Carleton University  
Sprott School of Business  
Winter 2016

Course Title: Introduction to Organization Theory  
Course ID: BUSI 3103

Class times:  
Sec F: 11:30 (Mon) TB 447;  
And rooms:  
Sec D 8:30 (Wed) TB 238; Sec E 11:30 (Thu) SA 502

Professor: Dr. Shibu Pal  
Telephone: 613-520-2600; ext. 2390  
e-mail: shibu.pal@carleton.ca (I will read and answer emails within a couple of work days)  
Office: Room 1011 DDT  
Consultation: I am in my office much of the day on week days. So please feel free to drop by and knock. If you want to make sure I am available, please send me an email and I will make sure I am in the office and not out for a coffee or a meeting.

(Course pack contains an Exercise Book that will be used almost in all classes.)  
(2nd Edition will also do for the most part, except references to page numbers will not match, and you will not have the free exercise book that will be packaged with the new edition.)

Prerequisites: Second-year standing with passing grade in BUSI 2101 or BUSI 2702

Companion site for the text:  

Something about this course bugging you?  
Don’t keep it to yourself: talk to me and let’s see if we can resolve it!

See any inconsistency in this document? Please let me know.
Calendar Description

**BUSI 3103 [0.5 credit]**

**Introduction to Organization Theory**

Macro-organization theory. Structuring of organizations in a complex global economy. Effects of the external environment, technology, culture and organizational goals on the structure, processes and effectiveness of the organization.

Precludes additional credit for BUSI 3602.

Prerequisite(s): second-year standing, and BUSI 2101 or BUSI 2702.

Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course description</td>
<td>3</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>3</td>
</tr>
<tr>
<td>Evaluation (Marking scheme)</td>
<td></td>
</tr>
<tr>
<td>In-Class Discussion Peer Evaluation</td>
<td></td>
</tr>
<tr>
<td>Details of In-Class Reports (ICR)</td>
<td></td>
</tr>
<tr>
<td>Conditions for FND</td>
<td>4</td>
</tr>
<tr>
<td>Policies for missed midterm, ICR, Reflections</td>
<td>7</td>
</tr>
<tr>
<td>Details about Reflections Activity and Example</td>
<td>8-9</td>
</tr>
<tr>
<td>Cell Phone, Laptop policy</td>
<td>10</td>
</tr>
<tr>
<td>Case: About case writing</td>
<td>11-13</td>
</tr>
<tr>
<td>Case Preparation Sheet (CPS)</td>
<td>13</td>
</tr>
<tr>
<td>Evaluation of Peer’s contribution to Case report</td>
<td>14</td>
</tr>
<tr>
<td>Case evaluation Rubric</td>
<td>15-16</td>
</tr>
<tr>
<td>Case I details TBA</td>
<td></td>
</tr>
<tr>
<td>Case II details TBA</td>
<td></td>
</tr>
<tr>
<td>Various university policies and WINTER 2016 academic calendar</td>
<td>19-22</td>
</tr>
<tr>
<td>Class and Course Agenda</td>
<td>@cuLearn</td>
</tr>
</tbody>
</table>

You should read and act on these before the first class.

**Course Sharing Websites**

Student or professor 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).

Copyright © Siva Pal, Sprott School of Business, Carleton University, Ottawa, Canada
This Course

This core course in the BCom program examines the state of the knowledge of Organization Theory. Don’t let the word theory scare you. Don’t let it lead you to think of it as jibber-jabber!! (You may not know it, but you and I use and apply theories everyday: not just in other university courses, but in our lives! Yes, sometimes we misuse a theory or apply a wrong one.)

The objective of the course will be to provide you with a necessary understanding, appreciation and familiarization of how most organizations function. This knowledge will directly benefit you every day in your work life as you try to get ahead. Wonder about why certain people seem to be involved in most important decisions? Why some departments seem to have meetings more than other departments? Or what is a corporate office? You will understand all that after the course. If you do your share of work, after the course you will be able to competently use the concepts in daily business life in a complex organizational setting or in an academic setting if that is what you are pursuing.

Knowledge of Organization Theory will be useful also if you are to be an entrepreneur, at the start of your business, and as it grows, and at times when business problems become more complex. Hence the objective can be restated to be development of your ability to apply the concepts in critical and creative thinking and analysis of organizational processes and structures and in assessing literature about the same. Improvement in communication (especially written) skills is another objective, since it is also a programmatic goal in the B.Com and BIB programs.

The vehicles to achieve the objectives will include discussion of readings, in-class analysis of issues, case analysis and written presentations. While my emphasis will be on profit-seeking business firms—big and small—we will talk about all types of organizations including government, NGOs, and non-profit. I will assume prior knowledge to Micro aspects of Organization Behaviour. Some hands-on work experience in a medium to large business firm, or any other organization, will be an asset in this course.

Course Objectives

Upon completion of this course students will be expected to:

1. explain concepts of modern organization theory;
2. analyze organizational structures and processes through multiple perspectives;
3. apply concepts of the course to design solutions to organization’s moderately-complex problems.
Evaluation processes and their objectives:

1. In-Class Reports (ICR)
   Weekly Attendance and Submission of Notes [for up to 15% marks] [Attendance by itself does not earn any point; inexcused tardiness, late arrival in class, or leaving the class early can also reduce ICR marks]. Group submitted notes and, in some occasions, individual notes will be required; random selections will be evaluated.

2. On-line Bonus-Targeted activity: Reflections after reading
   Bonus of up to 10%. Restrictions apply. Graded with less forgiveness than “usual.” 😞

3. Two Examinations - Ascertaining completeness of your reading, understanding and abilities to apply the concepts.

4. Two Group Case Analysis Reports – preceded by mandatory individual submission of case notes: Engaging in a discourse with colleagues to test your grasp of various concepts as you try to apply them; engaging in a mature evaluation of others’ ideas and approaches.

---

**Satisfactory In-term Performance or FND?**

The criteria and the standards for Satisfactory In-term Performance are as follow:

- At least 50% mark in the Midterm
- Minimum 70% of ICR submissions (group and individual);
- Minimum 75% class attendance

All this means: If you do not write the scheduled final exam, even for medical reasons, an Unsatisfactory In-term Performance (failure in each of the items above) will lead to a grade of FND (Failure with No Deferral) in this course.
Grading (tentative until 3\textsuperscript{rd} week; see notes below)

<table>
<thead>
<tr>
<th>Grading Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and In-Class Reports: Individual (5), Group (10)</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Exam (Multiple Choice – 35 questions; Short Answer Questions: 2 - 80 mins)</td>
<td>25%</td>
</tr>
<tr>
<td>Covers Chapters 1 – 6 and Classes 1 - 6</td>
<td></td>
</tr>
<tr>
<td>Sec F: Feb 29; Sec D: Mar 2; Sec E: Mar 3</td>
<td></td>
</tr>
<tr>
<td>Final Exam (MC questions, short answers): Centrally Scheduled sometime in December</td>
<td>40%</td>
</tr>
<tr>
<td>(See notes below)</td>
<td></td>
</tr>
<tr>
<td>Cases (See notes below)</td>
<td></td>
</tr>
<tr>
<td>\textit{Individual Case Preparation Sheets} (\textit{no marks; but can lead to 0 for Cases})</td>
<td></td>
</tr>
<tr>
<td>\textit{Complete Group Reports}</td>
<td></td>
</tr>
<tr>
<td>\textit{Reflections @ cuLearn: OT Applications} (Bonus Mark - details on p. 8-9)</td>
<td>up to 10%</td>
</tr>
</tbody>
</table>

Notes on Evaluation Methods

\textbf{In-Class Reports (ICR) @ cuLearn carry 15\% marks}

\textbf{In-Class Report Evaluations}

Group Exercises – 10\%  [Groups created randomly by me at first; membership is managed according to my subsequent observations – mostly, but not exclusively, absences]

Individual Exercise – 5\%

For both categories Random Selection of 3-5 submissions will be graded; Attendance at all classes to be taken into account.

To gain full value of class discussions you need to read and think about the concepts and illustrations (i.e. examples and vignettes) in the text before you come to the class! When you know what case or exercise will be discussed and conducted in the class, please prepare yourself by reading and thinking about them and the relevant concepts before you come to the class.

ICRs will be due almost every week during the class time when I ask you to upload.

Randomly selected weekly posts will be marked out of 10. Not all posts will be assessed. Posts will be randomly selected for quality assessment through the entire term. For a selected post in a given week, if a student were not to upload an individual post, or did not participate in the group discussion absent that week the score for that post (one of the selected ones) will be awarded zero. Marks for
absences with documented medical needs will be usually set at “null’ as opposed to a zero. The average of the assessed marks will be assigned to all the unassessed number ICR submissions.

Quality will be assessed on the basis of sufficiency, relevance, theoretical grounding, evidence of due diligence, and timeliness of the posts.

The formula for both group and individual categories:

$$ICR \text{ average mark, } E_a = \left( \sum_{i=1}^{m} (P_i) \right) / m$$

where,

$$P_i = ICR \text{ mark of assessed } i^{th} \text{ submission}; \ m = \text{number of ICRs assessed}$$

$$ICR \text{ Total mark, } E = (n \times W_a) / N$$

where, \(n = \text{number of completed weekly submissions}, \ N = \text{number of opportunities}.$$

Note: If less than 3 (including zero) of a student’s reports is assessed by random picks of ICRs, yet other submissions could have been picked for asessment, the unassessed reports will be assumed to have earned the same score as the average of the group in the group report category and the class average for the individual category. [This scenario usually happens for students who are absent frequently.]

**In-Class ICR Peer Evaluations**

You will find a form @cuLearn. If you judge that all group members did not engage in creating group reports—ICRs or Case Reports—then you have a responsibility to a) let me know your evaluation of each member’s efforts and contributions (via Peer Evaluation Reports on each of the members), b) consider letting the members know of your observations. It is highly unlikely that a peer is flawless. We all have rooms to improve. Letting your peers know how they can improve will help them for sure; it will also help you hone an important managerial skill: giving someone bad news and constructive criticisms! It does not have to be confrontational; it does not need to be seen as “ratting” as long as you focus on the listed criteria in the report form as honestly as you can.

If you think of this as just another mind-less chore with no consequence and you are going to turn in a report that blindly checks off some boxes, save your time and submit one report declaring you have no observation to report.

When I get reports of a poorly performing group member, I will consider speaking to that member and consider deducting marks. Depending on a situation, I might need to communicate to other members as well. I reserve the right to break up a group, compose new groups.
If you miss the midterm because of verifiable medical condition

A Deferred midterm exam will be arranged as soon as possible. The format may be different from the original midterm. Also, the coverage of this deferred midterm exam may be greater as new topics may have been covered in the meanwhile in class. The deferral examination policy at Carleton (Section 2.5 in the CU Undergraduate Calendar) has been adapted to design the following policy.

Students who do not write or complete a midterm examination because of illness or other circumstances beyond their control may apply to write a deferred midterm examination.

If a student becomes ill or receives word of an emergency during an examination and cannot complete the examination, one must hand in one’s examination papers immediately to the proctor and request that the partially completed examination be cancelled. The examination must be cancelled by the proctor in order for the student to be eligible to apply for a deferral.

In both cases, the application for a deferral must:

1. be made in writing to the professor no later than five work days after the original midterm examination; and
2. be fully supported by appropriate documentation and in cases of illness by a medical certificate dated no later than one working day after the examination or by appropriate documents in other cases. Medical documents must specify the date of the onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination.

Late Registration? Too busy with other commitments?

Sorry, if you miss an assignment or an opportunity to participate in any course related activity due to late registration or to other commitments conflicting with this course, there will be no accommodations.

Missed submissions because of verifiable medical condition with medical certificate as stated for missed Midterm:

- No accommodation for bonus-targeted assignments
- An alternate and appropriate task to compensate for missed ICRs
Reflections: On-line submissions of OT Applications

You may be eligible for a **bonus mark** of up to 10%. If you score **at least 70% in the Midterm exam** and have submitted at least 90% of the ICRs before the midterm, this **bonus mark** or part thereof may be yours if you post up to 5 good quality “**Reflections after Reading.**” Reflections may come to your mind after reading a news item outside of the class. This task is somewhat similar to writing “blogs!” 5 opportunities to post **Reflections** will be available. Each opportunity will have deadlines – keep an eye on the item @cuLearn. The first time we will evaluate any of your posts and make any comments on your submission will be after the midterm results are known. **Late submissions will not count!**

**What do you have to do?** After reading a current news item, you may end up linking it to something you have learned in the course or it may trigger an interesting question in your mind. Such reflections often lead to a deeper understanding of how a concept from this course **can be applied** to view a news item differently/intelligently!

**What kind of News?** A news item you write about must have appeared on WWW in English in **bona fide** news publications (e.g. Citizen, Globe and Mail, McLean’s, New York Times, The Economist...). If you find your source piece in print and not on the web, scan the item—making sure the date of publication shows. The reflection item must not be more than **2 weeks old**. The posts should be about **500 words**.

**Evaluations:** The posts (maximum 5) will be evaluated as time permits the evaluators (TA and me). This is so because we do not **a priori** know how many will be posted and how long might it take for us to evaluate. Also, as this is a **bonus mark**, for each mark you have to sweat a little more than normal sweating you do for a mark in the course. That is, the quality and quantity will be **assessed much more critically** than other submissions. The linkage of the news item to one or more concepts must be explicit. You must include the page numbers in the text, if that is where you read of the concept, or any other source (some other OT text book or journal – with full bibliographic reference).

**All the power to you!** The bonus marks along with comments, if any, will be posted as we evaluate them (none before the midterm results are out).

**An example of a Reflection (after Reading) Post:**


Date of publication: Oct 15, 2012 [*Important to note the date as your post must be within two weeks of the publication.*]
(There are many other ways to look at this story – even through the lens of Organization Theory; here is one.)

[As I read the story and reflected on what has been going on around us—including suicides, mass murders, caused supposedly by bullying—in the school system, I wanted to analyze this news item thinking of schools, school boards as organizations. They of course are “organizations!” We just finished discussing goals of organizations and evaluation of effectiveness (Chapter xx, Lecture zz, pp. yy).

I accept a middle/high school’s primary purpose is to educate the students. But surely, a couple of the goals that deserve to be at the top of the goal chart of any school related organization are a) to keep kids safe, b) instil in them a sense of care for others such that they grow up to be good citizens. Assuming that the schools do have these goals, I wonder if they are assessing how well they are attaining them.

If they asked me how they should go about such assessments I will tell them to look at it from the systems view: (in this case) Inputs are the kids (being processed through the system), Transformation would consist of classes, exams, sports, extra-curricular activities etc., and Outputs are graduates, drop-outs, hurt students, … Inputs are given: whatever the society throws at the system—the kids coming from all kinds of families, being moulded by all kinds of experiences—movies, video games, parents’ education etc.. The system cannot do much about that. What the system can design is the transformation – what are in place that instils a negative value of bullying in the young minds? How do we measure whether these activities, steps or whatever are adequate? My sense is that in this case output measurement needs to be done at the bigger societal system level – there are obvious signs that measurement shows failure. But by focusing our quest for effectiveness we must examine the transformation processes of the schools.] (312 words)

The write-up here shows application of the systems, goals, and effectiveness concepts to gain a richer perspective of the story - none of these concepts were mentioned in the story – I targeted 300 words; a limit of even 500 (your max) does not allow a big essay – so you need to bring up and apply the right concepts very efficiently! The above should earn you a 2 (or maybe 1.9) out of 2!

Copyright © Siva Pal, Sprott School of Business, Carleton University, Ottawa, Canada
Cell Phones, Laptops and Tablets

You will have to be armed with at least one of these in the class and use it to upload your (and/or your group’s discussion) notes to cuLearn. You may also use them to access the Publisher’s (Nelson) site to refer to material relevant to the problem solving task at hand. You may also refer to any material I have posted on cuLearn.

Use of these devices for any other purpose including working on tasks for another course is Prohibited, because their use in class often is distracting to me and many of your peers. You will also be distracted the class.

Distractions: what does the research say?

- Research shows that “multi-tasking” using digital devices affects your ability to pay attention to the discussions in the class. Performances in the exams and such of students distracted by others’ laptops are often negatively affected.
- Some students tell me that they take notes using these devices. Research also shows that taking hand-written notes significantly increases retention of the material.
- Research shows use of these devices distracts other students and their performances are affected negatively. Be kind to your classmates.

http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1070&context=journalismfacpub
http://newsroom.unl.edu/releases/2013/10/23/UNL+study+shows+college+students+are+digitally+distracted+in+class

1. If you must use digital devices constantly while in the class room consider skipping the class and attend to the urgent matters that cannot be put off.

2. If you must use digital devices sometimes in the class time, please slip out of the room and take care of your needs.
Case Assignments

Beware of the fact that expectations in this course differ from what is/was expected of you in some other course, including BUSI 3800.

Why Case?
Business cases are carefully written scenarios written by business professors for the purpose of teaching. These scenarios are almost always extracted out of real business organizations. The case method is an effective way ($ cost and time saver) to provide students with experience of the “real world.” Like the real world, cases present us with ambiguities and incomplete information. And you will be acting like managers and try to understand what are the key issues facing the managers in the case. What do we know from the case? What don’t we know? What are some reasonable assumptions we can make in order to go on with the analyses?

What does Analysis mean?
Too often we see essentially a summary of the story narrated in the case in this part. That is not what you should be doing. Your analysis should point to events, facts, statements, factors that you see as causes of something mentioned in the case or effects of some causes that are not necessarily explicitly mentioned in the case, but you see the links by applying the learning in this course and/or the prerequisite to this course.

So here we are looking for statements such as “...we think the event X (such as the drop in profit, worker unrest, high morale....) is caused by the structure/strategy/decision etc. that is mentioned in the case. The reason we think so is the concept X (page number in the text, lecture number...) teaches us that when A happens B will follow...” This is the diagnosis part – you are applying your knowledge to assess the health of the organization under investigation!

Why Group?
Group work allows you to debate with each other about the right way of thinking about an ambiguous situation. One person can fill in some gaps in analysis done by another person. Also, group work is the way the real-life organizations make most decisions. As in the real world, you will not have complete control over the habits and orientations of your group members. This can cause headache for you, this can also provide you with the possibilities of coming up with solutions you alone cannot generate. Real-life employers look for the qualities and skills that you can acquire and hone by doing such group work in a non-threatening environment such as a university course.

Your task and the rubric by which your reports will be assessed are to be found in the following pages.

Copyright © Siva Pal, Sprott School of Business, Carleton University, Ottawa, Canada
Instructions for Case “Reports:”

- Please create/join a case group with your Section letter in its name. You must do this before February 1, 10 PM. If not, I will assign you to a group that has a “vacancy” – without consulting with you. Yes, you can continue with the in-class discussion group, if it has 4 members.
- Please buy the cases directly from https://www.iveycases.com/RegisterUser.aspx.
- Reports must be written in business report style with headings, subheadings etc. The reports must be professional grade. You may consult http://owl.english.purdue.edu/owl/resource/624/01/ http://www.hsc.csu.edu.au/business_studies/intro/writing/writing.html for tips.
- “One disadvantage of report style writing can be that some students tend to write only an outline. Avoid that trap. So, instead of being a concise "report", the presentation becomes nothing more than a series of short points lacking depth, explanation and substantial conclusions or recommendations for action.” (from http://www.hsc.csu.edu.au/business_studies/intro/writing/writing.html)
- You are welcome to consult with Writing Tutorial Services for help. http://www1.carleton.ca/sasc/writing-tutorial-service/.
- The body of the case should not exceed 12 pages excluding executive summary, and appendices if any (if your answer reads well and you have written everything you wish to present refrain from padding your answer up to reach 12 pages). Please use Times New Roman/Calibri 12 (or equivalent) font and 1.5 spacing between lines.
- While the writing has to be in business report style, sources of all material presented must be properly listed in the bibliography. Wikipedia is not a reliable source as anyone can contribute to its contents. Academic peer reviewed journals and text books from reliable publishers should form your research domain.
- One group member must upload your essay to cuLearn before the deadline.

Once a group is formed, establish contact with all your group members right away. You should not meet before the individual CPS has been submitted by all. You can email your group by email feature within the CuLearn environment. If you have any problem contacting any member of your group please let me know right away. If you fail to respond to a group member’s attempt to contact you (it is your responsibility to visit your Carleton email account frequently and make sure all correspondences are noted), I will deduct 5% (of the group score on the case report) from your mark for each day of your failure to communicate through Carleton email channel after the CPS submission deadline.

The case report shall be a product that is better than any one person in the group could write, because it would be an amalgamate of the selected bests from all members of a group who contribute his/her best to make the final product. All ideas will have been debated, discussed, and evaluated. At the end of the discussions, a group would agree on the contents of the report. As an evidence of personal contribution each of you—individually—must submit on cuLearn and send each group member by email a Case Preparation Sheet (CPS) before the first meeting of the group.
- Submission of each member’s individual Case Preparation Sheet (Max 2 pages)
Although these submissions do not carry any mark, they are mandatory and extremely important. A poor quality CPS may raise questions in my mind about your contribution to the project and may lead to mark penalties; I do not promise to award every group member the same mark. Failure to submit a CPS or a “Fail” grade on CPS will result in a mark of 0 (Zero) in the report because the conclusion drawn would be you have not participated in writing the report.

Case Preparation Sheets:
List in order of importance three (if you cannot come up with three, note however many you can):

1. most imminent problems or opportunities,
2. likely causes or sources of (a),
3. different paths, actions, changes the organization should consider,
4. criteria you should use to compare the alternatives in (c) – that is, the factors you will consider to be important.
5. Most relevant page numbers in the text for ideas to be used to write the report.
6. Your Group ID and group members’ names.

The list should be in order of importance according to you. Also include the page numbers in the text that seem, to you, most likely to be relevant in the discussion. This sheet must reflect your preparation for the group meeting and as such this is your first contribution to the group process. Given the ambiguity and openness of the assignment the probability is zero for any two submissions to be substantially alike. (Yes, you can use point form – as long as the points express your thoughts fully.)

Too many times I hear of a student who took an easy ride on the group’s work. If a group member
  o does not send each group member a copy of his/her CPS before the group meets physically or virtually, or
  o sends a CPS with no value to the group.

You have a responsibility to let me know. A simple email (cc to all members of the group) will do. My intervention strategy and resolution will depend on the issue at hand.

Make sure you familiarize yourself with Carleton’s policies regarding Academic Integrity. Remember what you can access in the web is also accessible to us.

The Case Preparation Sheets are to be posted on the cuLearn site before the due date/time.
Case Peer Evaluation Report

You will find a report form @cuLearn. If you judge that all group members did not engage in creating the case report, then you have a responsibility to a) let me know your evaluation of each member’s efforts (via Peer Evaluation Reports on each), b) let the affected member know of your observation. Letting your peers know how they can improve will help them for sure; it will also help you hone an important managerial skill: giving someone a bad news and constructive criticisms! It does not have to be confrontational; it does not need to be seen as “ratting” as long as you focus on the listed criteria in the report form as honestly as you can. If you think all your group members worked perfectly, check the box at the top of the form – you do not have to do one for each member.

The quality of a Case Preparation Sheet will be evaluated in the context of a submitted report particularly a) if a group conflict and complaint arises and/or b) the student is absent from 50% or more classes. I reserve the right to proactively look for and assess the quality of these sheets to determine eligibility of your sharing the group mark for the assignment.
The assessment of the case reports (marked out of 100) will be par the following rubric:

Rubric for evaluation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weight</th>
<th>Weight</th>
<th>Weight</th>
<th>Weight</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity of presentation (style, syntax, vocabulary, grammar, all assessed)</td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seamless presentation that indicates good group work</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strength of analysis</td>
<td>15%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strength of alternatives</td>
<td>15%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ties to the course (references made to concepts described in the text or lectures)</td>
<td>30%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strength of recommendation &amp; implementation plan</td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Innovativeness of answer (Bonus)</td>
<td>(up to 20%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Individual Case Prep Sheets (they do not add to the group mark; they establish each member’s eligibility for sharing the group mark)

- Inadequate (may not be awarded the same mark as the rest of the group; I reserve the right to conduct an interview/exam)
- Adequate
- Better than expected
  The mark deducted from the member with inadequate Prep Sheet may be added to this/these member’s/members’ marks

Penalty for late submission: 20% per day. So, if your report earns 80/100, and you are one day late (missing the time and date is automatically counted one day late), then your paper will be awarded 64/100 (80-16).
Innovativeness Bonus: Features considered:

1. Unique way of looking at a problem/solution – redefining/structuring a problem/solution in a unique way
2. Discovering a problem or innovating a solution that no other group (no more than 5% of the groups) saw
3. Obviously your presenting of the above (1, 2, or both) have to make sense.
Case I: Cameron Auto Parts (Ivey Case # 9B06M015)  Make sure you buy (A) not (B)

CPS Due: February 26, 10 PM;  Report Due:March 11, 10 PM

This case is chosen to underscore that there are many ways to link with foreign countries. This also highlights the importance of manufacturing sector for Canada’s economy and that as business students you need to know more about them.

Your (consultant) team task:

As Andy and John are at conflicting positions, Alex has called on your team for advice. Analyze the decision scenario, using the concepts you have learned in the course up to this point, keeping the history and the present state of the firm in view. Draw conclusions and offer Alex three options, in order of their expected advantages, with detailed pros and cons of each. Defend your conclusions (that is, show how you came up with the set of options).

Assume time has stood still. To analyze any case you often have to make other reasonable assumptions because some data may be missing. Make them, but state them so we know your assumptions.

There are two deliverables.

1. Case Preparation Sheet (form available at cuLearn site for the course). This submission has no mark associated. However, to be eligible for any marks for the case assignment, you must submit an independently produced sheet. Non-submission of the sheet or submission of a plagiarized sheet will make you ineligible for the group assignment. (If you have been verifiably ill for two weeks before the submission date, please submit a medical certificate and see me.) [See details in this outline.]
2. You, as a group, must submit a report to Alex Cameron. [See details in this outline.]

Start with an analysis of the situation. Explicitly write down the (theoretical, practical-“common sense” derived) arguments to support your analysis. [Don’t hesitate to look up terms you don’t understand, or to hit the library and look up concepts that you need to know and the text book’s descriptions are inadequate.]

The following questions, may help you understand the dynamic of the case better. You don’t need to submit any answer to these questions.

1. Did Alex make the right decision in signing the contract with McTaggart?
2. Should Cameron renew the contract?
3. Why did Andy not like the contract? Could he have done better? How?
Case II: ABB India: Leveraging Diversity and Inclusion (Ivey Case # 9B15C031)

Individual CPS due: March 25, 10 PM; Group Report Due: April 8, 10 PM

This case is chosen for several reasons. Firstly, it is a good case to help you integrate many of the material you read and learned in this course. Bring to bear your lessons particularly from Chapters 2, 3, 6, 9, 10, and 11. Secondly, it will hopefully introduce to this important topic of Diversity and Inclusion in work places and raise your level of awareness of how it has become important to all organizations – particularly the large ones.

Your team is retained as an external consultant to help Ms. Radhika Muthukumaran develop a clear roadmap for taking the DI initiative forward and convert it into a measurable business advantage, in response to the parent company’s high expectations of being able to leverage ABB India’s DI program across other overseas units. (Assume that the time has stood still after the case is written.)

Individually, you can start by thinking about the following questions:

1. Why and how did ABB India build up its DI initiatives? How were the various factors aligned within the organizational system to support such initiatives?
2. What challenges did ABB India face in introducing the ABB DI culture in India? How did ABB manage its various stakeholders during this process?
3. How can ABB Global’s “Code of Conduct” be smoothly implemented in ABB India, Especially in the context of its diversity and inclusion practices?
4. Develop a framework for measuring the success and business impact of the DI program for a global organization such as ABB.
5. What are the implications of the DI program for the subsidiary (e.g., ABB India) of a multinational firm (e.g., ABB) operating in India? What are the implications of the DI program for Indian companies that have internationalized operations (i.e., a presence in other countries)?

Two deliverables.

1. Case Preparation Sheet (form available @cuLearn site for the course). Due date for this submission is March 25, 10 PM. This submission has no mark associated. However, to be eligible for any marks for the case assignment, you must submit an independently produced sheet. Non-submission of the sheet or submission of a plagiarized sheet will make you ineligible for the group assignment. (If you have been verifiably ill for two weeks before the submission date, please submit a medical certificate and see me. I will generate a different task for you.) See cuLearn.
2. You, as a group, must post the report at cuLearn on or before the due date and time (Apr 8, 10 PM). The report must have the names and IDs of all authors – inclusion of a name would be interpreted to indicate full participation in creation of the report.

   a. Include as an appendix to this report one personal note (of about 300 words) from each of you recalling the part of the case that gave you, personally, most trouble in grasping and resolving, and the contribution you made to the group process and to the end product that you think was invaluable?

   b. If any member has not participated fully, other members should consider turning in a Peer Review (form @cuLearn).
**Sprott Student Services:** The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you’re having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in on any weekday between 830am and 430pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! [http://sprott.carleton.ca/students/undergraduate/support-services/](http://sprott.carleton.ca/students/undergraduate/support-services/) Be in the know with what’s happening at Sprott: Follow @SprottStudents and find us on Facebook SprottStudents Sprott.

**Group work**
The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. If you have a group assignment you may find the resources at posted @cuLearn site of this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

**Grading system**
In accordance with the Carleton University Undergraduate Calendar, the letter grades assigned in this course will have the following percentage equivalents:

- A+ = 90-100
- A  = 85-89
- A- = 80-84
- B+ = 77-79
- B  = 73-76
- B- = 70-72
- C+ = 67-69
- C  = 63-66
- C- = 60-62
- D+ = 57-59
- D  = 53-56
- D- = 50-52
- F  = Below 50
- WDN = Withdrawn from the course

ABS = Student absent from final exam
DEF = Deferred (See above)
FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

**Academic Regulations, Accommodations, Plagiarism, Etc.**
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/](http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/)

*Copyright © Siva Pal, Sprott School of Business, Carleton University, Ottawa, Canada*
Requests for Academic Accommodations

Academic Accommodations for Students with Disabilities
The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and 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 me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Mar 6 Last day to submit Formal Examination Accommodation Forms to the Paul Menton Centre for Students with Disabilities, for December examinations.

Academic Accommodations for Religious Obligations:
Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

Academic Accommodations for Pregnancy:
Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

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 expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, 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 http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/.

**Assistance for Students:**
Student Academic Success Centre (SASC): [www.carleton.ca/sasc](http://www.carleton.ca/sasc)
Peer Assisted Study Sessions (PASS): [www.carleton.ca/sasc/peer-assisted-study-sessions](http://www.carleton.ca/sasc/peer-assisted-study-sessions)

**Important Information:**
- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean’s approval.
- Please note that you will be able to link your CONNECT (MyCarleton) account to other non-CONNECT accounts and receive emails from us. However, 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 CONNECT address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting [https://portal.carleton.ca/](https://portal.carleton.ca/)

**Calendar**

**2016 WINTER TERM**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 4</td>
<td>University reopens.</td>
</tr>
<tr>
<td>January 6</td>
<td>Winter term classes begin.</td>
</tr>
<tr>
<td>January 19</td>
<td>Last day for registration for winter term courses.</td>
</tr>
<tr>
<td></td>
<td>Last day to change courses or sections (including auditing) for winter term courses.</td>
</tr>
<tr>
<td>January 31</td>
<td>Last day for withdrawal from winter term and winter portion of fall/winter courses with full fee adjustment.</td>
</tr>
<tr>
<td>February 1</td>
<td>Last day for receipt of applications for admission to the Bachelor of Architectural Studies and the Bachelor of Social Work degree programs for the fall/winter session.</td>
</tr>
<tr>
<td>February 12</td>
<td>April examination schedule available online.</td>
</tr>
<tr>
<td>February 12-20</td>
<td>Fall term deferred final examinations will be held.</td>
</tr>
<tr>
<td>February 15</td>
<td>Statutory holiday. University closed.</td>
</tr>
<tr>
<td>February 15-19</td>
<td>Winter Break, no classes.</td>
</tr>
<tr>
<td>March 1</td>
<td>Last day for receipt of applications from potential spring (June) graduates.</td>
</tr>
<tr>
<td></td>
<td>Last day for receipt of applications to, Bachelor of Humanities, Bachelor of Industrial Design, Bachelor of Information Technology (Interactive Multimedia and Design),</td>
</tr>
</tbody>
</table>

Copyright © Siva Pal, Sprott School of Business, Carleton University, Ottawa, Canada
2016 WINTER TERM

Bachelor of Journalism, Bachelor of Journalism and Humanities, and the Bachelor of Music degree programs for the fall/winter session.

Last day for receipt of applications for admission to an undergraduate program for the summer term.

March 6
Last day to submit, Formal Examination Accommodation Forms to the Paul Menton Centre for Students with Disabilities, for April examinations.

March 24
Last day for tests or examinations in courses below the 4000-level before the final examination period (see Examination Regulations in the Academic Regulations of the University section of this Calendar).

March 25
Statutory holiday, University closed.

April 1
Last day for receipt of applications for admission to an undergraduate program for the fall/winter session, from candidates whose documents originate outside Canada or the United States, except for applications due February 1 or March 1.

April 8
Winter term ends.

April 9-10
No classes or examinations take place.

April 11-23
Final examinations in winter term and fall/winter courses may be held. Examinations are normally held all seven days of the week.

April 23
All take home examinations are due on this day.