

MGMT 5100 I

Managing People and Organizations

Winter 2022

Instructor: Linda Duxbury
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Course Time: 5100 I: Tuesdays 11:30 to 2:30

Office Hours: Students who wish to consult with me should send me an email. We can arrange a mutually convenient time and mode (Phone, MS Teams, Zoom) to connect

Class Meeting: Asynchronous on-line lectures as indicated on the course outline
18 hours of synchronous on-line classes as indicated on course outline
Note: When all students have arrived from India, these on-line sessions may switch to in-person health regulations permitting

Learning Modality: **Hybrid.** In total, attending class for this course will require the following approximate time commitment (excluding readings and assignments):

- 18 hours online, synchronous (*i.e., delivered in real-time*)
- 16 hours online, asynchronous (*i.e., recorded content*)

Course calendar entry from 2021/22 graduate calendar:

Organizations and the relationships that define them. Theories, concepts, and experiential exercises help students understand their own values, attitudes, and goals and those of others how to motivate, communicate, teach, and lead others; and how to apply these concepts to improving personal and organizational performance.

Course Description:

This course is divided into two approximately equal halves. Modules 1 through 6 along with the class on personality type are devoted to material designed to increase your self-awareness and help you understand why you and others behave as you do in organizations and groups. The focus is on the individual and the interpersonal skills needed to be a good manager (*i.e.* discussion is at the "micro" level). The topics to be covered (learning, perception, motivation, personality, communication skills) are the practical skills all

managers should possess; you can begin to apply them immediately at work and home.

In Modules 6 through 12 the focus switches from the individual to relationships between individuals within the organization and between different organizational units (i.e. discussion is at the "macro" level). Topics covered in this second set of modules all relate to organizational effectiveness – leadership, teamwork, problem solving, conflict, negotiation, culture, decision making. The focus here is on organizational processes and inter-relationships that have been linked with performance and success.

When you have finished this course, you should know yourself better, have better people skills, and have an increased awareness of how to evaluate the effectiveness of organizational structures and processes.

Course Learning Objectives:

This course has the following learning objectives:

- To increase your self-awareness
- To help you become more skilled at analyzing behavior in organizations
- To help you learn what actions are appropriate for different situations
- To help you acquire a larger repertoire of behaviors or skills

Course Prerequisites:

Enrollment in the MBA program in the Spratt School of Business or permission of the school.

Text Book

Organizational Behavior: An Experiential Approach, 8th Edition by Osland, Kolb, Rubin and Turner. Prentice Hall, 2007 (referred to as *workbook* in the course outline)

The workbook, consists of content, exercises, and tips for managers.

Other Required Materials:

The student must have a working webcam to be able to engage in meaningful participation in the synchronous experiential sessions that will be held over Zoom.

All students must pay for and complete the MBTI. The procedure that you need to follow is listed below.

Final Exam Date: There no exam for this course. Course deliverables and due dates are as listed below.

Drop Course Policy:

You may drop this course up until the END of the first weekend of classes. Students that drop a class later than this will receive a WDN but will automatically have the grade changed to ABS. A grade of ABS is considered a failing grade. Students with relevant medical issues and supporting documentation may petition the school to have the ABS grade changed back to WDN.

Absenteeism Policy:

Students who miss a synchronous session, for any reason, will need to hand in the PAAs for the topics covered

in the session they missed. These PAA will be in addition to other class requirements. No final mark will be assigned until all assignments are handed in.

Class Format:

COVID-19 has impacted us all. It has changed how we work, how we socialize and how we take classes. Preparing and teaching a course that is delivered on-line was a major change for me as I have always emphasized discussion and experiential exercises as part of my lectures. I hope you will forgive me for the hick-ups that I am sure that we will encounter along the way.

I have elected to deliver the course in two ways. First, I have divided all my lectures from previous years into “bit size” modules one through twelve. These lectures represent the major content areas that you will need to be familiar with if you want to do a good job of managing the work of other people. These knowledge areas should also help you better understand yourself. The thirteenth topic, personality, will be covered in the synchronous session as outlined below.

Second, I have made every effort to identify which of the experiential exercises in the book/that I have traditionally used when teaching 5100 in person were the. You will note on the course outline that I have planned 14 hours of synchronous contact time. We will meet as outlined in the course outline. I have also outlined what we will do in each of these synchronous classes and how I expect you to prepare for each of these sessions.

This type of course requires students to take responsibility for their own learning. For an experiential course to be successful, students **must** do all the reading and homework preparation, watch the videos that I have prepared **and** participate actively in the in-person sessions. Attendance of the two “in-person” sessions is **mandatory** because what goes on when we get together is not a repeat of the readings/videos but the heart of the course.

There is a lot to do in each synchronous session and we must start on time. As such, it is important that you all “arrive” to the class on time – so I can focus on the class and the discussions and putting people in groups not “admitting late participants.” Students who have not prepared for the experiential sessions will lose participation marks.

Please do not underestimate the importance of participation in this course. It is an important part of your final grade, not to mention that it gives you an opportunity to practice your communication skills. If you find it difficult to participate in class, let me know before the course starts so we have time to remedy the situation.

Students who have a legitimate reason for not attending the “in-person” sessions must speak to me before the class starts to determine how else you can get the learning you will miss and earn the marks that are apportioned to these sessions.

Marking Scheme

Your grade will be calculated as follows:

- **Participation:** 15% of your mark will be awarded by me and depend on your participation in class and your performance on the simulations and the experiential exercises.
- **4 PPAs** worth 35% of your mark.
- **Analysis of a movie** using the theory from the book and my lectures: 50% of your mark. I will give you the name of the movie and the questions that you need to answer after the last class on December 6/7. **The exam is due back to me by 12 noon Tuesday April 19th.**

Details on each of these deliverables are given below. I also talk about each of them in the introductory video and plan on talking about them in our first synchronous session. Please note that marks will be lost when deliverables are late. Also please note that plagiarism will result in a failed grade.

Class participation: The participation mark is a combination of attendance, preparation, and participation. Each student is expected to be an active participant in each synchronous class session and take part in the exercises and make meaningful comments that demonstrate that they have read the text and absorbed the video lectures. I value quality rather than quantity—talking for the sake of talking does not improve your contribution grade. I am looking for evidence of good critical thinking on your part: Merely coming to the session is not sufficient; attendance is a first step, but you must also participate actively.

The best ways to prepare your contribution to class discussions are:

- **Make sure that you have read the assigned material/watched the videos before you come to class.** Be prepared to integrate the material from the readings as well as your personal experiences to the discussion in class. This is an important part of your participation grade.
- Be ready to help pull together the learning's from the class.

Please be aware that not only can you gain class participation marks - you can lose them. The success of the exercises we do in the synchronous sessions depend on all of you coming to class having done the pre-work ahead of time. I will penalize any student who has not done the necessary pre-work/provided me deliverables as outlined in the "Dates to Remember" section by taking one mark off your final participation grade for each occurrence. Marks will be also subtracted from the participation mark for the following behavior: frequently late to the synchronous sessions or come back late after the break (i.e., tardiness).

Personal Application Assignment (PAA): Each chapter in the book includes a PAA. The class voted to require that students hand in **four** PAAs which would be worth 35% of their mark. These PAAs should each be 5-8 pages. These PAAs will be your way of reflecting and commenting on the class experience and applying some personal interest or experience of yours to the class lesson. Each PAA should:

- a. summarize what you learned from the videos/in-class exercise(s) including your opinions, feelings, and thoughts;
- b. demonstrate some of the knowledge gained from the workbook and/or the lectures (must make the connections explicitly);
- c. show how you plan to apply the acquired knowledge to a real situation of your own or to the same situation if you were to relive it;
- d. demonstrate what you learned about yourself from partaking in the exercise; and

- e. demonstrate wit, humor and be delightful to read (not really a requirement but makes it easier for the marker!)

You have the opportunity to decide to do a PAA on any of the topics covered in the course: psychological contract (Chapter 1), theories of managing people (Chapter 2), perception and attribution (Chapter 9), learning (Chapter 3), motivation (Chapter 5), communication (Chapter 8), personality (Chapter 4), teams and groups (Chapter 10), problem solving (Chapter 11), leadership (Chapter 15), conflict and negotiation (Chapter 13), organizational culture (Chapter 16) and decision making (Chapter 17). **The first two PAAs are due by 9 AM Monday February 28th. The second two PAAs are due by Noon, April 19th.**

Each PAA will be marked out of 20 and your mark on these four PAAs will constitute 35% of your grade. **Please note that PAAs on the following topics have a different format than the PAAs for the rest of the chapters: theories of management, communication, culture.** You need to answer the questions as written in the textbook when doing these three PAAs. If you do not you will lose 5 marks.

Analyze a movie: I used this grading approach the last three years and it worked well. I have used the following approach in the past. I will give you the name of the movie on the last day of classes and a set of questions to guide your analysis. On the assignment sheet I will also give you page limits for each question and the amount each question will be worth. Your answers to the questions/analysis will be due **April 19th at 12 Noon**. Please submit on Brightspace.

To ensure fairness for all students, penalties will be applied to late assignments: Failure to submit an assignment on time will result in an initial penalty of five (5) percentage points, followed by an additional five (5) percentage points per day thereafter. For example, an assignment that would normally merit a grade of 80% would receive a grade of 75% if submitted after the deadline on the due date, 70% if submitted the following day, and so on. Requests for extension will be considered in cases of illness, family emergency, or other exceptional circumstances.

Information relevant to completion of Assignments¹

All page limits specified in this outline are “hard” and non-negotiable; in other words, aim for the upper limit in each case (e.g., a 1-page submission for an assignment with a 5-page limit will be judged as insufficient) but do not exceed it. Material beyond the stated limit will not be read and the remaining submission will be judged on its merits. For fairness and comparability, all take-home written work must be submitted typed, double-spaced, on letter-size paper, with 2.5 cm margins all-round, in Times-Roman 12, Arial 11, or equivalent font.

- **Please provide a title page for each assignment telling me the topic you are writing on and your name (you have NO idea how many times I am expected to take my best guess).**
- In addition to content, all written work will be graded for grammar, spelling, writing style, and organization and presentation of the material.
- Cheating, plagiarism, and other instructional offences are not tolerated and can have severe penalties. What is plagiarism? If you are unsure please refer to these websites:

¹ Thanks to Dr. N. Papadopoulos for drawing up this list.

- <http://www.plagiarism.org/plagiarism-101/what-is-plagiarism/>
- <http://wpacouncil.org/positions/WPAplagiarism.pdf>
- <http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>

Contribution to Program Learning Goals ([MBA](#)):

MBA Learning Goal	Not Covered	Introduced	Taught but Not Assessed	Taught <u>and</u> Assessed
MB1 Leadership and Collaboration <i>Graduates will be equipped for leadership and collaboration.</i>			✓	
MB2 Communication <i>Graduates will be effective communicators</i>			✓	
MB3 Critical Thinking and Problem Solving <i>Graduates will be skilled in critical thinking and problem solving.</i>			✓	
MB4 Functional Knowledge <i>Graduates will have functional knowledge of all areas of business.</i>			✓	
MB5 Global Business <i>Graduates will have an appreciation of the global environment of business.</i>	✓			
MB6 Ethical Reasoning <i>Graduates will be skilled in ethical reasoning and decision-making.</i>	✓			

Summary: Important dates and deadlines

Note: All dates and times shown in this course outline (and in the list of deliverables provided below) are EST (Eastern Standard Time)

To ensure fairness for all students, penalties will be applied to late assignments: Failure to submit an assignment on time will result in an initial penalty of five (5) percentage points, followed by an additional five (5) percentage points per day thereafter. For example, an assignment that would normally merit a grade of 80% would receive a grade of 75% if submitted after the deadline on the due date, 70% if submitted the following day, and so on. Requests for extension will be considered in cases of illness, family emergency, or other exceptional circumstances.

Perception and Attribution: Read Case (pg. 232, 233) **before synchronous class session January 18th**

Learning: Complete and score learning inventory (book, pg. 52 and 53). Please send me an email and tell me your learning style by **9 AM Monday January 24th**. This information will be used for an exercise we will do in class Feb. 1st.

Motivation: Please complete and score the Manifest Needs Inventory and the MAOB (It is on Brightspace) **before the synchronous session Tuesday Feb. 1st**. No need to send either of these to me ahead of time.

Personality: You must pay for and complete the MBTI by **Midnight Sunday January 30th**. Two marks will be taken off your final mark for each day after that that the MBTI is not done. Please see instructions on course outline. Almost all the class time on **Tuesday Feb. 15th will be based on the results from the MBTI.**

Problem Solving: Read "Class Preparation" material pg. 285-287 **before the synchronous session March 8th**

Leadership: Please send me an e-mail identifying someone whom you consider to be an effective leader (should be someone in the public domain) at or **before Midnight Sunday January 30th** and tell me why you selected them. **We will use this information for an exercise we do at the synchronous session March 8th.**

Conflict: Please complete and score the conflict style measure (on Brightspace) and send the results for your conflict style at WORK to me by **Midnight Sunday March 13th**. **We will use this information to divide you into groups that we will use to play the Red Green Game at the synchronous session on Tuesday March 22nd.**

Culture: Please read The Ecoquest Case, Part I (pg. 426-429) and complete the questions **before the synchronous session Tuesday April 5th**.

Decision Making: Please complete Case 1, 2 and 3 (pg. 463-466) and read "An Ancient Tale" **before the synchronous session on Tuesday April 5th**.

Movie Final: **The exam is due by 12 noon, Tuesday April 19th**. Please submit it on Brightspace before this time.

Term Starts Monday January 10th, 2022	
Module	Topic and Preparation: Micro Material
1	Introduction to course/ Psychological Contract
Workbook: xv to xxvii and Chapter one	
2	Theories of Managing People
Workbook: Chapter two Theories of Managing People: Please do the leadership style questionnaire (book, pg. 32) before you listen to the Video for this module	
3	Perception and Attribution
Workbook: Chapter nine Preparation for Synchronous/Experiential Class: Please read the case (book, pg. 232 and 233) <u>before</u> the session. Do NOT read any of the roles. These will be assigned in class. We will do this exercise January 18 th .	
Synchronous session Number One:	
5100 I - Tuesday January 18 th - 11:30 AM to 2:30 PM Answer any questions you might have about the course and how it is structured Answer any questions you might have from the first three lectures Psychological contract exercise The Selection Committee (pg. 232, 233 in the book)	
4	Learning
Workbook: • Chapter three Preparation for Synchronous/Experiential Class: Please complete and score learning inventory (book, pg. 52 and 53) and determine your learning style. Please send me an email and tell me your learning style by 9 AM Monday January 24th so that I can use this information when designing the groups for the exercise to do be done in the synchronous session.	
5	Motivation
Workbook: • Chapter five Preparation for Synchronous/Experiential Class: Please complete and score the Manifest Needs Inventory and the MAOB (it is on Brightspace) before the synchronous session Tuesday Feb. 1st . No need to send either of these to me ahead of time.	
Synchronous session Number Two:	
5100 I - Tuesday February 1 st - 11:30 AM to 2:30 PM Answer any questions you might have from the lectures on Learning and on Motivation Learning Inventory Exercise Take up MOAB – “what motivates you?” Pin Spotter Exercise	
6	Communication
Workbook: Chapter five	

Module	Topic and Preparation: Micro Material
7	Personality
Workbook: <ul style="list-style-type: none"> Chapter 4 <p>Note: You <u>must</u> complete the MBTI by Midnight Sunday January 30th or marks will be deducted from your final grade (half a grade point a day)! The cost for the MBTI last year was \$31.70 (including taxes). I will not be able to process the results of the test until you pay. You will be required to pay before you can take the test. [results will be sent to me – I will give them to you before class]. To pay please go to the following site: https://payments.carleton.ca/sprott/online-payment-for-mba-mbti/ You can pay using Credit Card or Interact. Once you have paid, then please go to the following site: http://sprottmba.careerid.com/ and take the test. The main office will receive an email every time someone pays and will keep track against the course list. On Monday January 31st they will give me the list. Those who have not paid/taken the test will start losing marks at that time.</p>	
Synchronous session Number Three:	
5100 I – Tuesday February 15 th - 11:30 AM to 2:30 PM	
Answer any questions you might have from the lectures on Personality and Communication	
MBIT – Understanding who you are and what this means	
Note: Exam week is week of Feb. 28 th to March 4 th ; Winter break week begins on Monday Feb. 21 st	
Module	Topic and Preparation: Macro Material
7	Group Dynamics and Teams
Workbook: Chapter 10	
8	Problem Solving
Workbook: Chapter 11 Preparation for Synchronous/Experiential Class: We will be doing the Cariotronics exercise in Class March 8th . Please read the “Class Preparation” material pg. 285-287 prior to class. Do not read the material on pg. 299 to 305 – these are the descriptions of the various roles people will be assigned in the case. It will ruin it for you if you read these ahead of times. I will let you know your group and your role when we “meet.”	
9	Leadership
Workbook: <ul style="list-style-type: none"> Chapter 15 Preparation for Synchronous/Experiential Class: Please send me an e-mail identifying someone whom you consider to be an effective leader (should be someone in the public domain) at or before Midnight Sunday January 30th and tell me why you selected them. Come to class prepared to talk about why you think that they can be considered a leader. We will discuss your leaders in an exercise we will do on March 8th .	
Synchronous session Number Four:	
5100 I – Tuesday March 8 th - 11:30 AM to 2:30 PM	
Answer any questions you might have from the lectures on Teams and Groups, Problem Solving and Leadership	
Cardiotronics Case	
Leadership - exercise	

Module	Topic and Preparation: Macro Material
10	Conflict and Negotiation
<p>Workbook:</p> <ul style="list-style-type: none"> Chapter 13 <p>Preparation for Synchronous/Experiential Class: My plan is to do two experiential exercises associated with this topic – the Red/Green Game (pg. 353 and 354 in the text) and the Negotiation exercise (pg. 354 and 355 in text). PLEASE do not read the negotiation exercise. To set up for the Red Green please complete and score conflict style measure (on Brightspace) and send the results for your conflict style at <u>WORK</u> to me by Midnight Sunday March 13th.</p>	
<p style="text-align: center;">Synchronous session Number Five:</p> <p>5100 I – Tuesday March 22nd - 11:30 AM to 2:30 PM</p> <p>Answer any questions you might have from the lectures on Conflict and Negotiation</p> <p>Red Green Game</p> <p>Negotiation</p>	
11	Organizational Culture
<p>Workbook:</p> <ul style="list-style-type: none"> Chapter 16 <p>Preparation for Synchronous/Experiential Class: Please read The Ecoquest Case, Part I (pg. 426-429) before class on April 5th and complete the questions. Please bring your completed answers to class. In the session to be held December 6/7 I will divide you into groups and ask you to decide who should be the next CEO of Ecoquest. Do not read Part II of the case (again, it will spoil it for you).</p>	
12	Decision Making
<p>Workbook:</p> <ul style="list-style-type: none"> Chapter 17 <p>Preparation for Synchronous/Experiential Class: Make sure that you have done Case 1, 2 and 3 (pg. 463 to 466) before you come to class. Please bring your completed answers to class. I will break you into groups for discussion of these cases. I would also like you to Read An Ancient Tale (Brightspace) before coming to class on April 5th. We will discuss this in groups as well.</p>	
<p style="text-align: center;">Synchronous session Number Six:</p> <p>5100 I – Tuesday April 5th - 11:30 AM to 2:30 PM</p> <p>Answer any questions you might have from the lectures organizational culture and decision making</p> <p>Ecco Quest</p> <p>Case 1, 2 and 3</p> <p>Ancient Tale</p> <p>NOTE: I will put the name of the Movie you are to watch, and the exam questions you are to answer onto Brightspace at the end of Class April 5th. The exam is due by 12 noon, Tuesday April 19th.</p>	

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).

Recommended Calculator for 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. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership and other group skills. Group assignments are also an effective way to learn integrative skills for putting together a complex task. Your professor may assign one or more group tasks, assignments, or 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.

Peer Evaluation for Group Work

To deter social loafing and ensure fairness in grading, you will be asked to assess the contribution of your fellow group members. This information will be used when assigning the grade for the final project. The procedure is as follows: Each student should take 100 points and allocate those points to the various members of the group (including him/her/themself) to reflect the contributions made by each member. For instance, if there are four members in a group and everyone contributed equally, each individual would receive 25 points. Conversely, if an individual contributed relatively little, the remaining group members might allocate few points to that member. To ensure that these peer evaluation scores are reasonable and free from personal bias, you will be asked to provide a detailed written explanation for your point allocation.

Letter Grades:

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	F = Below 50
A = 85-89	B = 73-76	C = 63-66	D = 53-56	
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52	

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**

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: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

- **Religious Obligations**

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: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

- **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. <https://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: <https://carleton.ca/sexual-violence-support/>

- **Student Activities**

Carleton University recognizes the substantial benefits, to both the individual student and the university, that result from participating in activities beyond the classroom experience. Reasonable accommodation will 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: <https://students.carleton.ca/course-outline/>

Academic Integrity:

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—are a serious academic offence, 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/>

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: <https://carleton.ca/csas/>

Other 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 can do so by visiting <https://carleton.ca/its/get-started/new-students-2/>