the case and/or citing areas of scholarly support (course material) for your position taken, where applicable. Please note (!). All questions are weighted equally; unless question weights are indicated on the question sheet for either case study.

Format	<ol style="list-style-type: none"> 1. Typed Double-spaced, maximum 5 pages. 2. Point form is acceptable (and preferable to verbosity!) as long as you're coherent and your thoughts are complete. 3. <u>Cover Page</u>: Be sure to include a cover page listing (a) your group number, (b) the case number, and (c) the names of all group members <i>who were present to work on the case that day</i>. Not doing so could adversely affect your grade. 4. Statement of integrity form 5. Individual peer evaluation forms (Read below on Peer evaluations) 6. Format for written submissions should follow the American Psychological Association (APA) Publication Manual (5th Edition).
Submission & Timing Requirements:	<p>Submission must be done within 10 minutes of the END of class in the week in which the cases are due (see Course Schedule in this course outline). Late submissions will <u>not</u> be accepted. There will be time limit added to online folders so if you are late, you will not be able to submit after the time limit has passed. No Email submissions are acceptable.</p> <p>What you need to submit on the day of submission: [[All as one file entitled "your group number & Case Study #"]] No multiple files or multiple submissions from a group! Decide among yourselves which member will submit it online. Rest of the team can check to make sure submission was done!</p> <ol style="list-style-type: none"> a) A cover page with your names, student numbers and case study number and title. Use sample cover page posted. b) A statement of integrity form sign by all those who worked on the assignment. c) No peer evaluation forms due with each case, you would do one peer evaluation for all 4 cases which will be due with case 4. There will be a submission folder for this submission. Keep track of your team members' performance on all cases, and use only one form to evaluate each member, Do not evaluate yourself. Please do alert the professor via email if any team member is slacking off and not contributing and that member's grade will be adjusted accordingly. d) Please note your team reserves the right to kick you out of the team if you are not pulling your weight, in that case it is going to be your own responsibility to find another group, not professor's. If you are unable to find a new group, you would do all remaining group work alone and guidelines or requirements will NOT change.

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).

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. *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 case studies, topic presentation report, and final project report.**

- In addition, if you are not submitting peer evaluation forms for your group members, you will personally lose 1 marks for each missed evaluation. Not submitting 'who did what letter' (when it is due) 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 10 %

For this assignment, you are required to identify an ethically questionable behaviour 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 behaviour or decision. This assignment should be a maximum of three double spaced pages in length. Attach Appendix I with this submission. Also see instructions in the submission folder on CuLearn!

Final Exam: The final exam (worth 30%) will be approximately 2 hours long, closed book. **Time might change depending on exam format.** All topics covered in the course will be included in the final, although the emphasis will be more heavily on what I covered in slides and discussed during live sessions. The date of the final will be determined by the Undergraduate Office later in the semester. The format of the exam will be announced in class.

IMPORTANT!! There is a fair chance, the final exam will be held during regularly scheduled course time. You must be present to write this exam during the scheduled time, No make-up tests will be scheduled for anyone missing the exam. The only valid excuse for missing the exam is for medical reasons or death in the family and must be documented with a medical certificate. Any other reason (such as travel, etc...) will not be considered. If you miss the exam for a reason that is not deemed as legitimate, your exam mark will be zero. **"Please be aware by registering in this course you acknowledge that this course will use online proctoring tools. These online proctoring tools could require you to identify yourself via webcam. Additionally while you are completing a proctored exam, your activities will be monitored. This could include direct observation via webcam and through the use of screen recording software. Evidence of academic misconduct during an exam will be treated seriously."**

Participation On-Line: 10%

A mark of 10% is yours to earn by posting "Reflections after Reading (in total 5)." Reflections may come to your mind after reading a news item. This is like a blog. Your reflections are due every week when there is a lecture and readings assigned. (you could pick any 5 lectures out of all).

After reading, you may end up linking it to something else you have learned in the lecture or it may trigger an interesting question in your mind. Such reflections often lead to a deeper understanding of how

a concept from the course can be applied to view a news item differently/intelligently! A news item you are writing about it must have appeared on WWW in English in a *bona fide* news publications (e.g. Citizen, Globe and Mail, McLeans, New York Times, The Economist...). If not, scan the item—making sure the date of publication shows. The reflection item must not be more than 2 years. The posts should not be more than **200 words** long.

Weekly contributions made over the span of the term will be evaluated toward the end of the term as I have to structure my work. A sudden flurry of submissions—often attempted toward the end of the term—will not be accepted and evaluated. **I will strictly monitor the date and time of submission every week. If the submission is after that week’s due date and time (please see course agenda on next page), I will not count it as a valid submission. No exception!**

****As this is participation mark, for each mark you have to sweat a little more than normal sweating you do for a mark in the course. That is the quality and quantity will be assessed more critically than other submissions. Note: **no grade appeal or request for re-evaluation will be accepted**.**

Note: You would receive feedback and mark on online participation assignment anytime between June 17th June 21st. Not earlier than that as anyone can submit reflections up until June 16th.

Course Schedule

For each live meeting I will post meeting links within the weekly module, make sure to click the correct link for that specific day!

Deadline for all assignments [including online reflections] are the dates posted in the agenda below and submission time is the end of our class session! Lecture recordings are posted weeks in advance so go through those asap and make sure to submit reflections before deadline.

Date	Topic/Agenda	Chapters
May 10 Live session today from 5:45pm to 6:45pm! May 12 (last day to tell me if you want to be in group with someone you know. Read note on page 4)	Introductions, positioning of the ethics of business (See introductory Video and read your course outline) The Importance of Ethics; Stakeholder Relationships, Social Responsibility, and Corporate Governance	Overview of the course and assignments; Chapters 1-2 [Online Reflections for Ch 1-2 are due by 11pm on May 12] its first week so I am giving you until 11pm.
May 17 Live session today from 5:45pm to 6:45pm! May 19 Live session today from 5:45pm to 6:45pm!	Emerging Business Ethics Issues; The Institutionalization of Ethics Use this session to work on your case study and Topic Report.	Chapters 3-4 Video: Social Business *Case Study 1 Due on May 19* [Online Reflections for Ch 3-4 are due by 9pm on May 19]
May 24 Statutory Holiday so no live session today! May 26 Live session today from 5:45pm to 6:45pm!	Ethical Decision Making; Live session, questions on any assignment including topic presentations.	Chapters 5 *Case Study 2 Due on May 26* [Online Reflections for Ch 5 are due by 9pm on May 26]

Date	Topic/Agenda	Chapters
<p>May 31 Live session today from 5:45pm to 6:45pm!</p> <p>June 2 Live session today from 5:45pm to 6:45pm!</p>	<p>Individual Factors: Moral Philosophies; Organizational Factors: The Role of Ethical Culture and Relationships;</p>	<p>Chapters 6-7</p> <p>Topic Report Due on June 2: **Submit collective paper on Brightspace (as instructed above). **Submit Peer evaluations (as instructed above). *Case Study 3 Due*</p> <p>[Online Reflections for Ch 6-7 are due by 9pm on June 2]</p>
<p>June 7 Live session today from 5:45pm to 6:45pm!</p> <p>June 9 Live session today from 5:45pm to 6:45pm!</p>	<p>Developing and Effective Ethics Program; Managing and Controlling Ethics Program;</p>	<p>Chapter 8-9</p> <p>**Personal Incident paper due on June 9**</p> <p>[Online Reflections for Ch 8-9 are due by 9pm on June 9]</p>
<p>June 14 Live session today from 5:45pm to 6:45pm!</p> <p>June 16 Live session today from 5:45pm to 6:45pm!</p> <p>Friday, June 18th (Monday Schedule) Live session today from 5:45pm to 6:45pm!</p> <p>(Final Exam week is June 21-27). Details on your final exam date -to follow) <i>Final Exam will be Cumulative, it will cover material covered throughout the term.</i></p>	<p>Globalization of Ethical Decision Making; Ethical Leadership;</p> <p>Sustainability: Ethical and Social Responsibility Dimensions</p> <p><i>Final Exam Review: Within first two weeks in May, I will post sample exam questions on Brightspace within Final Exam Module!!!</i></p>	<p>Chapter 10-11</p> <p>[Online Reflections for Ch 10-11 are due by 9pm on June 14] *Case Study 4 Due* on Brightspace (as instructed above).</p> <p>Chapters 12</p> <p>** CSR assignment due. Submit collective paper on Brightspace (as instructed above).</p> <p>**Submit Peer evaluations (as instructed above).</p> <p>[Online Reflections for Ch 12 are due by 9pm on June 21]</p>

Contribution to Learning Goals of the Program ([BCom](#), [BIB](#)):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
CHECK (X) ONE PER ROW				
<p>BC1 Knowledge <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i></p>				X

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
BC2 Collaboration <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>				X
BC3 Critical Thinking <i>Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i>				X
BC4 Communication <i>Graduates will be effective and persuasive in their communications.</i>		X		
BI5 Global Awareness (BIB ONLY) <i>Graduates will be globally-minded.</i>			X	

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 <https://carleton.ca/its/get-started/new-students-2/>

Important Dates and Deadlines

May 6, 2021	Early summer and full summer classes begin.
May 13, 2021	Last day for registration and course changes (including auditing) for early summer courses.
May 14, 2021	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 2021 and must register for the summer 2021 term.
May 20, 2021	Last day for registration and course changes (including auditing) for full summer courses.
May 21, 2021	Last day to withdraw from early summer and full summer courses with a full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.
May 14-26, 2021	Fall/winter and winter term deferred final examinations will be held.
May 24, 2021	Statutory holiday. University closed.
May 28, 2021	Last day to request Formal Examination Accommodation Forms for June ex-

aminations to the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.

- June 11, 2021 Last day for summative tests or examinations - or for formative and/or practical tests or examinations totaling 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/General Regulations of the Graduate Calendar).
- June 18, 2021 Last day of early summer classes. (NOTE: full summer classes resume July 2.)
Last day for take-home examinations to be assigned, with the exception of those conforming to the Examinations regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
Classes will follow a Monday schedule.
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, 2021 No classes or examinations take place.
- June 21-27, 2021 Final examinations in early summer courses and mid-term examinations in full summer courses may be held. Examinations are normally held all seven days of the week.

APPENDIX I

Personal and Professional Declaration of Academic Integrity for individual assignments

Individual

By signing this Statement, I am attesting to the fact that I have completed my work in its entirety by myself. I attest to the fact that my own work in this project meets all of the rules of quotation and referencing in use at Carleton University, as well as adheres to the Academic Integrity policies as outlined in the Student Affairs site of the university (<http://www1.carleton.ca/studentaffairs/academic-integrity/>). Any evidence contradicting my declaration above may be held against me.

Name

Student number

Signature

Date

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 Paper

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 submission:

[All as one file entitled "your group number & CSR Company Name"]

No multiple files or multiple submissions from a group!

- A cover page with your names, student numbers and topic. Use sample cover page posted.
- A statement of integrity form sign by all those who worked on the assignment.
- Your report with table of content, executive summary.
- Only 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.
- ****Individual Peer evaluation forms by each team member will be submitted on the individual forum/data base where they submit weekly reflections. This shouldn't be in the collective submission as peer evaluations are confidential**.**

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 audience to consider.
3. a realistic and doable framework or ideas/suggestions for addressing the case using the knowledge you have about ethics in general and based on what you learned in the course up to that moment.
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 submission:

[All as one file entitled "your group number & Topic]

No multiple files or multiple submissions from a group!

- ➔ A cover page with your names, student numbers and topic. Use sample cover page posted.
- ➔ A statement of integrity form sign by all those who worked on the assignment.
- ➔ Your report with a table of content, executive summary.
- ➔ Only 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.
- ➔ ****Individual Peer evaluation forms by each team member will be submitted on the individual forum/data base where they submit weekly reflections. This shouldn't be in the collective submission as peer evaluations are confidential**.**

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!