



Carleton
UNIVERSITY

SPROTT
SCHOOL OF BUSINESS

BUSI3103F “Introduction to Organizational Theory”
06-JAN-2021 – 09-APR
Winter 2021

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| Professor | Rumaisa Shaukat, Ph.D., CHRP., CHRL., CMP. |
| Office | Online - Check weekly schedule in announcement section on CuLearn and your emails! |
| E-Mail | rumaisa.shaukat@carleton.ca For any email query, in the subject column write your course codes. |
| Office Hours | 1 Hour Long Zoom Meeting Monday 6:00-7:00pm |
| Class Times | Monday 6:05-8:55pm |
| Class Location | Online! |
| Prerequisites | Second-year standing, and BUSI 2101 or BUSI 2702 |
| Website: | CuLearn will be the main Platform for this course. |

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.

Important Course Expectations

1. **Course Pedagogy** Due to the Covid-19 pandemic, this course has been re-designed to be delivered exclusively online. The primary tools used for connecting the instructor and students will be a combination of email, CuLearn, and Zoom. Pre-recorded class lectures, required readings, video clips and weekly assignments and activities will be posted online within weekly modules and are designed to be viewed asynchronously by the students. The midterm and final exams will be conducted online at a pre-determined time indicated in the course agenda. I will keep office hours twice a week (during our allocated class time). Links to every live meeting will be posted within the weekly modules by the weekend.
All weekly lectures (pre-recorded) will be posted a few days before the live session, so go through lectures, do readings before live sessions. Live sessions are for consultations where you could ask questions on any lecture concept you are not clear on and to consult me for assignments etc. I will not be delivering lectures again during live sessions.
2. **Intellectual Property** All materials prepared by the course professor, including PowerPoint slides with audio notes, class handouts and exam papers, are protected by copyright. Copying, photographing, scanning, sharing, or posting any of the material elsewhere is therefore a violation of copyright and is illegal and will have serious consequences. No exceptions!!!
3. **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. Be professional in your email communication (read separate instructions below) I usually check emails once a day. Please email me again if you do not receive a reply within 2 working days; there is always the possibility of problems with electronic messaging. I will not send grades or otherwise private student information (group member's email etc.) via email. Assignments will not be accepted via email unless precisely requested.
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.
4. **Active Participation.** Students are expected to watch pre-recorded lectures, take notes, and participate during weekly live sessions. Students are expected to maximize their own learning by actively participating in all activities posted on Culearn. This includes participation in class discussion forums and overall interacting professionally and ethically with classmates and with the instructor. Please see **Appendix V** "*Guidelines for in class Discussions*".
5. **Group Ethics.** You will be part of a group requiring your involvement and input, doing your part on time and staying in touch with your team is something that you owe to your fellow group members. Therefore, punctual attendance to sessions online and regular communication with your team are strongly recommended. Please see **Appendix IV** for some survival tips. You will be also submitting peer evaluations (**Appendix I**) and "who did what letter for the final project. Please see page 9 for more details.
6. **Follow Assignment Instructions.** Carefully read the instructions for your written assignments described in the course outline. I will create folders for each group submission with guidelines again. Make sure to read those. 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 (5th Edition).

7. **Cheating, Plagiarism, and Other Instructional Offences** are not tolerated and can have severe penalties (please see the statement on plagiarism in the Sprott School attachment). For additional help, you are strongly encouraged to consult the document “Paper Formatting & Documentation Guidelines”, on the Sprott website at Academic Programs _ Useful Links _ Paper Writing Guidelines.
8. **Deadlines and Penalties for Late Submissions.** All deadlines need to be respected, and exceptions will be granted only in extraordinary cases. No make-up case study, no make-up assignment. Submission of late assignments requires the prior consent of the instructor otherwise the penalty on late assignment (final report) is a grade loss of 10% per day up to a maximum of 3 days, after that assignments will not be accepted. Penalty on late case studies is a grade loss of 10% per hour up to a maximum of 3 hours, after that case studies will not be accepted. Please Note Computer failure, printing problems, work for other classes and many other excuses are not acceptable. **You may not miss a day when you are scheduled for exam.** Except under unusual circumstances, you have 24 hours from the time you miss your exam to contact me about your absence. **Students who are unable to write the midterm or final examination because of a serious illness/emergency or other circumstances beyond their control may apply for accommodation.** Without an appropriate reason and documentation, you will receive a zero for the missed exam and a submission. **The weight of the midterm may be shifted to the final after discussion with the instructor has taken place**
9. **Policy on Re-marking** From time to time, students have legitimate concerns about marks they have received on a Cases and exams. 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:
 - a. 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.
 - b. 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 online. If you did not check feedback on the paper when it was handed back, you still have only 1 week from the original hand-back date to request a remark.
 - c. 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.
10. **SES Support Network** SES will operate our emergency exam support line for in-class tests and midterms from Monday to Friday, 08:30 am to 09:00 pm EDT (weekends when applicable). During deferred exams and formally scheduled exams, the emergency exam support line will operate when exams are running.
 - Exam-Related Emergency Toll-Free Call Line: 1-877-557-2930 (Canada - USA)
 - Outside Canada/US Exam Emergency: +1-613-518-2601
 - Emergency Exam SMS: 613.518.2601*
 - Email: onlineexams@carleton.ca
 - Non-Emergency: 613-520-2600 x1571 M-F, 8:30am-4:30pm (Eastern Daylight Time)
 - *Plaintext SMS only; not MMS, media/picture messages, or WhatsApp
 - University’s [Coronavirus \(COVID-19\) FAQs](#) page for additional information

IMPORTANT!!! If at any time something seems unclear to you, please ask during live class sessions or post it in the Forum **“Ask the Instructor”**. Email is also an option.

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/CPRReader/View/9780176691974/default.aspx?eISBN=9780176691974>

Course Schedule

For live meetings, please check links and time within weekly modules! If you know people in the class, send me your group members’ names via email ASAP, if you don’t know anyone in the class, still send me an email asking me to put you in a group randomly ASAP! After Jan 13th, I will not be putting anyone in any group, it would be your own responsibility to ask people and join a group.

| Section F | Topics and Cases | Assigned Readings |
|---|--|----------------------|
| Jan 11 Live session from 6:00-7:00pm | Introduction to the course, Overview of intended outcomes, readings, assignments and evaluation for the course; Watch the introductory Video and check out the main page for the course and get familiar with the forums online! Listen to the pre-recorded lecture for Jan 18 th in the relevant folder! Read Guide to Netiquette online | No Assigned Readings |
| Jan 18 Live session from 6:00-7:00pm **last day to tell me if you want to be in group** | Organizations and Organization Theory; Strategy, Organization Design and Effectiveness | Ch 1-2 |
| Jan 25 Live session from 6:00-7:00pm “Final Project outline due” Case 1 due in assigned folders within the weekly module | Fundamentals of Organization Structure; The External Environment | Ch 3 & 4 |
| Feb 1 Live session from 6:00-7:00pm Case 2 due in assigned folders within the weekly module | Interorganizational Relationships; Designing Organizations for the International Environment | Ch 5 & 6 |
| Feb 8 Midterm Exam From 6:00pm to 7:15pm | All 6 chapters | Ch 1 to 6 |
| Feb 15 Winter Break | Work on your upcoming assignments!!! | No Assigned Readings |
| Feb 22 Live session from 6:00-7:00pm Case 3 due in assigned folders within the weekly module | Manufacturing and Service Technologies | Ch 7 |
| Mar 1 Live session from 6:00-7:00pm Case 4 due in assigned folders within the weekly module | Organization Size, Life-Cycle and Control | Ch 8 |
| Mar 8 Live session from 6:00-7:00pm | Organizational Culture and Ethical Values | Ch 9 |
| Mar 15 Live session from 6:00-7:00pm *Project Report, Who Did | Innovation and Change | Ch 10 |

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| What Letter, and Peer Evaluations Due in assigned folders within the weekly module* | | |
| Mar 22 Live session from 6:00-7:00pm | Conflict, Power and Politics | Ch 11 |
| Mar 29 Live session from 6:00-7:00pm | Decision-Making Processes | Ch 12 |
| April 5 Live session from 6:00-7:00pm | Exam consultation **Final Exam date to be announced later by the University** | Utilize all Readings |

Course Evaluation

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| Participation online: | 10% |
| 4 Group Case Studies (5% each): | 20% |
| Group Research Project Report: | 20% |
| Midterm Exam (Ch 1-6): | 20% |
| Final Exam (Ch 7-12): | 30% |

Failure to evaluate your peers by the due date will result in a mark of zero on associated assignments (e.g., 0/25 on cases for not submitting PE with case 5). Make sure to check deadline (date and time).

Note: You would receive feedback and mark on online participation assignment anytime between March 29 to April 5. Not earlier than that as anyone can submit reflections up until March 29.

Note: With each required assignment, I will post pointers in the folder (copied from your course outline) related to what is due on the due date. Please make sure to read course outline and instructions online for each submission in each relevant folder!

All assignments online should be either in word file or pdf format no other formats. The downloadable MS Office desktop software suite is available for you at no charge while you have student status at Carleton. Check this link. <https://carleton.ca/its/ms-offer-students/>

Important Note on Groups:

You will be required to form groups of a maximum of 5 students (dependent upon class size, *exceptionally* a group of 6 may be permitted or a student without a group may be assigned to a group, all at the professor's discretion). These groups will collectively carryout group assignments: Case studies, final project. **Given its an online course and you will not have the chance to meet and form groups, I will give you first session to tell me if you want to join a group with people you know are also registered. After Jan 18th, I will generate groups by randomly assigning everyone a group.** Group is expected to *self-govern* to ensure the quality of all deliverables, independently resolving any conflicts within the group. 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 before the date of the evaluation. Team problems that are brought to the professor's attention *after* the evaluation will not be considered.**

1. Participation On-Line: 10%

A mark of 10% is yours to earn by posting "Reflections after Reading." Reflections may come to your mind after reading a news item that is related to any course concept covered during a specific week or is covered in any of the videos I will be posting with an associated lecture. This is like a blog. Your reflections can be submitted on any session of the week when there is a lecture and readings assigned (*you could pick any 5 lectures out of all*). You can only submit **one reflection per week** (starting the week of Jan 11th), **Reflection should be relevant to that particular week's lecture only (for example you could write reflection on Ch 1-2 only by Jan 18.** NOT THE WEEK AFTER) you **cannot** submit a reflection on a day when there is no lecture scheduled! The last day of submission is March 29th before 9:00pm.

After reading chapters or after listening to audio lectures, you may end up linking it to something else you have learned through an article/news clip etc. Something that triggered an interesting question in your mind, something you agree with or disagree with and want to share your thoughts by linking it with an external source/news item. Such reflections often lead to a deeper understanding of how a concept from the course can be applied to view a news item differently/intelligently! A news item you are writing about it must have appeared on WWW in English in a bona fide news publications (e.g. Citizen, Globe and Mail, McLeans, New York Times, The Economist...). It is mandatory to submit that link with each submission, if not, scan the item-making sure the date of publication shows. The reflection item must not be more than 2 years old. The posts should not be more than 200 words long.

Weekly contributions made over the span of the term will be evaluated toward the end of the term as I have to structure my work. A sudden flurry of submissions—often attempted toward the end of the term—will not be accepted and evaluated. **I will strictly monitor the date and time of submission every week. If the submission is after that week's due date and time (check your section's class time), I will not count it as a valid submission. No exception!**

****As this is participation mark, for each mark you have to sweat a little more than normal sweating you do for a mark in the course. That is the quality and quantity will be assessed more critically than other submissions. Summarizing the course/article will not get a decent mark I am more interested in your analytical stance and link to course concept. Note: **no grade appeal or request for re-evaluation will be accepted**.**

2. Group Cases (5% each; for a total of 20% of your term mark)

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| - | Cases will be made available in advance and posted within the weekly module/folder. For each case, I will assign you specific questions. Before the session, read the assigned case study, highlight important aspects and be ready to contribute to the group discussion before collectively answering each question. Do not divide questions among team members. You all need to work on each question collectively. You could create a facebook group to discuss among yourselves. Given it is an online course, you are allowed to work on cases as soon as you see them posted. Answer the assigned questions using material recommended for that case (as well as material taught in any other previous classes, <i>if</i> you feel it is also applicable – but please don't just dump indiscriminately). |
| Marking | Please note (!). All questions are weighted equally; unless question weights are indicated on the question sheet for either case study. <ol style="list-style-type: none"> 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 |

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| | <p>following general guidelines, as per the grade sheet appended at the end of this document:</p> <ol style="list-style-type: none"> How well did the response actually <i>answer the question</i> in a <i>logical, clear and comprehensive</i> manner? How well did the response deal with <i>all aspects</i> of the question? How well did the response <i>link the relevant course material</i>? Did the response demonstrate an appropriate effort/level of <i>analysis</i>? <p>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)?</p> |
| Format | <ol style="list-style-type: none"> Typed Double-spaced, maximum 5 pages. Point form is acceptable (and preferable to verbosity!) as long as you're coherent and your thoughts are complete. <u>Cover Page</u>: Be sure to include a cover page listing (a) your group number, (b) the case number, and (c) the names of all group members <i>who were present to work on the case that day</i>. Not doing so could adversely affect your grade. Statement of integrity form Format for written submissions should follow the American Psychological Association (APA) Publication Manual (5th Edition). |
| Submission & Timing Requirements: | <p>Submission must be done within 10 minutes of the END of class in the week in which the cases are due (see Course Schedule in this course outline). Late submissions will <u>not</u> be accepted. There will be time limit added to online folders so if you are late, you will not be able to submit after the time limit has passed. No Email submissions are acceptable.</p> <p>What you need to submit on the day of submission: [All as one file entitled "your group number & Case Study #"] No multiple files or multiple submissions from a group! Decide among yourselves which member will submit it online. Rest of the team can check to make sure submission was done!</p> <ul style="list-style-type: none"> A cover page with your names, student numbers and case study number and title. A statement of integrity form sign by all those who worked on the assignment. Answers to each question Any appendices or bibliography <p>No peer evaluation forms due with each case, you would do one peer evaluation for all cases which will be due with case 4. There will be a submission folder for all 4 cases. Please do alert the professor via email if any team member is slacking off and not contributing and that member's grade will be adjusted accordingly.</p> |

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.

What to do if you miss a case?

If you miss a case due to medical reasons or an emergency, it is your responsibility to contact the professor within 24 hours of the beginning of the class period you missed. You will only be allowed to make-up the case **upon providing an official document** (e.g., doctor note) detailing the reason for your absence. It is also your responsibility to contact your team members. **The make-up case (if allowed) might be different, and will be completed individually.** Failing to contact the professor within 24 hours will result in a grade of “0.”

3. 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.

Evaluation Criteria in addition to Instructions above:

- 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

A one page outline of the project report is to be submitted to the professor at the beginning of the class when its due (Please check course 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 (check agenda for dates).** 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 report their findings in a written report. The final report should be between 10-15 double spaced pages, with Times New Roman, 12 font size, 1 inch margins all around in APA style and should contain relevant quotes, practical examples, and diagrams to help situate the reader.

As a group what you need to submit on the day of submission:

[All below as one file entitled “your group number & Company Name”]

Only one submission per group! No multiple submissions allowed or we will mark the first submission and disregard any other!

- A cover page with your names, student numbers, your topic with name of the company.
- A statement of integrity form sign by all those who worked on the assignment.
- Your report with any appendices. **Submit in the relevant submission folder within the weekly module on CuLearn!**

→ **Individually each student need to submit the following two documents as ONE FILE on CuLearn within the folder “Peer Evaluations and Who did What Folder”:**

[both as one file entitled “your Name & Assignment name”]

- a. ****In who did what letter (maximum 1 page), Explain what you personally did to contribute to this assignment.**
- b. ****Individual Peer evaluation forms- use the form attached with this course outline to evaluate each member of your team**.**

Midterm Exam 20%

The midterm exam (Multiple Choice Questions only) will covers Ch 1 – 6. The exam will be 75 minutes long, closed book, and will require you to answer a variety of questions related to the concepts discussed in the course. Midterm Exam date is in course agenda above.

Final Exam 30%

The midterm exam (Multiple Choice Questions only) will covers Ch 7 – 12. The final 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, the cases and exercises dealt with in class, and/or a new case. The date of the exam will be announced once published by the university.

Mandatory Peer Evaluations and “Who did What Letter”: **Read this section very carefully!!!**

Recognizing that not all participation in every group meets with expectations, students are asked to participate in the assessment process by attributing grades to their group members for their contributions to the group deliverables.

For peer evaluations, use only the original Peer evaluation form attached with the course outline (no handwritten evaluations or different forms will be accepted). Peer evaluations are supposed to be confidential so please do it in private. *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 the final case study & final project report.**

- Failure to evaluate your peers by the due date will result in a mark of zero on associated assignments (e.g., 0/25 on cases for not submitting PE with case 5). Make sure to check deadline (date and time).
- Not submitting ‘who did what letter’ (when it is due) means you didn’t do anything for the project and hence the grade of zero will be awarded to that particular individual. **No late submissions will be accepted. No Email Submissions either.**

Peer evaluations and Who did what letter will affect your mark so make sure you contribute to the group effort. On “who did what letter” explicitly write what exactly you did for the project. I will cross

check each member's submission and if needed will call the group to verify if there is any inconsistency. This is an opportunity for you to give credit to exceptional team member and explain any issues you had with the slacker/s in your group. I take Peer evaluations and the letter very seriously. I will adjust mark for slackers according to the peer evaluations and who did what letters.

ADDITIONAL INFORMATION

Course Sharing Websites

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

Required calculator in BUSI course examinations

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

Group work

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

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

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

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations

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 Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit

the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

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.

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/>
-

APPENDIX I

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.

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

Name of Evaluator: _____

Case Study Number: _____ Date: _____

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: _____

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 II

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.

Name, Capital letters

Student number

Signature

Date

Name, Capital letters

Student number

Signature

Date

Name, Capital letters

Student number

Signature

Date

Name, Capital letters

Student number

Signature

Date

Name, Capital letters

Student number

Signature

Date

Name, Capital letters

Student number

Signature

Date

Appendix III

Quick APA Guide: Examples of APA reference format (according to 5th 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*. (2nd 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 IV

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 V

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.