



**Carleton**  
University

**Sprott**  
School of Business

**Carleton University  
Sprott School of Business  
Managing Individual Performance  
BUSI 3104 A  
Fall 2022**

<b><i>Instructor</i></b>	Ian Cahill
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<b><i>Course Time &amp; Location</i></b>	Wednesday, 8:35-11:25, Nicol 3020
<b><i>Office Hours</i></b>	By Appointment
<b><i>Modality</i></b>	3 Hours Synchronous

## **1. Course Description**

Managing the performance of self and others. Topics include self awareness, motivation, leadership, communication, diversity, and creativity. Extensive use is made of self-assessments and experiential learning.

Prerequisite(s): BUSI 2101, BUSI 2121, BUSI 2702, or PSYC 2801 (with a grade of C or higher in each).

As successful business professionals, one of the most critical tasks you will tend to is ensuring your subordinates perform at optimal levels. This course takes a look at many of the skills, perspectives, and strategies that enable you to do so in a workplace setting. Understanding these concepts will not only be vital to the management of your employees, but it should provide you with critical knowledge that will be valuable in numerous other 3<sup>rd</sup> and 4<sup>th</sup> year management courses.

Managing individual performance in the workplace requires knowledge and ability in various interrelated areas, such as communication, motivation, leadership, decision making, and conflict resolution. Throughout the semester, we will take a look at a broad range of topics, with each one encompassing class discussions, exercises, cases, and other in-class activities. Taking an active

role in the classroom will provide you with more well-rounded understanding of the core concepts, and will be vital to achieving your potential in the course. The idea of building an interactive classroom for this course is that the sooner you get involved in discussions and exercises about core management topics, the sooner you can get a grasp on the skills and knowledge required to optimize the potential of your subordinates, and successfully operate in a management and leadership capacity.

## **2. Course Objectives**

This course has a number of objectives:

- Introduce you to the core themes, issues, and challenges in performance management
- Simulate the workplace environment as much as possible so you can become accustomed to dealing with management issues in a professional setting
- Ignite healthy debate and sophisticated discussion amongst a group of unique minds, experiences and perspectives
- Showcase a specific set of skills that enable you to communicate, empathize with, and understand your staff
- Emphasize the manner in which strong management practices impact the workforce regardless of the industry, firm or organizational unit you operate in
- Allow students to reflect upon different ways of managing performance and identify the management style that best suits their skillset

## **3. Course Format**

This is a third-year business course. Contrary to first- and second-year courses, the students in this course are expected to have learned many of the core business concepts, and have developed the capacity to apply it in in-class discussions, and draw upon this knowledge when submitting assignments. Given that, the main focus of this course is to enable students to think outside the box, and challenge themselves and others to come up with creative and sophisticated solutions to management-related dilemmas.

The classes will be broken down into two specific sections:

- In the first half of every class, we will have a brief discussion of the readings, additional resources, and the general topics that highlight that week's area of learning. While some of the slides included will be explanatory slides that will either review or build off of the preparation materials provided for that week, others will be open-ended questions for which students are encouraged to share their perspectives and experiences in responding to them
- The second half of each class will feature a specific case, exercise, or set of presentations that are relevant to that week's topic. This enables us to elaborate on the concepts discussed in the first half of class, through analyzing a case or an exercise that will enable us to apply what we're learning to a realistic scenario in a professional environment.

Given the manner in which all business courses build on previous topics, the classes, in-class cases will grow in complexity and comprehensive nature throughout the course. The idea is that by the end of the course, you will have had the experience of dealing with the type of individual performance issues that arise on a day-to-day basis in a workplace setting, and will be equipped to design, and present appropriate solutions to enable your organization to respond swiftly and strategically to these types of dilemmas.

#### 4. Course Materials

Textbook: Robbins S.P. & Hunsaker, P.L. (2012) Training in Interpersonal Skills (6th Ed). Upper Saddle River, NJ: Pearson.

#### 5. Topics Covered

Week	Date	Topic	Class Prep
1	Sept. 7 <sup>th</sup> , 2022	Introduction to Managing Individual Performance	-
2	Sept. 14 <sup>th</sup> , 2022	Personal Effectiveness	1-3
3	Sept. 21 <sup>st</sup> , 2022	Sustainable Organizational Behaviour	4, 12
4	Sept. 28 <sup>th</sup> , 2022	Communication I: Cues & Messages	5-6
5	Oct. 5 <sup>th</sup> , 2022	Communication II: Providing Feedback	7
6	Oct. 12 <sup>th</sup> , 2022	Motivating Performance	9-10
7	Oct. 19 <sup>th</sup> , 2022	Leading Performance	11, 13, 15
<i>- FALL READING WEEK -</i>			
8	Nov. 2 <sup>nd</sup> , 2022	Mid-term Exam: CASE	-
9	Nov. 9 <sup>th</sup> , 2022	Guiding Subordinates through Change	14
10	Nov. 16 <sup>th</sup> , 2022	Promoting & Embracing Diversity	8-16
11	Nov. 23 <sup>rd</sup> , 2022	Pursuing Creative & Ethical Solutions	17-18
12	Nov. 30 <sup>th</sup> , 2022	Resolving Interpersonal Disagreement	19-21
<i>- TAKEHOME EXAM -</i>			

#### 6. Detailed Outline of Topics

<b>Week 1: Introduction to Managing Individual Performance</b>
<u>Week One: Class Overview</u> <ul style="list-style-type: none"> <li>- Introduction to the course</li> <li>- In-depth summary/discussion of course outline</li> <li>- Brief explanation of specific objectives &amp; the role this course has in the program</li> <li>- Exercise: Class introductions</li> </ul>

<b>Week 2: Personal Effectiveness</b>
<u>Week Two: Class Overview</u>
<ul style="list-style-type: none"> <li>- Discussion on skills/attributes for effective Management</li> <li>- The importance of Self-awareness</li> <li>- Details on Assignment 1 Paper &amp; Presentation</li> <li>- Exercise: Case 1</li> </ul>
<u>Required Readings</u>
<ul style="list-style-type: none"> <li>- Textbook Chapter 1-3</li> </ul>
<b>Week 3: Sustainable Organizational Behaviour</b>
<u>Week Three: Class Overview</u>
<ul style="list-style-type: none"> <li>- Review of “Politicking” Guidelines</li> <li>- General Guidelines for Taking Advantage of Organizational Politics</li> <li>- Discussion: Understanding and Applying EI</li> <li>- Exercise: Case 2</li> </ul>
<u>Required Readings</u>
<ul style="list-style-type: none"> <li>- Textbook Chapter 4, 12</li> </ul>
<b>Week 4: Communication I: Cues &amp; Messages</b>
<u>Week Four: Class Overview</u>
<ul style="list-style-type: none"> <li>- Review of Strategies for Sending Clear Messages</li> <li>- Guidelines for Developing/Maintaining Credibility</li> <li>- Discussion: Effective Listening</li> <li>- Exercise: Individual Presentations - Communication</li> </ul>
<u>Required Readings</u>
<ul style="list-style-type: none"> <li>- Textbook Chapter 5-6</li> </ul>
<b>Week 5: Communication II: Providing Feedback</b>
<u>Week Five: Class Overview</u>
<ul style="list-style-type: none"> <li>- Review of Core Feedback Techniques</li> <li>- 360 Degrees Feedback Systems</li> <li>- Discussion: Positive vs. Negative Feedback</li> <li>- Exercise: Individual Presentations - Communication</li> </ul>
<u>Required Readings</u>
<ul style="list-style-type: none"> <li>- Textbook Chapter 7</li> </ul>
<b>Week 6: Motivating Performance</b>
<u>Week Six: Class Overview</u>
<ul style="list-style-type: none"> <li>- Review: Setting Goals for our Subordinates</li> <li>- Common Strategies for Goal-Setting</li> <li>- Discussion: Coaching for Performance Improvement</li> <li>- Exercise: Individual Presentations - Motivation</li> </ul>
<u>Required Readings</u>
<ul style="list-style-type: none"> <li>- Textbook Chapter 9-10</li> </ul>
<b>Week 7: Leading Performance</b>
<u>Week Seven: Class Overview</u>
<ul style="list-style-type: none"> <li>- Review: Delegation Objectives, Benefits &amp; Strategies</li> </ul>

<ul style="list-style-type: none"> <li>- Discussion: Leadership Style &amp; Impact on Performance</li> <li>- The Impact of Follower Readiness</li> <li>- Strategies for Developing and Maintaining High-Performing Teams</li> <li>- Exercise: Individual Presentations - Leadership</li> </ul>
<u>Required Readings</u> <ul style="list-style-type: none"> <li>- Textbook Chapter 11, 13 &amp; 15</li> </ul>
<p>– Wednesday, October 26<sup>th</sup> is Reading Week / No Classes this week –</p>
<p><b>Week 8: MID-TERM EXAM – TAKE HOME CASE EXAM</b></p>
<p><b><u>Week Eight: Exam Overview</u></b></p> <ul style="list-style-type: none"> <li>- <b>You will be given a specific scenario and asked to answer questions that relate to the material covered in the first half of the course.</b></li> </ul>
<p><b>Week 9: Guiding Employees Through Change</b></p>
<p><u>Week Eight: Class Overview</u></p> <ul style="list-style-type: none"> <li>- Review of Change Management Implementation Processes</li> <li>- Discussion: The Role Change Dictates in a Post-Covid World</li> <li>- Resistance to Change: Sources and Mitigation Strategies</li> <li>- Details of Group Assignment</li> <li>- Exercise: Case 3</li> </ul>
<p><u>Required Readings</u></p> <ul style="list-style-type: none"> <li>- Textbook Chapter 14</li> </ul>
<p><b>Week 10: Promoting &amp; Embracing Diversity</b></p>
<p><u>Week Nine: Class Overview</u></p> <ul style="list-style-type: none"> <li>- Review: Techniques to Promote Diversity in Teams</li> <li>- Strategies &amp; Guidelines for Cross-Cultural Communication</li> <li>- Discussion: How do we Promote Diversity in Organizations?</li> <li>- Exercise: Case 4</li> </ul>
<p><u>Required Readings</u></p> <ul style="list-style-type: none"> <li>- Textbook Chapter 8, 16</li> </ul>
<p><b>Week 11: Pursuing Creative &amp; Ethical Solutions</b></p>
<p><u>Week Eleven: Class Overview</u></p> <ul style="list-style-type: none"> <li>- Review of the Principles &amp; Guidelines for Making Ethical Decisions</li> <li>- Applying Basic Ethical Standards in Decision-Making</li> <li>- Identification of the Process for Interpersonal Problem Solving</li> <li>- Discussion: How and Why we Encourage Creative Solutions to Management Issues</li> <li>- Exercise: Presentation/Discussion of Group Assignments</li> </ul>
<p><u>Required Readings</u></p> <ul style="list-style-type: none"> <li>- Textbook Chapter 17-18</li> </ul>
<p><b>Week 12: Resolving Interpersonal Disagreement</b></p>
<p><u>Week Twelve: Class Overview</u></p> <ul style="list-style-type: none"> <li>- Review of Persuasion Skills &amp; Strategies</li> <li>- Review of Bargaining Strategies &amp; Guidelines for Effective Negotiating</li> <li>- Identification of the Most Critical Conflict Management Skills</li> </ul>

<ul style="list-style-type: none"> <li>- Discussion: How We Apply Interpersonal Skills to Resolve Conflicts</li> <li>- Exercise: Presentation/Discussion of Group Assignments</li> <li>- Description/Instructions for Take-home Exam followed by Open Q+A Session</li> </ul>
<u>Required Readings</u> <ul style="list-style-type: none"> <li>- Textbook Chapter 19-21</li> </ul>

## 7. Grading Scheme

Assignment	Weight
Class Preparation & Participation	30%
<ul style="list-style-type: none"> <li>- Contribution to classroom discussion/exercises/simulations</li> <li>- Managing Performance Scrapbook Entries</li> </ul>	<ul style="list-style-type: none"> <li>- 10%</li> <li>- 20%</li> </ul>
Managing Individual Performance Topic Assignment	15%
<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Summary</li> </ul>	<ul style="list-style-type: none"> <li>- 5%</li> <li>- 10%</li> </ul>
Mid-term Case Exam	15%
Group Performance Management Issue Reconciliation Assignment	10%
Take-home Exam	30%
Total	100%

## 8. Description of Deliverables

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

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

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

recall techniques more accurately than simply reading.

In order to help ensure everyone is prepared for our weekly “meetings”, you will be asked to submit responses to a brief set of questions based on the readings each week prior to class. These questions will help you identify the core pieces of each week’s topic, and will serve as a great study guide for the final exam. These are not meant to be in-depth reports or time-consuming endeavors in any sense – I am simply asking you that prior to class every week, you submit a brief response to the questions –1 page single-spaced is fine – of the core concepts and anything else that jumped out to you in that week’s readings.

Managing Individual Performance Topic Assignment: This introductory assignment will enable you to take what you’ve learned in the first few weeks of the course and conduct a little bit of further research in a specific area of one of the topics covered in the course. For this task, your professor will provide a list of options and you will have the ability to choose one of the options available for your assignment. You will then put together both a presentation to present to the class on the topic, and a brief paper summarizing the topic and describing how it fits in with the contents and objectives of managing individual performance.

One of the assignments you will likely be tasked with fairly frequently as a young professional is to synthesize and summarize specific information to brief senior management operatives. The key in doing so is to remain clear, brief, and straight-forward in doing so in order to pass along the key points effectively. In presenting the information you’ve found on your topic, you will have the opportunity to do just that in focusing in on only the most critical aspects in your 3-4 minute individual presentation. The assignment should be succinct as well, with the writing aspect (excluding any references or appendices) being no longer than a 2-3 page report. More information to come in class.

Issue Reconciliation Assignment: For many of the tasks you will be assigned to in the workplace, you will be placed within a working group or a task force and alongside your colleagues, you will be asked to complete a specific assignment. In attempt to mirror this setting as much as possible, for this assignment you will be placed into groups and provided with a current issue in performance management, for which you must work with your group to develop a report. While the report will require some research as well as some course content, this will be mostly a critical thinking assignment that allows you to apply your understanding of the course as a whole. More information to come in class.

Mid-Term & Take-home Exam: Your mid-term and take-home exams will both be case-based exams that ask that you consider a specific scenario, and design a strategic solution to the dilemma provided. In doing so, you will also be asked to respond to a specific set of questions that are geared to help you develop your response to the situation. The final product should be a well-written, professional report that provides the details to how you arrived at a specific solution, and a well-defended argument expressing why that is the right choice.

The exams in this course are open book exams that are not held in the classroom; instead, you will be able to work towards them for several days before submitting (in the case of the exam, for the

entire Carleton fall takehome exam period). While the exams are open book, please keep in mind that during exams, responses should not be discussed with other classmates. You will have the entire exam period to read the scenario/case, develop an understanding of the issues, and respond to questions that will help you develop your response.

*\*Failure to submit the mid-term/final examination results in a final grade of 'F' for this course.*

### 9. Contributions to the Learning Goals of the Program

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



## 10. Additional Information on the Course

### Course Sharing Websites

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

### Required calculator in BUSI course examinations

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

### Group work

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

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

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

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

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

### **Academic Regulations**

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

### **Course Submissions**

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

### **Description and Prerequisites**

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

### **Pregnancy Accommodation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://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](http://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](mailto: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](http://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](http://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](http://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: <http://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](mailto:bcom@sprott.carleton.ca) or at [bib@sprott.carleton.ca](mailto: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](http://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/>

## Covid-19 Information:

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

**Feeling sick?** Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you must follow Carleton's [symptom reporting protocols](#).

**Masks:** Carleton has paused the [COVID-19 Mask Policy](#), but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

**Vaccines:** Further, while proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible, and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca).

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## E-Mail:

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