

BUSI3103 E “Introduction to Organizational Theory”

8th Jan, 2024 –10th Apr, 2024

WINTER TERM 2024

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|----------------------|---|
| Professor | Rumaisa Shaukat, PhD., CHRP., CHRL., CCMP™. |
| E-Mail | rumaisa.shaukat@carleton.ca For any email query, in the subject column write your course codes. |
| Office Hours | By appointment only. I’m also generally available right before the class for quick questions/comments. |
| Class Times | Tuesday 2:35- 5:25 |
| | Brightspace will be the main Platform for this course. Please be aware by registering in this course you acknowledge that this course will use online proctoring tools for both exams [please read p 8 for details]. Read Guide to Netiquette online! |
| Prerequisites | Second-year standing, and one of BUSI 2101, BUSI 2121, BUSI 2702, PSYC 2801. |
| Website: | Course slides will be posted on Brightspace. Please attend classes to take notes! |

Calendar Course Description

Macro-organization theory. Structuring of organizations in a complex global economy. Effects of the external environment, technology, culture and organizational goals on the structure, processes and effectiveness of the organization.

Course Description

This is an introductory course in Organization Theory. It covers basic theories and principles concerning the structuring of contemporary organizations in complex, dynamic, uncertain, and competitive environments. The objective of this course is to provide the student with a number of conceptual frameworks in which to understand in greater depth the structure and processes within organizations. Organizations are seen as complex social systems comprised of people, tasks, technology and structure working within the constraints of their environments; and this course will examine these interactions. There will be a range of topics explored in this course. Each is listed below under the Course Schedule. A variety of learning strategies will be employed, including case analyses, group discussions, small group activities, and lectures.

Course Objectives

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

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

Contribution to Learning Goals of the Program ([BCom](#), [BIB](#)):

| 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 |

Important Course Expectations

1. **Course Pedagogy.** Brightspace will remain the primary medium as all course assignments will be submitted online. Weekly assignments and activities will be posted online within weekly modules and are designed to be viewed asynchronously by all students [**well before in person on campus sessions**]. **The final exam will be conducted online through e-proctoring tools. Final exam date, time and e-proctoring tool will be announced once determined by the examination office.**
2. **Intellectual Property** All materials prepared by the course professor, including PowerPoint

slides, class handouts and exam papers, are protected by copyright. Copying, photographing, scanning, sharing, or posting any of the material elsewhere is therefore a violation of copyright and is illegal and will have serious consequences. No exceptions!

3. **Emails:** I communicate with students through their student email accounts. It is your responsibility to check your emails as I will be sending important messages through this medium. Be professional in your email communication (read separate instructions below) I usually check emails once a day. Please email me again if you do not receive a reply within 2 working days; there is always the possibility of problems with electronic messaging. I will not send grades or otherwise private student information (group member's email etc) via email. Assignments will not be accepted via email unless precisely requested. Always identify the course number and section in the Subject line. Please use proper greetings. You can refer to your instructors as "Professor X" or "Dr. X." Any other title (Ms., Mrs., Miss, or Mr.) is less appropriate given the classroom context. As business students, it is imperative that you learn to use proper titles. Always sign your email with your first and last names and include your student number.
4. **Active Participation.** Students are expected to attend lectures, take notes, and participate during class sessions. Students are expected to maximize their own learning by actively preparing for all activities posted withing weekly modules on Brightspace. This includes participation in class discussion and overall interacting professionally and ethically with classmates and with the instructor. Please see **Appendix** "*Guidelines for in class Discussions*".
5. **Group Ethics.** You will be part of a group requiring your involvement and input, doing your part on time and staying in touch with your team is something that you owe to your fellow group members. Therefore, punctual attendance to sessions online and regular communication with your team are strongly recommended. Please see **Appendix** for some survival tips. You will be also submitting peer evaluations (Attached as an Appendix) and "who did what statement. Please see page 10 for more details. Keep in mind, individual grades will be adjusted based on peer evaluations. **Not submitting peer evaluations or who did what statements [when required] will result in a grade of zero for that particular assignment.**
6. **Follow Assignment Instructions.** Carefully read the instructions for your written assignments described in the course outline. **On Brightspace, I will create folders for each submission with guidelines copied from your course outline again.** Always use a title for your work. Strictly, follow the instructions regarding page limit/font size/margins for your written submissions. In any case, do not exceed the required standard page limits for all submissions. Format for written submissions should follow the American Psychological Association (APA) Publication Manual (6th or 7th Edition).
7. **Cheating, Plagiarism, and Other Instructional Offences** are not tolerated and can have severe penalties (please see the statement on plagiarism in the Spratt School attachment). For additional help, you are strongly encouraged to consult the document "Paper Formatting & Documentation Guidelines", on the Spratt website at Academic Programs _ Useful Links _ Paper Writing Guidelines.
8. **Deadlines and Penalties for Late Submissions.** **All assignments including peer evaluations and who did what statements will be due online, no email submissions.** All deadlines need to be respected, and exceptions will be granted only in extraordinary cases. No make-up case study, no make-up assignment. Submission of late assignments requires the prior consent of the instructor otherwise the penalty on late assignments is a grade loss of 10% per day up to a maximum of 3 days, after that assignments will not be accepted. Penalty on late case studies is a grade loss of 10% per hour up to a maximum of 3 hours, after that case studies will not be accepted. **There will be no extensions on peer evaluations and who did what statements.** Please Note Computer failure, printing problems, work for other classes and many other excuses are not acceptable. **You may not miss a day when you are scheduled for exam.** Except under unusual circumstances, you have 24 hours from the time you miss your exam to contact me about your absence. **Students who are unable to write the final examination because of a serious illness/emergency or other**

circumstances beyond their control may apply for accommodation. Without an appropriate reason and documentation, you will receive a zero for the missed exam and a submission.

9. **Policy on Re-marking.**

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

- a. Indicate in writing specifically what your concern(s) is (are). This does NOT mean that you simply say “I think I deserve more marks.” You must clearly indicate where the marker made a mistake in his/her marking of the paper. In this regard, you must refer to the class notes, excerpt in the textbook, etc., supporting your claim.
- b. After completing #1 above, you must email your comments back to the TA within one week of the paper being handed back in class. If you did not pick up the paper when it was handed back, you still have only 1 week from the original hand-back date to request a remark.
- c. If a deliverable is not resubmitted following the above guidelines, the TA will regard the mark as originally assigned to be the final mark for that deliverable. **NO MARKS will be changed at a later date.** It is important to note that the TA reserves the right to remark the entire paper in question and to either leave the mark as is or to change it positively or negatively as required.

Required Text Book

Daft, R. L., Armstrong, A. (2021). Organization Theory and Design (4th Canadian Edition). Toronto: Nelson Education Ltd. (e-book is \$74.95 cheaper).

Course Schedule

Deadline for all assignments [excluding online reflections that are due by 11:55pm on due dates] is the end of our class session [for everyone]! Lecture slides will be posted many weeks in advance so go through those asap and make sure to submit reflections before deadline. Always check weekly module for in-class activities planned for in person sessions. Lectures are in person but all assignments are due online!

| Section E | Topics and Cases | Assigned Readings |
|---|--|---|
| January 9 We will not meet in person today, means no on campus session , please check September 8 Module online and do what I listed there. | Introduction to the course, Overview of intended outcomes, readings, assignments and evaluation for the course | No Assigned Readings |
| January 16 Last day to request group changes, read instructions below on how to email me carefully! | Organizations and Organization Theory ; The External Environment | Ch 1 & 2 [Online Reflections for Ch 1-2 are due by 11:55pm today]. |
| January 23 | Strategy, Organization Design and Effectiveness & Fundamentals of Organization Structure; | Ch 3 & 4 [Online Reflections for Ch 3-4 are due by 11:55pm today] |
| January 30 Case 1 Due | Designing Organizations for social and Environmental Purpose; Designing Organizations for the International | Ch 5 & 7 [Online Reflections for Ch 5 or 7 are |

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| | Environment | due by 11:55pm today |
| February 6 "Final Project outline due" Case 2 Due | Interorganizational Relationships; Organization Size, Life-Cycle and Control | Ch 6 & 8 [Online Reflections for Ch 6 or 8 are due by 11:55pm today] |
| February 13 Midterm Exam | All 6 chapters | Midterm Exam up to Ch 6 |
| February 20 No Class | Study Break | No assigned readings |
| February 27 Case 3 Due | Manufacturing and Service Technologies; Organizational Culture and Ethical Values | Ch 9-10 [Online Reflections for Ch 9-10 due by 11:55pm today] |
| March 5 Case 4 with Peer evaluations Due | Innovation and Change | Ch 11 [Online Reflections for Ch 11 are due by 11:55pm today] |
| March 12 | Conflict, Power and Politics Decision-Making Processes | Ch 12-13 [Online Reflections for Ch 12 or 13 are due by 11:55pm today] |
| March 19 *Project Presentations. Anyone can submit their who did what letter, and Peer Evaluations from today* | Project Presentations: Read Appendix 1 and instructions from course outline carefully. We will do exam review whenever we have time which means you would bring your questions on course content. | Utilize all Readings |
| March 26 *Project Presentations. Anyone can submit their who did what letter, and Peer Evaluations from today* | Project Presentations: Read Appendix 1 and instructions from course outline carefully. We will do exam review whenever we have time which means you would bring your questions on course content. | Utilize all Readings |
| April 2 *Project Presentations. Last day to submit individual who did what letter, and Peer Evaluations* | Project Presentations; Read Appendix 1 and instructions from course outline carefully. We will do exam review whenever we have time which means you would bring your questions on course content. | Utilize all Readings |

Course Evaluation

Group Tasks:

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| 4 Group Case Studies (5% each): | 20% |
| Group Research Project Presentation: | 20% |

Individual Tasks:

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| Online Participation | 10% |
| Midterm Exam | 20% |
| Final Exam | 30% |

Note: No Email Submissions will be accepted!!!

Important Note on Groups: You will be required to form groups of a maximum of 4 students (dependent upon class size, *exceptionally* a group of 5 may be permitted or a student without a group may be assigned to a group, all at the professor's discretion). These groups will collectively carryout group assignments: Case studies and the final project presentation. I will generate groups by selecting "System Enroll" option on Brightspace that puts people randomly in a group. If you want to be with your friends in a team, email me clearly stating which team you are assigned to by the system now and which team number you want to move to. Avoid duplicate emails. After January 16th, I will not be making any changes. Make sure to know your section, if unsure check your course's Brightspace page.

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

Please note your team reserves the right to kick you out of the team if you are not pulling your weight, in that case it is going to be your own responsibility to find another group, not professor's. I will not force anyone to keep anyone in their team. Its team's collective decision. If you are unable to find a new group, you would do all remaining group work alone and guidelines or requirements will NOT change. Please note, peer evaluations can effect your mark so do not assume, you have the same mark as your team members. For example if your teams gives you a 3/5 and group has 5/5 on an assignment, your mark would be 3/5 not 5/5. So make sure you participate and produce good quality work.

Case Assignments

Why Case?

Business cases are carefully written scenarios written by business professors for the purpose of teaching. These scenarios are almost always extracted out of real business organizations. The case method is an effective way (cost and time saver) to provide students with experience of "real world." Like the real world, cases present us with ambiguities and incomplete information. And you will be acting like managers and try to understand what are the key issues facing the managers in the case. What do we know from the case? What don't we know? What are some reasonable assumptions we can make in order to go on with the analyses?

Why Group?

Group work allows you to debate with each other about the right way of thinking about an ambiguous situation. One person can fill in some gaps in analysis done by another person. Also, group work is the way the real-life organizations make most decisions. As in the real world, you will not have complete control over the habits and orientations of your group members. This can cause headache for you, this can also provide you with the possibilities of coming up with solutions you alone could not generate. Real-life employers look for the qualities and skills that you can acquire and hone by doing these group work in a non-threatening environment such as a university course. **Your task and the rubric by which your reports will be assessed are to be found in the following pages.**

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

| | |
|-----------------------|--|
| <p>Content</p> | <p>Cases will be made available in advance and posted within the weekly module/folder. For each case, I will assign you specific questions. Before the session, read the assigned case study, highlight important aspects and be ready to contribute to the group discussion before collectively answering each question. Do not divide questions among team members. You all need to work on each question collectively. You could create a facebook group to discuss among yourselves.</p> <p>Answer the assigned questions using material recommended for that case (as well as material taught in any other previous classes, <i>if</i> you feel it is also applicable – but please don't just dump indiscriminately).</p> |
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| Marking | You will be expected to support your responses to the questions by providing examples from the case and/or citing areas of scholarly support (course material) for your position taken, where applicable. Please note (!). All questions are weighted equally; unless question weights are indicated on the question sheet for either case study. |
| Format | <ol style="list-style-type: none"> 1. Typed Double-spaced, maximum 5 pages. 2. Point form is acceptable (and preferable to verbosity!) as long as you're coherent and your thoughts are complete. 3. <u>Cover Page</u>: Be sure to include a cover page listing (a) your group number, (b) the case number, and (c) the names of all group members <i>who were present to work on the case that day</i>. Not doing so could adversely affect your grade. 4. Statement of integrity form 5. Individual peer evaluation forms (Read below on Peer evaluations) 6. Format for written submissions should follow the American Psychological Association (APA) Publication Manual (5th Edition). |
| Submission & Timing Requirements: | <p>Submission must be done within 10 minutes of the END of class in the week in which the cases are due (see Course Schedule in this course outline). Late submissions will <u>not</u> be accepted. There will be time limit added to online folders so if you are late, you will not be able to submit after the time limit has passed. No Email submissions are acceptable. To manage your workload, if you want to submit cases a few days in advance that is allowed.</p> <p>What you need to submit on the day of submission: [All as one file entitled "your group number & Case Study #]. No multiple files or multiple submissions from a group! Decide among yourselves which member will submit it online. Rest of the team can check to make sure submission was done!</p> <ol style="list-style-type: none"> a) A cover page with your names, student numbers and case study number and title. Use sample cover page posted. b) A statement of integrity form sign by all those who worked on the assignment. c) No peer evaluation forms due with each case, you would do one peer evaluation for all 4 cases which will be due with case 4. There will be a submission folder for this submission. Keep track of your team members' performance on all cases, and use only one form to evaluate each member, Do not evaluate yourself. Please do alert the professor via email if any team member is slacking off and not contributing and that member's grade will be adjusted accordingly. d) Please note your team reserves the right to kick you out of the team if you are not pulling your weight, in that case it is going to be your own responsibility to find another group, not professor's. If you are unable to find a new group, you would do all remaining group work alone and guidelines or requirements will NOT change. |

What to do if you miss a case?

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

Group Research Project

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

- 1 Choose any topic.
- 2 Interview someone in an organization who has experienced a challenge/problem that clearly relates to this topic.
- 3 Find out what the MAIN PROBLEM OR CHALLENGE is this person/organization experienced. Make sure you clearly explain in your presentation how this challenge relates to the topic chosen.
- 4 What did this person or the organization do (steps, activities) to deal with this particular challenge? Describe this clearly in your report and presentation.
- 5 Explain the pros and cons of the way the challenge was dealt with by referring to the content of the course.
- 6 Provide and explain alternative strategies that could have been used to deal with the challenge, and present associated pros and cons by referring to the content of the course.
- 7 An activity to engage the class.

A one page outline (hard copy) of the proposed project presentation is to be submitted to the professor by the end of the class on February 6th. An outline has no marks but you can lose 5% of the project mark if you did not submit one on the due date. Students are highly encouraged to consult the professor on their progress on this assignment throughout the semester (especially when trying to determine whether the chosen topic is appropriate). Teams will be required to present their findings to the class, presentation dates will be assigned by the end of September. Please see appendix for more specific details about the presentation. On the day of your presentations, you have to bring a hard copy of a handout that basically outlines your research.

On the day of presentations, please submit the following online in relevant folders:

1. As a group, submit one **copy of slides** (any team member could do that but rest of the team needs to make sure correct document was submitted), include **a title slide listing students' name and student numbers; Group # and a proper title for your project.**
2. Individually, submit a **peer evaluation forms** from each member of the group with your **“Who did what statement”** for the project presentation. For “who did what letter” explicitly write at the end of the peer evaluation form [a paragraph is sufficient] what exactly you did for the project presentation. I will cross check each member’s submission and if needed, I will call the group to verify if there is any inconsistency. This is an opportunity for you to give credit to exceptional team member and explain any issues you had with the slacker/s in your group. I take Peer evaluations and the letter very seriously. **Both documents will affect your mark for that particular assignment so make sure you contribute to the group effort.** I will adjust mark for slackers according to these two documents.

Time allowance: Specific time will be allocated (by the end of second week depending on the number of groups) to the presentation part and additional few minutes will be reserved for a question & answer period. **Evaluation Criteria :**

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

Note: No formal attire required but please be professional during your presentations. Please also read Appendix I & Appendix VII.

Midterm Exam

The midterm exam (format will be announced in the class) will covers Ch 1 – 6. The exam will be 90 minutes long, closed book, and will require you to answer a variety of questions related to the concepts discussed in the course.

Final Exam

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

IMPORTANT!! There is a fair chance, the final exam will be held during regularly scheduled course time. You must be present to write this exam during the scheduled time, No make-up tests will be scheduled for anyone missing the exam. The only valid excuse for missing the exam is for medical reasons or death in the family and must be documented with a medical certificate. Any other reason (such as travel, etc...) will not be considered. If you miss the exam for a reason that is not deemed as legitimate, your exam mark will be zero. **“Please be aware by registering in this course you acknowledge that this course will use online proctoring tools. These online proctoring tools could require you to identify yourself via webcam. Additionally while you are completing a proctored exam, your activities will be monitored. This could include direct observation via webcam and through the use of screen recording software. Evidence of academic misconduct during an exam will be treated seriously.”** Please note that tests and examinations in this course will use a remote proctoring service provided by Scheduling and Examination Services. You can find more information at <https://carleton.ca/ses/e-proctoring/>.

The minimum computing requirements for this service are as follows:

- Hardware: Desktop, or Laptop
- OS: Windows 10, Mac OS 10.14, Linux Ubuntu 18.04
- Internet Browser: Google Chrome, Mozilla Firefox, Apple Safari, or Microsoft Edge
- Internet Connection (High-Speed Internet Connection Recommended)
- Webcam (HD resolution recommended)

Note: Tablets, Chromebooks and Smartphones are not supported at this time. Windows-based tablets are not supported at this time.

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

Recognizing that not all participation in every group meets with expectations, students are asked to participate in the assessment process by attributing grades to their group members for their contributions to the **ALL** group deliverables (i.e. 1 peer evaluation for all case studies; one for the project presentation slides).

For peer evaluations, use only the original Peer evaluation form attached with the course outline (no hand written evaluations or different forms will be accepted). Peer evaluations are supposed to be confidential so please do it in private. *None of the students will have access to these forms after the submission. This evaluation is strictly confidential; all forms will be destroyed at the end of the semester.*

Deadline: **Due with the final case study & with the project presentations slides.**

- **Not submitting Peer evaluations and who did what statement** (when it is due) means you didn't do anything for the project and hence the grade of zero will be awarded to that particular individual. **No late submissions will be accepted. No Email Submissions either.**
- **Please note, peer evaluations can effect your mark so do not assume, you have the same mark as your team members. For example if your teams gives you a 3/5 and group has 5/5 on an assignment, your mark would be 3/5 not 5/5. So make sure you participate and produce good quality work.**

On “who did what letter” explicitly write each member’s name and what exactly he/she did for the both project presentations. I will cross check each member’s submission and if needed will call the group to verify if there is any inconsistency. This is an opportunity for you to give credit to exceptional team member and explain any issues you had with the slacker/s in your group. I take Peer evaluations and the letter very seriously. I will adjust mark for slackers according to the peer evaluations and who did what letters.

Participation On-Line: 10%

A **mark of 10%** is yours to earn by posting “Reflections after Reading (in total 5).” Reflections may come to your mind after reading a news item. This is like a blog. You can submit reflection during any of the weeks when there is a lecture and readings assigned. You could pick any 5 lectures [pick a specific concepts out of each lecture to talk about, **do not pick cases or videos shown/discussed during the class**, or that entry will earn zero. Also keep in mind I do not want summaries of my lectures or general commentary on the lecture either).

After reading chapter/listening to my lectures, **you must link it to an external reading or a resource and include full reference or link at the end of your submission**. Not doing so will result in zero for that specific entry. What you have learned in the lecture or in the book might trigger an interesting question in your mind so start with that. Such reflections often lead to a deeper understanding of how a concept from the course can be applied to view a news item differently/intelligently! A news item you are linking lecture concept must have appeared on WWW in English in a *bona fide* news publications (e.g. Citizen, Globe and Mail, McLeans, New York Times, The Economist...). If not, scan the item—making sure the date of publication shows. The reflection item must not be more than 3 years. The posts should not be more than **200 words** long. Your link to the chosen external source should be with the associated reflection or you would lose half a point for that entry.

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

****As this is participation mark, for each mark you have to sweat a little more than normal sweating you do for a mark in the course. That is the quality and quantity will be assessed more critically than other submissions. Note: **no grade appeal or request for re-evaluation will be accepted**.**

Note: Target submitting at least 1 reflection by the end of the 3rd week as I will give you feedback on your approach/style only on your first submissions during that weekend, NOT after that. You would receive feedback and mark on online participation assignment anytime between March 15th to March 30th. Not earlier than because anyone can submit reflections up until 11:55pm on March 12th.

ADDITIONAL INFORMATION

Course Sharing Websites

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

Required calculator in BUSI course examinations

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples

Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one. In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

| | | | |
|--------------|-------------|-------------|-------------|
| 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/>
-

APPENDIX I

Guidelines for Presentations

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

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

APPENDIX II

Peer Evaluation Form

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

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

Name of Evaluator: _____

Case Study Number: _____ Date: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

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

APPENDIX III

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

For Group Assignments

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

Name, Capital letters

Student number

Signature

Date

Name, Capital letters

Student number

Signature

Date

Name, Capital letters

Student number

Signature

Date

Name, Capital letters

Student number

Signature

Date

Name, Capital letters

Student number

Signature

Date

Name, Capital letters

Student number

Signature

Date

Appendix IV

Quick APA Guide: Examples of APA reference format (according to 5th Edition)

Journal Reference:

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

Book Reference:

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

Book Chapter Reference:

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

Book Editions:

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

Internet Article:

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

Dissertation reference:

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

Same Authors in same year:

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

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

Text Citation:

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

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

Levels of Heading:

- CENTERED UPPERCASE HEADINGS **Level 5**
- Centered Uppercase and Lowercase Headings **Level 1**
- Centered, Italicized, Uppercase and Lowercase Headings* **Level 2**
- Flush Left, Italicized, Uppercase and Lowercase Side Heading* **Level 3**
- Indented, italicized, lowercase paragraph heading ending with a period* **Level 4**

Appendix V

Survival Tips for Working in a Group Project

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix VI

Guidelines for in class Discussions

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

Appendix VII

The assessment of the Project will be out of 100 and then converted to 20% which is the actual worth of this presentation!

| Criteria | Weight | Poor F Range | Weak D Range | Fair C Range | Good B Range | Very Good A- to A Range | Excellent A+ |
|---|---------------|-------------------------|-------------------------|-------------------------|-------------------------|--|-------------------------|
| Clarity of presentation [presentation style, syntax, vocabulary, grammar, formatting, flow of ideas, connectedness of ideas that shows quality work...all assessed] | 15% | | | | | | |
| Issue/topic description (depth of detail; Relevance and importance of the topic being investigated) | 15% | | | | | | |
| Strength of Analysis (objective critique of interview/research material with pros and cons of organization's way of doing things) | 20% | | | | | | |
| Strength and practicality of Alternative/s (with pros and cons) | 15% | | | | | | |
| Application of course concepts [explicit use of course concepts--- not just highlighted jargons from the course material] | 30% | | | | | | |
| Proper Introduction and Conclusion with appropriate appendices | 5% | | | | | | |
| | | | | | | | |