



**Eric Sprott School of Business**  
**Carleton University, Ottawa, Canada**

***BUSI3103 A “Introduction to Organizational Theory”***

July 3, 2018 – August 15, 2018

<b>Professor</b>	Rumaisa Shaukat, Ph.D., CHRL., CMP.
<b>Office</b>	TBA
<b>E-Mail</b>	rumaisa.shaukat@carleton.ca For any email query, in the subject column write your course codes.
<b>Office Hours</b>	By appointment only. I'm also generally available right before and after class for quick questions/comments.
<b>Class Times</b>	Section A Tuesday & Thursday 2:35 - 5:25
<b>Class Location</b>	SA 516
<b>Prerequisites</b>	Second-year standing, and BUSI 2101 or BUSI 2702
<b>Website:</b>	Course slides will be posted on CU learn. Please attend classes to take notes!

<b>Course Deliverable</b>	<b>Due Date</b>	<b>Weight on Final Grade</b>
Individual Case 1 Preparation Sheet Due	July 12	Read page 6
1 <sup>st</sup> case analysis and Peer Evaluations Due	July 17	10%
Individual Case 2 Preparation Sheet Due	July 19	Read page 6
2 <sup>nd</sup> case analysis and Peer Evaluations Due	July 26	10%
Midterm	July 24	20%
Project Outline Due	July 19	Please read in-text details
Project Presentations with Handout and Peer Evaluations Due	Aug 2 to Aug 9. Check when your group presentation is scheduled.	15%
Class Participation	Every Class	10%
Final Exam (Cumulative)	Finals' week (date and time TBA)	35%

**Calendar Course Description**

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.

**Course Description**

This is an introductory course in Organization Theory. It covers basic theories and principles concerning the structuring of contemporary organizations in complex, dynamic, uncertain, and competitive environments. The objective of this course is to provide the student with a number of conceptual frameworks in which to understand in greater depth the structure and processes within organizations.

Organizations are seen as complex social systems comprised of people, tasks, technology and structure working within the constraints of their environments; and this course will examine these interactions. There will be a range of topics explored in this course. Each is listed below under the Course Schedule. A variety of learning strategies will be employed, including case analyses, group discussions, small group activities, and lectures.

### **Course Objectives**

On completion of this course, it is expected that students will:

1. be familiar with and able to critically examine concepts, models and approaches in current body of knowledge in organization theory;
2. have developed some diagnostic skills in evaluating organizational and managerial problems in analyzing organization structures and processes;
3. have acquired some applied problem-solving skills in deciding and understanding how to manage an organization to achieve its goals in the context of a variety of environments and under different organizational contexts.

### **Course Expectations**

1. **Emails:** I communicate with students through their student email accounts. It is your responsibility to check your emails as I will be sending important messages through this medium. Important messages will also be posted on Web CT.
2. **Active Participation.** Students are expected to attend, take notes, and participate in class. Students are expected to maximize their own learning by actively participating in all activities. This includes raising questions for discussion or clarification, bringing their own work and other organizational (only professional and academic) experiences to discussion, and interacting professionally and ethically with classmates and with the instructor.
3. **Regular Attendance.** As most of the course material is structured in such a way that it builds upon itself, and because this class, for obvious reasons, places so much emphasis on the practice of communication through discussion, exercises, etc., it is difficult for you to enhance your interpersonal skills if you are not regularly present to practice them. Also, because you will be part of a group requiring your involvement and input, attendance is something that you owe to your fellow group members. Therefore, punctual attendance and regular readings are strongly recommended.
4. **Follow Assignment Instructions.** Carefully read the instructions for your written assignments described in the course outline. Always use a title for your work. Strictly, follow the instructions regarding page limit/font size/margins for your written submissions. In any case do not exceed the required standard page limits for all submissions. Format for written submissions should follow the American Psychological Association (APA) Publication Manual (5<sup>th</sup> Edition).
5. **Keep duplicates of deliverables.** For your protection, always keep a copy of your written assignments (either soft copy or a hard copy). In case of loss, theft, destruction, dispute over authorship, or any other eventuality, it will be your responsibility to provide a copy of your written submissions.
6. **Respect Deadlines.** All deadlines need to be respected, and exceptions will be granted only in extraordinary cases. No make up case study, no make up assignment. Projects which are submitted after the due date without an agreed upon extension are considered late assignments. Assignments must be handed in at which they are due. Submission of late assignments requires the prior consent of the instructor otherwise the penalty on late assignments is a grade loss of 20% per day up to a maximum of 3 days, after that assignments will not be accepted.
7. **Respect your classmates' desire to learn.** In class, turn off all cell phones, beepers, or other electronic communication devices.
8. **Late arrivals and early departures are not acceptable** in this class. Do not 'leave' early, that is, pack up books, stand up, etc. near the end of the class. The class period is over when the allocated

time is completely up or when the instructor dismisses the class. Late students conspicuously disturb the learning experience for their classmates. As a courtesy, you should plan to arrive no later than the start of class (if not sooner).

If at any time something seems unclear or unreasonable to you, please make an appointment to discuss it. I am open to your suggestions and comments. This class is meant to be an open forum for learning and discussion. Perhaps you have a question about some class material but feel uncomfortable asking it in class it or the question does not occur to you until afterwards. Or perhaps you are working on a class assignment and have a question about getting started or want a second opinion to assess whether you're appropriately approaching the project. In instances such as these, please contact me.

### **Policy on Re-marking**

From time to time, students have legitimate concerns about marks they have received on a Case, Quiz, or Project. If you feel that any paper handed back to you has not been marked appropriately for the work you have submitted, you do have recourse for re-marking. However, please note that to be eligible for re-marking, you must embark upon the following procedure within one week of the deliverable being handed back in class:

1. Indicate in writing specifically what your concern(s) is (are). This does NOT mean that you simply say "I think I deserve more marks." You must clearly indicate where the marker made a mistake in his/her marking of the paper. In this regard, you must refer to the class notes, excerpt in the textbook, etc., supporting your claim.
2. After completing #1 above, you must submit the paper with your comments back to the Professor within one week of the paper being handed back in class. If you did not pick up the paper when it was handed back, you still have only 1 week from the original hand-back date to request a remark.
3. If a deliverable is not resubmitted following the above guidelines, the Professor will regard the mark as originally assigned to be the final mark for that deliverable.

NO MARKS will be changed at a later date. It is important to note that the Professor reserves the right to remark the entire paper in question and to either leave the mark as is or to change it positively or negatively as required.

### **EMAIL GUIDELINES**

- Please be professional.
- Always use your university account. E-mail from other domains (hotmail, gmail) often are treated as spam.
- Always identify the course number and section in the Subject line
- Please use proper greetings. You can refer to your instructors as "Professor X" or "Dr. X." Any other title (Ms., Mrs., Miss, or Mr.) is less appropriate given the classroom context. As business students, it is imperative that you learn to use proper titles.
- Always sign your email with your first and last names and include your student number.

### **Pedagogy**

Throughout the course, we will use a number of different teaching techniques (e.g., lectures, in-class discussion groups, cases, and videos). This is a highly participative course – in other words all students will be expected to come to class prepared to discuss all of the material. In-class group work will occur most weeks and group members will be expected to fully participate and report on the outcome of their discussions.

**Required Text Book**

Daft, R. L., Armstrong, A. (2015). *Organization Theory and Design (Third Canadian Edition)*. Toronto: Nelson Education Ltd

**Companion Website at**

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

**Course Schedule**

Sessions	Topics and Cases	Assigned Readings
July 3	Introduction to the course, Overview of intended outcomes, readings, assignments and evaluation for the course	No Assigned Readings
July 5	Organizations and Organization Theory ; Strategy, Organization Design and Effectiveness	Ch 1-2
July 10	Fundamentals of Organization Structure; The External Environment	Ch 3 & 4
July 12 "Individual Case 1 Preparation Sheet Due"	Interorganizational Relationships; Designing Organizations for the International Environment	Ch 5 & 6
July 17 "Project outline due" Group Case 1 Report with Peer evaluations Due	Manufacturing and Service Technologies; Information Technology and Control; Organization Size, Life-Cycle and Control	Ch 7-8
July 19 Individual Case 2 Preparation Sheet Due Project Outline Due	Organizational Culture and Ethical Values	Ch 9
July 24 Midterm Exam	Utilize all readings	<b>Midterm Exam up to Ch 6</b>
July 26 Group Case 2 Report with Peer evaluations Due	Innovation and Change; Conflict, Power and Politics	Ch 10, 12
July 31	Decision-Making Processes	Ch 11
Aug 2 *Project Presentations with Handout Due, who did what letter, and Peer Evaluations Due*	Project Presentations  Read Appendix 1 and instructions from course outline carefully.	Utilize all Readings
Aug 7 *Project Presentations with Handout Due, who did what letter, and Peer Evaluations Due*	Project Presentations  Read Appendix 1 and instructions from course outline carefully.	Utilize all Readings
Aug 9 *Project Presentations with Handout Due, who did what letter, and Peer Evaluations Due*	Project Presentations  Read Appendix 1 and instructions from course outline carefully.	Utilize all Readings

### **Course Evaluation**

2 Group Case Studies (10% each):	20%
Group Research Project:	15%
Presentation: 10%	
Handout: 5%	
Attendance and Class Participation:	10%
Midterm Exam	20%
Final Exam (Cumulative):	35%
<b>Note: No Email Submissions!!!</b>	

### **Case Assignments**

#### **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 “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?

#### **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 could not generate. Real-life employers look for the qualities and skills that you can acquire and hone by doing these 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.  
Information about both cases will be provided Before the end of third week.

#### **Instructions for Group Case Reports:**

- Reports must be written in business report style with headings, subheadings etc. You must present a hardcopy in the class. The presentations 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](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](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/>.
- 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 books of reliable publishers should form your research domain.

- Please remember your submission must earn at least 60% mark for your eligibility for a deferral exam should you need one.

The group case report shall be a product that is better than any one person in the group could write, because it is the 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. Which clearly means as a group you would submit only ONE final report but as an evidence of personal contribution each of you—**individually**—must submit a Case Preparation Sheet (Appendix IX) on its due date.

- Submission of Individual members' Preparatory Work Sheet (Due a week before a particular case) (Max 2 pages). **Although these submissions do not carry any mark, they are mandatory and extremely important. Not submitting these individual preparation sheets will result in you getting zero for the relevant case study.** In these sheets:  
List three most: a) important notes/urgent problems and b) likely causes, c) decision criteria, d) potential solutions (if you cannot come up with three, note however many you can). If what you wish to present does not fall in the categories suggested above, feel free to present yours – they will be accepted, if reasonable and are close to the categories above in significance. 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 relevant in the discussion. This is the prepared note you are contributing to the group meeting. 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 the thought fully. Read the quote above.)
- Make sure you familiarize yourself with the university's policies against plagiarism. **Remember what you can access in the web is also accessible to us.**

While the Preparation Sheets are to be submitted in the class, the submissions must also accompany a **hard (i.e. paper) copy** of the *Declaration of Academic Integrity duly signed by each student. The hard copy of the final report must include a Declaration sheet signed by each member of the group. If your signature is missing, you may not share the group mark for the report.*

*The quality of Preparation Sheets will be evaluated in the context of a submitted report particularly when a group conflict and complaint arises. I will also proactively look for and assess the quality of these sheets to determine eligibility of your sharing the group mark for the assignment.*

#### Submission Timing Requirements:

Group's collective Case must be submitted to me, in person, by 10 minutes prior to the end of the class in which the case is being done. Late submissions will not be accepted. **No Email Submissions!!!**

#### Marking:

1. You will be expected to support your responses to the questions by providing examples and/or citing areas of scholarly support for your position taken, where applicable.
2. More specifically, each assignment question will be graded according to the following general guidelines:
  - a) How well did the response actually *answer the question* in a *logical, clear* and *comprehensive* manner?
  - b) How well did the response deal with *all aspects* of the question?
  - c) How well did the response *link the relevant course material*?
  - d) Did the response demonstrate an appropriate effort/level of *analysis*?

- e) To what extent did the response demonstrate original thought or new insights to the issue that falls outside the course materials? (exceptional grades are awarded for this level of effort)? .
2. Please write as neatly as possible. Illegible reports will not be graded. Point form is acceptable if you are confident that your ideas are clearly explained. A maximum of 20% of the grade assigned to a team's report can be removed if the report contains significant grammatical and/or spelling mistakes.
3. **Important!!** I would require a peer evaluation to be submitted by each group member for each Case Study (see appendix II). Peer evaluations are supposed to be confidential so I don't want people standing or sitting in circle and evaluating each other. So if you have 5 group members, in your large envelope I should be receiving documents in the following order:
  - a. Title page, always indicate Group # and Case #/name in the title page, and on the front page of your document.
  - b. Statement of integrity
  - c. The body of the case should not exceed 10 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 10 pages). Please use Times New Roman 12 font and 1.5 spacing between lines.
  - d. 5 peer evaluation forms folded or stapled individually from each member.
  - e. All above mentioned documents in one the large envelope. Write your group numbers on the envelope.

No peer evaluation will be accepted after the assignment was submitted. No Email submissions. No excuses for not being able to bring peer evaluation forms or statement of integrity form. No hand written or other forms will be used in any case. So make sure you have all required documents with you. No exceptions!!!

Penalty for late submission: 20% per day. So, if your report gets 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). Penalty for failure to submit signed *Declaration of Academic Integrity* sheet will result in disqualification of the report from evaluation process.

### ***On the Formation and Management of Student Teams:***

Team members are expected to provide each other with verbal and then written (email) feedback to constructively suggest specific performance improvements that appear necessary to minimize the occurrence of social loafing behaviours prior to the submission of each group assignment.

You are required to take team membership seriously. If some members of a team are not pulling their weight (i.e., free-riding), one or more members of the team should encourage the free-rider(s) to work harder by suggesting how each member can specifically contribute to the team's work (such as everyone in the team having a distinct set of tasks to fulfill) and, when appropriate, by suggesting deadlines by which each member should hand something in to the team. If this does not work, one or more team members should alert the professor who will then take the necessary steps to resolve the situation and potentially penalize the free-rider(s). If you are experiencing trouble with a team member, it is the team's responsibility to contact the professor as soon as possible. Team problems that are brought to the professor's attention *after* the evaluation will not be considered.

### **Group Research Project**

Teams will be allowed to choose from any of the weekly topics covered in the course in deciding what the main topic of their presentation will be.

#### ***Instructions:***

- 1 Choose any topic.
- 2 Interview someone in an organization who has experienced a challenge/problem that clearly relates to this topic.

- 3 Find out what the MAIN PROBLEM OR CHALLENGE is this person/organization experienced. Make sure you clearly explain in your presentation how this challenge relates to the topic chosen.
- 4 What did this person or the organization do (steps, activities) to deal with this particular challenge? Describe this clearly in your report and presentation.
- 5 Explain the pros and cons of the way the challenge was dealt with by referring to the content of the course.
- 6 Provide and explain an alternative strategy that could have been used to deal with the challenge, and present its pros and cons by referring to the content of the course.

A one page outline (hard copy) of the project report is to be submitted to the professor at the beginning of the class # 5 (Please check agenda). **An outline has no marks but you can lose 5% of the project mark if you did not submit one on the due date.** Students are highly encouraged to consult the professor on their progress on this assignment throughout the semester (especially when trying to determine whether the chosen topic is appropriate). Teams will be required to present their findings to the class, presentation dates will be assigned by the end of September. Please see appendix for more specific details about the presentation. On the day of your presentations, you have to bring a hard copy of a handout that basically outlines your research.

Each group is responsible to make a handout available to the class. Each group must forward an electronic copy of the presentation handout with their power point to the professor via email 24 hours before presenting to post to the class folder. The handout should be 500-1000 words in APA style and should contain relevant quotes, practical examples, and diagrams to help situate the reader.

**Note:** On the day of presentations, professor should be receiving a **hard copy of the handout, a hard copy of slides** (handout version), include **a page listing students' name and student number under a heading, "who did what"** for the project and presentation. Time allowance: Specific time will be allocated (by the end of second week depending on the number of groups) to the presentation part and additional few minutes will be reserved for a question & answer period.

#### **Evaluation Criteria :**

- Conceptual clarity (lucid thinking, Concepts and terms, Insight and Connections):
- Effectiveness of delivery
- Relevance and importance of the context being investigated
- Issue description (comprehensiveness, depth of detail)
- Critical analysis (objective critique of material)
- Validity of your arguments
- Internal logic and consistency (flow of ideas, connectedness of writing)
- Originality and creativity (uniqueness, inventiveness)
- Practical analysis and solutions/suggestions

**Note:** Please be professional during your presentations. Please also read Appendix I.

#### **Class Participation and Contribution along with attendance: 10%**

Given the nature of this course, it is crucial that everyone participate fully in terms of class discussion, class exercises and group work. ***You need to be present in the class for participation***

I will check for your attendance through the entire class. **Late arrivals and early departures will be marked as absences.**

- **Attendance is a necessary but not a sufficient condition. You need preparation for meaningful participation:** Read the chapter and think about it (you know how fast you can read and grasp material; so give yourself enough time. I know I take a long time).
  - As evidence of your doing so, you must fill out the actual Class Preparation Notes (CPN) (Appendix VIII) and submit it in any Five of the sessions (**only when there is a lecture**). CPNs should correspond to the lecture of the day. For example if you are submitting your first CPN on July 12, then it should be based on ch 3 or 4 NOT on ch 1 or 2.



- **Late submissions will not count. I will not accept all 4 submissions on one day or at the end of the session either. Only one submission each week.** We will read your submissions to see the extent to which attempts have been made to understand the concepts in that chapter. If we determine that the submission demonstrates poor preparation judged by a rushed collection of words done in a very short time, the submission will earn a zero. It is your responsibility to keep an electronic copy of each CPN in a folder. In case of loss (never happened before) or claims about false submissions, I will be asking you to bring another copy. If you are unable to bring another copy, you would be responsible for consequences.

In addition:

- **Ask questions, make comments:** Ask questions, make comments. Comments (could be contrary to what I say) that help the class understand the course material better or leads to meaningful discussions are welcome.
- **Consider and attempt to answer questions raised in the class:** Listen to others, make your point (defend by examples and material of this course and others).
- See an example in Appendix XI.

### **Midterm Exam**

The midterm exam (format will be announced in the class) will covers Ch 1 – 6.

The exam will be 90 minutes long, closed book, and will require you to answer a variety of questions related to the concepts discussed in the course.

### **Cumulative Final Exam**

The final exam will be 2 hours long, closed book, and will require you to answer a variety of questions related to the concepts discussed in the course, the cases and exercises dealt with in class, and/or a new case. The format and date of the exam will be announced in class.

### **Peer Evaluation**

With each group deliverable, each group member should submit, **in a sealed envelope**, a grade for all group members. Use only the original Peer evaluation form attached with the course outline (no hand written evaluations or different forms will be accepted). Peer evaluations are supposed to be confidential so please do it in private then fold them and put them in the large envelope with the assignments. **Peer evaluations will affect your mark** for that particular assignment so make sure you contribute to the group effort. *None of the students will have access to these forms after the submission. This evaluation is strictly confidential; all forms will be destroyed at the end of the semester.*

Deadline: Due with each case study and project presentation slides.

- **Note:** Evaluation from individual students without a sealed envelope will not be accepted (no staples or glue & use the original Peer evaluation form). *As a group place all peer evaluation envelopes and your final project report in One large envelope.* Not following any of the instructions above could affect your grade.
- In addition, if you are not submitting peer evaluation forms for your group members, you will personally lose 5 marks. No late submissions will be accepted.

### **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			
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:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

### Requests for Academic Accommodations

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](mailto: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](http://www.carleton.ca/pmc)) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*). *For Students with Disabilities:*. The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the August 2018 exam period is July 23, 2018.

### *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.

### *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: <https://carleton.ca/registrar/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](http://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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## APPENDIX I

### **Guidelines for Presentations**

**\*\*Please Read guidelines very carefully. Not following any of the instructions below could affect your grade\*\***

1. Maximum time available for presentation will be announced in the class: ..... minutes in total [..... minutes for presentations, remaining time will be used for any questions from the class or from the professor].  
**Please note** that you are expected in fairness to your colleagues to respect the time allocation. Not doing so could adversely affect your evaluation. Utilize available time, do not rush through your presentation, and don't conclude abruptly. Without a proper introduction and conclusion you can lose marks.
2. Submit an electronic copy of their (PowerPoint) presentation to the professor the day before the actual presentation. Don't send any second or third revised or updated version of your slides. I will save your slides on a USB and on the desktop as well. No late submission will be accepted. No revised version will be accepted and no one will be allowed to save any updated version on the desktop on the day of actual presentation, and if you forgot to send me your slides, then you won't be allowed to use slides. If you didn't follow any these guidelines, you will lose 25% of your presentation grade. No exceptions. So plan ahead and prepare well in advance rather than waiting for the last moment.
3. In your slides, your names, group number and topic should be very clear. In your emails, always include your group number if your inquiry is related to group project. Even with your ppt slides, I need to know what your group number is, otherwise I will not save your slides and you will present without slides.
4. In addition, bring a hard copy of your slides on the day you present. Not doing so could adversely affect your grade.
5. Be on time, if it is your turn to present and one of your group members are not in yet, I will still ask you to move ahead and start presentation without that member.
6. Select presenters carefully. If you want to select one person to present or the whole group, I don't have an issue but keep in mind, presenter/presenters' performance will certainly affect everyone's grade. No exceptions!
7. There will be no changes in presentation dates. Group with any emergencies or problems will be switching their presentation dates with other groups. In case of change inform your professor otherwise you will not be allowed to present.
8. Please be professional during your presentations.
  - **Don't read** word by word from your script. Don't parrot PowerPoint either. You can use cue cards with key words and starter sentences.
  - **Carefully select the background and font color and size. Make it easy for your audience to follow you.**
  - **Don't use complete sentences or paragraphs in your slides.** Your voice should tell the story and the slides should only support it.
  - **Don't use effects**, such as texts that fly into the slide or ANY other disturbing transitions. Only use power point program for your slides.
  - **Don't use cute or unusual photos that are not illustrating exactly what you are talking about.** The interesting stuff should be in your content.
  - Do speak loudly enough to be heard by the entire audience, even those in the back row.
  - Don't walk in the class for no reasons. Make your movements and gestures purposeful.
  - Don't kick the podium; don't play with your hair, jewelry, pens, baseball caps and papers.
  - Don't put your hands in your pockets or on your hips and don't cross your legs while standing. I don't require presenters to wear professional attire but wear decent cloths suitable for an academic environment.
  - Avoid talking or laughing among each other while your members are still presenting.
  - Introduce your group members before starting your presentations.

## APPENDIX II

### *Peer Evaluation Form*

Please write a short narrative addressing the evaluatee's contributions before assigning a rating. Include in your narrative how many times the group met outside of class, how many meetings the evaluatee attended, whether the evaluatee made a serious effort to complete the assigned work before the group meeting, whether the group member attempted to make contributions in group project, whether the member was cooperative with the group effort, and whether the group member did all the readings before coming to the meetings.

<b>Excellent</b>	Carried more than her/his part of the load	5 points
<b>Very Good</b>	Consistently did what she/he was supposed to do	4 points
<b>Satisfactory</b>	Usually did what she/he was supposed to do	3 points
<b>Marginal</b>	Minimally prepared and cooperative	2 points
<b>Unsatisfactory</b>	Unprepared and uncooperative	1 or 0 point

Name of Evaluator: \_\_\_\_\_

Case Study Number: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Student Being Evaluated: \_\_\_\_\_

**Rating Scales:** Rating: \_\_\_\_/5

**Comments:** \_\_\_\_\_

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Name of Student Being Evaluated: \_\_\_\_\_

**Rating Scales:** Rating: \_\_\_\_/5

**Comments:** \_\_\_\_\_

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Name of Student Being Evaluated: \_\_\_\_\_

**Rating Scales:** Rating: \_\_\_\_/5

**Comments:** \_\_\_\_\_

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Name of Student Being Evaluated: \_\_\_\_\_

**Rating Scales:** Rating: \_\_\_\_/5

**Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name of Student Being Evaluated: \_\_\_\_\_

**Rating Scales:** Rating: \_\_\_\_/5

**Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name of Student Being Evaluated: \_\_\_\_\_

**Rating Scales:** Rating: \_\_\_\_/5

**Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Note:** *None of the students will have access to these forms after the submission. This evaluation is strictly confidential; all forms will be destroyed at the end of the semester.*

### **APPENDIX III**

#### ***Personal and Professional Declaration of Academic Integrity observation of all Assignments and Submissions in this course***

##### ***Individual***

By signing this Statement, I am attesting to the fact that I have completed my work in its entirety by myself. I attest to the fact that my own work in this project meets all of the rules of quotation and referencing in use at Carleton University, as well as adheres to the Academic Integrity policies as outlined in the Student Affairs site of the university (<http://www1.carleton.ca/studentaffairs/academic-integrity/>). Any evidence contradicting my declaration above may be held against me.

\_\_\_\_\_  
Name Student number

\_\_\_\_\_  
Signature Date

#### APPENDIX IV

##### *Personal and Professional Declaration of Academic Integrity observation of all Assignments and Submissions in this course*

###### ***For Group Assignments***

By signing this Statement, I am attesting to the fact that I have reviewed not only my own work, but the work of my colleagues, in its entirety. I attest to the fact that my own work, and as far as I can infer that of each of my colleague, in this project meets all of the rules of quotation and referencing in use at Carleton University, as well as adheres to the Academic Integrity policies as outlined in the Student Affairs site of the university (<http://www1.carleton.ca/studentaffairs/academic-integrity/>). Any evidence contradicting my declaration above may be held against me and/or the group.

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Name, Capital letters

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Student number

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Signature

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Date

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Name, Capital letters

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Student number

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Name, Capital letters

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Student number

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Signature

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Name, Capital letters

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Student number

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Signature

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Date



## Appendix V

### **Quick APA Guide: Examples of APA reference format (according to 5<sup>th</sup> Edition)**

#### **Journal Reference:**

Akmal, T., & Miller, D. (2003). Overcoming resistance to change: A case study of revision and renewal in a US secondary education teacher preparation program. *Teaching & Teacher Education*, 19(4), 409-420.

#### **Book Reference:**

Apps, J. W. (1994). *Leadership for an emerging age: Transforming practice in adult and continuing education*. San Francisco: Jossey-Bass.

#### **Book Chapter Reference:**

Cobb, A. T., Wooden, K. C., & Folger, R. (1995). Justice in making: Toward understanding the theory and practice in organizational change and development. In W.A. Pasmore & R. W. Woodman (Eds.), *Research in Organizational Change and Development* (pp. 243-295). New York: JAI Press

#### **Book Editions:**

Friend, M., & Cook, L. (1996). *Interactions: Collaborative skills for school professionals*. (2<sup>nd</sup> ed.). White Plains, NY: Longman.

#### **Internet Article:**

Bolognese, A. F. (2002). *Employee Resistance to Organizational Change*. Retrieved May 13, 2004 from <http://www.newfoundations.com/OrgTheory/Bolognese721.html>

#### **Dissertation reference:**

Bean, C. J. R. (2003). Framing and sensemaking in organizational change: The experience of nomadic work. [Dissertation Abstract] *Dissertation Abstracts International*, 64(2- A), 564US: Univ Microfilms International.

#### **Same Authors in same year:**

Dent, E. B., & Goldberg, S. G. (1999a). Challenging “resistance to change”. *Journal of Applied Behavioral Science*, 35(1), 25-41.

Dent, E. B., & Goldberg, S. G. (1999b). Resistance to change: A limiting perspective. *The Journal of Applied Behavioral Science*, 35(1), 45-47.

### **Text Citation:**

1. Author’s last name and year of publication [E.g., Bolognese, (2002)]
2. For direct quotations, author’s last name, year of publication and page numbers. E.g., (Bolognese, 2002, p. 12) or Bolognese (2002) claims, “.....” (P. 12). For more than one page (Bolognese, 2002, p. 12-15) or Bolognese (2002) claims, “.....” (P. 12-15).
3. If you are just borrowing an idea from a text then simply write author’s last name and year of publication. E.g., Bolognese, (2002) states....

4. For quotation containing more than 40 words, indent and single-space the whole quotation.
5. If you have more than one author. For the first time, write last names of all authors and year of publication. For second time text citation, use Cobb et al., (1995)...
6. If you are supporting a claim with more than 2 references, then quote authors in an alphabetic order after your claim. E.g., (Hinings & Greenwood, 1988; Lewis, 2002; Prochaska & Prochaska, 1999; Vallas, 2003; Zell, 2003).

**Levels of Heading:**

CENTERED UPPERCASE HEADINGS **Level 5**

Centered Uppercase and Lowercase Headings **Level 1**

*Centered, Italicized, Uppercase and Lowercase Headings* **Level 2**

*Flush Left, Italicized, Uppercase and Lowercase Side Heading* **Level 3**

*Indented, italicized, lowercase paragraph heading ending with a period* **Level 4**

## Appendix VI

### **Survival Tips for Working in a Group Project**

A lot of our students don't like to work in groups. Schedules can be hard to coordinate. Personalities sometimes clash. Some people work harder than others. Now that that's out of our system, let's face another reality: There is very little our students will do in the workplace that is not done in collaboration with others. As the corporate world continues to downsize, the ability to work as a member of a team is becoming increasingly important. Anyone who has had to coordinate students working in groups knows that the process often requires the professor to serve as a teacher, mentor, coach, and cheerleader. To help you through this rewarding and time-intensive experience, here are some group survival tips that you might find useful:

Remember the Golden Rule. Do unto others as you would have them do unto you. No matter how stressful the situation, treat one another with respect.

Do it now! Don't put something off until tomorrow. If you have the time, do it now. If you wait until you have enough time to tackle something from start to finish, you may never get started at all.

Trust is earned. If you say you are going to do something, then do it. Your word is your bond. If you don't keep your word, you have no right to expect others to keep theirs.

Act with purpose and conviction. The number of meetings each group holds doesn't determine success. It is determined by what is actually accomplished. Come to group meetings prepared to participate.

Feed off one another's strengths. Not everyone is good at everything. But everyone is usually good at something. Try to match tasks to talents.

Perception is reality. You may be a hard worker. But if you appear lazy to others, that is how the world will define you. Do yourself a favour: Don't forget to do work on creating a good image by showing good work ethics.

Use the buddy system. Work in pairs. Partners can encourage one another, bounce ideas off of one another, and check one another's work.

Editing The person who writes a piece of copy or types it into the computer should not edit that copy. Someone with a fresh pair of eyes should check for spelling, grammatical, and factual errors. So edit each other's sections in case you decided to divide work.

Back it up. To avoid last-minute disasters, save all computer data on at least two disks or USB drives.

"All-nighters" the evening before deadlines are not heroic. They are dangerous. Set interim deadlines and meet them. Allow the group ample time to edit and fine-tune documents. Waiting until the last minute is courting with disaster.

There is no "I" in "Team." What you say about others in your group is a reflection upon yourself. Try to build a team spirit. Don't undermine it.

Be a straight shooter. If you have difficulty with or are unsatisfied with the performance of a group member, it is your responsibility to voice those concerns to that individual privately before sharing them with others.

Take Notes. Do what most successful managers do: Keep a personal log of what was said by whom and on what date. In addition to keeping you on top of a dynamic process, you can document the performance of yourself and other group members.

Aim high. The best groups are those that place the highest expectations upon themselves.

Fair warning is better than no warning at all. If a deadline may be missed, the penalty is usually less severe when your professor is told of the problem before the deadline passes. This also holds true when dealing with members of your group. Don't surprise your group members and your professor!

## **Appendix VII**

### ***Guidelines for in class Discussions***

1. Everyone who is here has the right to be here and to participate. Everyone who is here brings experience and knowledge that makes their participation valuable.
2. Everyone has the right to be silent, i.e. "To pass" in answer to a question. Remember that some topics may be more difficult or painful for some than for others.
3. Be aware of how your participation affects the participation of others. Your words, your tone of voice, your body language, the amount that you talk, all affect others.
4. Remember that people's experience and knowledge vary. What you hold most dear may not be obvious or of value to others, and vice versa.
5. Actively listen. Reflect back to people what they are saying, even as you state your position.
6. Speak for yourself. Avoid speaking for others. Use "I" statements: "I think . . ."
7. Ensuring that everyone can participate is everyone's responsibility. Preventing someone from participating impoverishes the education of all.

**Appendix VIII**

**Class Preparation Note (CPN)**

**Student:**

**ID:**

Due in each class (200 words limit beyond 51 that are already here)

Meeting #:

Chapter(s):

**The concept I found most interesting: On page...**

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**The concept that I found confounding: On page...**

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**Most intriguing example was:**

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**The question that came to my mind:**

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## **Appendix IX**

Case Preparation Sheet of \_\_\_\_\_ (name, ID)      Group #

Date Submitted:                      Group's First Meeting Date:

Case Title:

### **Analysis of the Case**

**List three most: a) important notes/urgent problems and b) likely causes, c) decision criteria, d) potential solutions** (if you cannot come up with four categories as shown or three items in each of these categories, note however many you can). If what you wish to present does not fall in the categories suggested above, feel free to present yours – they will be accepted, if reasonable and are close to the categories above in significance. 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 is the preparation note you are taking to the group meeting. Given the ambiguity and openness of the assignment the probability is almost zero that any two submissions will be substantially alike. (Yes, you can use point form – as long as the points express the thought fully.)

a)

- i.     Abcdefg
- ii.    Hijklmnop
- iii.   Qrstuv

b)

- i.     Wxy & Z
- ii.    ..
- iii.   ..

c) ...

d) ...

**Most relevant page numbers, for analyzing this case, in the text:**

## **Appendix X**

### **Your Task for Cases:**

**1. *A description and analysis of the central problem (What is the problem (and why)?***

After identifying the problem(s), try to analyze why they exist. This may lead to an even more critical (or basic) problem. The obvious problem or the problem states by the character in the case might not be the actual problem that needs solving. It is critical that you draw upon issues already addressed in class when analyzing the causes of the problem(s).

**2. *Generate possible solutions to the problem. For each alternative solution, list positive and negative consequences.***

A description of the proposed solution(s) to the problem and the relationship of the solution(s) to the problem. Theorize or conceptualize the problem based on readings and concepts discussed in class. Provide literature support for the solution(s) that you have described. You must explicitly draw upon multiple concepts, principles, or theories.

**3. *Make decisions and provide rationale for them.***

A description of the expected outcomes of your proposed 'feasible solution'. Why you believe your proposed plan is good. What is the significance of your proposed plan and what is your rationale regarding the validity of your plan? In other words, you not only describe and reflect on the experiences, but also seek to explain and make sense of them in order to experiment with new learning and action plans.