



BUSI 5983/6903 - Qualitative Research Design

Winter 2023

Wednesdays, 11:35 a.m. to 2:25 p.m.

NI4022

Professor: Dr. Luciara Nardon
Email: luciara.nardon@carleton.ca
Office hours: by appointment
Modality: 33h Synchronous, in person and 3h asynchronous

Course Prerequisites:

Students should have completed the introductory Research Methodology in Business course (BUSI 5982/6902) and have sufficient disciplinary background to be able to identify a potential research topic.

Calendar Description:

The use of qualitative data in business research. Includes discussion of research design; data collection, analysis and interpretation techniques; overview of philosophy of science debates regarding epistemological and ontological stance; and practical, hands-on experience.

Course Objectives:

By the end of this course students should:

- Be able to design qualitative research projects
- Be familiar with debates concerning the use of qualitative research methods in management research.
- Be able to thoughtfully and fairly evaluate qualitative research.
- Be conversant with a number of qualitative research methods.
- Have gained hands-on experience with data collection and analysis.
- Be able to write up qualitative research.

Contribution to Learning Goals of the Program (MSc):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
MS1 Research Knowledge <i>Graduates will have an understanding of research philosophies, designs, methodologies and techniques foundational to conducting academic research in management.</i>				X
MS2 Scholarly Management Research <i>Graduates will be able to conduct scholarly research on issues facing organizations</i>			X	
MS3 Communication <i>Graduates can communicate complex ideas, research activities and results.</i>			X	
MS4 Professional Activities <i>Graduates will engage with professional organizations or networks in academia or practice.</i>	X			

Contribution to Learning Goals of the Program (PhD):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
PH1 Research Knowledge and Understanding <i>Graduates will have an understanding of research philosophies, designs, methodologies and techniques foundational to conducting advanced academic research.</i>				X
PH2 Scholarly Research <i>Graduates will be able to conduct scholarly research on complex issues facing organizations.</i>			X	
PH3 Communicate Research Work and Results <i>Graduates can communicate complex ideas, research activities and results to academic, practitioner and student audiences both orally and in writing.</i>			X	
PH4 Professional Activities and Functions <i>Graduates can effectively teach, conduct research and participate in professional organizations and networks in academic and other public and private sector organizations.</i>	X			

Pedagogical Approach:

This course employs a workshop style approach, which may be quite different from your undergraduate or master's educational experience. There are no lectures in this course. The first 60-90 minutes of class time will be used for **discussion of questions** that emerged while you read the assigned material and engaged in the practice exercises assigned (to be submitted in your weekly briefing). The remaining of the class time will be dedicated to experimenting with different qualitative research techniques.

As Ph.D./MSc students, the onus is on you to drive your learning experience and as such, you are jointly responsible for what you learn in this class. This course demands your weekly attention and an engaged mind. Students should come prepared to discuss all required readings assigned for the session.

Required Readings:

Most of the required readings for this course are journal articles available through Ares. The required course book is the same used in Research Methodology in Business and is available through the University Bookstore. Readings from this book are noted by chapter in the weekly reading list.

Bell, E., Bryman, A., and Harley, B. *Business Research Methods*, Oxford, UK: Oxford University Press. ISBN: 978-0-19-8869443

If you would like additional resources in qualitative research, the following book provides a good overview:

Optional: Myers, Michael D. (2019) *Qualitative Research in Business & Management, 3rd edition*. Los Angeles and London: Sage.

Evaluation Components:

The assignments of this class are developed in order to provide students with skills required for a successful academic career. These include critical theoretical discussions, development of independent study and practice on specific data collection and analysis techniques. As such, evaluation of this course consists in four main components, as explained below:

Class contribution: 30%
Research proposal: 40%
Review of project proposals: 10%
Reflection on practice assignments: 20%

Descriptions of the various assignments for the course have been posted to Brightspace. Please take the time at the beginning of the semester to read through all of the assignments

Class contribution

Students should come prepared to discuss all required readings assigned for the session as well as engage in the practice activities assigned. Effective participation means (a) active, (b) substantive, and (c) continuous (d) contribution. Class participation is a very important part of success in this course.

Several articles and chapters are required reading for each class. It is essential that you read the articles before class and **submit your reflection** on the whole set of readings (see Brightspace). Thoughtful engagement with the material is critical to support meaningful contribution and support your learning.

In each session a student will be assigned the role of **discussion leader**. Discussion leaders are responsible for preparing questions to motivate class discussion, highlighting issues and dilemmas facing a qualitative researcher. Seminar leaders should strive to assist their colleagues to understand how the assigned readings inform our understanding and application of qualitative research methods. You should assume that everyone has read and reflected on the articles. Thus, do not summarize the content of the readings, but focus on motivating discussion around important issues raised by the complete set of articles/chapters.

In each session, students will be assigned practice activities to experience the process of qualitative research in multiple modalities. Students should come prepared to share their experience and learning and post their progress on their weekly reflections. Some of these tasks will take several weeks to complete, so please plan ahead.

Final Research Project

At the end of the semester, you will submit a full project proposal. Your final submission should comply with SSHRC grant guidelines ([here](#) – see detailed description). Your project should be not longer than 6 pages single-spaced and include:

- Research Objectives
- Context (including literature review and theoretical approach)
- Methodology

You are encouraged to submit an idea for feedback during the semester and prepare a presentation to receive feedback from your peers.

Reflection on practice assignments

It is important for your development as a researcher that you gain some experience with research design as well as data collection, analysis and interpretation. This assignment encourages you to gain some experience with elements of qualitative research including participant observation, secondary data collection, conducting interviews, transcribing, analyzing, memoing, and interpreting data. During the semester you should come prepared to discuss your experience based on the outline below. At the end of the semester, you are invited to reflect on your experience and discuss your learning. Please see the full assignment description posted on Brightspace for more details.

Review of Research Projects

Each student will review two research project presentations submitted in completion to the requirements of this course. Each review should be about 2 pages and provide constructive criticism to improve the project. Reviewers are encouraged to provide suggestions to address the challenges identified as well as identify other areas that need improvement.

Please see the full assignment description posted on Brightspace for more details.

Tentative course outline

Date	Topic	Workshop	Due before class	
			Class Project	Personal Project
Jan 11	Course introduction The nature of qualitative research	Getting ready for the semester		
Jan 18	Designing and Evaluating Qualitative Research	Choosing a research question		<ul style="list-style-type: none"> • Research Journal (1A) • Research Profile (1B)
Jan 25	Interviews	Design and pilot your interview		<ul style="list-style-type: none"> • Research Topic/Question (2)
Feb 01	Focus Group	Experiment with a focus group	<ul style="list-style-type: none"> • Interview protocol (3A) • Interview tools (3B) 	
Feb 08	Case Study Research	Choose a case for your research Prepare for interviewing	<ul style="list-style-type: none"> • Simulate an ethics application (4B) 	<ul style="list-style-type: none"> • How can you use interviews/focus groups in your research? (4A)
Feb 15	Ethnography/auto-ethnography	Prepare/pilot for participant observation		<ul style="list-style-type: none"> • Identify a case and/or secondary data (5)
Feb 22	No class – reading week			
Mar 01	Data analysis and interpretation	Debrief of interviews	<ul style="list-style-type: none"> • Report on interviews (6) 	
Mar 09	Data analysis and interpretation	Discussion of participant observation		<ul style="list-style-type: none"> • Report on participant observation (7)
Mar 15	NVivo Workshop – Class will take place in the library room 252A		<ul style="list-style-type: none"> • Transcribe your interviews (8) 	
Mar 22	Other approaches and considerations	Research proposals	<ul style="list-style-type: none"> • Consider data analysis software (9A) 	<ul style="list-style-type: none"> • Research proposal idea (9B)
Mar 29	Interventionist approaches	Discuss findings of interview research	<ul style="list-style-type: none"> • Analysis of interview data (10) 	
Apr 05	Becoming a qualitative researcher (asynchronous)	Research proposal presentations		
Apr 12	Project reviews due			
Apr 27	Final Assignments due		<ul style="list-style-type: none"> • Reflection on experience 	<ul style="list-style-type: none"> • Research proposal

Detailed Course Outline

Jan 11 - The nature of qualitative research

Discussion Lead: Luciara Nardon

- Revisit
 - Bell et al., chapter 17-18
 - Cunliffe, A. (2011) Crafting Qualitative Research: Morgan and Smircich 30 Years on, *Organizational Research Methods*, 14(4): 647-673.
- Cilesiz, S., & Greckhamer, T. (2022). Methodological Socialization and Identity: A Bricolage Study of Pathways Toward Qualitative Research in Doctoral Education. *Organizational Research Methods*, 25(2), 337–370.
<https://doi.org/10.1177/1094428120980047>

Jan 18 – Designing and Evaluating Qualitative Research

Discussion Lead:

- Revisit:
 - Bell et al., chapter 18
 - Welch, C. and Piekkari, R. (2017) How should we (not) judge the ‘quality’ of qualitative research? A re-assessment of current evaluative criteria in International Business, *Journal of World Business* 52: 714-725.
 - Edmondson, Amy C. and Stacy E. McManus (2007), “Methodological Fit in Management Field Research,” *Academy of Management Review*, 32 (4), 1155-1179.
- Gehman, J., Glaser, V. L., Eisenhardt, K. M., Gioia, D., Langley, A., & Corley, K. G. (2018). Finding Theory–Method Fit: A Comparison of Three Qualitative Approaches to Theory Building. *Journal of Management Inquiry*, 27(3), 284–300.
<https://doi.org/10.1177/1056492617706029>

Part 2

- Choosing a research question and designing a research study

Jan 25 – Interviews

Discussion Lead:

- Revisit Bell et al., chapters 20
- Langley, A., & Meziani, N. (2020). Making Interviews Meaningful. *The Journal of Applied Behavioral Science*, 56(3), 370–391.
<https://doi.org/10.1177/0021886320937818>

- Brinkmann, S. (2016). Methodological breaching experiments: Steps toward theorizing the qualitative interview. *Culture and Psychology*, 22(4), 520–533. <https://doi.org/10.1177/1354067X16650816>
- Berner-Rodoreda, A., Bärnighausen, T., Kennedy, C., Brinkmann, S., Sarker, M., Wikler, D., ... McMahon, S. A. (2020, March 1). From Doxastic to Epistemic: A Typology and Critique of Qualitative Interview Styles. *Qualitative Inquiry*. SAGE Publications Inc. <https://doi.org/10.1177/1077800418810724>
- Cairns-Lee, H., Lawley, J., & Tosey, P. (2021). Enhancing Researcher Reflexivity About the Influence of Leading Questions in Interviews. *Journal of Applied Behavioral Science*. <https://doi.org/10.1177/00218863211037446>

Part 2:

- Designing and piloting an interview protocol

Feb 01- Focus Groups

Discussion Lead:

- Revisit Bell et al., chapters 21
- Onwuegbuzie, Anthony J., Wendy B. Dickinson, Nancy L. Leech and Annmarie G. Zoran (2009) “A Qualitative Framework for Collecting and Analyzing Data in Focus Group Research,” *International Journal of Qualitative Methods*, 8 (3), 1-21.
- Dimitrakopoulou, D., & Theodorou, P. (2022). Affective Facilitation: A Framework for Surfacing Lived Experiences and Harnessing Creativity in Focus Group Research, *International Journal of Qualitative Methods*, 21, 1–14. <https://doi.org/10.1177/16094069221133225>

Part 2:

- Experiment with a focus group

Feb 08 - Case Study Research

Discussion Lead:

- Revisit Bell et al., chapter 23
- Welch, Catherin, Rebecca Piekkari, Emmanuella Plakoyiannaki and Eriikka Paavilainen-Mantymaki (2011), “Theorising from case studies: Towards a pluralist future for international business research,” *Journal of International Business Studies*, 42 (5), 740-762.
- Eisenhardt, K. M. (2021). What is the Eisenhardt Method, really? *Strategic Organization*, 19(1), 147–160. <https://doi.org/10.1177/1476127020982866>
- Wadham, H., & Warren, R. C. (2014). Telling Organizational Tales: The Extended Case Method in Practice. *Organizational Research Methods*, 17(1), 5–22. <https://doi.org/10.1177/1094428113513619>

- Decker, S., Hassard, J., & Rowlinson, M. (2021). Rethinking history and memory in organization studies: The case for historiographical reflexivity. *Human Relations* (Vol. 74). <https://doi.org/10.1177/0018726720927443>

Part 2:

- Choosing a case for your research
- Prepare for interviewing

Feb 15 - Ethnography/autoethnography

Discussion Lead:

- Revisit Bell et al., chapters 19
- Zickar, M. T. & Carter, N. T. (2010) Reconnecting with the spirit of workplace ethnography, *Organizational Research Methods*, 13(2): 304-319.
- Cunliffe, A. L. & Karunanayake, G. (2013) Working within hyphen-spaces in ethnographic research: implications for research identities and practice, *Organizational Research Methods*, 16(3): 364-392.
- Zilber, T. B., & Zanoni, P. (2022). Templates of Ethnographic Writing in Organization Studies: Beyond the Hegemony of the Detective Story. *Organizational Research Methods* (Vol. 25). <https://doi.org/10.1177/1094428120944468>
- Folkes, L. (2022). Moving beyond ‘shopping list’ positionality: Using kitchen table reflexivity and in/visible tools to develop reflexive qualitative research. *Qualitative Research*. <https://doi.org/10.1177/14687941221098922>
- Snoeren, M.W.C., Raaijmakers, R. Niessen, TJH, Abma, T. A. (2016) Mentoring with(in) care: a co-constructed auto-ethnography of mutual learning, *Journal of Organizational Behavior*, 37: 3-22.

Part 2:

- Prepare/pilot for participant observation

Mar 01 – Data analysis

Discussion Lead:

- Revisit Bell et al., chapter 25
- Gioia, Dennis A., Kevin G. Corley and Aimee L. Hamilton (2012), “Seeking Qualitative Rigor in Inductive Research: Notes on the Gioia Methodology,” *Organizational Research Methods*, 16(1), 15-31.
- Charmaz, K. (2017), ‘Continuities, Contradictions, and Critical Inquiry in Grounded Theory’, *International Journal of Qualitative Methods*, 16: 1–8
- Mees-Buss, J., Welch, C., & Piekkari, R. (2022). From Templates to Heuristics:

How and Why to Move Beyond the Gioia Methodology. *Organizational Research Methods*, 25(2), 405–429. <https://doi.org/10.1177/1094428120967716>

Part 2:

- Report on interviews: How leading were your questions? What went well/needs improvement in your interviewing skills?
- Preparing to analyse your data

Mar 09 – Data analysis

Discussion Lead:

- Revisit Bell et al., chapter 22
- Smith, A.D. (2002), ‘From process data to publication: A personal sensemaking’, *Journal of Management Inquiry*, 11 (4): 383-406.
- Grodal, S., Anteby, M., & Holm, A. L. (2021). Achieving rigor in qualitative analysis: The role of active categorization in theory building. *Academy of Management Review*, 46(3), 591–612. <https://doi.org/10.5465/amr.2018.0482>
- Locke, K., Feldman, M., & Golden-Biddle, K. (2022). Coding Practices and Iterativity: Beyond Templates for Analyzing Qualitative Data. *Organizational Research Methods*, 25(2), 262–284. <https://doi.org/10.1177/1094428120948600>
- Cloutier, C., & Ravasi, D. (2021). Using tables to enhance trustworthiness in qualitative research. *Strategic Organization*, 19(1), 113–133. <https://doi.org/10.1177/1476127020979329>
- Köhler, T., Smith, A., & Bhakoo, V. (2022). Templates in Qualitative Research Methods: Origins, Limitations, and New Directions. *Organizational Research Methods*, 25(2), 183–210. <https://doi.org/10.1177/10944281211060710>
- Nasheeda, A., Abdullah, H. B., Krauss, S. E., & Ahmed, N. B. (2019). Transforming Transcripts Into Stories: A Multimethod Approach to Narrative Analysis. *International Journal of Qualitative Methods*, 18, 1–9. <https://doi.org/10.1177/1609406919856797>

Part 2:

- Report on participant observation

Mar 15 - Data Analysis and Interpretation

- Nvivo workshop in the library room 252A

Mar 22- Other approaches

Discussion Lead:

- Revisit Bell et al., chapter 24
- Garde, L., & Greinke, L. (2022). Using Participatory Visual Methods to Explore

- Multi-Local Living Arrangements - The Example of Work-Life Biographies and Reflexive Photography. *International Journal of Qualitative Methods*, 21, 1–15. <https://doi.org/10.1177/16094069221121242>
- Čanigová, K. (2022). “Will You Work with Me?”: Visual Worksheets as Facilitators of Inclusive, Collaborative, and Empowering Interviews with Vulnerable Populations. *International Journal of Qualitative Methods*, 21. <https://doi.org/10.1177/160940692211069444>
 - Rieger, J., Devlieger, P., Assche, K. Van, & Strickfaden, M. (2022). Doing Embodied Mapping / s : Becoming-With in Qualitative Inquiry, 21, 1–14. <https://doi.org/10.1177/16094069221137490>
 - Shortt, H. L., & Warren, S. K. (2019). Grounded Visual Pattern Analysis: Photographs in Organizational Field Studies. *Organizational Research Methods*, 22(2), 539–563. <https://doi.org/10.1177/1094428117742495>
 - Clarke, J. S., Llewellyn, N., Cornelissen, J., & Viney, R. (2021). Gesture Analysis and Organizational Research: The Development and Application of a Protocol for Naturalistic Settings. *Organizational Research Methods*, 24(1), 140–171. <https://doi.org/10.1177/1094428119877450>
 - Gill, M. J. (2014) The possibilities of phenomenology for organizational research, *Organizational Research Methods*, 17(2) 118-137.

Part 2:

- Research proposals

Mar 29- Interventionist approaches

Discussion Lead:

- Luscher, Lotte S. and Marianne W. Lewis (2008), “Organizational Change and Managerial Sensemaking: Working Through Paradox,” *Academy of Management Journal*, 51 (2), 221-240.
- MacIntosh, R., Beech, N., Bartunek, J., Mason, K., Cooke, B., & Denyer, D. (2017). Impact and Management Research: Exploring Relationships between Temporality, Dialogue, Reflexivity and Praxis. *British Journal of Management*, 28(1), 3–13. <https://doi.org/10.1111/1467-8551.12207>
- Garcia de Oliveira, T. Z., Pereira, R. D., & de Pádua Carrieri, A. (2022). Narratives from Casa Tina Martins’ Women’s referral center: Aesthetics of existence in the struggle against gender violence. *Gender, Work and Organization*, 29(5), 1542–1561. <https://doi.org/10.1111/gwao.12848>
- Ram, M., McCarthy, I., Green, A., & Scully, J. (2022). Towards a more inclusive human resource community: Engaging ethnic minority microbusinesses in human resource development programmes targeted at more productive methods of operating. *Human Resource Management Journal*, 32(3), 540–554.

<https://doi.org/10.1111/1748-8583.12416>

- Aarma & Nardon (2022). SAGE
- Nardon, L., Hari, A., & Aarma, K. (2021). Reflective Interviewing—Increasing Social Impact through Research. *International Journal of Qualitative Methods*, 20, 1–12. <https://doi.org/10.1177/16094069211065233>

Part 2:

- Discuss findings of interview research

April 05 - Becoming a qualitative researcher - asynchronous

- Jonsen, K., Fendt, J. & Point, S. (2018) Convincing Qualitative Research: What Constitutes Persuasive Writing?, *Organizational Research Methods*, 21(1): 30-67.
- Lê, J. K., & Schmid, T. (2022). The Practice of Innovating Research Methods. *Organizational Research Methods*, 25(2), 308–336. <https://doi.org/10.1177/1094428120935498>

Part 2:

- Research proposals presentations

While every attempt will be made to keep to the schedule listed above, unforeseen circumstances may necessitate modifications throughout the semester.

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

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

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

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 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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