



Carleton
University

Sprott
School of Business

**Carleton University
Sprott School of Business
Managing Change
BUSI 4105
Winter 2022**

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<i>Course Time & Location</i>	Friday, 2:35-5:25, Loeb C164
<i>Office Hours</i>	By Appointment
<i>Modality</i>	3 Hours Synchronous

1. Course Description

One of the most prominent workplace fallacies is the desire to maintain the status quo because “that’s the way it’s always been”. Now more than ever before, the world of business is one that is characterized by change. This course will explore theories, models, and concepts relevant to organizational change, to enable us to understand why change is so synonymous with modern business operations. At the conclusion of the semester, a large portion of the students in this class will be graduating, and will be ready to enter the workforce. As a result, the class will be organized in a professional manner, a setting that attempts to replicate the workforce as much as possible, in order to help prepare students for the next set of challenges they will face.

In attempt to mirror the reality of workplace requirements in the 21st century and develop your skillset in different capacities, you will have the opportunity to take part in both group and individual submissions, as well as both group and individual presentations. You will also have the opportunity to contribute to class discussions and exercises based on practical scenarios that challenge you to come up with innovative solutions. The intent is that each of these experiences will help equip you with skills necessary to make a positive difference at your organization. Keep in mind that in a strong majority of industries, the issues that face your firm often face the industry as whole, meaning your direct competitors are burdened with the same challenges you are. In being effectively responsive to the changing environmental conditions or new opportunity that has

become available, it will enable your firm to react more quickly than your competitors. Students bring an unbelievable amount of value to the classroom; you all have unique backgrounds, experiences, and perspectives, and the more you are able to share your ideas with the class, the broader our learning source becomes. Because of this, the course will be taught in seminar fashion. In order for this to work, it will require constant interaction between students and the instructor. As such, your grades will be heavily impacted by your willingness and ability to share your thoughts, opinions and perspectives with the rest of the class.

2. Course Objectives

This course has as number of objectives:

- Introduce you to the core themes, issues, and theoretical models in the change management discipline
- Equip you to take the initiative to identify and resolve inefficiencies when you transition to the workforce
- Ignite healthy debate and sophisticated discussion amongst a group of unique minds, experiences and perspectives
- Enable you to work individually and in teams towards making recommendations to improve insufficient organizational practices
- Prepare you as much as possible for an increasingly dynamic workforce that is defined by constant transition
- Emphasize the manner in which change impacts the workforce regardless of the industry, firm or organizational unit you find yourself working

3. Course Format

This is a fourth-year business course. Contrary to first- and second-year courses, the students in the course are expected to have learned the core business concepts, and should thus take the opportunity to reflect and draw upon this knowledge when submitting assignments and participating in class exercises/discussions. Given that, the main focus of this course is to enable students to think outside the box, and challenge themselves and others to come up with creative and sophisticated solutions to change-related dilemmas.

Weekly classes will cover some of the core concepts that are currently being discussed, synthesized, and analyzed in the world of change management. Each class will build on the preceding class, with topics growing in complexity over the course of the semester. While the majority of the concepts in the field of change are defined by relatively simple ideologies, we will use class time to attempt to take these concepts and draw upon our understanding of them to enable us to apply such concepts to more sophisticated scenarios in specific organizations, and the workplace in general.

The classes will proceed in the following manner. In the first half of every class, we will have a brief discussion of the readings. In the second half of class, we will elaborate on the concepts discussed by undertaking a case or an exercise that will enable us to apply what we're learning to a real-life situation. Given the manner in which the classes build on previous topics, the cases will grow in complexity and comprehensive nature throughout the course. The idea is that by the end of the course, you will have had the experience of dealing with the dilemmas that arise in organizations, and will thus be equipped to suggest and design appropriate changes to respond strategically to such issues.

4. Course Materials

Textbook: Cawsey, T. & Desza, G, & Ingols, C. (2016). Organizational Change: An Action-Oriented Toolkit. 3rd Edition.

5. Topics Covered

Week	Date	Topic	Class Prep
1	Jan. 14 th , 2022	Introduction to Organizational Change	-
2	Jan. 21 st , 2022	Defining and Understanding the Essence of Change	1
3	Jan. 28 th , 2022	Change Models and Frameworks	2/5
4	Feb. 4 th , 2022	Identifying the Potential for Change	critique
5	Feb. 11 th , 2022	Building Urgency for Change	4
6	Feb. 18 th , 2022	Optimizing the Timing of Change	6/7
- Break week -			
7	Mar. 4 th , 2022	The Impacts of Societal Factors on Change	8
8	Mar. 11 th , 2022	Leading, Marketing & Communicating Change	9
9	Mar. 18 th , 2022	Designing & Implementing Change	10
10	Mar. 25 th , 2022	The Impact of Tech/Social Media on Change	survey
11	Apr 1 st , 2022	Examining Change from a Managerial Perspective	-
12	Apr. 8 th , 2022	Examining Change from a Research Perspective	-

6. Detailed Outline of Topics

Week 1: Introduction to Organizational Change
<u>Week One: Class Overview</u> <ul style="list-style-type: none">- Introduction to the course- In-depth summary/discussion of course outline- Brief introduction to the field of change management- Discussion: The change impacts resulting from Covid-19
<u>Required Readings</u> <p>None.</p> <u>Optional Readings</u> <ul style="list-style-type: none">- Economist, 2014, 01/18: The future of jobs. The onrushing wave- Mohrman, S. A. and Lawler III, E. E. (2012) Generating knowledge that drives change, <i>Academy of Management Perspectives</i>, 26(1), 41-51.
Week 2: Defining and Understanding the Essence of Change
<u>Week Two: Class Overview</u> <ul style="list-style-type: none">- Discussion: What constitutes as change?- Why is change relevant in business?- Exercise: A Letter of Complaint
<u>Required Readings</u> <ul style="list-style-type: none">- Textbook Chapter 1 <u>Optional Readings</u> <ul style="list-style-type: none">- Dibella, A. (2007). Critical Perceptions of Organizational Change, <i>Journal of Change Management</i>, 7 (3-4), 231-242.- Nicholson, N. (2002). What Stays the Same: The Challenge of Managing the Human Animal in the 21st Century, in <i>Organization 21C</i> (ed. Subir Chowdhury), Prentice Hall: Toronto, pg. 241-255- Malhotra, N. and C.R. (Bob) Hinings (2015) “Unpacking continuity and change as a process of organizational transformation,” <i>Long Range Planning</i> 48: 1-22
Week 3: Change Models & Frameworks
<u>Week Three: Class Overview</u> <ul style="list-style-type: none">- Review of seminal approaches to change- Discussion of legacy change models- Exercise: Case 1
<u>Required Readings</u> <ul style="list-style-type: none">- Textbook Chapter 2/5 <u>Optional Readings</u> <ul style="list-style-type: none">- Van de Ven, A. & Poole, M. (2005). Alternative Approaches for Studying Organizational Change, <i>Organization Studies</i>, 26(9), 1377-1404- Van de Ven, A. & Sun, K. (2012), Breakdowns in Implementing Models of Organization Change, <i>Academy of Management Perspective</i>, August 58-74- Langley, A., Smallman, C., Tsoukas, H., & Van de Ven, A. (2013). Process Studies of Change in Organization and Management: Unveiling Temporality, Activity and Flow, <i>Academy of Management Journal</i>, 56 (1) 1–13.- Nadler, D.A., & Tushman, M.L. (1989). Organizational frame bending: Principles for managing reorientation. <i>Academy of Management Executive</i>, 3(3): 194-204

Week 4: Identifying the Potential for Change
<u>Week Four: Class Overview</u>
<ul style="list-style-type: none"> - Submission: Critique in advance of Assignment #1 - Simulation: The Pros & Cons of Teleworking
<u>Required Readings</u>
Textbook Chapter 3
Week 5: Building Urgency for Change
<u>Week Five: Class Overview</u>
<ul style="list-style-type: none"> - Discussion: Understanding the need for change - Exercise: Individual Presentations - Designing a Specific Change
<u>Required Readings</u>
Textbook Chapter 4
Week 6: Optimizing the Timing of Change
<u>Week Six: Class Overview</u>
<ul style="list-style-type: none"> - Discussion: Determining when to implement change - 3 Rs: Change Readiness/Resistance/Resilience - Exercise: Individual Presentations - Designing a Specific Change
<u>Required Readings</u>
Textbook Chapter 6/7
<u>Optional Readings</u>
<ul style="list-style-type: none"> - Choi, M. (2011) "Employees' attitudes toward organizational change: A literature review," Human Resource Management, 50(4): 479- 500 - Buono, A., and K. Kerber (2010) Creating a sustainable approach to change: Building organizational change capacity, SAM Advanced Management Journal 75(2): 4-21 - Stanley, David J., Meyer, John P., Topolnytsky, Laryssa. (2005). Employee Cynicism and Resistance to Organizational Change. Journal of Business and Psychology, 19 (4), 429-459 - Dent, E.B., & Galloway Goldberg, S. (1999). Challenging resistance to change. Journal of Applied Behavioral Science, 35(1): 25-41 - Elrod, D. and Tippett, (2002). The Death Valley of Change, Journal of Organizational change Management, 15, 1- 16 - Koch, L. and French, J. (1948). Overcoming Resistance to Change, Human Relations, August, 512-532 - Armenakis, A.A., Harris, S.G., & Mossholder, K. (1993). Creating readiness for organizational change. Human Relations, 46, 1-23. - Ford, J., Ford, L., D'Amelio, A. (2008). Resistance to Change: The Rest of the Story, Academy of Management Review, 33 (2), 362-377. - Coutu, D. (2002). How Resilience Works, Harvard Business Review, May, 46-56. - Bhamra, R., Dani, S., & Burnardm K. (2003). Resilience: the concept, a literature review and future directions, International Journal of Production Research, 49 (18), 5375-5393 - Hamel, G. and Valikangas, L.(2003). The Quest for Resilience, Harvard Business Review, May, 52-63. - Self, D. & Schraeder, M.(2008). Enhancing the Success of Organizational Change: Matching Readiness Strategies with Sources of Resistance, Leadership and Organizational Development, 30 (2), 167-182. - King, D., Newman, A. & Luthans, F. (2016). Not if, but when we need resilience in the workplace, Journal of Organizational Behaviour, 37, 281-286.

Week 7: The Impacts of Societal Factors on Change

Week Seven: Class Overview

- Discussion: Environmental impacts on change
- Exercise: Case 2

Required Readings

Textbook Chapter 8

Optional Readings

- Schneider, F., Brief, A. And Guzzo, R. (1996). Creating a Climate and Culture for Sustainable Organizational Change, *Organizational Dynamics*, 24 (4) 7-19
- Katzenbach, J., Steffen, I. & Kronley, C. (2012). Cultural Change That Really Sticks, *Harvard Business Review* July–August,
- Lorsch, J.W. and E. McTague (2016) “Culture is not the culprit”, *Harvard Business Review* 94(4) 96-105
- Schein, E. (1999). Why does corporate culture matter? In *The Corporate Culture Survival Guide*. San Francisco: Jossey-Bass, pp. 3-58
- Hoffstede, G. (2010) Dimensionalizing Cultures: The Hofstede Model in Context, *Online Readings in Psychology and Culture*
- Meyerson, D & Martin, J. (1987). Cultural Change: An Integration of Three Different Views, *Journal of Management Studies*, November, 623-647.

Week 8: Leading & Communicating Change

Week Nine: Class Overview

- Discussion: Selling employees on change
- Exercise: Case 3

Required Readings

Textbook Chapter 9

Optional Readings

- Garvin, David A., and Michael A. Roberto (2005). "Change Through Persuasion." *Harvard Business Review* 83 (2) (February): 104–112.
- Kim, C. and Mauborgne, R. (2003). “The Tipping Point of Change” *Harvard Business Review* 81 (4) (April), 60 to 69
- Nadler, D. and Tushman, M. (1990). Beyond the Charismatic Leader: Leadership and Organizational Change, *California Management Review*, Winter, 77-97
- Bass, B. (1999). Two Decades of Research and Development in Transformational Leadership, *European Journal of Work and Organizational Psychology*, 8 (1), 9–32
- Higgs, M., and Rowland, D. (2005). All Changes Great and Small: Exploring Approaches to Change and its Leadership, *Journal of Change Management*, 5 (2) 121-151.
- Cummings, T. (1999). The Role and Limits of Change Leadership, in *Leaders Change Handbook*, J. Conger, G. Spreitzer, and E. Lawler (eds). Jossey-Bass: San Francisco, pg. 301-320.
- Bass, B. (1990). From transactional to transformational leadership: Learning to share the vision, *Organizational Dynamics*, 18(3), 19-31.
- Denis, J., LaMonthe, L. & Langley, A. (2001). The Dynamics of Collective Leadership and Strategic Change in Pluralistic Organizations, *Academy of Management Journal*, 44 (4) 809-837
- Kotter, J.P (2007) Leading change: Why transformation efforts fail”, *Harvard Business Review* 85(1) 96-103.

Week 9: Designing & Implementing Change
<p><u>Week Eight: Class Overview</u></p> <ul style="list-style-type: none"> - Discussion: Actioning change initiatives - Defining Change through Statements of Procedures - Exercise: Case 4
<p><u>Required Readings</u> Textbook Chapter 10</p> <p><u>Optional Readings</u></p> <ul style="list-style-type: none"> - Collins, J. and Porras, J. (1998). Building Your Company’s Vision, in Harvard Business Review on Change, Harvard Business Review Press: MA., 65-77 - Beatty, R. and Ulrich, D. (1991), Re-engineering the mature organization, Organizational Dynamics, Vol. 20 pp.16 - 30. - Pfeffer, J. and Sutton, R. (2006). Change or Die? An Evidence Based Approach to Change Management, excerpted from: Hard Facts, Dangerous Half-Truths and Total Nonsense: Profiting from Evidence Based Management, Harvard Business School Press, MA, - Kerber, K. and A. Buono (2005) “Re-thinking organizational change: reframing the challenge of change management”, Organization Development Journal 23(3): 23- 38. - Frohman, A.L. (1997). Igniting organizational change from below: The power of personal initiative. Organizational Dynamics, 25(3): 39-53. - Sonenshein, S. (2010). We’re Changing - or are we? Untangling the Role of Progressive, Regressive and Stability Narratives During Strategic Change Implementation, <u>Academy of Management Journal</u>, 53 (3), 477–512 - Christensen, C. and Michael Overdorf, M. (2000) Meeting the Challenge of Disruptive Change, Harvard Business Review, March, 68 to 76 - Stensaker, I. , Falkenberg, J., Myer, C.B., & Haueng, A.C. (2002). Excessive change: Coping mechanisms and consequences. Organizational Dynamics, 31 (3): 296-312.
Week 10: Social Media/Technology & Change
<p><u>Week Nine: Class Overview</u></p> <ul style="list-style-type: none"> - Submission: survey - Discussion: The impacts of social media/technology - Simulation: Effective Use of Social Media to create change for Business Objectives
<p><u>Required Readings</u> None.</p> <p><u>Optional Readings</u></p> <ul style="list-style-type: none"> - Volkof, O., D. M. Strong and M.B. Elmes (2007) “Technological embeddedness and organizational change,” Organization Science 18(5): 832-948. - Bower, J. and Christensen, C. (1995) Disruptive Technologies: Catching the Wave, Harvard Business Review, January-Feb. 43 to 53 - Cooper, R. & Markus, L. (1995). Human Re-engineering, Sloan Management Review, 36 (4) 39-50.
Week 11: Examining Change from a Managerial Perspective
<p><u>Week Eleven: Class Overview</u></p> <ul style="list-style-type: none"> - Discussion: Change Management at the corporate level - Exercise: Class Presentations
<p><u>Required Readings</u> None.</p>

Week 12: Examining Change from a Research Perspective

Week Twelve: Class Overview

- Discussion: Change Management in a research context
- Description/Instructions for Take-home Exam
- Exercise: Class Presentations

Required Readings

- Choose 1 paper from any of the optional readings

Optional Readings

- Maitlis, S. & Christianson, M. (2014). Sensemaking in Organizations:, The Academy of Management Annals, 8 (1), 57-125
- Stoltzfus, K., C. Stohl and D. R. Seibold (2011) “Managing organizational change: paradoxical problems, solutions, and consequences”, Journal of Organizational Change Management 24(3): 349-367.
- Farjoun, R. (2010). Beyond Dualism: Stability and Change as a Duality, Academy of Management Review, 35 (2), 202-225.
- Bonaccio, S., J. O’Reilly, S. L. O’Sullivan and F. Chiochio (2016) “Nonverbal behavior and communication in the workplace: A review and an agenda for research,” Journal of Management 42(5): 1044-1074
- Balogun, J. & Johnson, G. (2004), Organizational Restructuring and Middle Management Sensemaking, Academy of Management Journal, 47 (4), 523-549.
- Reichers, A.E., Wanous, J.P., & Austin , J.T. (1997). Understanding and managing cynicism about organizational change. Academy of Management Executive, 11(1): 48-59.
- Lundberg, C. (2004) Is there Really Nothing so Practical as a Good Theory? Business Horizons, 47 (5), 7-14
- Pettigrew, A. (1990). Longitudinal Field Research on Change: Theory and Practice, Organizational Sciences, 1 (3), 267-291
- Pettigrew, A., Woodman, R. & Cameron, K. (2001). Studying Organizational Change and Development: Challenges for Future Research, Academy of Management Journal, 44 (4), 697-713.
- Harrison, R. (2000). Choosing the Depth of Organizational Intervention, In French, Bell and Zawacki, (eds) Organizational Development and Transformation, McGraw Hill: Toronto, pg. 354 - 364. (Original 1970).
- O’Reilly, C. A. & Tushman, M. L. (2013). Organizational Ambidexterity: Part Present and - Future, Academy of Management Perspectives, 27 (4), 324–338
- Tushman, M. L., & O’Reilly, C. A. (1996). Ambidextrous organizations: Managing evolutionary and revolutionary change. California Management Review, 38(4), 8–30.
- Weick, K. and Quinn, R. (1999). Organizational Change and Development, Annual Review of Psychology, 50, 361-386.

7. Grading Scheme

Assignment	Weight
Class Participation	40%
- Contribution to classroom discussion/exercises	- 10%
- Simulations	- 10%
- Weekly Readings Summary	- 20%
Designing a Specific Change	15%
- Presentation	- 5%
- Summary	- 10%
Team Research Project	15%
- Presentation	- 5%
- Report	- 10%
Take-home Exam: Planning a Comprehensive Change Initiative	30%
Total	100%

8. Description of Deliverables

Contribution to Classroom Discussion/Exercises: Given the seminar format, you will be graded on your contribution to our class discussions on a weekly basis. While attendance is required, it is not sufficient, as you will be expected to respond to questions, participate in class exercises, and share insightful comments based on the weekly readings as well as your unique set of experiences.

While the slides will be posted and the majority of the readings will be available in the course text, the course discussions and in-class exercises will look to go beyond what is available electronically. The slides will present some of the core themes presented by the text and by related materials, but the time spent in the classroom will be spent discussing those core themes further, and making them more relevant by presenting them in relation to current trends and recognizable organizations. Further, as with any class, being in the room and participating actively subjects you to a wealth of unique experiences and perspectives of your fellow classmates. For these reasons, class participation will have a major impact on your final grade in the course.

Weekly Reading Summary: As mentioned in the outset of this syllabus, students taking a fourth-year business course are at the point in their academic careers at which they need to begin to prepare to enter the business world and become a contributing member of a work team. Once you enter the workforce, you will quickly learn that in order to prepare for meetings, conferences, and management briefings, it will be of great benefit to you to make note of points you wish to discuss so that you aren't fumbling around unnecessarily when it's your chance to share your views. With this in mind, getting into the habit of note-taking while you're still studying will be of great value to you down the road. Furthermore, numerous studies have established that taking notes enables recall techniques more accurately than simply reading.

In order to help ensure everyone is prepared for our weekly "meetings", you will be asked to

submit a brief summary on the course readings on a weekly basis. The summaries will provide you with the opportunity to take note of the core items the chapter covers, the points you come across that are of specific interest to you, and any other interesting concepts you learn of throughout the chapter that are worth mentioning. These are not meant to be in-depth reports or time-consuming endeavors in any sense – I am simply asking you that prior to class every week, you submit a brief review –1 page single-spaced – of the core concepts and anything else that jumped out to you in that week’s readings.

Designing a Specific Change - Presentation: This introductory assignment will enable you to take what you’ve learned in the first couple of classes to reflect on an organization you’re familiar with and recommend a change you think would benefit them moving forward. The course instructor will choose a specific organization in the weeks ahead and students will be encouraged to reflect upon their knowledge and understanding of this organization to come up with an idea to help them move forward and improve as an organization. More details to come in class.

Designing a Specific Change – Paper: One of the assignments you will likely be tasked with fairly frequently as a young professional is to synthesize and summarize specific information to brief senior management operatives. The key in doing so is to remain clear, brief, and straight-forward in doing so in order to pass along the key points effectively. As a result, along with presenting your change, you will be required to submit a brief paper on the change, in the format of a relatively succinct memo. Your paper should be 2-3 pages long, and focus mainly on the core aspects of the change, but also elaborate on the thoughts shared in your presentation.

Team Research Project - Presentation: The pace of change the world is experiencing continues to rise exponentially. Some of the things that were thought of as “impossible” mere decades ago are the same things that today we take for granted. For this assignment, you will be asked to consider one of the many changes the business world has experienced in your lifetime and prepare both a report as well as a presentation for the class on this change. This task will require a research component, to provide the class with some perspective and background on the change, an application component, to assess the impact it has had on business and industry, and a creative component, enabling you to speculate on how this change will continue to impact the way we do business in years to come. More details to come in class.

Team Research Project – Report: Along with your presentation to the class, you will be asked to put together a report with your team, describing the change you have chosen in greater detail. This report will enable you to expand on your presentation and include additional information that may be of interest. The report as a whole should be approximately 5-7 pages, single spaced.

Take-home Exam: Your take-home exam will be a case-based exam asking you to design a strategic solution to a dilemma that will encompass a significant organizational change. It will be an open book exam and will be provided in the take-home exam period. Keep in mind that given that it is an exam, you must not discuss your response with your classmates. You will have the entire take-home exam period to read the case, develop an understanding of the issues, and respond to a series of questions in order to draft a proposal intended to assist the organization come to a solution to continue to prosper under a new set of circumstances.

9. Contributions to the Learning Goals of the Program

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
CHECK (X) ONE PER ROW				
BC1 Knowledge <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				X
BC2 Collaboration <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>				X
BC3 Critical Thinking <i>Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i>				X
BC4 Communication <i>Graduates will be effective and persuasive in their communications.</i>				X
BI5 Global Awareness (BIB ONLY) <i>Graduates will be globally-minded.</i>		X		

10. Additional Information on the Course

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.

Group Work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. If you have a group assignment you may find the resources at http://sprott.carleton.ca/academic_programs/groupwork useful.

Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

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

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

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations

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/>

Course Submissions

Course submissions for this course will be expected to be single-spaced, with a regular font and size. Please submit all papers in hard copy.

Description and Prerequisites

Students are urged to refer to the appropriate sections in the [2021-2022 Calendar](#) for the exact course description and the prerequisites. It is the responsibility of each student to ensure that he/she has met the prerequisite requirements for the course. Failure to document this requirement will lead to mandatory deregistration from the course. **The School of Business enforces all prerequisites.**

Pregnancy Accommodation

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.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the 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. **For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.**

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 Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at bcom@sprott.carleton.ca or at bib@sprott.carleton.ca.

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 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 <https://carleton.ca/its/get-started/new-students-2/>
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E-Mail:

Students who wish a reply from the instructor must use their Carleton student email account when communicating by e-mail.