



Carleton University
Sprott School of Business
Fall 2016

<i>Course Title</i>	Introduction to Organization Theory	
<i>Course ID</i>	BUSI 3103	
<i>Class times</i>	<i>Sec A: 14:30 (Tuesday)</i>	<i>Room: SA 404</i>
<i>And rooms</i>	<i>Sec B: 14:30 (Thursday)</i>	<i>Room: SA 417</i>
	<i>Sec C: 11:30 (Friday)</i>	<i>Room: SA 402</i>
<i>Professor</i>	Dr. Shibu Pal	
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<i>Office</i>	Room 1011 DDT	
<i>Consultation</i>	I am in my office much of the day on week days. So please feel free to drop in. 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.	

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.)**
(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:
<http://coursemate.cengage.com/CPReader/View/9780176691974/default.aspx?eISBN=9780176691974>

**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](#).

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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.

This Course

This **core** course in the BCom program examines the state of knowledge about how organizations work – 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 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 in 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 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.

Class and Deliverable Agenda and Schedule is 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; unexcused 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. Two Examinations - Ascertaining completeness of your reading, understanding and abilities to apply the concepts.
3. 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.

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

Attendance and In-Class Reports: Individual (5), Group (10)	15%
Midterm Exam (Multiple Choice – 60 questions - 80 mins) Covers Chapters 1 – 6 and Classes 1 - 6 Sec B: Oct 20; Sec C: Oct 21; Sec A: Nov 1	25%
Centrally Scheduled Final Exam sometime in December (See notes below)	40%
Cases (See notes below) <u>Individual Case Preparation Sheets</u> (<i>no marks; but can lead to 0 for Cases</i>) <u>Complete Group Reports</u>	Case 1: 10% Case 2: 10% Total: 20%

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

In-Class Report Evaluations

Group Exercises – 10% [Groups created randomly by me at first; membership is managed according to my subsequent observations of absences and quality of participation]

Individual Exercise – 5%

For both categories Random Selection of 3-4 submissions will be graded. **Full attendance is required for a submission to be counted.**

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.

All posts will not be assessed. Randomly selected weekly posts will be marked out of 10. For a post selected for assessment, if a student 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 group post will be marked as absences. 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 of posts will be assessed on the basis of sufficiency, relevance, theoretical grounding, evidence of due diligence, and timeliness.

The formula for both group and individual categories:

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

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

ICR Total mark, E = $(n \times E_a)/N$ where, n = number of completed weekly submissions, N = 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 assessment, 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 can happen for students who are absent frequently.*]

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 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.

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)

All this means: If you do not write the scheduled final exam, even for medical reasons, a failure to meet the standards for **both the criteria** above will lead to a grade of **FND (Failure with No Deferral)** in this course.

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

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 multiple ICRs because of a verifiable medical condition with medical certificate as stated for missed Midterm:

- An alternate and appropriate task to compensate for missed ICRs

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.

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 **September 30, 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.
- 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 14 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 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. 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) (Max 2 pages)

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

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

- b. Most imminent problems or opportunities.
- c. Likely causes or sources of (b)
- d. Different alternatives (paths, actions, changes) the organization should consider
- e. Criteria you would use to compare and rank order the alternatives in (d) – that is, the factors you will consider to be important.
- f. Most relevant page numbers in the text book for ideas to be used to write the report.

The list should be in order of importance according to you. Also **include the page numbers in the text book** that seem, to you, most likely to be relevant in the discussion. **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 I hear of a student who took an easy ride on the 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. 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.

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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.

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 # 9B06M015) Make sure you buy (A) not (B)**CPS Due: October 21, 10 PM; Report Due: November 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: LEGO® Products: Building Customer Communities Through Technology (Globalens case (# 1-429-326))

Individual CPS due: Nov 18, 10 PM; Group Report Due: Dec 9, 10 PM

This case is chosen for several reasons. Firstly, it is a good case to help you integrate much of the material you read and learned in this course. Bring to bear your lessons, at a minimum, from Chapters 2, 3, 4, 6, 8, 9, 10, and 11 and some of the concepts I introduce and discuss in the class (not covered in the text). Secondly, it will hopefully let you see how organizations change and evolve through time.

You will be tempted to treat the case as a “Marketing” case. Surely it has parts in which you can apply concepts you have learned in your marketing courses as well as IT application courses. You can do that, but don’t make that the main focus of the report, as we want to see how you integrate what the marketing VP and the IT VP are telling you along with many other things that marketing, IT or finance concepts don’t touch.

Your (consultant) team task: Write a report for the CEO, Jørgen Vig Knudstorp, with an analysis of his company’s situation. Advise him what he should do: change something? Why? What? Stay the course? Why? Assume you are solving the case when the case was written.

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.

1. A strong LEGO brand and a place in the list of top 10 toy companies in the world in 1990, LEGO management found their business model at risk by 2000. What were the challenges faced by LEGO?
2. What were the changes to LEGO’s business model introduced by the new CEO Jørgen Vig Knudstorp? What specific internal changes were launched to support this business model?
3. Describe the role of LEGO online communities in building a customer-centric organization.
4. What is the role of technology as a capability in the new customer-centric business model at LEGO?
5. What are the current challenges faced by LEGO in the market?

Two deliverables.

1. Case Preparation Sheet (form available @**cuLearn** site for the course). Due date for this submission is the **10th Meeting (Class time)**. 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 (**Dec 9 10 PM**). 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 Review (form @**cuLearn**).

STUDENT PURCHASE INSTRUCTIONS

1st Case: : Cameron Auto Parts (Ivey Case # 9B06M015) Make sure you buy (A) not (B)

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

2nd Case:

"LEGO Products: Building Customer Communities Through Technology" (# 1-429-326)

The cost for one pdf copy of the above case is **\$3.95 USD**. Please have a major **credit card** ready to complete your transaction. Upon completing your transaction, a pdf of the case will be available to you to download. Please follow the detailed instructions below to purchase.

1. First, go to this link: <http://globalens.com/register.aspx> and **register as a NON-Educator** by clicking on the "Proceed" button under "NON-EDUCATORS".
2. Completely fill out all registration information, as prompted.
3. After entering all your "new account holder" information, click on APPLY.
4. Make sure you are logged into our website (www.GlobaLens.com) with your username and password.
5. Go to: <http://globalens.com/casedetail.aspx?cid=1429326> (Detail page for "LEGO" case)
6. Under "Purchase" in the upper right of the page, click the blue ADD TO CART button right below the purchase price and quantity.
7. Click on the **MyCart Icon** at the top of the page.
8. On the **CART** page, confirm the correct item and quantity is displayed.
9. If all looks correct, click on the **CHECKOUT** button and fill out the billing information to complete your purchase.
10. Upon completing your purchase, a pdf of the case will be available for you to download within the "My Purchases" section of "My Account".
11. Any problems, email draheims@umich.edu

BUSI 3103 Fall 2016 Course Plans and Major Dates (details may change with notice)**You will not have time in the class to read the material – Come prepared!**

Sec A 14:30 (Tu)	Sec B 14:30 (Th)	Sec C 11:30 (Fr)	Meeting	Chapter(s) to be discussed	Meeting Agenda Exercise # refers to # in the Companion Exercise book
9/13	9/8	9/9	1	Ch. 1 + 2	Intro to: the Course, Org. Theory, Organization, and me Exercise 1 Case: 10: The International Career P 553 (3 rd ed.)
9/20	9/15	9/16	2	Ch. 1 + 2	Org Design Basics: Goals, Strategies, Stakeholders, Effectiveness Exercise 6 Mini case: Jones Soda P 83 (3 rd ed.)
9/27	9/22	9/23	3	CH 1 + 3	Structural Dimensions & Structure Exercise 10 Part 2 (& 3) Q 9 P 130
10/4	9/29	9/30	4	Ch. 4	Organizations and their Environments Exercise 10 Part 1 Mini case on P 169: Paradoxical Twins (3 rd ed.) Last day for self-case-group-formation September 30 , 10 PM
10/11	10/6	10/7	5	Ch. 5	Inter-organizational Relationships Exercise 14 Mini case: Apple P 204 (3 rd ed.)
10/18	10/13	10/14	6	Ch. 6	Individual Case 1 Preparation Sheet Due at cuLearn October 14, 10 PM Designing Organizations for the International Environment Exercise 18 [make sure you learn how to draw organization charts] Mini case: Ivanhoe Mines P 244 (3 rd ed.)
	10/20	10/21	7	Midterm & Exercise	Ch. 1-6 Midterm Exam (80 mins) Followed by Integrative Case: Sick Children's Hospital P 495 (3rd ed.)
Fall Break - No Class Oct 24 – 28					
11/1			7	Midterm & Exercise	Ch. 1-6 Midterm Exam (80 mins) Followed by Integrative Case: Sick Children's Hospital P 495 (3rd ed.)

11/8	11/3	11/4	8	Ch. 7	<p>Case 1 Group Report and Optional Peer Evaluation Due at cuLearn November 4, 10 PM</p> <p>Organizational Technology Exercises 19, 20</p>
11/15	11/10	11/11	9	Ch. 8	<p>Organization Size Life Cycle and Decline</p> <p>Exercise: Case I Love Rewards to Achievers (pp 324-25) Exercise 27</p>
11/22	11/17	11/18	10	Ch. 9	<p>Individual Case 2 Preparation Sheet Due at cuLearn November 18, 10 PM</p> <p>Organizational Culture and Ethics (Extra reading Deal & Kennedy) Exercise 28 (Individual followed by Group), Operationalization Exercise</p>
11/29	11/24	11/25	11	Ch. 10	<p>Ch. 10: Innovation and Change Mini Case: Teleflex Canada P 40 (3rd ed.)</p>
12/6	12/1 No Class on 12/8	12/2	12	Ch. 11 & 12	<p>Ch. 11: Decision-Making Processes Ch. 12: Conflict Power and Politics Exercise: 33</p>
Dec 9, 10 PM				Case 2 Group Report Due at cuLearn	

Sprott's and University's standard rules, policies, and dateline below:

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 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/> 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	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	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/>

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*).

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Nov 11

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

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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://carleton.ca/studentaffairs/academic-integrity/>

Assistance for Students:

Student Academic Success Centre (SASC): www.carleton.ca/sasc

Writing Tutorial Services: <http://www1.carleton.ca/sasc/writing-tutorial-service/>

Peer Assisted Study Sessions (PASS): 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/>

Calendar

FALL TERM 2016

September 1	Last day for receipt of applications from potential fall (November) graduates.
September 5	Statutory holiday. University closed.
September 6	Academic orientation (undergraduate and graduate students). Orientation for new Teaching Assistants. All students are expected to be on campus. Class and laboratory preparations, departmental introductions for students and other academic preparation activities will be held.
September 7	Fall term begins. Fall and fall/winter classes begin.
September 20	Last day of registration for fall term and fall/winter courses. Last day to change courses or sections (including auditing) for fall term and fall/winter courses. Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in Fall 2016 and must register for the fall 2016 term.
September 23-25	Summer deferred final examinations held.

FALL TERM 2016

September 30	Last day to withdraw from fall term and fall/winter courses with a full fee adjustment.
October 7	December examination schedule (fall term final and fall/winter mid-terms) available online.
October 10	Statutory holiday. University closed.
October 15	Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.
October 24-28	Fall break, no classes.
November 11	Last day to request formal exam accommodations for December examinations to the Paul Menton Centre for Students with Disabilities. Late requests will be considered on case-by-case basis.
November 15	Last day for receipt of applications for admission to an undergraduate degree program for the winter term.
November 25	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 the Undergraduate Calendar).
December 1	Last day for receipt of applications from potential winter (February) graduates. Last day for submission to the thesis supervisor of Master's and Ph.D. theses for winter graduation.
December 9	Fall term ends. Last day of fall term classes. Classes follow a Monday schedule. Last day for academic withdrawal from fall term courses. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for fall term courses. Last day for receipt of applications for undergraduate degree program transfers for winter term.
December 10-22	Final examinations may be held for fall term courses and mid-term examinations in fall/winter courses. Examinations are normally held all seven days of the week.
December 22	All take home examinations are due.
December 25 to January 1, 2017	University closed.