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I would like to begin by acknowledging that the land on which we gather is the traditional and unceded territory of the Algonquin Nation.

COURSE CALENDAR DESCRIPTION FROM 2021/2022 GRADUATE CALENDAR

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.

CLASS MEETING

October 22, 2021	Room 4030 Nicol Building	9AM – 5PM
October 23, 2021	Room 4030 Nicol Building	9AM – 5PM

LEARNING MODALITY

In-person – this is an experiential learning class, students who are unable to attend class in-person will be able to participate remotely.

PREREQUISITES

N/A

COURSE DESCRIPTION

Ethics is an important issue for organizations facing environments in which their customers, clients, employees and other stakeholders are clearly ethically sensitive. Ethics is best understood and theorized as a form of practice and our approach is concerned with understanding ethics in relation to what managers *actually do* in their *everyday activities*.

COURSE PHILOSOPHY

My perspective on business ethics is that it is grounded in the *daily experiences and moral problems of real people in everyday life* as they interact in organizations. This emphasizes the need to understand the practice of business ethics in context of complex and ambiguous organizational cultures and processes within which management decision-making is embedded.

1. **Ethics as practice** - focuses on how managers draw on formal and informal rules as resources to enact, implement, legitimize and negotiate organizational realities.
2. **Ethics is embedded in the practice of everyday life** – ethical action and decision-making is determined by individual interaction within situational and contextual factors that include the wider sociocultural environment, the organizational form and the history of the organization.
3. **Ethics supersedes predefined rules or codes of conduct** – ethical decision-making and actions emerge out of dilemmas that cannot be managed in advance through the rote application rules or codes of conduct.
4. **Ethics are enacted in situations of ambiguity** - making decisions or taking actions on ethical dilemmas, issues or problems never exactly correspond to any rule or code of conduct.
5. **Ethics are always subject to contestation** - ethical decision-making involves dynamic, real-time action in relation to local, culture specific and industry specific contexts.

6. **Ethics is not unanimous** – ethics is an ongoing questioning of the adequacy of organizations’ ethics in relation to novel situations and contexts.

COURSE OBJECTIVES

In this course, we develop an understanding of business ethics as practice. Starting from the view that the ethics organizations display in practice will have been forged through an ongoing process of debate and contestation over moral choices, we examine ethics in relation to the ambiguous, unpredictable, and subjective contexts of managerial action.

On successful completion of this course, you will be able to:

1. develop a practical understanding of business ethics and its importance to business and society (MB4, MB5, MB6);
2. understand and critically analyze current ethical issues in business (MB3, MB4, MB6);
3. critically describe current ethical theory and ethical decision-making (MB2, MB4);
4. identify and critically analyze ethical issues that arise in business-stakeholder relationships (MB3, MB4, MB6);
5. explore and analyze different business ethics models through the application of the Business Ethics Canvas (MB2, MB3, MB4, MB6); and,
6. apply and communicate ethical perspectives to understand the value, role and contributions that ethical companies make to facilitate the development of healthy communities (MB1, MB2, MB3, MB4, MB6).

REQUIRED TEXT

Schwartz, M. S. (2017). *Business Ethics: an ethical decision-making approach*. Chichester, United Kingdom: Wiley-Blackwell.

Library eBook [follow this link](#)

SUPPLEMENTARY TEXT

Wendling, K. (Ed.) (2015) *Ethics in Canada: Ethical, Social and Political Perspectives*, Oxford, United Kingdom: Oxford University Press.

ONLINE TOOLS

1. **MIRO** - online collaborative whiteboard platform – sign up here <https://miro.com/signup/>
2. **Class Padlet** – online class bulletin board for posting exercise outputs etc. – sign up here <https://padlet.com/auth/signup>
3. **VSDC** – free Suite for editing video and audio files – download here <http://www.videosoftdev.com>
4. **cuPortfolio** – Carleton’s ePortfolio platform – see introduction here <https://www.youtube.com/watch?v=srJz47LjNfk>

cuPortfolio

You will be using cuPortfolio to create your Multimedia Reflective Learning Journal, to embed your video and submit other deliverables for this course. Using cuPortfolio, you will be able to record all your journal entries and reflections on in-class work in one place. cuPortfolio also allows you to creatively express your learning and reflections by incorporating media into your portfolio.

TECHNICAL INSTRUCTIONS

1. Create a cuPortfolio collection
 - a. collection - <https://carleton.ca/cuportfoliosupport/help/collections/#sect1>
 - b. pages - <https://carleton.ca/cuportfoliosupport/help/pages/#sect1>
2. **Set up only a single page (do not use multiple tabs) in your portfolio** – this is your opportunity to creatively express your learning journey and so the construction and design of your portfolio is your decision
3. For examples of media that you could embed into your portfolio, visit the cuPortfolio Embedded Media example portfolio at <https://cuportfolio.carleton.ca/view/view.php?t=8vGV7QlYICFmaUw6EgLO>

Additional Portfolio Resources

1. VSDC – Free Suite for Editing Video and Audio Files - <http://www.videosoftdev.com>
2. Carleton University MediaSpace - <https://mediaspace.carleton.ca/>
 - a. **IMPORTANT** technical detail: you **MUST** publish your media as “Unlisted” to be able to view your video

3. Carleton University Kaltura - <https://carleton.ca/capture/>

Support

For further support with **cuPortfolio**, contact Stacy Malloch, the cuPortfolio support staff for students.

Email cuportfolio@carleton.ca, P: 613-520-2600 x8412

COURSE RESOURCES

Audio-Visual

1. Corporate Knights (Canada) <https://www.youtube.com/channel/UC8ns9Tsls20Sz9vkeaAKyg>
2. The Aspen Institute (USA) <https://www.youtube.com/user/AspenInstitute>
3. Institute for Business Ethics (United Kingdom) <https://www.ibe.org.uk/pearls-of-wisdom-videos/140/52>
4. Carnegie Council for Ethics in International Affairs (USA) <https://www.youtube.com/channel/UCk0luGzj0BUB-waVMpEm6ig>
5. Markkula Center for Applied Ethics (USA) <https://www.scu.edu/ethics/focus-areas/business-ethics/>

Organizations

1. The Aspen Institute (USA) <https://www.aspeninstitute.org/issues/business-society/>
2. UK Institute of Business Ethics (United Kingdom) <https://www.ibe.org.uk/>
3. Carnegie Council for Ethics in International Affairs (USA) <https://www.carnegiecouncil.org/>
4. The Ethics Canvas (United Kingdom) <https://www.ethicscanvas.org>
5. CPA Ethics Resources (Canada) <https://www.cpacanada.ca/en/career-and-professional-development/webinars/leadership-management/business-ethics>
6. MIT Media Ethics Lab (USA) <https://www.media.mit.edu/groups/ethics/overview/>
7. World Economic Forum (Switzerland) <https://www.weforum.org/platforms>

Academic Journals

1. Business and Society <https://journals.sagepub.com/home/bas>
2. Business Ethics Quarterly <https://www.cambridge.org/core/journals/business-ethics-quarterly#>
3. Journal of Business Ethics <https://link.springer.com/journal/10551>
4. Business Ethics: A European Review <https://onlinelibrary.wiley.com/journal/14678608>
5. African Journal of Business Ethics <https://ajobe.journals.ac.za/pub>

Magazines

1. Corporate Knights (Canada) <https://www.corporateknights.com/>
2. Harvard Business Review (USA) <https://hbr.org/topic/ethics>
3. Business Ethics | The Magazine of Corporate Responsibility (USA) <https://business-ethics.com/>
4. Ethical Corporation (United Kingdom) <http://www.ethicalcorp.com/>

PREPARATION AND PARTICIPATION:

The primary mode of delivery for this course will be face-to-face with online access in real-time (synchronous). You are expected to attend and actively participate in all sessions over the two days.

Advance preparation is essential for participating in class activities – please review expectations in this syllabus and course materials on Brightspace.

LEARNING AND ASSESSMENT

Assessment Summary

Evaluation in the course will be based on a combination of group and individual work.

Assessment		Due	Weighting
Individual	cuPortfolio: Pre-session work check in	October 22 nd , 2021	60%
	cuPortfolio: Reflective Multimedia Learning Journal	November 1 st , 2021	
Group	Presentation: Ethics Canvas Case	In Class October 29 th , 2021	40%
	Case Report: Ethics Canvas Case Report		
Total			100%

INDIVIDUAL: CUPORTFOLIO REFLECTIVE LEARNING MULTIMEDIA JOURNAL

The Reflective Learning Multimedia Journal captures your insights, thoughts, learnings and reflections on the readings and class activities and can be comprised of a collection of notes, observations and multimedia (images, video, audio, etc.) that reflect your thoughts on personal values, business ethics and community ethical models and frameworks. The purpose of the journal is to encourage you to reflect on the course readings, your individual and group work and class discussions in context of your own personal learning journey. You are expected to document and reflect on ethical issues and challenges and ethical business in context of your work and in class experiences as you encounter them – it is a scrapbook of thoughts, reflections, a catalogue of learning insights that you have had, witnessed and reflected on using language and frameworks derived from your readings and class work.

Note that all your individual assignments submitted to cuPortfolio are part of the overall journal. Your thoughts and reflections should appear alongside these works.

Expectations

Your Reflective Learning Multimedia Journal should be written in first person and reflect your thoughts, personality, preferences and experiences – it should be a written account that is supported by photographs, mind maps, drawings, diagrams or any other visuals that best reflect your thoughts and your learning related to all aspects of this course.

Guiding Principles

Your journal should:

1. incorporate insights, reflections and thoughts based on your understandings of ethical issues and challenges and ethical business concepts;
2. reflect on any readings, class discussions and current events that have impacted your thinking;
3. explore ethical issues and challenges and ethical business cases presented and practiced in class;
4. capture the work and activities you and your team have undertaken; and,
5. present a well-considered personal reflection on ethical issues and challenges and ethical business.

Think about:

1. **WHAT?**
 - a. What have you learned through this course?
 - b. What have you learned in the readings?
 - c. What stands out to you, feels new to you, excites you, or challenges you?
2. **SO, WHAT?**
 - a. Why do ethical issues and challenges and ethical business matter?
 - b. Why is it important - to you personally or in the bigger picture?
 - c. How might this course influence your engagement with ethical issues and challenges and ethical business practices?
3. **NOW WHAT?**
 - a. What do you do from here?

- b. How will you take this learning with you?
- c. Does this learning change your perspective, your career goals, or your interests?

To do well at this assignment, you should start right away and begin taking notes that reflect on your learning, taking photos and/or screen captures (if you are going to use these) and spend time thinking about your learning in the course and the course content. **This journal does not require citations – just personal reflection.**

See the assessment rubric below – I follow this closely. Your Reflective Learning Multimedia Journal will be graded based on how well you have integrated key concepts and insights gleaned from course content, the in class and team activities, the readings and class discussions. The journal should be a creative exploration of your personal thoughts and insights on your own learning and how this has developed through participating in this course.

Submission Instructions

1. Pre-class Reflective Multimedia Learning Journal check-in

- a) **upload your video as unlisted to YouTube** (<https://www.youtube.com/>) by the start of the session due date and **embed it cuPortfolio** and write your reflection
- b) **post your Community Tree of Life visual** and write your reflection
- c) post the results of your **Moral and Political Preferences Indicator** and write your reflection

2. Final cuPortfolio Submission

- a) Submit your portfolio to cuLearn following the official submission process – see <https://carleton.ca/cuportfoliosupport/help/submitting-assignments/#sect1>.
- b) **Note:** your portfolio will be locked (you will not be able to edit it) after you have submitted it.

Reflective Multimedia Learning Journal Submission Summary

Pre-Class	1. Moral and Political Preferences Indicator + reflection 2. Community Tree of Life + reflection 3. Personal Reflection Video	MB1 Leadership and Collaboration MB2 Communication MB6 Ethical Reasoning
Session 1	1. Bernie Madoff Actors Analysis – 3 ethical decision-making model maps + reflection 2. Bernie Madoff Class session case reflection	MB1 Leadership and Collaboration MB3 Critical Thinking and Problem Solving MB4 Functional Knowledge MB5 Global Business MB6 Ethical Reasoning
Session 2	1. Ethics Canvas Analysis – 3 high level analyses + reflection	MB3 Critical Thinking and Problem Solving MB2 Communication MB4 Functional Knowledge MB6 Ethical Reasoning
Post Class	1. Reflection on Ethics Canvas Group Work 2. Closing Questions	MB1 Leadership and Collaboration MB4 Functional Knowledge MB6 Ethical Reasoning

PRE-CLASS INDIVIDUAL: MORAL AND POLITICAL PREFERENCES INDICATOR

In this online questionnaire, you will be asked questions about your views on certain Canadian social issues. The pattern of your answers shows you where you fit, at least initially, on the spectrum of moral and political views in Canada. Print out the final assessment and bring it to our first session of class – see this link: <http://lti.oupsupport.com/9780195443202/>

A PDF copy of the quadrant chart outputted by this survey must be submitted to cuPortfolio. **Please include personal reflection about this somewhere in your Reflective Learning Multimedia Journal.** See below for details about this project.

PRE-CLASS INDIVIDUAL: COMMUNITY TREE OF LIFE

We would like you to draw a visual representation of the major influences in your life. Please see Brightspace for a detailed description of what to include in your tree. This exercise challenges you to consider what cultural and personal experiences have most affected your worldview. For this exercise you will write out, as best as you can, your personal Norms, Values, and Beliefs. Together, these constructs constitute elements of who we are and, to a significant extent, determine how we perceive the world around us and make decisions to navigate it.

In considering your Community Tree of Life, consider where do your norms, values, and beliefs come from? What is the significance of your Community Tree of Life to your own ethical beliefs and practices?

Your Community Tree of Life must be submitted to cuPortfolio before class begins. **Please include a personal reflection on your Community Tree of Life in your Reflective Learning Multimedia Journal.** See below for details about this project.

Your Community Tree of Life must also be submitted to the course wall on Padlet.

PRE-CLASS INDIVIDUAL: VIDEO: PERSONAL REFLECTION

You will produce a 5-minute video reflection on the significance of the results from the Moral and Political Preferences Indicator, the meaning of the Community Tree of Life exercise, and how this informs your norms, values and beliefs. What is the significance of these exercises to you?

Camera and Format

Videos may be shot on a smart phone or tablet that has reasonable video capacity, or on any camera that has video capability. Use VSDC software listed above to complete the assignment.

Video Grading

I will be available during office hours to discuss this reflective video. Use your imagination and you will produce a great video! **Include a credits clip with your name and "Ethics BUSI 5601, Dr. Rick Colbourne" at the end of the video.**

Your video will be graded on:

1. the **quality and creativeness of your personal reflection** on the quiz and the Community Tree of Life exercise and how this relates to your norms, values and beliefs and informs your personal ethical codes **(80% of the grade)**. There is not just one correct way to represent or capture these reflections – do not be afraid to emphasize personal ethical beliefs that stand out to you and to demonstrate links between norms, values, beliefs, your community, the university or other elements such as work that establish your overall ethical practices.
2. **creative use of narration, imagery and sound** you use to represent and illustrate the points made in the video and overall clarity and impact of the video will be important **(20% of the grade)**. You are not expected to produce a professional level video, the imaginative use of images, narratives, enterprise source materials and audio to create your narrative and a reasonable quality of video and audio will contribute to a better mark.
3. **NOTE: the video cannot just be a video of a PowerPoint presentation.** The purpose is to communicate your insights clearly in a compelling way that commands attention from the audience.

Submission

Due on prior to the start of classes, I will assess both the **video and your progress on your Reflective Multimedia Learning Journal on cuPortfolio.**

1. upload your video as unlisted to YouTube (<https://www.youtube.com/>) by the start of the session due date and embed it **cuPortfolio** – see <https://carleton.ca/cuportfoliosupport/help/external-media/embed-a-youtube-video/>

SESSION 1 - INDIVIDUAL: BERNIE MADOFF ANALYSIS

Day 1 of this class will be largely devoted to analyzing the Bernie Madoff scandal. You will be required to undertake significant preparation for this class such that they will be prepared to discuss this scandal with your group members. The

Bernie Madoff scandal was so vast it is almost beyond comprehension. There were many people involved whose lack of diligence allowed for this happen.

We would like you to consider the perspectives of six major actors in the story including:

1. Bernie Madoff
2. The accounting firm employed by Madoff
3. The US Securities and Exchange Commission (SEC)
4. Madoff's employees
5. Banks and feeder funds that put money into the Madoff fund
6. Bernie Madoff's family.

You will map out one Ethical Decision-Making Model for three (3) of these actors (3 maps) to demonstrate your understanding of the different ethical issues and challenges facing each of the stakeholders. This is a significant task, and one that we will be building on in class!

So, you can see why it is important to put considerable effort into this preliminary exercise. See the textbook chapters posted on Brightspace for description of the Ethical Decision-Making Model.

SESSION 1 - INDIVIDUAL: BERNIE MADOFF REFLECTIONS

For each of the three textbook chapters, please write a personal reflection that captures your thoughts about this material with respect to the Bernie Madoff scandal. It should be emphasized that these are to be personal reflections. Please refer to the section "Reflective Learning Multimedia Journal" for guidance on what we mean by a personal reflection. Each reflection should be approximately 500 words and should be separate from other reflection pieces that you do in this course.

Please submit these reflections to cuPortfolio to be included as part of your Reflective Learning Multimedia Journal.

SESSION 2 - INDIVIDUAL: PRACTICE WITH THE ETHICS CANVAS

The Ethics Canvas is a tool that organizations may use to guide their thinking as they attempt to foresee ethical challenges relating to their products or services. During Day 2, you will work with your team to apply the Ethics Canvas to various Internet technologies.

In this exercise, you will practice **filling out the Ethics Canvas**. Doing so will ensure that you come to class prepared to have rigorous discussion with your group members. Accordingly, it is important to put a considerable level of effort into this exercise before class.

You will do a **high-level** Ethics Canvas for three (3) of the following companies (please do not feel like you need to capture every small detail):

1. Google
2. Facebook
3. Amazon
4. Uber
5. Cambridge Analytica, and
6. IBM

Please see Brightspace for a copy of the Ethics Canvas and important videos discussing the issues we would like you to focus on for each company.

Each of these **three** Ethics Canvases must be submitted to cuPortfolio before class. **Please include personal reflection about this exercise in your Reflective Learning Multimedia Journal.** See below for details about this project.

POST-CLASS - INDIVIDUAL: REFLECTION ON THE ETHICS CANVAS GROUP WORK

When you began working with your group on Day 2, each of you had already completed a series of high-level Ethics Canvases. As you worked throughout the day, you may have noticed that your team members filled in their Ethics Canvases differently from how you did.

Please write a reflection on your experience of working with your team and the perspectives that they brought to your in-class exercises. Were the differences substantial or subtle? Did you have difficulty coming to an agreement with your team about how to incorporate multiple perspectives? Did you experience an epiphany at any point throughout the day as a result? As you work through this, please relate your thoughts to Norms, Values, and Beliefs. Specifically, how might differences with respect to these constructs lead to differences in your individual Ethics Canvases? Please review others' Community Trees on Padlet for inspiration.

Please upload your completed reflection to CU Portfolio. Reflections should be 1000 words (2 pages single spaced or 4 pages double spaced).

POST CLASS – INDIVIDUAL QUESTIONS FOR REFLECTION

1. Which class readings, materials and/or in-class activities contributed to your understanding of ethics as it relates to leadership and collaboration? Why?
 - a. What skills did you develop in class that will contribute to you being better at leadership and collaboration?
2. Which class readings, materials and in-class activities helped you develop your communication skills? How?
3. Which class readings, materials and/or in-class activities helped you to develop your critical thinking and problem-solving skills? Why is this important?
4. Graduates will be skilled in critical thinking and problem solving.
5. What is the most important take away for you now that you have completed the ethics class? Why?
6. Graduates will have functional knowledge of all areas of business.
7. Which class readings, materials and in-class activities contributed to your understanding of ethics as it relates to global business? How?
8. How did this course contribute to you developing ethical reasoning and decision-making skills? What is the significance of this to your current or future role?

REFLECTIVE LEARNING MULTIMEDIA JOURNAL MARKING RUBRIC

	50% and below	50%-69%	70% – 89%	90% – 100%
Reflection: Ability to integrate your learning into experiences and reflect on, and critically analyze, course activities, concepts, and other materials.	Uses brief, simplistic descriptions of previous experience, course concepts, materials and activities. Demonstrates no reflective ability and no critical analysis of learning experience. Demonstrates lack of reflection beyond simple descriptions of course content.	Includes only description of events and very little reflection on previous experience, course concepts, materials and activities. Demonstrates limited reflective ability and some critical analysis of learning experience. No evidence of using multiple perspectives in reflecting on the course content.	Includes description of and reflection on course learning based on previous experiences, course materials and content. Demonstrates reflective ability and critical analysis of learning experience. Evidence of attempts to reflect on some learning from a limited number of different perspectives.	Demonstrates strong reflection and deep thinking about course concepts, materials and activities. Integrates thoughts with a range of issues, challenges and perspectives (e.g., different contexts, cultures, disciplines etc.) Demonstrates creativity and critical thinking skills through combination of writing and use of an array of visual elements
Presentation: Articulation and organization of your ideas and perspectives.	Writing has many errors and demonstrates no reflection and analysis. Reflection, arguments or perspectives are absent does not demonstrate any original thinking or perspectives. Writing is disconnected, unorganized and superficial in the presentation of ideas. Lacks any appropriate use of visual supporting materials.	Writing has some errors and demonstrates limited focus on reflection and analysis. Reflection, arguments or perspectives are vaguely stated. Writing lacks an organized flow and ideas are difficult to follow. Some limited use of visual supporting materials.	Writing is free of errors and demonstrates a strong and focused reflection and analysis. Reflection, arguments or perspectives are clearly stated. Organized flow in writing but not deep enough to be very insightful. Good use of visual supporting materials.	Writing is free of errors and demonstrates an exceptionally well-focused reflection and analysis. Reflection, arguments or perspectives are well defined and articulated. Coherent flow in developing insightful personal learning reflections. Exceptional use of visual supporting materials.
Completeness: Incorporation of the journal entries into a holistic demonstration of your personal learning journey.	Journal entries make no connections between course concepts, materials, activities and personal learning reflections. Demonstrates no insight or reflective understanding of the personal learning journey during the course. Visual supporting materials are absent or add no value in articulating the personal learning journey.	Journal entries are weak in making connections between course concepts, materials, activities and personal learning reflections. Demonstrates limited insight and reflective understanding of the personal learning journey during the course. Visual supporting materials add limited to no value in articulating the personal learning journey.	Journal entries make some connections between course concepts, materials and activities and personal learning reflections into a finished work. Demonstrates some insight and reflective understanding of the personal learning journey during the course. Visual supporting materials add some value to articulating the personal learning journey.	Journal entries make concrete connections between course concepts, materials and activities and personal learning reflections into a whole and complete work. Demonstrates clear insights and reflective understandings of the personal learning journey during the course. Visual supporting materials add significant value to articulating the personal learning journey.

GROUP: ETHICS CANVAS ANALYSIS

Technological innovations are changing the world faster than ever. At the same time, people are increasingly concerned about the ethical impacts of community, Indigenous or corporate enterprises. Using this Ethics Canvas, your group will analyze, reflect and, critique the ethical impacts of corporate enterprises on us and our communities.

Your group will be assigned a focus for this exercise (one of the six companies/technologies) and will provide a critical case study of what society should consider as its relationship with these technologies (and their future realizations) continues to develop.

To do this you will need to identify the enterprise/technology's positive and/or negative impact on:

1. **individual behaviour** (changing habits, patterns).
2. **relations** (friends, family, professional life)
3. **worldviews** (political, religious, scientific)
4. **social conflicts** (inequality, lack of justice)
5. **resource use** (climate change, toxics)
6. **product or service failure** (fallout, safety)

In response, your case report will need to identify and discuss the significance of positive and negative impacts and propose viable actions that the enterprise and other societal actors may need to undertake in the future to mitigate potential harms to society.

GROUP: ETHICS CANVAS PRESENTATION

Your group will develop a 15-minute presentation using PowerPoint and any other supporting materials (videos, audio, photos, etc.) to share your Enterprise Ethics Case Report with the class for **Session 2**. This will be followed by class discussion, questions and answers. Your group will be assessed on the effectiveness, creativity and quality of your group's PowerPoint and presentation materials; full group participation; the quality of your group's answers to class questions; and the quality and depth of the class discussion generated by your presentation.

GROUP: ETHICS CANVAS REPORT

Ethics Canvas Report are to be a minimum of 3,000 words and a maximum of 5,000 words (12 pt. font and 1.5 spaced and Microsoft Word document). Longer papers will be penalized. It is expected that papers will reflect on class discussions, original research and will present an in-depth view through applying the ethics canvas to your assigned topic.

The report should have an Introduction, sections that map to the Ethics Canvas and a Conclusion - if you undertake additional research and refer to these sources in your report, please cite and add a References section using the APA 6th format. It is expected that your Ethics Canvas Report goes beyond mere description and provides a critical assessment. Writing a paper as a group has some learning advantages, but also some challenges. A very useful guide to writing as a group is found at <http://writingcenter.unc.edu/handouts/group-writing/>.

I will be available during office hours to discuss the Ethics Canvas Report with your group. Please make sure to book an appointment ahead of the time for consultation. To avoid having your e-mail lost please include "BUSI 5601 2021" in the subject heading for any communications with me.

See the assessment rubric below – I follow this closely to assess your Ethics Canvas Report and presentation. Your group will be graded based on how well you have integrated key concepts and insights gleaned from course content, the in class and team activities, the readings and class discussions.

SUBMISSION GUIDELINES

All assignments must be submitted by the deadline announced in class or published in the syllabus.

ENTERPRISE ETHICS CASE REPORT MARKING RUBRIC

Mark %	Breadth of Knowledge	Critical Analysis	Coherent Argument	Contextual Relevance	Language Proficiency	Documentation and Presentation
90 – 100	Displays special initiative, includes surprising or overwhelming information.	Exhibits special, distinctive, or powerful insight into the material and its significance.	Exhibits such characteristics as: independence, cogency, nuance, subtlety, sophistication, powerful grasp of methodology.	Keeps an unusually clear and confident focus and shows a fine grasp of issues and of their nuances.	Exhibits excellence and sophistication across the constituent elements of language proficiency.	Displays exceptionally full and appropriate documentation and especially effective presentation.
70 – 89	Displays original thinking and advanced knowledge of material.	Displays strong understanding of the material and insight into its significance.	Argues in advanced and coherent way with advanced development and understanding of material.	Displays an advanced understanding of relevance of a range of material to the argument.	Exhibits an advanced level of competence across the constituent elements of language proficiency.	Displays an advanced grasp of documentation and presentation.
60-69	Provides substantial information, displays a solid knowledge of mainstream material.	Has a clear understanding of the material and its significance.	Argues in an assured and orderly way, with clear development. Shows some understanding of methodology.	Displays a secure understanding of relevance of the material to the chosen method of argument.	Exhibits a high level of competence across the constituent elements but may contain a significant number of errors, while not seriously impairing communication.	Displays a thorough grasp of appropriate principles of documentation and presentation.
50-59	Provides a reasonable quantity of accurate information.	Has a competent (if dependent or incomplete) understanding of the material and its significance.	Presents the general outline of an appropriate argument.	Displays a sound general understanding of relevance though sometimes wavering and unreflective.	Demonstrates a general competence across the constituent elements but may contain wide range errors which have a significant impact on communication.	Displays a general grasp of appropriate principles of documentation and presentation.
40-49	Provides a limited quantity of information with some accuracy.	Has some limited understanding of the material and its significance?	Presents some elements of an appropriate argument.	Displays some limited understanding of relevance.	Achieves limited communication despite numerous and varied errors in the constituent elements, particularly in morphology and syntax.	Displays some limited care and competence in documentation and presentation.
0-39	Is incompetent in quantity or accuracy.	Has no real understanding of what the material means.	Presents practically no appropriate argument.	Displays an inadequate understanding of relevance.	Unable to achieve communication due to wide ranging error in the constituent elements.	Displays an inadequate grasp of appropriate principles of documentation and presentation.

COURSE AND READING SCHEDULE*

Session	Topic	Required Readings	Due
Pre- Session	Values and Business Ethics Evaluating Business Ethics: Normative Ethical Theories Making Decisions in Business Ethics: Descriptive Ethical Theories	BUSI 5802 Course Syllabus Introduction Chapter 1 Chapter 2 Chapter 3	Quiz: Moral and Political Preferences Indicator http://lti.oupsupport.com/9780195443202/ Exercise: Community Tree of Life Video: Personal Reflection based on your findings for the Moral and Political Preferences Indicator and your Community Tree of Life.
Day 1	Ethical Decision Making and Practice Case: Bernie Madoff	Bernie Madoff case materials	
Day 2	The Ethics Canvas Group: Ethics Canvas Presentation	The Ethics Canvas Model Website: The Online Ethics Canvas Video: The Ethics Canvas Demo Project 2018 Podcast: The Tenuous Relationship Between Technology and Social Innovation (Stanford University)	
Post- Session	Individual: cuPortfolio Multimedia Reflective Learning Journal Group: Ethics Canvas Report	November 1st, 2021 October 29th, 2021	

*Note – as teaching and learning is an adaptive process sometimes the course schedule will be subject to change

CONTRIBUTION TO PROGRAM LEARNING GOALS:

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).

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/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 more information on an accommodation request, visit the Equity Services website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

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.

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.

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.

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 is 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: <https://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>

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/>

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:

1. Students must always retain a hard copy of all work that is submitted.
2. All final grades are subject to the Dean’s approval.
3. 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, 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/all-services/email/carleton-student-email/>

Important dates and deadlines

<https://sprott.carleton.ca/students/mba/dates-deadlines-policies/>

ABOUT

Dr Rick Colbourne

Assistant Professor, Indigenous Leadership and Management

Fulbright Fellow (Indigenous Business)

London Technology Network Fellow

Dr Rick Colbourne, PhD (Cambridge), MOT MBA (SFU) and BA (Mount Allison), is an award-winning educator with a demonstrated record of leadership, success and international experience in business, education and the creative, cultural and technology industries. He has served on faculties at universities and colleges in Canada, the United Kingdom and the United States. He was the Assistant Dean, ethical Business Education and Director of Ch'nook at the University of British Columbia's Sauder School of Business; Adjunct Professor and Executive Director of the Learning Strategies Group (LSG) at Simon Fraser University's Segal Graduate School of Business; Director of the MA in Music Business Management at the University of Westminster's School for Media, Arts and Design; and was a Senior Manager in Accenture's Communication, Media and Entertainment practice.

Dr Colbourne teaches on Indigenous and non-Indigenous graduate, undergraduate and Executive Education programs in business (international, Indigenous, social, creative and cultural), international business, strategy, leadership, management, and organization studies. His current research interests centre on business (Indigenous entrepreneurship [, ecosystems, social, creative and cultural); management, organizations, learning and work (power, knowledge and knowing); and technology (education, workplace, creative and cultural).

Dr Colbourne is a recipient of the University of Northern British Columbia's University Achievement Award for Teaching; the Government of Canada's Deputy Minister's Recognition Award for Collaboration and Partnerships (AANDC); the Canadian Council for Learning's Award for Excellence in Learning (LSG team); and the University of Westminster's Award for Excellence in Teaching and Learning.

Rick is a member of the Mattawa / North Bay Algonquin First Nation in Ontario, Canada.