DALHOUSIE UNIVERSITY

FACULTY OF MANAGEMENT
Rowe School of Business

RECOGNITION OF MI'KMAQ TERRITORY

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people.

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We welcome you into an expeditionary journey into moral epistemology from an ethical perspective. Ethics is the study of morals that society constructs, where we critically and reflexive inquire, weigh, and judge what might be creative solutions to ethical challenges for business and society. In a rapid changing world of complexity this course enables capacity and capability to be socio-ecological responsive in your thinking and actions as a leader. During the semester, I am happy to connect with you through an arranged appointment. Please feel free to email to arrange an appointment for concerns, questions, and issues. I will pledge to get back to you within 24-hours.

About your instructor: Dr. Williams is an Assistant Professor with the Faculty of Management, Rowe School of Business. He holds a Doctor of Social Science, where his research and praxis focus on leadership studies that are underpinned by fairness, prosperity, and sustainability. The core values that lead him in his life are: courage, empathy, integrity, levity, respect, and wisdom. His '*why he does what he does'* is to *co-inspire human potential*. He espouses pedagogy of education as the practice of freedom—where he facilitates learning spaces that embraces failure, reflexivity, and critical and resilient thinking. He believes his approach enables positive desired futures for living in a rapidly changing world of complexity. He lives in Wolfville, NS with his family, and has a leadership consulting practice, *Integral Dialogue Project*. He loves time connecting in Nature…and yes, he is also a biking aficionado!

*"Education at its best—this profound human interaction called teaching and learning—
—is not just about getting information or getting a job. Education is about healing and
wholeness. It is about empowerment, liberation, transcendence, about renewing the
vitality of life. It is about finding and claiming ourselves and our place in the world."*
—Parker Palmer

Course Description:

The notion of corporate social responsibility challenges leaders to expand their strategic perspective to include ethical consideration of the business and socio-ecological interactions. The social, economic, political/legal, technological, and natural environments of business form the context of all business actions and leaders' choices. Events, conditions, and trends in these varied environments all affect the way an organization can *and should* conduct its operations. In this course, we will examine the role of business in addressing the immense social-ecological system challenges within its broad sphere of scale and influence. The question becomes more, how we act with social-ecological responsiveness to humanity and the biosphere to ensure lasting sustainability.

Learning Objectives:

Why is this course important and valuable to your future career? According to Jeroen van der Veer (Committee of Managing Directors, Shell), *"In my view the successful companies of the future will be those that integrate business and employees' personal values. The best people want to do work that contributes to society with a company whose values they share, where their actions count and their views matter."* In this course you will explore values and understand how you can utilize them as an approach in ethical decision-making and navigate challenges that arise in the organizational setting. Also, during the course you will examine the genealogy of business ethics, how we practice them living in today's epoch of the Anthropocene, the power dynamics that affect ethical and moral decision-making, and look towards societal desired futures—and the part business can play in this. In the end, this course focuses on developing ethical leadership.

The course provides learners with the critical, analytical, and practical foundations to appreciate the business/stakeholder relationship and contribute to their communities as responsible business leaders. These topics include:
- The authentic & ethical leader
- The role of business in society
- Ethical frameworks and creative decision making
- Socio-Ecological Responsiveness (new version of CSR)
- Stakeholders & embracing diversity
- Globalization & complexity
- Ethics & Technology
- Ethics & Nature
- UN Global Compact and SGDs for 2030 & Planetary Boundaries Framework

- Enabling desire futures through moral visioning

By the end of the course, the learner should be able to:

- Make a reasoned argument as to the nature and extent of corporate social responsibility.
- Explain an ethical framework and apply it to a particular business challenge.
- Demonstrate an understanding of the stakeholder rubric and its use in business.
- Develop a moral position and offer a creative solution to an ethical challenge
- Indicate an understanding of sustainability and its importance in business operations and be able to integrate the UN SDG framework and Planetary Boundaries framework into organizational strategies that considers systems thinking.
- Reconcile the often-polarized objectives of capitalism and sustainability
- Have a deeper understanding of the 'self' as an authentic/ethical leader

Approach Taken:

During our time together as a learning community we will dialogue on the relational process of leadership and ethics and how the rapidly changing complexity of the globalized world is shifting and affecting business practice. We will gain meaning-making and explore current and nascent challenges, such as social responsibility, business ethics and the role of business in the interconnected community. Teaching methods will include interactive dialogic lectures, group presentations, and case-in-point written dialogues—as well as other shared learning. In this course learners are strongly encouraged and expected to actively participate in all sessions, which includes critical thinking (reflexively weighing presented knowledge and evaluating its meaning as it relates to your world lens) and sharing your perspectives with the learning community. It is important the learner takes active role and responsibility for their learning in this course.

Learning Materials:
 Reading list (no text) – see BrightSpace

 Modes of Course Delivery
Although you will do the readings and case analyses as a self-study, I will complement your study and preparation with the following:

Online synchronous lectures (4) are 'real time' video streamed lectures through *Collaborate* and will generally last about 40-60 minutes. We have elected to use them for material that we consider to be particularly nuanced or that for which we have put together outside of the texts and reading material. This is an interactive session, therefore in order to derive the greatest valuable from the lectures, it is recommended that you read the material beforehand.

     i. **Live Session 1: Thursday, May 14 (9pm ADT)**
    ii. **Live Session 2: Wed., June 4 (TBA ADT)**
   iii. **Live Session 3: Wed., June 24 (9pm ADT)**
   iv. **Live Session 4: Wed., July 24 (9pm ADT)**

2. **Asynchronous mini lectures** are video lectures posted in our BrightSpace course site where I will highlight key learnings on the week that can provide deeper insights and connections to the weekly material covered.

Critical Thinking: An expectation for this course is to increase your capacity for critical thinking (reflexivity and weigh options/knowledge available —this is a must tool kit for an ethical leader. This capability is an important skill as you live and work in our complex world— facing future changes and challenges. During select weeks (modules) you will tackle a critical-thinking question related to the week's topic and are asked to submit your perspectives in the discussion (dialogue) 'Bright Space' provided.

Important dates for the term:
- Academic term runs from May 4 – July 27 inclusive
- May 18 - Deadline to register OR cancel registration
- May 18 – University closed, Victoria Day (no classes)
- June 2 - Deadline to drop without 'W'
- July 1 – University closed, Canada Day (no classes)
- July 2 - Deadline to drop with 'W'
- Other important dates

Dialogic Process used in our Learning Community:
We will dialogue a number of ethical challenges in an online dialogic process and face-to-face dialogues during the intensive. It is, therefore, essential to demonstrate respect for the ideas and reasoning of others using the rules of dialogue. The four elements of dialogue are (great evaluation question!): (1) show respect for the other(s) participating; (2) suspend your assumptions/mental models; (3) listening deeply to what is being shared; and, (4) create a holding environment conducive for dialogue.

Method of Evaluation:

Empathy Walk Writing Assignment	15% (individual)
Critical Peer Dialogues (10)	32% (individual)
Nature Experiment	3% (individual)
Group Case Study:	
(i) Presentation (PK-style)	10% (group)
(ii) Creative Case Study Report	20% (group)
Final Exam	20% (individual)
	100%

Empathy Walk Writing Assignment: This is a social experiment—you might be skeptical going into this, but it might also surprise you in what you discover about 'otherness' and yourself. Business is all about relational processes, and a crucial skill is the ability to dialogue through differences to find common moral ground. You will be required to seek out a stranger, an individual that you see as different from yourself (i.e.,

can be someone living on the street, an elder, a businessperson, a peace officer, a clergyperson, an immigrant, a politician). With permission spend at least one-hour having a dialogue (using the four-elements of dialogue). From this dialogue, you are required to individually write a paper with your reflective-observations (1200-word maximum). What were the insights from the dialogue? Were there similarities or shared perspectives. Differences?

Critical Thinking Peer Dialogues are an opportunity to sense what others are thinking about a particular issue and add your thoughts and perspectives. Many times, knowledge is emergent, meaning that your views take shape and evolve in conjunction with the views and perspective of others. This is an opportunity to take advantage of the cumulative knowledge of the learning cohort. I will share in the dialogues, weighing in occasionally with my perspectives, and also provide constructive feedback on strengthening your critical thinking. An expectation for this course is to increase your capacity for critical thinking (reflexivity and weigh options / knowledge available). This capability is an important skill as you live and work in our complex world—facing future changes and challenges. During specific weeks (modules) you will tackle a critical-thinking question related to the week's topic and are asked to submit your perspectives in the discussion (dialogue) space provided. These assignments are a major part of the course learning and will be weighted equally through the term for a total of 32% of the final grade. To receive top marks, you will need to follow the provided rubric.

Group Case Study (during Intensive):

(i) **Team Presentation**: The student teams will present their case study paper framework in a 6:40min, Pecha Kucha-style format* during the intensive (*this format provides 20 slide images with 20 seconds of audio per slide; an example will be provided). The purpose of the presentation are to: (1.) get you more comfortable with presenting in groups; (2.) encourage you to use creative and innovative approaches to engage and inspire audiences; (3.) share your case study story, including why you chose your direction, what were the insights gained (failures/successes), and the overall implications for your learning;, and, (4) learn to handle Q&A effectively. This will be a collaborative team effort and will be presented during the intensive. A rubric is provided.

(ii) **Creative Case Studies in Ethics (a team project**): How should we think about the many ethical dilemmas that face individuals, organizations, and society today? We need a more expansive view of ethics, one that enables creativity to move towards desired futures, and more sustainable development. In this team project students will tackle real challenges that organizations face today that raise ethical and moral issues. Through case study method students will present creative problem-solving possibilities in a formal paper. This learning experience will prepare and enable capacity for creative team approaches for business ethics and CSR, as well help identify potential scale challenges that can be avoided in the process of emergence of moral issues for organizations. This will be handed in a week post intensive.

Leader's Nature Experiment is a fun opportunity during the study break to practice our connection with the biosphere. As emerging leaders this is critical to developing our reflexivity and to deepen our systems thinking. Other than using the week to catch up on reading, etc. you will be required to take time to design your own reflexive time in Nature and describe/share the meaning of the experience.

Final Exam (during Intensive): The final exam will test your course knowledge of the theories and praxis provided in a written response approach. You will be evaluated on being able to provide a concise and clear perspective that demonstrates your understanding of course concepts.

Intensives: Every course in the MBA(FS) program has an intensive as part of the course. The intensives are mandatory part of the course and must be attended. If for any reason you are unable to attend the virtual live intensive sessions, please contact both the professor and the CFAME office.

APPENDIX

Grading Scale for Graduate Students

Grading Scale as per Dalhousie Faculty of Graduate Studies Calendar
Regulation 7.6.2 Grading Policy

Letter Grade	Numerical % equivalent
A+	90 - 100
A	85 - 89
A-	80 - 84
B+	77 - 79
B	73 - 76
B -	70 - 72
F	0-69

NOTE: As per FGS regulations students must obtain a final course grade of 70% (B-) or higher to pass the course.

Missed or Late Academic Requirements due to Student Absence
Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time and by submitting a completed Student Declaration of Absence to their instructor in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term.
Read more: https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/policy-repository/StudentAbsenceRegulation(OCT2017)v2.pdf

Faculty Information: Student Self-Declaration of Absence: https://www.dal.ca/campus_life/safety-

Accessibility
Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Student Accessibility Centre prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. There is an honorarium of $75/course/term (with some exceptions). If you are interested, please contact the Student Accessibility Centre at 902-494-2836 for more information or send an email to notetaking@dal.ca

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class.
Read more: https://www.dal.ca/campus_life/academic-support/accessibility.html

Accreditation
As an AACSB (Association to Advance Collegiate Schools of Business) accredited university, Dalhousie University's business programs are subject to Assurance of Learning (AOL) standards. During the semester anonymous data may be collected to assess if AOL goals and objectives are being met. The data collected will be used for program improvement purposes only and will not impact nor be associated with student grades.

Academic Integrity
The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online Citing & Writing tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's Academic Integrity page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on Intellectual Honesty contained in the Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally: If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: managementintegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

Faculty of Management clarification on plagiarism versus collaboration:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:
- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:
- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. Read more: https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html

Diversity and Inclusion – Culture of Respect
Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).
Read more: http://www.dal.ca/cultureofrespect.html

Recognition of Mi'kmaq Territory
Dalhousie University acknowledges that the University is located on Traditional Mi'kmaq Territory.

You may also wish to provide the following information: The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (Room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

University Policies, Statements, Guidelines
This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate. https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog