

ETHICAL REASONING in BUSINESS (Bus 482B)
OVERALL COURSE CRITIQUE (09)

Part One:

A.	The GROUP PROCESS	Very Much	Yes	Okay	No
1.	Small group activities were positive	13	7	1	
2.	Classmates generally listened adequately	12	9		
3.	Group presentations were effective	6	10	5	
4.	I was able to contribute to the group(s)	16	4	1	
B.	The PROF...				
1.	The instructor was prepared	19	2		
2.	He listened sufficiently to the group	19	2		
3.	He listened sufficiently to me	18	2		
4.	Enjoyment existed in the learning process	14	6	1	
C.	The EXPERIENCE				
1.	<i>This was a worthwhile course</i>	11	7	2	
2.	This should help my professional life	12	7	1	1

D. The COURSE OBJECTIVES

At the outset to the course, three (3) objectives were laid out — indicate your sense of the extent to which these objectives were achieved!! Scoring is on the same basis as A. through C. above.

1. *Assist the business administrator/manager/entrepreneur to recognize moral dilemmas and their impact in one's life and enhance the ability to deal effectively with problems of critical choice.*

11(4) 7(3) 2(2) 0(1)

2. *Introduce the business leader to the challenges of ethical decision-making leading to a more productive work environment.*

10(4) 9(3) 1(2) 0(1)

3. *Improve an administrator's/manager's recognition of the differences in stages of reasoning and the resultant impact on the ways s/he might deal with staff, colleagues, clients and regulators.*

13(4) 5(3) 2(2) 0(1)

4. It was also noted: *For the purposes of this course, the terms **ethical & moral** were deemed to be **interchangeable**. It should also be remembered that the **purpose** of this seminar was not to make you more moral or ethical, but **to enhance your ability to reason through moral/ethical problems!** To what extent did this occur?*

12(4) 7(3) 1(2) 0(1)

Part Two:

Considering the individual aspects of the pedagogy (teaching style) of this instructor & course, comment &/or rate their usefulness within the context of this program...

- What are your thoughts about the value of using *small group & team* sessions?
 - I think the small groups are great for discussions because it mixes you with people you wouldn't have discussions with / with teams, when it comes to project work, that is worth huge amounts of marks, let us choose because then we can ensure everyone will do something
 - I believe this gives us the opportunity to meet each other & get a feeling of where they come from
 - I felt that the group & team sessions are the most important part of the course
 - I love working in groups & team sessions because they teach about a lot of different opinions in the world
 - very effective / great opportunity to work with multiple people
 - the team sessions were useful / found more benefit when teamed up with adult learners
 - the small groups were great! — learned a lot that way as we could bounce ideas off of each other
 - vital to allowing all members of the groups to have an input to the different cases
 - very good value, like real life
 - they are good, but it would be nice to debate with other groups
 - small group & team sessions were helpful in making everyone get to know each other, which I think enhances the level of comfort & makes people more likely to voice their opinions
 - they were extremely valuable, this helped me learn more & think more critically about ethical dilemmas
 - I consider this extremely important to the value of the course / these sessions help make the learning process fun, and in an ethics course, it helps to have different viewpoints

- I feel the group & team interaction was more useful than the average class where one listens to lectures, writes an exam & learns with little / this was by far one (1) of the best courses I have participated in / I was a participant in my learning, not just a body in a seat being lectured to
- I like small groups because we can share what we want & it helps the members to be more focussed on the ideas / the team gives more ideas & kind of debate which I think healthy for more knowledge
- it's rewarding to talk & share other members' ideas within a small group / but sometimes it seems too much
- gives those who are not comfortable contributing in large/class settings a chance to have their say & provide input / feel more connected to the topic
- they improved the comfort level for students to participate & bring forward ideas & opinions
- small groups were most definitely beneficial to this class / I am a fairly shy person & having the chance to participate in small groups was great
- I liked the aspect because it allowed me to still get to know those that may feel uncomfortable speaking within the large group
- small groups & team sessions were very useful for this course, they helped us define stages & where each individual is through team interaction rating this overall teaching style a four (4)

- What are your thoughts about the value of having the final exam a group presentation on an aspect of *Ethics in Business* and did it help you understand *reasoning through the moment of critical choice*?
 - yes, because you actually had to put yourself in the position instead of just memorizing the facts to answer a hypothetical situation that may be put on the exam
 - I think this gives us the opportunity to experience what we have learned & use it appropriately
 - it is effective because the course is more about application of the material than just being aware of it
 - I thought it was a great choice — shows creativity & business presentation skills — I would have liked the scenarios to be more based towards business though

- I like the idea of a group presentation as the final exam very much
- for our group it works but if one (1) or two (2) people were mediocre it could have negative consequences
- I like the group part, but I feel a role play is a waste of time
- yes, it brings more detail to the process
- group presentation was realistic, group members don't really care especially with graduating, very similar to most real jobs
- yes, the whole course led up to this
- the final exam did help in understanding the way people reason their way through moral dilemmas, because it made you think about where people start out in terms of stages & where they are able to end up
- the group presentation was a great way to demonstrate the knowledge I learned in this course / it helped me understand reasoning through the moment of critical choice as I was to demonstrate this process of coming to a conclusion while experiencing an ethical dilemma
- it definitely helps solidify what we have learned about reasoning through the moment of critical choice / the presentation helps us apply what we've learned more than a final exam could
- the impact of such a style of learning has been very enjoyable / as simple as a role play as an exam may be, the difficulty of the reality & working through the situation has taught me more than a series of multiple guess, essay-style examinations
- I think it is way better than having a written exam because it is more effective / it is even harder because as a group we've to make it clear for the whole class, I mean the stages
- yes, for sure — it makes me to figure out which business situation is possibly making/creating more dilemmas
- this topic would be difficult to display an understanding of in a written exam format / the continuous *reasoning through the moment of critical choice* was helpful in understanding the process
- I don't think the effort required in the group presentation reflected the level of understanding that students gained from the course; however, I'm not sure that a final exam would test the students' level of understanding either

- it truly made each of us express our feelings on the topic & work it out regardless of who our character in the presentation actually was
- yes I thought this was completely useful / this was a great way to ensure we knew the stages or reasoning
- the final exam as a presentation taught myself how hard ethical dilemmas can be to solve, & different opinions one can have towards solving / this exercise showed us the different reasoning one needs to solve this — would rate this a four (4)

- What are your thoughts about the value of using films (of varied lengths) as an alternative to extensive readings in the learning process?
 - they were good but could be up-dated / it is definitely better than sitting through lectures all the time
 - I think it keeps a student interested & gives the message in a real environment to understand where it would be used
 - films are good because they are entertaining & engaging
 - great idea!
 - I found it easier to distinguish moral dilemmas / it also gave it a more realistic feeling
 - as a visual learner it significantly added to my learning
 - films were great!
 - more courses should be done this way / why read when you can see all the detail through film
 - films are good since they have action & movie stars people listen (mostly) even though I saw them already most have not
 - sometimes the films only give you one (1) sentence from a character to see what stage they are
 - films are able to make you understand the characters better which makes it easier to see what stage they are reasoning at
 - films are a great way of learning as we are being tested on how the characters developed throughout the story & how a situation was resolved to its best ability

- the films were much better than reading / with films everyone finishes at the same time, and I personally can pay more attention to a film rather than a reading
 - with the focus of the course being so well presented one (1) would see the value of viewing the films presented in a totally different light / the visual learning far outweighs the alternative, having had to read extensively would not have been as engaging nor would I have put forth such effort in participating & attending the course
 - films are more attractive & it helps more to know the stages clearly & to differentiate between them but reading will not make it as clear as films
 - the film was the most impressive for me / if it's business-related & showing moral/ethical dilemmas, I believe using video materials worth enough
 - the use of films was a welcome change / not all dilemmas will be written, most will be observed —> good experience
 - they helped identify the different levels of reasoning / extensive reading would not present the dynamics between people & show the changes of stages
 - much more interesting / also —> kept things *different* each class, instead of using text
 - I liked the films because we could use not only characters' words but actions to prove what levels they were thinking at
 - films were able to demonstrate *real life* circumstances so we were actually able to see one's thought process & how they reacted in the films / kept the class entertaining / very helpful, rating this a four (4)
- There was a) the weekly handout(s) that formed a workbook for the course, and b) one (1) text (*Cowboy Ethics*):
 - 1) were these useful learning tools? 2) did you find them interesting & informative?
 - a)
 - I think if the handouts were handed out all at once it might have been better but otherwise they worked / it was nice to see actual questions to be prepared for
 - yes it should have showed us where the prof was coming from & how to interpret materials better
 - yes, I kept thing to one (1) thing at a time so it was easier to focus on the assignments

- yes, they were all very useful & they were interesting & informative
- handouts were great
- the handouts facilitated the style that was used in the course
- yes, I learned a lot this way
- the handouts were useful & informative / the cases sometimes lack the background
- useful & interesting, could be more reading but very good overall
- yes, a little disorganized though
- I did think they were useful learning tools
- these were useful because they were extremely relevant to what was being taught without any *filler* / all the content was used in the class & was useful to life after university
- 1) the handouts were very useful learning tools / they let us know what to look for when watching a film / 2) they were much more interesting than questions at the back of a book
- the methods & tools used in this course were very useful, simple but very thought-provoking, these aids kept me thinking about the topic for long after reading & attending class
- yes it was / it helped to make the stages & examples more clear & easy
- 1) yes, useful / 2) yes, for sure
- somewhat helpful to work through the book / I only reviewed the information related to levels & what constituted each level
- I think they would have been more useful if the handouts were provided all together at the beginning of the course / then sections could have been made as required reading for discussion during class / passing out a few at a time seemed disjointed as I never felt where they pertained in the discussion or progression of the course; however, I did find most of them interesting
- yes, they were useful
- workbooks were less interesting / some of the cases were not that interesting
- the workbook was very helpful & was able to keep us informed what was going to happen in class, kept things very organized — booklet very informative, easy to understand

b)

- it was a great picture book & something for a casual read / I actually have it in my office for maybe the development of a new project; however not sure if it was a great *textbook*
- yes, I found most materials to have some interesting concepts
- yes, it was interesting because it showed how a culture can operate at a level of reasoning
- I thought the book was interesting but not really a useful learning tool!
- *Cowboy Ethics* is a great concept, but buying the book wasn't that useful in general
- *Cowboy Ethics* was a great read & was both interesting & informative
- the book was good, it was easy to relate to
- *Cowboy Ethics* is a book I will read many more times — yes for both
- (see above)
- yes, a little disorganized though
- yes they were interesting & informative
- they were very entertaining, I am sending the textbook to my brother, that is a CFA, after the course is complete
- I was skeptical about *Cowboy Ethics* at first but after reading it I found it extremely useful, interesting & very informative
- this course kept me intrigued & interested throughout the course & this was achieved in part due to the materials provided
- yes
- 1) not really / 2) actually, its plain for me enough to impact — I wish there is a book about stage theory
- I enjoyed reading the book / the message & ideas presented were very interesting
- light book for reading, but a good topic for discussion
- both — however at times the handouts were easily mixed up & confusing
- loved *Cowboy Ethics*
- *Cowboy Ethics* was an excellent book for learning, helped define Wall Street in terms we all understood / very interesting & a book to keep reference to in life

Part Three: In conclusion...

- Prior to the next delivery of this course what should be revised? & why?
 - the way the teams are chosen for larger project / when marks are key it is a pain when someone doesn't pull their weight and you have to pick it up / everyone is busy with other things / update movies will grab more attention
 - I enjoyed all aspects
 - I liked it the way it was
 - the book because I found it hard to relate to the course
 - I really didn't like the Owen's book
 - once the different levels were recognized a lot of time was spent recognizing shifts in reasoning levels / I think that if more time was spent on how managers & supervisors would work with employees that reasoned at that level, it would have maybe more beneficial
 - I don't like the *roundtable/cross-fire* idea — one (1) person from each group state what they think / don't like that you are penalized for not speaking in large group when you participated in small group
 - – nil –
 - keep the same
 - more discussion, more questions that are based on opinion than fact
 - questions should maybe be mixed up a little bit, little more variety (gets a little repetitive when every question is *what stage was s/he reasoning at, how do you know?*)
 - not a thing, it was great!
 - I really enjoyed the entire course & I don't think I'd change anything
 - nothing: the requirement for this course to be a business requirement would be my only observation
 - – nil –
 - as a class itself was well organized, I don't want to recommend revising
 - present the entire workbook at the beginning with a course outline, to remove any confusion about what is due, when it is due & what is required
 - I would have liked to see more examples of how to deal with persons reasoning at different levels than your own level
 - time, although class was interesting three plus (3+) hours is a long class, especially for those of us working all day

- I think more cases on leadership should be used, I felt the leadership aspect of the course was lacking
- I feel this course was delivered well & would honestly wouldn't change anything about it — well done course as a prof & material

what should be deleted? & why?

- nothing
- – nil –
- – nil –
- – nil –
- *Cowboy Ethics*
- – nil –
- the way the final is need to be changed / instead of a role play, a paper or assignment on different levels of reasoning
- – nil –
- add the movie *Giant*
- some of the group discussion time should be shortened
- I don't feel there is anything in the course that should be deleted
- nothing, everything flowed really well
- three & one-half (3.5) hours however is an extremely long class
- – nil –
- – nil –
- first movie clip was pretty hard to understand
- the chapter presentations — they ar so short & to the point it doesn't seem necessary
- – nil –
- nothing deleted — however sometimes the time allotted for small groups was excessive & could be shortened
- you might want to change the title of the class to ethics & stage theory
- I wouldn't delete anything, keep everything the way you do things

- Reflecting on your original goal(s)/expectation(s) for this course; were these attained?
Very much **6** Yes **12** Somewhat **3** Not at all
 - as a supervisor with fifteen (15) staff I was immediately able to use what I was learning to resolve issues but also so discipline was better accepted
 - wasn't entirely sure what I was in for
 - I wanted more but I understand the content & length
 - it surpassed my expectations
 - a deeper understanding of how I view & reason has added to my level of awareness both individually & business-wise
 - as I am not a business student, I wanted to know how the market & deals go on & to know more about the process, this course made it clearer to me
 - I thought the course was going to be more about leadership

- Considering your future career expectations & needs, was this course helpful?
Very much **7** Yes **13** Somewhat **1** Not at all
 - not quite sure what my future holds just yet
 - see above
 - a better understanding of how certain people will reason
 - made me understand further to not trust students & co-workers at all
 - I can use this course in everyday life in business
 - my desire is for going concern not immediate results or maximization; ethics need to return to business more so that an ethical statement posted on a wall in a business
 - stage theory was impressive!
 - it will make me more aware of a person's level of reasoning, especially if I have to work with someone to come to solution to a problem (not necessarily a moral dilemma)
 - it will help me deal with co-workers better
 - informed on how to approach people & deal with situations

- Aside from your responses above, was the course interesting?
Very much **12** Yes **8** Somewhat **1** Not at all
 - it gave me new insights why people sometimes make the choices they do
 - how simple but complex people reason
 - perfect class in terms of delivery
 - one (1) of the most interesting courses I've ever taken
 - for me, I have always had an interest in ethical behaviour that I feel is lacking by those influencing politics & running large businesses
 - it wasn't what I thought but still interesting

- In retrospect, did your classmates generally respect your efforts to participate?
Definitely **13** Yes **6** Somewhat **2** Not at all
 - always
 - some of the younger classmates did not understand how this course would impact their career
 - everyone participated very well & were respectful to others' opinions
 - it was a very respectful learning environment

- In retrospect, did the professor:
lead too little lead too much **2** Maintain a good balance **19**
 - thanks Glenn
 - some students share as much as they could have
 - he would initially take the lead, then allow us to learn in groups and then lead in a *roundtable discussion*
 - good job of teaching
 - keeping the ball rolling or starting the thought process enables valuable thought & learning
 - great balance of teaching & allowing us to take our own lead

ETHICAL REASONING in BUSINESS (Bus 482D)
OVERALL COURSE CRITIQUE

Part One:

A.	The GROUP PROCESS	Very Much	Yes	Okay	No
1.	Small group activities were positive	20	4	1	
2.	Classmates generally listened adequately	13	11	1	
3.	Group presentations were effective	18	6	1	
4.	I was able to contribute to the group(s)	20	3	2	
B.	The PROF...				
1.	The instructor was prepared	24	1		
2.	He listened sufficiently to the group	23	2		
3.	He listened sufficiently to me	22	3		
4.	Enjoyment existed in the learning process	22	3		
C.	The EXPERIENCE				
1.	<i>This was a worthwhile course</i>	21	4		
2.	This should help my professional life	20	4	1	

D. The COURSE OBJECTIVES

At the outset to the course, three (3) objectives were laid out — indicate your sense of the extent to which these objectives were achieved!! Scoring is on the same basis as A. through C. above.

Very Much Yes Okay No

1. *Assist the business administrator/manager/entrepreneur to recognize moral dilemmas and their impact in one's life and enhance the ability to deal effectively with problems of critical choice.*

17 8

2. *Introduce the business leader to the challenges of ethical decision-making leading to a more productive work environment.*

14 11

3. *Improve an administrator's/manager's recognition of the differences in stages of reasoning and the resultant impact on the ways s/he might deal with staff, colleagues, clients and regulators.*

18 7

4. It was also noted: *For the purposes of this course, the terms **ethical & moral** were deemed to be **interchangeable**. It should also be remembered that the **purpose** of this seminar was not to make you more moral or ethical, but **to enhance your ability to reason through moral/ethical problems!** To what extent did this occur?*

15 10

Part Two:

Considering these individual aspects of the pedagogy of this instructor & course, comment &/or rate their usefulness within the context of this program...

- What are your thoughts about the value of using *small group & team* sessions?
 - invaluable, wouldn't have gotten as much out of the course / learning needs to be *hands on* because based on the objectives, we needed to learn how to do this in groups
 - work more efficiently / less ethical & moral dilemmas / work as a group, more easily & quickly
 - very valuable if everyone is willing to participate, different perspectives help facilitate greater understanding
 - I found these very beneficial because it helped me to listen and contribute effectively
 - extremely valuable, discussions were very useful to see other people's reasoning / made it more enjoyable
 - small groups and team sessions work extremely well; for me, it is very important to hear the views of others
 - I thought the use was helpful, as the material could be difficult to conceptualize at times and having a small group helped to fill in the gaps in my personal understanding and helped me see where my reasoning was misdirected
 - in this course they were short & changed often which was very good; I thought it worked very well
 - thought they were all great / really added value
 - very effective way of learning / open communication between peers / allows different perspectives to be voiced
 - learn from others / get different points / diversifying opinions
 - it is a very good way because people who are too shy to speak in the front of the class can participate through the small groups
 - I enjoyed working in groups / I learn better interacting with peers
 - to prepare for the business world

- small groups are EXTREMELY effective / they give people that are shy a chance to speak up and participate and give their opinions
 - these were very valuable as they allowed me to get to know everyone, and hear people's opinions you wouldn't usually hear
 - small groups and teams were great / lots of opportunity to make comments and listen to others opinions / it was also very beneficial to be able to discuss various levels of reasoning as a small group which helped me understand the stages better
 - **best** way to stimulate creativity, bolster commitment, enhance interest
 - small groups enhance learning and comprehension because everyone gets a chance to speak out their points of view or ideology
 - give the possibility to participate and tell what do you think
 - very valuable: I oft-times disagree in some business classes but for this course it was very valuable towards the material
 - I think it is great / got to know a lot more people and ways to think about things
 - small group was helpful to brainstorm
 - they were very positive for the most part as many people had differing points of view which made for better discussion
 - good, for those who are shy in the large group
-
- What are your thoughts about the value of having the final exam a group presentation on an aspect of *Ethics in Business* and did it help you understand *reasoning through the moment of critical choice*?
 - that's the way it is in the real world — at work your team will present / definitely helped reasoning through the moment as you had to learn to keep on your feet
 - yes, help me understand ethics more easily and more fun class
 - very valuable and sensible: had to understand moral reasoning to do well and greatly helped me worked through the stages
 - I enjoyed the format of the final exam because it enhanced my learning / I am a *hands on* learner therefore the presentation format was very helpful for me

- I like the group presentation, I would have been fine if the assessments of stages was done individually
- it works well because everyone needs to do their part in order to produce a good job
- I thought it was a good idea / the material covered could be understood quite easily — it was the application in real life that was the hard part /thus by putting on a presentation as the final was a better way to test the true grasp of understanding, especially when it came to reasoning through the moment of critical choice
- it did help in the reasoning; sometimes I thought doing it alone was better, but with a good group we could come to a good conclusion together
- great — different from any other class I've taken / learned more than if I would have to memorize material for a written exam
- for the purpose of this course a group presentation was very effective / it helped display our understanding of the material
- great way to close the year / entertaining / fun way to learn
- it is a very good way also because through those presentations and the fact that they are switched with the groups, it helps to understand how people can be learning
- it was much more exciting and the ideas and stages stay in your head better / working as a team is better than working alone, it builds confidence faster!
- yes (2)
- yes it did / it was great because it allowed us to get to know students in the class and to make people feel more comfortable
- the skit was valuable because it meant it was a real-life example and we had to apply what we knew on the spot
- the role play as a final helped to drive home the understanding of ethical reasoning / I felt I got a lot more out of the presentation that I would have every gotten out of writing a final exam
- I think now we are better able to know how to resolve a conflict and how to analyse behaviour of people in each conflict or dilemma

- very much so, it was of great use, rather than *cramming* the subject matter
 - the final exam was very good because it gives the possibility to play at one (1) stage, which the others try to find which stage do you play
 - I thought the final exam being a group presentation was very valuable / it helped display our knowledge of the overall goals/achievements met through this course
 - I liked it / would have found it hard to express ethical reasoning on paper
 - I think that this is a great way to have the final exam, it did help me to understand reasoning in the moment of critical choice as you had to determine and create transitions through stages to reach a resolution
 - the impact of image is better than word
-
- What are your thoughts about the value of using films (of varied lengths) as an alternative to extensive readings in the learning process?
 - nice break to break-up a three (3) hour course / films chosen were perfect for what we were learning
 - good: if it had sub-titles (*en francais*) would be much better
 - keeps the class interesting and active; allows every group to participate and watch and even watch it again, if need be
 - I enjoyed the films because it helped to better understand the concepts / the group gatherings and discussions after were helpful to the movie
 - *The Firm* was a good video, but we spent almost two (2) classes on it, a bit long / there were two (2) weeks between watching & answering questions / shorter films were very good
 - the films really made me think — especially in regards to the stage(s) where each actor is dealing
 - there are pluses & minuses / films helped by showing in a very visual/real life way the decision-making process; but reading gives a more lasting, deeper understanding / since this was the first course on the material, films were good
 - very good, we all seem them and with the instructor knowing how it worked and able to explain everything, I thought the films worked well

- liked the films — the short ones were sometimes hard to keep straight / the *Shriver* film and *The Firm* movies were great but they just look up a lot of time in class
- the use of films was effective in the learning process — however the older films were difficult to understand and the quality affected the understanding of the characters
- did not like the films / too hard to remember long films
- the films were useful / I learned to detect the personality through the different characters / it is easier to learn through films than long textbooks
- sometimes I felt that the movies were too long, when you go to answer the questions, you front things that have happened
- from now on, I'll watch movies differently, analyse it more
- they were interactive, interesting and a nice change from the usual everyday stuff
- they are helpful, however, more up-dated films would be better because the films didn't relate a lot to me
- the films were great at identifying different stages and discussions as a group help me to understand levels of reasoning
- very interesting and useful for, in addition to the course and oral presentation, did group work
- films that are not too long, act as a good resource for communication, especially for those like me who prefer learning visually as opposed to reading
- very good process (maybe you could try the movie with Russel Crowe, *The Contender*) — it's a movie about cigarettes and about dilemmas
- the films were very beneficial as they helped in keeping attention for longer
- *The Firm* was a great example for dilemmas
- it was okay, but sometimes it was hard
- they were a good way of distinguishing between stages more than simple readings would be / they also were interesting (for the most part) and taught us how to act or reason at different stages
- (the impact of image is better than word...) but sometimes difficult to understand

- In addition to the weekly handout(s) that formed a workbook for the course, there was one (1) text (*Cowboy Ethics*): 1) were these useful learning tools? And, 2) did you find them interesting & informative?

1)

- yes, you need some things to refer back to...
- some way / it has many pictures so got my attention from text to picture
- incredibly useful and informative, very enjoyable / not long but were clear & useful
- they were very useful
- yes there were useful, especially the workbooks / *Cowboy Ethics* was also a good learning tool
- I really enjoyed *Cowboy Ethics* — it makes a lot of sense; it will also make a lovely coffee table book
- yes they were
- yes, they were specific to what we did and were very straight forward in what we needed to learn
- *Cowboy Ethics* really put things into perspective — great tool
- not very useful / did not use much of the material from text
- yes, I learned a lot from our text and here learned that these ethics can be used daily
- not really
- I think the book was interesting — I learned interesting facts and relevant *real world* knowledge
- yes, the fact that we had handouts made it easy to be current
- yes, the handouts were fantastic! The book was lovely, had beautiful pictures and a great underlying meaning
- it was useful because it showed you that ethics is used in real-life, not just in a classroom
- *Cowboy Ethics* was wonderful! I thought it was interesting and very relevant to the topic
- yes (2)
- yes, this was useful

- found them helpful
 - yes there were / they provided background to the discussions & films
 - yes they were / they provided background to the discussions & films
 - less than the course
- 2)
- yes, handouts had interesting info, real-life stories / book, great for general reading
 - yes, very interesting
 - very much so
 - they were very interesting & informative
 - yes, *Cowboy Ethics* showed concrete examples, show ten (10) steps
 - very informative & interesting case studies
 - the text and handouts were easy to read and understand; I actually enjoyed reading *Cowboy Ethics*
 - yes (2)
 - I found it very interesting — will keep it for many years to come!
 - not very interesting
 - very informative!
 - yes, personally
 - I loved how the book was more *light* reading / it made it more attractive and easier to comprehend / the information was interesting and I still remember some of the *code of the west*
 - they were interesting and definitely taught me a lot about myself and other situations
 - the book was interesting
 - I found all material interesting & informative
 - it shows the way of thinking of people from the west
 - very interesting
 - very interesting & helpful
 - I found *Cowboy Ethics* very interesting and somewhat inspiring / also I could relate as I am from Rural PEI and this really seemed to be a way that people have interacted around me all my life

Part Three: In conclusion...

- Prior to the next delivery of this course what should be revised? & why?
 - improved marking scheme
 - yes, this course is very good
 - would have liked some measure of how I was doing, mid-way
 - more detail on the grading scheme
 - nothing, it's perfect! (2)
 - not sure, I thoroughly enjoyed everything about it
 - nothing — thought it went well / I liked how in the first class you laid it out about group discussions, role plays, etc. because the class is definitely not for shy people!
 - the evaluation of students is unclear / mid-course evaluation would be helpful for student to assess their progress
 - (nil - 2)
 - perhaps shorter films
 - nothing, it was great!
 - nothing (3)
 - if it exists, recent movies / provide the title and information to foreign students in order they can see it in their language before or see it several times in English
 - maybe put more recent movies, but everything is good
 - a marking scheme may be nice to know how we are doing throughout the year
 - no, except sub-titles

what should be deleted? & why?

- (nil - 11)
- no, it is very important to every adult
- nothing (6)
- not much
- short films
- the movie *The Firm* & replaced with smaller parts or shorter movies
- maybe the work part with the *Cowboy Ethics*
- nothing, no complaints

what should be expanded? & why?

- (nil - 11)
 - when, depend on school
 - *Cowboy Ethics* introduced from the beginning —> very interesting
 - less of *The Firm*
 - the course was very interesting and I really enjoyed it
 - more individual reading
 - could have another half to this course
 - ethical theories
 - presentations — more frequent and earlier in the semester
 - more group acts / they really help to understand stages
 - nothing (2)
 - it is perfect
 - more explanation
 - the *Shriver* film is very interesting to see how the stage he was at inspired those around time & as the times changed, so did the levels at which people can be inspired at
-
- Reflecting on your original goal(s)/expectation(s) for this course; were these attained?
Very much **13** Yes **11** Somewhat **1** Not at all **__**
 - 100%
 - I think I did not improve myself too much
 - increased understanding
 - I learned a lot
 - my goals were small, but I learned so much that will help me relate to people in and out of business
 - learned a lot about ethical/moral dilemmas

- Considering your future career expectations & needs, was this course helpful?
Very much **17** Yes **8** Somewhat ___ Not at all ___
 - already helps me in my day-to-day work
 - help me handle questions I will face
 - helped me understand rules or principles
 - I will think more about how to best deal with people who are working at different levels — especially figuring out what levels they are at
 - it gives me insight into how to relate and talk to people from any background
 - any decisions in business I can come back to what I've learned here — especially with how to behave with different stages
 - will help for sure in work-related situations

- Aside from your responses above, was the course interesting?
Very much **21** Yes **4** Somewhat ___ Not at all ___
 - taught us things we wouldn't learn from a text book
 - I have never had a class like this
 - favourite course to date
 - most interesting course I've taken
 - enjoyed the prof's style of teaching
 - I enjoyed everything about it
 - I loved coming and didn't even check my clock once during the three (3) hours
 - we participated a lot —> a very good way of teaching
 - **MOST INTERESTING CLASS I HAVE EVER TAKEN**

- In retrospect, did your classmates generally respect your efforts to participate?
Definitely **11** Yes **14** Somewhat ___ Not at all ___
 - some people didn't listen, but that is normal
 - most, few are not, but its okay
 - some didn't flex much
 - I think so!

- In retrospect, did the professor:
lead too little **1** lead too much ___ Maintain a good balance **23**
 - good, and nice class
 - allowed great discussions
 - thanks, it was a wonderful course!
 - let us have time to comment
 - very great prof, loved getting to know him