



**Carleton**  
University

**Sprott**  
School of Business

**Carleton University  
Sprott School of Business  
Managing Change  
BUSI 4105  
Winter 2023**

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<i>Course Time &amp; Location</i>	Monday, 2:35-5:25, Southam 317
<i>Office Hours</i>	By Appointment
<i>Modality</i>	3 Hours Synchronous

### **Course Calendar Description**

An overview of current thinking about change management. Topics covered include understanding the forces for and barriers to change, diagnosing the environment around change and implementing change.

#### **1. Course Description**

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

In attempt to mirror the reality of workplace requirements in the 21<sup>st</sup> century and develop your skillset in different capacities, you will have the opportunity to take part in both group and individual submissions, as well as both group and individual presentations. You will also have the

opportunity to contribute to class discussions and exercises based on practical scenarios that challenge you to come up with innovative solutions. The intent is that each of these experiences will help equip you with skills necessary to make a positive difference at your organization. Keep in mind that in a strong majority of industries, the issues that face your firm often face the industry as whole, meaning your direct competitors are burdened with the same challenges you are. In being effectively responsive to the changing environmental conditions or new opportunity that has become available, it will enable your firm to react more quickly than your competitors.

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

## **2. Course Objectives**

This course has as number of objectives:

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

## **3. Course Format**

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

Weekly classes will cover some of the core concepts that are currently being discussed,

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

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

#### 4. Course Materials

Textbook: Cawsey, T. & Desza, G, & Ingols, C. (2022). *Organizational Change: An Action-Oriented Toolkit*. 4<sup>th</sup> Edition.

#### 5. Topics Covered

Week	Date	Topic	Readings
1	Jan. 9 <sup>th</sup> , 2023	<i>Introduction to Organizational Change</i>	4105 Outline
2	Jan. 16 <sup>th</sup> , 2023	<i>Identifying the Opportunity for Change</i>	Chapter 1
3	Jan. 23 <sup>rd</sup> , 2023	<i>Models/Frameworks for Initiating Change</i>	Chapter 2/5
4	Jan. 30 <sup>th</sup> , 2023	<i>Building Urgency for Change</i>	Chapter 4
5	Feb. 6 <sup>th</sup> , 2023	<i>Optimizing the Timing of Change</i>	Chapter 3/6
6	Feb. 13 <sup>th</sup> , 2023	<i>Planning &amp; Preparing for Change</i>	Chapter 8
- Break week -			
7	Feb. 27 <sup>th</sup> , 2023	<i>Communicating Change</i>	Chapter 9
8	Mar. 6 <sup>th</sup> , 2023	<i>Managing Reactions to Change</i>	Chapter 7
9	Mar. 13 <sup>th</sup> , 2023	<i>Designing &amp; Implementing Change</i>	Chapter 10
10	Mar. 20 <sup>th</sup> , 2023	<i>Technology &amp; Change</i>	Chapter 11
11	Mar. 27 <sup>th</sup> , 2023	<i>Examining Change from a Corporate Perspective</i>	-
12	Apr. 3 <sup>rd</sup> , 2023	<i>Examining Change from a Research Perspective</i>	-

## 6. Detailed Outline of Topics

<b>Week 1: Introduction to Organizational Change</b>
<ul style="list-style-type: none"> <li>- <b>Content:</b> Introduction to the Course, Review of the Syllabus, Individual Student Introductions</li> <li>- <b>Core Readings:</b> Course Syllabus</li> <li>- <b>Informational Readings:</b> None</li> </ul>
<b>Week 2: Identifying the Opportunity for Change</b>
<ul style="list-style-type: none"> <li>- <b>Content:</b> How do we define change, Categories of change, Organizations in a Post-Covid World</li> <li>- <b>Exercise:</b> ‘A Letter of Complaint’</li> <li>- <b>Core Readings:</b> Cawsey et al., Chap. 1 ‘Changing Organizations in Our Complex World’</li> <li>- <b>Informational Readings:</b> <ul style="list-style-type: none"> <li>o Duxbury, Linda, Halinkski, Michael. (2021). Remote, Office, or Hybrid? Employee Preferences for Post-pandemic Work Arrangements. Conference Board of Canada.</li> <li>o Nadler, D.A., &amp; Tushman, M.L. (1989). Organizational frame bending: Principles for managing reorientation. <i>Academy of Management Executive</i>, 3(3): 194-204</li> </ul> </li> </ul>
<b>Week 3: Models &amp; Frameworks for Initiating Change</b>
<ul style="list-style-type: none"> <li>- <b>Content:</b> Lewin’s 3 stages of change, Kotter 8-step model, ADKAR model, Change/Path Model</li> <li>- <b>Exercise:</b> Case I: Group discussion + presentation</li> <li>- <b>Core Readings:</b> Cawsey et al. Chap. 2 ‘How to Lead Organizational Change: Frameworks’ &amp; Chap. 5 ‘Navigating Change through Formal Structures &amp; Systems’</li> <li>- <b>Informational Readings:</b> None <ul style="list-style-type: none"> <li>o Kotter, J.P. (2012). <i>Leading Change</i>. Harvard Business Press.</li> <li>o Burnes, B. (2004). Burnes, B. (2004). Kurt Lewin and the planned approach to change: a re-appraisal. <i>Journal of Management studies</i>, 41(6), 977-1002</li> </ul> </li> </ul>
<b>Week 4: Building Urgency for Change</b>
<ul style="list-style-type: none"> <li>- <b>Content:</b> Discussion on External Factors &amp; Change, Barriers &amp; Drivers, PESTEL Analysis</li> <li>- <b>Exercise:</b> In-Class Simulation #1: Discussion on Core Themes Shaping Change</li> <li>- <b>Core Readings:</b> Cawsey et al., Chap. 4 ‘Building and Energizing the Need for Change’</li> <li>- <b>Informational Readings:</b> <ul style="list-style-type: none"> <li>o Schneider, F., Brief, A. And Guzzo, R. (1996). Creating a Climate and Culture for Sustainable Organizational Change, <i>Organizational Dynamics</i>, 24 (4), 7-19</li> </ul> </li> </ul>
<b>Week 5: Optimizing the Timing of Change</b>
<ul style="list-style-type: none"> <li>- <b>Content:</b> Issue Identification, Impact identification &amp; description, Excessive Change</li> <li>- <b>Exercise:</b> Individual Presentations – ‘Design and Present a Change’</li> <li>- <b>Core Readings:</b> Cawsey et al., Chap. 3 ‘What to Change in an Organization’ &amp; Chap. 6 ‘Navigating Organizational Politics &amp; Culture’</li> <li>- <b>Informational Readings:</b> <ul style="list-style-type: none"> <li>o Hoffstede, G. (2010) <i>Dimensionalizing Cultures: The Hofstede Model in Context</i>, Online Readings in Psychology and Culture</li> <li>o Lorsch, J.W. &amp; E. McTague (2016) “Culture is not the culprit”, <i>Harvard Business Review</i> 94(4) 96-105</li> </ul> </li> </ul>
<b>Week 6: Planning &amp; Preparing for Change</b>
<ul style="list-style-type: none"> <li>- <b>Content:</b> Building Urgency for Change, Creating Strategic Coalitions,</li> <li>- <b>Exercise:</b> In-Class Simulation #2: Planning your Change Implementation</li> <li>- <b>Core Readings:</b> Cawsey et al., Chap. 8 ‘Becoming a Master Change Agent’</li> <li>- <b>Informational Readings:</b> <ul style="list-style-type: none"> <li>o Kotter, J.P. (1998). <i>Winning at change. Leader to leader</i>, 10(Fall), 27-33</li> <li>o Garvin, David A., and Michael A. Roberto (2005). "Change Through Persuasion." <i>Harvard Business Review</i> 83 (2) (February): 104-112</li> </ul> </li> </ul>

<b>Week 7: Communicating Change</b>
<ul style="list-style-type: none"> <li>- <b>Content:</b> Change Milestones, Developing a Communication Plan, Change Leader Types</li> <li>- <b>Exercise:</b> Case II: Group discussion + presentation</li> <li>- <b>Core Readings:</b> Cawsey et al., Chap. 9 ‘Action Planning &amp; Implementation’</li> <li>- <b>Informational Readings:</b> <ul style="list-style-type: none"> <li>o Kim, C. and Mauborgne, R. (2003). Tipping Point Leadership. Harvard Business Review. April</li> </ul> </li> </ul>
<b>Week 8: Managing Reactions to Change</b>
<ul style="list-style-type: none"> <li>- <b>Content:</b> Change Readiness, Managing Resistance to Change, Developing Resilience to Change</li> <li>- <b>Exercise:</b> Case III: Group discussion + presentation</li> <li>- <b>Core Readings:</b> Cawsey et al., Chap. 7 ‘Managing Recipients of Change and Influencing Internal Stakeholders’</li> <li>- <b>Informational Readings:</b> <ul style="list-style-type: none"> <li>o Kegan, R. &amp; Lahey, L.L. (2001). The Real Reason People Won’t Change. Harvard Business Review. November</li> <li>o Choi, M. (2011). Employees’ attitudes toward organizational change: A literature review, Human Resource Management, 50(4): 479- 500</li> </ul> </li> </ul>
<b>Week 9: Designing &amp; Implementing Change</b>
<ul style="list-style-type: none"> <li>- <b>Content:</b> Action Planning Tools, Influence Strategies, Mitigating Unintended Consequences</li> <li>- <b>Exercise:</b> Case IV: Group discussion + presentation</li> <li>- <b>Core Readings:</b> Cawsey et al. Chapter 10 ‘Get and Use Data throughout the Change Process’</li> <li>- <b>Informational Readings:</b> <ul style="list-style-type: none"> <li>o Kotter, J. P., &amp; Schlesinger, L. A. (1989). “Choosing strategies for change.” Readings in strategic management, 1, 294-306.</li> <li>o Eisenstat, R., Spector, B., Beer, M. (1990). “Why Change Programs don’t Produce Change”. Harvard Business Review, December</li> <li>o Sirkin, H.L., Keenan, P., Jackson, Alan. (2005). “The Hard Side of Change Management”, Harvard Business Review, October</li> </ul> </li> </ul>
<b>Week 10: Technology &amp; Change</b>
<ul style="list-style-type: none"> <li>- <b>Content:</b> The Impacts of Tech on Change, What the future holds in Change</li> <li>- <b>Exercise:</b> Simulation #3: Social Media Research Simulation</li> <li>- <b>Core Readings:</b> Cawsey et al., Chap. 11 ‘The Future of Organizations &amp; the Future of Change’</li> <li>- <b>Informational Readings:</b> <ul style="list-style-type: none"> <li>o Bower, J. and Christensen, C. (1995) Disruptive Technologies: Catching the Wave, Harvard Business Review, January-Feb. 43-53</li> <li>o The Economist, 2014, 01/18: “The future of jobs. The onrushing wave”</li> </ul> </li> </ul>
<b>Week 11: Examining Change from a Corporate Perspective</b>
<ul style="list-style-type: none"> <li>- <b>Content:</b> Senior Management’s Role in Change decisions, Brief intro to the MBA in Change</li> <li>- <b>Exercise:</b> Group Presentations</li> <li>- <b>Core Readings:</b> -</li> <li>- <b>Informational Readings:</b> <ul style="list-style-type: none"> <li>o Kim, C. and Mauborgne, R. (2003). “The Tipping Point of Change” Harvard Business Review 81 (4) (April), 60 to 69</li> <li>o Malhotra, N. and C.R. (Bob) Hinings (2015) “Unpacking continuity and change as a process of organizational transformation,” Long Range Planning 48: 1-22</li> <li>o Nicholson, N. (2002). What Stays the Same: The Challenge of Managing the Human Animal in the 21st Century, in Organization 21C (ed. Subir Chowdhury), Prentice Hall: Toronto, pg. 241-255</li> </ul> </li> </ul>

<b>Week 12: Examining Change from a Research Perspective</b>
<ul style="list-style-type: none"> <li>- <b>Content:</b> Change discussions in a Research Context, Brief intro to key research elements</li> <li>- <b>Exercise:</b> Group Presentations</li> <li>- <b>Core Readings:</b> -</li> <li>- <b>Informational Readings:</b> <ul style="list-style-type: none"> <li>o Van Ven, A. &amp; Poole, M. (2005). Alternative Approaches for Studying Organizational Change, <i>Organization Studies</i>, 26(9), 1377-1404</li> <li>o Langley, A., Smallman, C., Tsoukas, H., &amp; Van de Ven, A. (2013). Process Studies of Change in Organization and Management: Unveiling Temporality, Activity and Flow, <i>Academy of Management Journal</i>, 56 (1) 1–13.</li> </ul> </li> </ul>

## 7. Grading Scheme

Assignment	Weight
Course Contributions	35%
<ul style="list-style-type: none"> <li>- Participation in classroom discussion/exercises/simulations</li> <li>- Change Scrapbook Entries</li> </ul>	<ul style="list-style-type: none"> <li>- 15%</li> <li>- 20%</li> </ul>
Identifying an Opportunity for Change 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>
Team Research Project	20%
<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Report</li> </ul>	<ul style="list-style-type: none"> <li>- 10%</li> <li>- 10%</li> </ul>
Take-home Exam: Planning a Comprehensive Change Initiative	30%
Total	100%

## 8. Description of Deliverables

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

While the slides will be posted and the majority of the key readings will be available in the course textbook, the class 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.

**Change Scrapbook Entries:** Business students need to develop the mindset that they are preparing to enter the business world and learning to become a contributing member of a work

team. Once you enter the workforce, you will quickly learn that prior to meetings, conferences, and management briefings, it will be of great benefit to you to prepare notes to ensure you are up to speed going in. 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 – a response of 1-2 paragraphs for each question is sufficient.

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

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

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

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

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

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

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
<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>				<b>X</b>
<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>				<b>X</b>
<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>				<b>X</b>
<b>BC4 Communication</b> <i>Graduates will be effective and persuasive in their communications.</i>				<b>X</b>
<b>BI5 Global Awareness (BIB ONLY)</b> <i>Graduates will be globally-minded.</i>		<b>X</b>		



## 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](https://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](https://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](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/>
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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.

## **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).