

Carleton University
International Business
BUSI4705-A 2022 / Fall
Ethics and Cross-Cultural Interaction

Professor: Dr. Rodney Nelson **Email:** rodney.nelson@carleton.ca
Office: NI 7017
Office Hours: By request online
Class Location: NI3040
Course meets: Tuesdays, 11:35 pm-2:25 pm
Modality: In person

Ethics and Cross-cultural Interaction

Ethics is a vital part of business today. Ethical decision making, sustainability, equity and more. Yet often ethics can also have cultural variations. This course will give you a strong foundation for understanding business ethics. It also looks at the perceptions and behaviors that characterize interactions among individuals from various cultural backgrounds, with emphasis on ethical issues that may arise when business crosses cultural boundaries. We will also examine decision making models at an organizational and individual level when faced with an ethical decision. Students will examine case studies and the ethical issues around decisions made and the results of those decisions.

1. COURSE PREREQUISITES

The School of Business enforces all prerequisites. It is your responsibility to ensure that you meet the prerequisite requirements for this course. Lack of prerequisite knowledge may lead to failure in the course. Only the Undergraduate Program Advisor of the School can waive prerequisite requirements.

Precludes additional credit for BUSI 4601.

Prerequisite(s): fourth-year standing in B. Com. (International Business Concentration) or B.I.B., and BUSI 2702 or BUSI 3703.

2. COURSE DESCRIPTION:

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

What to expect: This course prepares students who are interested in international business, cultural exchanges, and corporate culture to understand ethics and communications from a cross-cultural perspective. It is particularly of interest to those students who would be in positions that require effective management of cultural conflicts.

Business today requires knowledge, sensitivity and ethical considerations towards understanding cultural diversity and interactions. Cross-cultural or intercultural communications occur at all levels of business from multinationals to small organizations. CEOs, CFOs, entrepreneurs, marketing and sales managers all work towards an understanding of cultural management to maintain a strong corporate culture and gain competitive advantages in today's global economy. Internally, organizations must examine policies and practices and the effects on diverse populations, employees and teams. This course will look at ethical and cultural considerations in areas such as managing supply chains, customer relations, communications, corporate culture and international business practices. Part of understanding another culture is knowing your own culture and your own beliefs. It is understanding the complexity of communications, both verbally and non-verbally, and how culturally they may be interpreted differently.

This course also provides students with an overview and application of ethics and cross-cultural interactions, including cultural differences of locality and gender, and will include worldwide Indigenous perspectives. It is aimed at increasing cultural intelligence and ethical practical applications within a business context. The course involves a combination of interactive class sessions, lectures, case-based scenarios, and of course humour.

3. **LEARNING OUTCOMES:** Upon completion of this course, each participant should be able to:
 1. ***Understanding of cultural management***
Demonstrate an improved knowledge in the field of diverse ethical and cultural management and implementing ethical recommendations and cross-cultural management strategies at all levels of a company and in the context of managing unique, culturally diverse and various teams.
 2. ***Apply ethical decision-making tools***
Adopt the necessary skills and points of view of an effective CEO, Owner, Manager or Senior Manager or a company or organization, but also to take those points-of-view and make effective marketing and financial business decisions for a growing organization of various ethical practices and cultures.
 3. ***Engage in strategic thinking***
Appropriately question and criticize traditional strategic models in favour of approaches, which encompass variables such as culture, different approaches to business, international complexity, innovation, different culture corporate strategists, virtual representations and other technologies.
 4. ***Awareness of multi-cultural issues***
Present a framework and identify a set of tools for managing organizations and working toward building business with people of different cultures.

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				
BC1 Knowledge <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				x
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

4. COURSE MATERIAL

Required Text. All reading materials will be posted on Brightspace

Supplemental Reading and Links. Extra reading material links will be posted on Brightspace.

Recommended Readings (access through your library or directly online)

The following books that are recommended for students who wish to enhance their understanding of, and may work in, cross-cultural or intercultural global marketing and management are encourages to read the following:

- Axtell, Roger E. (1997). *Gestures: The Do's and Taboos of Body Language Around the World*, Revised and Expanded Edition, Parker Pen Company.
- Beamer, Linda and Varner, Iris. (2006). *Intercultural Communication in the Global Workplace*. McGraw-Hill
- Chaney, Lillian H. and. Martin, Jeanette S. (2010). *Intercultural Business Communication*, Fifth Edition, Prentice Hall
- Chen, G., & Starosta, W. (1998). *Foundations of Intercultural Communication*. London: Allyn and Bacon.
- Hall, Edward. (1976). *Beyond Culture*, Random House.
- Kulich, S. J., Komisarof, A., Smith, L. R., & Cushner, K. (2021). Re-examining intercultural research and relations in the COVID pandemic. *International Journal of Intercultural Relations*.
- Mattock, John. (2007). *Cross-Cultural Communication; The Essential Guide to International Business*. Kogan Page Publishing.
- Min-Sunkim. (2002). *Non-Western Perspectives on Human Communication: Implications for Theory and Practice*. London: Sage Publications.
- Samovar, L., & Porter, R. (Eds.). (1999). *Intercultural Communication: A Reader* (9thedition). Belmont, CA: Wadsworth Publishing Company.
- Storti, Craig. (2017). *Cross Cultural Dialogues: 74 Brief Encounters with Cultural Differences*, Second Edition, Intellectual Press.
- Thomas, David C. (2008). *Cross Cultural Management: Essential Concepts*, 2ndEd., Sage.
- *The Importance of Cross Cultural Understanding in English Language Training* (2020) <http://www.openjournal.unpam.ac.id/index.php/Proceedings/article/view/4347/3279>

The following books that are recommended for students who wish to enhance their understanding of business ethics are encouraged to read the following:

- Arieli, Sharon, Lilach Sagiv, and Sonia Roccas. (2020). “Values at Work: The Impact of Personal Values in Organisations.” *Applied Psychology* 69.2: 230–275. Web.
- Brink, A. (2011). *Corporate Governance and Business Ethics* (1st ed. 2011.). Springer Netherlands. <https://doi.org/10.1007/978-94-007-1588-2>
- Cane, A., Matten, D. (2020) *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization*, 5th Edition, Oxford University Press, ISBN-13: 978-0199697311 (on reserve in the library)
- Ermasova, N. (2021). Cross-cultural issues in business ethics: A review and research agenda. *International Journal of Cross Cultural Management*, 21(1), 95-121.
- Flynn, G. (2008). *Leadership and Business Ethics* (1st ed. 2008.). Springer Netherlands. <https://doi.org/10.1007/978-1-4020-8429-4>
- Johnson, Craig E. (2018) *Organizational Ethics, A Practical Approach*. SAGE Publications, Inc; Fourth edition, ISBN-13: 978-1506361758
- Kernohan, Andrew (2015) *Business Ethics: An Interactive Introduction*, Broadview Press; 1 edition, ISBN-13: 978-1554811502
- Lowe, Richard G (2016) *On the Professional Code of Ethics and Business Conduct in the Workplace: Professional Ethics: 100 Tips to Improve Your Professional Life*, Writing King, ISBN-10: 1943517770
- Murry, J (2019) *Conflict of Interest; Give me examples, The Balance of Business* (online)
<https://www.thebalancesmb.com/what-is-a-conflict-of-interest-give-me-some-examples-398192>
- Ros, M. et al. (1999). Basic Individual Values, Work Values, and the Meaning of Work, http://130.18.86.27/faculty/warkentin/SecurityPapers/Merrill/RosSchwartz1999_APIR48_1_WorkValues.pdf
- Schwartz, S. H. (2012). An overview of the Schwartz theory of basic values. *Online Readings in Psychology and Culture*, 2, 11. <https://doi.org/10.9707/2307-0919.1116>
- *Value and Ethics in Business, Management Study Guide* (online)
<https://www.managementstudyguide.com/values-ethics.htm>
- Werhane, P. H. (2021). *The Blackwell Encyclopedia of Management Business Ethics*. Blackwell Publishers Ltd.

5. METHOD OF INSTRUCTION:

This course is presented through a mixture of learning styles including lectures, group work and presentations. There is also a peer reviewed component to the grade which will be discussed in class. It is up to you to do the readings and come to the class prepared. In class discussions are encouraged and bringing your own personal experiences will make the class more relevant.

Note Carleton requires that correspondence with professors be carried out through your Carleton email account only.

I strongly suggest keeping a backup of all your work in case of the loss of your work

6. EVALUATION:

Reflecting the real world of Ethics and Cross-Cultural Communications, your grade performance will depend upon both individual and group contributions as outlined below:

Grade Breakdown	% of Final Grade
a. Personal Assignments (2)	10%
b. Ethical Case Studies	30%
c. Framework for Ethical Decision-Making Quiz	20%
d. Group Project: CCLP (proposal 5%, Report 20%)	25%
e. Group Project: Presentation (group of 4 students)	15%
<hr/>	
TOTAL	100%

Individual assignments:

- **Personal Assignments.** Students will complete three personal assessments which are intended to apply course concepts to their individual situation. As plenty of time is provided for assignments, **no credit is given for posting a late assignment.** A missed assignment supported by medical documentation will result in those marks shifted to the remaining assignments. Further instructions will be posted on the course Brightspace site.
- **Ethical Case Studies:** This assignment requires you to choose two of the provided case studies ([part A](#) and [Part B](#)). You will do an ethical analysis of the issues and give a well thought out and supported responses bringing in class material and outside sources to support your arguments.
- **Framework for EDM Quiz:** a quiz based on class lectures and readings.

Group Assignments:

- **Cross Cultural Learning Project (CCLP).** The primary objective of group projects in this course is to provide experiential learning in the skills necessary for developing real business opportunities with high performance teams. Your team will propose a current ethical cross-cultural issue that is present today (look for a multinational issue or company). You will present the issues in a fair and equitable way looking at both sides of the argument from an ethical, cultural and diplomatic lens. **Your arguments should be well articulated and supported.** Your team will submit a proposal and present their ethical case study to the class. Let the class material be your guide to understanding the issues that you may address. This project should be conducted in groups of 4. At the completion of the course, the instructor may adjust group assignment marks awarded to individuals based on peer feedback. The peer evaluation forms will be made available to you prior to the class due dates. A quick proposal will be due to see if you're on the right track.
- **Group Presentation**
Your group will prepare and deliver their ethical case study in the form of a presentation to the class. You are expected to work together and share the responsibilities of preparing and presenting the information. *Your final mark may be adjusted based on the peer review process.* Presentations are an important part of doing business and can take many forms and use various technologies. I encourage you to be creative and explore how you and your group communicate to others. Further details will be provided in class.

7. CONDUCT

Professional conduct is built upon the idea of mutual respect. Such conduct entails (but is not necessarily limited to):

- **Attending the class.** Each class benefits from the attendance and participation of all students. Your grade for participation will be affected by absences. Regular class attendance is important and required. I expect you to attend class and contribute to a quality discussion. Class and team discussion of the materials (e.g., readings, assignments, and cases) are an important part of the learning process. Missing more than 2 classes without a certified reason (e.g. medical certificate) will lead to failure in this course regardless of the performance on assignments, presentations and reports.
- **Arriving on time.** Late arrivals are disruptive to both lectures and class discussion and show disrespect to those who are on time.
- **Team based projects.** Teams for the group projects are created in class during week one and two of the course. Students arriving after should email the course instructor.
- **Being prepared for class.** You should be ready to discuss any assigned readings and to answer any assigned questions for each day's class.

8. 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.

Grading

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 Accommodation

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.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the 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. **For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.**

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 Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at bcom@sprott.carleton.ca or at bib@sprott.carleton.ca.

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 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/>
-

Covid-19 Information:

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you must follow Carleton's [symptom reporting protocols](#).

Masks: Carleton has paused the [COVID-19 Mask Policy](#), but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

Vaccines: Further, while proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible, and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

SCHEDULE

WEEK	DATE	TOPICS	ASSIGNMENTS (due dates)	Readings on Brightspace (read before class)
1	Sept 13	Intro - Values and Ethics in action		Karjalainen;
2	Sept 20	Pandemics and Global Ethics	Reflection writing	Jackson
3	Sept 27	Decision-Making for Business Ethics		
4	Oct 4	Cross-Cultural Dimensions of Decision-Making	Reflection writing	Soderberg & Holden; Shaw et al
5	Oct 11	Corporate Governance: Structures, Vision, Mission and Mandate	Group Project: The Cross-Cultural Learning Project proposal due	Caprino;
October 17th -21st Fall Break				
6	Oct 25	Leadership, Corporate Culture, Values	Ethical Case Study due	Mayer & Bello
7	Nov 1	Values and Ethics Codes		Codes found online
8	Nov 8	Theories and Models of Cross-cultural Interactions	In Class Quiz	Thorne and Saunders; Schwartz
9	Nov 15	Contrasting Cultural Values, and Corporate Social Responsibility		Readings on Brightspace
10	Nov 22	Indigeneity and Understanding Ethical Dilemmas	1. Group Project: Cross Cultural Learning Project report 2. Presentations 3. Group Evaluations	
11	Nov 29	Class (Presentations)		
12	Dec 6	Class (Presentations)		