

Until the 3rd week of classes, some details may change via New Versions.
If you are making hard copies, note down the Version!



Carleton University
Sprott School of Business
Winter 2018

Course Title **Introduction to Organization Theory**
Course Number **BUSI 3103**

Class times *Sec D: 11:30 (Monday)* *Room: Canal 3101*
And rooms *SecE: 11:30 (Thursday)* *Room: Loeb A720*

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);
Please copy your email to group members if it concerns them as well.

Office Room 1011 DDT
Consultation I am in my office much of the day on week days. Please feel free to drop in. If you want to ensure my availability, please send me an email and we will fix a time of mutual convenience.

Text: **Daft, R.L. and Armstrong, A, *Organizational Theory & Design*, Nelson Publ. 3rd Ed. 2015.**
(Course pack contains an Exercise Book that will be used almost in all classes.)
One copy each of the text book and the exercise book are in the library reserve.

Companion site for the text:
<http://coursemate.cengage.com/CPReader/View/9780176691974/default.aspx?eISBN=9780176691974>

Don't like something about this course?
Don't keep it to yourself: talk to me and let's see if
we can resolve it!

See any error, inconsistency, ambiguity 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..

Prerequisite(s): second-year standing, and [BUSI 2101](#), [BUSI 2121](#) or [BUSI 2702](#).

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Course Sharing Websites

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I have tried to make the outline comprehensive—making it appear long! I suggest you read chunks at a time. Read the “relevant policy” when you have a question, such as “I wonder how the ICR mark is calculated, or what happens if a miss the midterm.”

This Course

This **core** course in the BCom program examines the state of knowledge about **How Organizations Work** – AKA Organization Theory! Don't let the word *theory* scare you. Don't think of it as jibber-jabber!! (You may not know it, but you and I 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**, you will be able to competently use the concepts in daily business life in a complex organizational setting, or in an academic setting.

Knowledge from this course 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 ways, to analyze organizational processes and structures, and to assess literature about the same. Improvement in communication (especially written) skills is another objective, since it is also a programmatic goal of the B.Com program.

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 successful completion of this course, students will be able 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.

Class Agenda and Deadlines are Posted @ cuLearn

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; late arrival in class, or leaving the class early can also reduce ICR marks]. Group and individual reports are to be worked out in class but preparation, in most of the occasions, ahead of time, will be required; random selections will be evaluated.

2. **Two Examinations** - Ascertaining completeness of your reading, understanding, and abilities to apply the course concepts.
3. **Two Group Case Analysis Reports** – **preceded by mandatory individual submission** of well-written 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.

Grading (tentative until 3rd week; see notes below)

Attendance plus In-Class Reports (ICR): Individual (5), Group (10)	15%
Midterm Exam (Multiple Choice – 60 questions - 80 mins) Covers Chapters 1 – 6 and Classes 1 – 6	25%
Centrally Scheduled Final Exam sometime in April (See notes below); Covers all chapters and classes	40%
Cases (See notes below) <i>Individual Case Preparation Sheets (no marks; but can lead to 0 for Cases)</i> <i>Complete Group Reports</i>	Case 1: 10% Case 2: 10% Total: 20%

Class and Course Weekly Agenda (details may change with notice) is posted separately @ cuLearn.

**Writing to me about something that concerns all in your group?
Be professional. Copy the mail to the whole group!!**

In-Class Reports (ICR) @ cuLearn carry 15% marks

In-Class Report Evaluations

Group Exercises – 10% [Groups created randomly by me at first. If you would like to form a group on your own, let me know ASAP; membership is otherwise managed according to my subsequent observations of absences and quality of participation. **Lack of participation may result in a loss of up to 10 marks, i.e., the entire amount.**]

Individual Exercise – 5%

For both categories, Random Selection of minimum three submissions will be graded. **Full attendance is required for a submission to be counted for that class.**

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. Consult the ICR rubric at **cuLearn**

ICRs will be due every week during the class time at specific times. Most of the ICRs need to be written and uploaded through laptops. Make sure you have a fully charged one at the ready!

Not all posts will be assessed. Randomly selected weekly posts will be marked out of 10. For a post selected for assessment, if a student, in attendance, were not to have uploaded an individual post, or had not participated in the group discussion, the score for that post (one of the selected ones) will be awarded zero. Failure to upload other individual posts or non-participation in creating a group post will be marked as absences (null). The average of the assessed marks will be assigned to all the unassessed ICR submissions.

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

The formula for both group and individual categories:

$$\text{ICR average mark, } E_a = \left(\sum_1^m (P_i) \right) (\div m) \text{ where,}$$

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

ICR Total mark, $E_T = (n \times E_a) / (N-1)$ where, n = number of completed weekly submissions, N = number of opportunities.

Notes:

- In the group ICR category, if less than m (including zero) of a student's reports is(are) assessed (due to one's absence) by random picks of ICRs, yet other submissions could have been picked for assessment, the balance—to make up m scores—of the unassessed report(s) will be assumed to have earned the lesser of a) the average of the group, in the group report category or, b) whatever mark the group has earned in that ICR.
- In the Individual report category, the lesser of the class average and the individual's own average will be awarded. [*This scenario can happen for students who are absent frequently.*]
- A manifestly poor (demonstrating little or no preparation) report can be deemed not have been submitted.

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 ICRs: As no individually carried out exercise can compensate for the value of a group exercise, missed Group ICRs will have no accommodations, regardless of causes. However, **If you have a verifiable medical issue that is compelling you to miss multiple consecutive classes and Individual ICRs**, please let me know and I will try to find alternative tasks for you to compensate for missed Individual ICRs. 😊

In my observations, I frequently find students **not** participating in a group discussion. Often it is a chronic problem; i.e., not limited to one day for such a student. [Unfortunately, their lack of contribution is tolerated—to their detriment—by a student culture that goes against peers' exposing such behaviors through the formal mechanism of Peer Evaluation.]

In such cases, I will invite the students through emails to see me privately so we can come to some understanding of any personal problem the student may have and what, if anything, might be an academic solution. Failing that step, **I will proceed to place such a student in a group of ONE, and apply a 50% penalty in the Group ICR category.**

If you miss the Midterm



A Deferred midterm exam may 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 examination. In both cases, the application for a deferral must:

1. be made in writing to the professor no later than **three** 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.

Cell Phones, Laptops and Tablets



You will have to bring at least one of these in the class and use it to write and upload your (and/or your group's discussion) notes to **cuLearn**. **A laptop is recommended.**

Use of these devices for any other purpose is prohibited, because their use in class is often distracting to me and many of your peers. Needless to say, you will also lose focus in 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. Such “attendance” may not fulfill the attendance condition outlined above.
2. If you must use digital devices sometimes in the class time, please advise me at the beginning of the class and 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 usually 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. You will assume the role of managers or consultants and try to discover and understand the important 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?

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. In addition, 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.

In the following pages, you will find your task and the rubric by which your reports will be assessed.

What does Analysis mean?

Too often we see 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!

Instructions for Case “Reports:”

- Please create/join a group for writing the Case 1 report with your Section letter in its name. You must do this before the due date listed in the course agenda. 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.

Reports must be written in business report style with headings, subheadings etc. Reports must be written in business report style with headings, subheadings etc. The reports must be professional grade. You may consult https://www.mcmaster.ca/bms/forms/McMaster-Business_Case_Template-2012.doc for tips. Extract what you need for this report. You

- *“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 15 pages excluding executive summary, and appendices (if your answer reads well and you have written everything you wish to present refrain from padding your answer up to reach 17 pages). Please use Times New Roman/Calibri 12 (or equivalent) font and 1.5 spacing between lines.
- Every report must include a **Self Declaration of Contribution** from each member. **A missing declaration may be interpreted as non-contribution.**
- 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: NOT through social media, rather through **cuLearn**. You should not meet before the individual CPS has been submitted by all. You can contact your group through the **Case Group Discussion forum**. I strongly recommend you use this, as this will keep record of the activities and will make it possible for me to intervene in a group process if it were to go awry, or to act on Peer Evaluation Reports. You can also email any of your group members using the email feature within the **cuLearn** environment.

If a member of your group goes incommunicado, 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 should be a product that is better than any one person in the group could write alone. This is so because it would result from the selected best ideas contributed by all members. 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. However, withdrawals and non-engagement of group members may reduce the group membership to less than how you start (it may even go to one!). If this happens early, I will try to re-compose some groups. But I will not do so, if it is too late.

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.

Individual Case Preparation Sheets (CPS)

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 penalties (reduced marks in the report); that is, 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 Sheet (CPS) (2-3 pages) includes

- a. Your Group ID and group members’ names.

A List in order of importance **three** (or as many as you can come up with):

- b. Most important problems or opportunities according to your analysis;
- c. Factors giving rise to (b);
- d. Different options the organization should consider (status quo could be an option);
- e. **Criteria** you would use to compare and rank order the options in (d) – that is, the factors you will consider to be important; [*Please look up the word—many in the past didn’t know what it meant.*]
- f. Much of the items above must be generated by applying course material and references to appropriate page numbers in the text book must be made. That is, **refer to the page numbers in the text book**, next to a point you make, that led you to generate that point. **The CPS should show 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 in the past I have heard of students who took easy rides for their group’s work.

If one of your group members

- does not send each group member a copy of his/her CPS **after the CPS due date** but before the group meets physically or virtually, or
- sends a CPS with no value to the group,

you have a responsibility to let me know. An email to me (copy 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, nor will it 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.

Unhappy with one of your group member's work and effort? Fill out the Peer Evaluation report and be ready to present evidences of lack of effort or bad quality or insufficient amount of work.

(Continued on the next page)

Case I: Cameron Auto Parts (Ivey Case # 9B16M043)

Refer to Class and Course Weekly Agenda @ cuLearn for due dates.

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. [Do not hesitate to look up terms you do not 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 dynamics 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? What about the rest of Europe?
3. Why did Andy not like the contract? Could he have done better? How?

Case II: Arla Foods – Matching Structure with Strategy (Ivey Case # 9B13M112)

Refer to Class and Course Weekly Agenda @ cuLearn for due dates.

Your (consultant) team task: To advise Mr. Rasmus Calmann-Hinke **pretend it is April 2013**. The report must include your opinions on the good and the bad, the fit and the misfit. You are welcome to browse and find out what they are up to these days and how they are faring. If you can add a section, as a “post-script” in the appendix with good insights into their current state of affairs, that will be super. Good work will be awarded with up to 10% bonus points.

Start with an analysis of the situation. Explicitly write down the (theoretical and practical) arguments to support your analysis.

Two deliverables.

1. Case Preparation Sheet (form available @**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. 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. The report must have the names and IDs of all authors – inclusion of a name would be interpreted to indicate full or partial participation in creation of the report. If any member has not participated fully, other members should consider turning in a Peer Evaluation Report.

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

Questions to ponder

1. How should Arla create categories? What way of thinking makes structuring easier?
2. What sort of structure or processes would allow them to manage in ways that seem to be the call of modern times: different types of customers? Categories?
3. What would Arla do about availability of skills?
4. Does the charter of coop – reinvest the profit rather than distribute as dividends – influence how Arla should be structured? How will this charter fare with new acquisitions? Are milk producing owners the same as shareholders?
5. What sort of structure would allow them to innovate and keep control as they need to?

Case purchase instructions

Please buy the cases directly from <https://www.iveycases.com/RegisterUser.aspx>.

Unhappy with the mark you received on a piece of work?

From time to time, you may have legitimate concerns about marks you receive on an assignment, quiz or exam. It is important to understand that you do have recourse if you think that your work has not been graded appropriately. In such circumstance, please follow the procedure below within one week after the grades on that piece have been made available.

1. Within one week of the post date of marks, submit your request to me in writing specifically noting your concern(s). Please don't simply write something similar to "I think I deserve more marks." You must clearly indicate where the marker made an error in marking of your paper. In this regard you should refer to any relevant information (e.g. lecture notes, text book) to support your claim. Note also that your request must be compelling – you must make a good case for re-grading. A request that is deemed to be weak by me will not be re-graded.
2. It is important to note that I reserve the right to re-grade the entire paper in question and to either leave the mark as it is or to change it positively or negatively as deemed appropriate. (Yes, I have reviewed challenged papers that actually were awarded more marks than was appropriate.)

Class and Course Weekly Agenda (details may change with notice) is posted separately @ cuLearn site of the course.

ADDITIONAL INFORMATION

Course Sharing Websites

Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Required calculator in BUSI course examinations

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, 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. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

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

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations, Accommodations, 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: <https://carleton.ca/registrar/academic-integrity/>

Requests for 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
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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*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

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 and instructors can confirm accommodation eligibility of a religious event or practice by referring to the Equity Services website (<http://carleton.ca/equity/accommodation/religious-observances/>) for a list of holy days and Carleton's Academic Accommodation policies. If there are any questions on the part of the student or instructor, they can be directed to an Equity Services Advisor in the Equity Services Department for assistance.

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; a grade of Failure on the submitted work and/or course; academic

probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <http://carleton.ca/studentaffairs/academic-integrity>.

Sprott Student Services

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/learning-support/>

Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

Important Information:

- Students must always retain a hard copy of all work that is submitted.
 - All final grades are subject to the Dean's approval.
 - For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <http://carleton.ca/ccs/students/>
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