



**BUSI5802D "Business Ethics"
September 7, 2021 – October 22, 2021**

Professor:	Abdel Hamou-Lhadj, MSc, MBA, C.Dir.
Office:	None
Email:	abdel.hamou-lhadj@carleton.ca For any email queries, in the subject column write your course code.
Office Hours:	By appointment only I am generally available right after class for questions/comments.
Class Times:	Tuesday 6:05pm - 8:55pm
Class Location:	In person – Nicol Building 4020
Website:	Course slides will be posted on Brightspace. Please attend classes!

Learning Modality: Each week, attending class for this course will normally require the following time commitment (excluding readings and assignments):

- 2.5 hours in-person*
- 0.0 hours online, synchronous (*i.e., delivered in real-time*)
- 0.5 hours online, asynchronous (*i.e., recorded content*)

Course Presentation

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 Description

This course will focus on the development of a critical thinking approach towards business ethics practices, examining the impact of corporate decisions on all stakeholders including 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 theoretical basis for specifying the ethics of business will be examined and applied to a variety of practical and significant problems faced by organizations. To that end, the pedagogy will include weekly reading assignments, lectures, discussions, and practical application projects.

Learning Objectives

What any individual learner takes away from an exploratory-based course is highly variable. Nevertheless, at a minimum, following completion of this course, students should be able to:

- Gain a practical understanding of the scope of CSR issues.

- Adopt a multi-stakeholder perspective in viewing key CSR issues.
- Explore the connections among organizational strategy/objectives and CSR.
- Understand that multiple, often conflicting, viewpoints and tradeoffs exist around each CSR issue.
- Develop a sensitive understanding of the complex issues confronting corporate and societal leaders.
- Build a sound foundation for further study of CSR practices/models and related organizational topics.

Required Text and Other Readings

Byars, S.M. & Stanberry K. (2018). **Business Ethics**. OpenStax - Rice University. PDF Version ISBN-10: 1-947172-57-3, PDF Version ISBN-13: 978-1-947172-57-9.

The textbook can be downloaded for free at: <https://openstax.org/details/books/business-ethics>

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

Marking Scheme

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

- | | | |
|----------------------------------|-----|-----|
| 1. Two individual assignments | | 30% |
| a. Assignment #1 | 15% | |
| b. Assignment #2 | 15% | |
| 2. One group project | | 50% |
| a. Report | 25% | |
| b. Presentation | 15% | |
| c. Peer evaluation | 10% | |
| 3. Contribution to peer learning | | 20% |

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

Individual Assignments (2 x 15 pts = 30 pts total) – Case Studies from the Textbook

For 2 of the five weeks (weeks 2-5), each student will complete an assignment focused on applying the readings to a real-life scenario (see tentative class schedule for details). The body of the individual assignments should be **between 3 and 5 pages** long, with 1-inch margins, single-spaced in 11pt Arial font for the paragraphs. Format is important (i.e., a professional report is expected). Grades will be based on the following criteria:

1. Clarity and quality of structure and writing (**5 pts**)
 - Layout and format of the report are professional
 - Writing is clear (spelling, punctuation, grammar, sentence structure, etc.)
1. Appropriate and complete application of relevant readings (**10 pts**)
 - Answers to the questions are thorough and complete
 - Relevant course concepts are used to support the answers

The main objective for each of the two individual assignments is to provide thorough and complete answers to the case study questions using relevant course concepts from the course readings or from any applicable business ethics research papers selected by the student.

From the content standpoint, the report should provide the following:

1. A high-level view of the situation and its context.
2. An answer to each of the case study questions.

Item #1 above should be brief and clearly indicate student's understanding of the situation. Item #2 should be relevant and complete to address the questions asked, refer to the applicable concepts and indicate their sources.

Note: There is no need for an Executive Summary for these two reports. It is expected from the students to provide a soft copy and a hard copy for each of the 2 assignments.

Group Project (50 pts) – Analysis of a Published CSR Report

Professor will assign all students to groups of 4 for the group project. 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, students 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. All groups will present their findings in a class presentation and submit a final report.

The project's main goal is to find out how well the chosen company has integrated the principles of CSR (i.e., environment, social, ethics, Human Rights, legal compliance, etc.) into its business, as reported in the CSR report. Remember, CSR concept is closely connected with sustainable development, management, philanthropy, and various forms of donations as well.

So, the objective is to identify what the chosen organization mainly focuses on (e.g., a comprehensive focus on multiple aspects of CSR or just sustainability only) and evaluate/discuss the scope and legitimacy of the organization's selected 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. Some aspects to keep in mind while analyzing the selected CSR report:

- Start by introducing the company, reputation, context, etc.
- What is your overall impression on the quality of this CSR report?
- Who is the intended audience for this CSR report, based on its content?
- Does this CSR report provide details on CSR practices/policies?
- Does this CSR report provide systematic data or just anecdotes?
- Does this CSR report present data in a consistent/comparable format?
- Does this CSR report present future goals as well as past practices?
- Does this CSR report include bad news as well as good news?
- Does this CSR report address company's greatest challenges?
- Does this CSR report refer to company's business strategy?
- Does this CSR report link to company's financial reporting?
- How could a "non-expert" reader look beyond this CSR report?
- Anything else you learned about this company worth sharing?

Final Report (25 pts) – The body of the report should be **between 15 and 30 pages** long, with 1-inch margins, single-spaced in 11pt Arial font for the paragraphs. Appendices can be of any length deemed relevant by the group. Grades will be based on the following criteria:

1. Clarity and quality of structure and writing **(10 pts)**
 - Layout and format of the report are professional
 - Writing is clear (spelling, punctuation, grammar, sentence structure, etc.)
2. Appropriate and complete application of relevant readings in the analysis **(15 pts)**
 - The full content of the selected CSR report is analyzed thoroughly and completely

- The analysis is based on an effective use of relevant course concepts and readings

Note: It is required to have an Executive Summary for the group project report. In addition, it is expected from the students to provide a soft copy and a hard copy of the report.

Presentations (15 pts) – Each group will have 20 minutes to share their findings in class with the other students (15 mins presentation, 5 mins for questions and answers). Grades will be based on the overall professionalism and effectiveness of the presentation. For content, the same standards as stated above for the final report apply. Students will not be permitted to go beyond 20 minutes for their presentation.

Note: It is expected from the students to provide a soft copy and a hard copy of the presentation prior to presenting.

Peer Evaluation (10 pts)

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 group deliverables (i.e., the presentation and the report).

With the written report, each group member should submit via email a grade for all group members. Use only the original Peer evaluation form attached with the course outline (no handwritten evaluations or different forms will be accepted). Peer evaluations are supposed to be confidential; so, please do it in private then send them directly to the professor. Peer evaluations will affect your mark for the group assignment, so make sure you contribute to the group effort. *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.*

Note: if you are not submitting peer evaluation forms for your group members, you will personally lose 5 points for the missed evaluation. No late submissions will be accepted.

Contribution to Peer Learning (20 pts)

Students are encouraged to actively participate in the discussions in each of the classes by being adequately prepared (i.e., having attentively read and reflected on the assigned readings). It is student's 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 contribution that earns the grades. 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.

Tentative Class Schedule

Week	Topic/Agenda	Readings and Activities
Sep. 07	<ul style="list-style-type: none"> ▪ Presentation of the Course ▪ Why Ethics Matter <ul style="list-style-type: none"> ▪ Being a Professional of Integrity ▪ Ethics and Profitability ▪ Multiple versus Single Ethical Standards ▪ Overview of Ethics from Antiquity to the Present <ul style="list-style-type: none"> ▪ The Concept of Ethical Business in Ancient Athens ▪ Ethical Advice for Nobles and Civil Servants in Ancient China ▪ Comparing the Virtue Ethics of East and West ▪ Utilitarianism: The Greatest Good for the Greatest Number ▪ Deontology: Ethics as Duty ▪ A Theory of Justice 	<ul style="list-style-type: none"> ▪ Chapters: 1 & 2
Sep. 14	<ul style="list-style-type: none"> ▪ Defining and Prioritizing Stakeholders <ul style="list-style-type: none"> ▪ Adopting a Stakeholder Orientation ▪ Weighing Stakeholder Claims ▪ Ethical Decision-Making and Prioritizing Stakeholders ▪ Corporate Social Responsibility ▪ Three Special Stakeholders: Society, the Environment, and Government <ul style="list-style-type: none"> ▪ Corporate Law and Corporate Responsibility ▪ Sustainability: Business and the Environment ▪ Government and the Private Sector 	<ul style="list-style-type: none"> ▪ Chapters: 3 & 4
Sep. 21	<ul style="list-style-type: none"> ▪ The Impact of Culture and Time on Business Ethics <ul style="list-style-type: none"> ▪ The Relationship between Business Ethics and Culture ▪ Business Ethics over Time ▪ The Influence of Geography and Religion ▪ Are the Values Central to Business Ethics Universal? ▪ Professions under the Microscope <ul style="list-style-type: none"> ▪ Entrepreneurship and Start-Up Culture ▪ The Influence of Advertising ▪ The Insurance Industry ▪ Ethical Issues in the Provision of Health Care 	<ul style="list-style-type: none"> ▪ Chapters: 5 & 9 ▪ Assignment #1: Case Study: Unilever “Enhancing Livelihoods” through Project Shakti (chapter #4)
Sep. 28	<ul style="list-style-type: none"> ▪ What Employers Owe Employees <ul style="list-style-type: none"> ▪ The Workplace Environment and Working Conditions ▪ What Constitutes a Fair Wage? ▪ An Organized Workforce ▪ Privacy in the Workplace ▪ What Employees Owe Employers <ul style="list-style-type: none"> ▪ Loyalty to the Company ▪ Loyalty to the Brand and to Customers ▪ Contributing to a Positive Work Atmosphere ▪ Financial Integrity ▪ Criticism of the Company and Whistleblowing 	<ul style="list-style-type: none"> ▪ Chapters: 6 & 7

Oct. 05	<ul style="list-style-type: none"> ▪ Recognizing and Respecting the Rights of All <ul style="list-style-type: none"> ▪ Diversity and Inclusion in the Workforce ▪ Accommodating Different Abilities and Faiths ▪ Sexual Identification and Orientation ▪ Income Inequalities ▪ Animal Rights and the Implications for Business ▪ Changing Work Environments and Future Trends <ul style="list-style-type: none"> ▪ More Telecommuting or Less? ▪ Workplace Campuses ▪ Alternatives to Traditional Patterns of Work ▪ Robotics, Artificial Intelligence, and the Workplace of the Future 	<ul style="list-style-type: none"> ▪ Chapters: 8 & 10 ▪ Assignment #2: Case Study: Security versus Privacy (chapter #6)
Oct. 12	In-class group presentations due today!	Submit a copy of your PowerPoint presentation (soft and hard copies)
Oct. 19	No class, but final report due today!	Submit your written report and peer evaluations (soft and hard copies)

Note: While every attempt will be made to keep to the schedule listed above, unforeseen circumstances may necessitate modifications throughout the semester.

Course Expectations

1. Emails – The professor communicates with students through their student email accounts. It is your responsibility to check your emails as the professor will be sending important messages through this medium. Please email the professor again if you do not receive a reply within 2 working days; there is always a possibility of issues with electronic messaging. Professor will not send grades or otherwise private student information (group members' email addresses, etc.) via email.
2. Please check your Brightspace on a regular basis – It is your responsibility to access this site regularly for any course updates / announcements / materials. It is essential that you read the assigned textbook readings before coming to class. Assignments are based on the *assigned textbook readings*. The *supplemental readings* are provided to enhance your understanding of the material; however, they are not mandatory to read each week.
3. 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 the professor.
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. 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.

6. Respect Deadlines – All deadlines need to be respected, and exceptions will be granted only in real 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 at a date/time 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 artificial 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.
7. Respect your classmates' desire to learn – During the 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, any noise coming from the use of laptop computers will not be tolerated.
8. Late arrivals and early departures are not acceptable – The class period is over when the allocated time is completely up or when the professor dismisses the class. Meetings for other classes, appointments with advisors, work excuses 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 to you, please make an appointment to discuss it. I am certainly open to 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 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 are appropriately approaching the project. In instances such as these, please let me know.

Policy on Re-marking

From time to time, students have legitimate concerns about marks they have received on 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 adhere to the following guidelines:

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 re-submit the paper with your comments back to the professor within one week of the mark being communicated to you. If an assignment 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.**
3. 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.
4. **No make-up activity or assignment** can be undertaken in order to improve your assignments 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, etc.) 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 professor as “Professor X”. Any other title (Ms., Mrs., Miss, or Mr.) is less appropriate given the class 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.

Contribution to Program Learning Goals ([MBA](#)):

MBA Learning Goal	Not Covered	Introduced	Taught but Not Assessed	Taught <u>and</u> Assessed
MB1 Leadership and Collaboration <i>Graduates will be equipped for leadership and collaboration.</i>		✓		
MB2 Communication <i>Graduates will be effective communicators</i>		✓		
MB3 Critical Thinking and Problem Solving <i>Graduates will be skilled in critical thinking and problem solving.</i>				✓
MB4 Functional Knowledge <i>Graduates will have functional knowledge of all areas of business.</i>			✓	
MB5 Global Business <i>Graduates will have an appreciation of the global environment of business.</i>			✓	
MB6 Ethical Reasoning <i>Graduates will be skilled in ethical reasoning and decision-making.</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, followership 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, or 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/>

**Appendix I – Personal and Professional Declaration of Academic Integrity
observation of all Assignments and Submissions in this course**

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, Capital letters

Student number

Signature

Date

Appendix II – Personal Ethics Statement Concerning 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

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 authors. 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 – 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!