



**Carleton**  
UNIVERSITY

Canada's Capital University

## **MGMT 5100 P**

### **Managing People and Organizations**

### **Fall 2018**

<b><i>Instructor</i></b>	Dr. Linda Duxbury
<b><i>Office</i></b>	915 Dunton Tower
<b><i>Telephone</i></b>	520-2600 x2385
<b><i>E-mail</i></b>	<a href="mailto:Linda_Duxbury@carleton.ca">Linda_Duxbury@carleton.ca</a>
<b><i>Course Location</i></b>	Canal Building 2104
<b><i>Course Time</i></b>	Friday November 1 <sup>st</sup> , 8:30 AM to 5:25 PM, Saturday November 2 <sup>nd</sup> , 8:30 AM to 5:25 PM, Friday November 29 <sup>th</sup> , 8:30 AM to 5:25 PM, Saturday November 30 <sup>th</sup> , 8:30 AM to 5:25 PM
<b><i>Office Hours</i></b>	To be determined

#### **Course calendar entry from 2019/2020 graduate calendar:**

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

#### **OBJECTIVES**

This course is divided into two approximately equal halves. Weeks 1 through 6 are devoted to material designed to increase your self-awareness and help you understand why you and others behave as you do in organizations and groups. The focus is on the individual and the interpersonal skills needed to be a good manager (i.e. discussion is at the "micro" level). The topics to be covered (learning, perception, motivation, personality, communication skills) are the practical skills all managers should possess; you can begin to apply them immediately at work and home.

In weeks 7 to 12 the focus switches from the individual to relationships between individuals within the organization and between different organizational units (i.e. discussion is at the "macro" level). Topics covered in this half of the course all relate to organizational effectiveness – leadership,



organizational design, team work, negotiation, culture, decision making. The focus here is on organizational processes and inter-relationships that have been linked with performance and success.

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

## LEARNING OBJECTIVES

This course has the following learning objectives:

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

## COURSE RESTRICTIONS

None

## PREREQUISITES

Enrollment in the MBA program in the Sprott School of Business or permission of the School.

## TEXT BOOK

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

The workbook, consists of content, exercises, and tips for managers. **Please bring the workbook to every class.** Please master the material before you come to class so that we can use class time to clear up any questions you may have and to focus on the experiential part of the course.

## EXAM DATE

There no exam for this course

## DROP COURSE POLICY:

You may drop this course up until the END of the second week of classes. Students that drop a class in the third week will receive a WDN but will automatically have the grade changed to ABS. A grade of ABS is considered a failing grade. Students with relevant medical issues and supporting documentation may petition the School to have the ABS grade changed back to WDN.

## ABSENTEEISM POLICY:

Students who miss a class, for any reason, will need to hand in the PAA for the topics covered in the class they missed, regardless of whether or not they have completed the PAA assignment for the course. This PAA will be in addition to other class requirements. No final mark will be assigned until all assignments are handed in.

## GRADING SCHEME

When designing this course I had three objectives: to teach the material, to make the material interesting and to make it fun. As such, there are a number of ways to earn marks in this course, many of which are somewhat unconventional. Your mark will be based on some combination of the deliverables listed below (or others you can think of).

The decision on how you will be evaluated will be made by the class as part of the psychological contract exercise that will be done in class Sept. 9<sup>th</sup>. There are several caveats to this exercise. First, you all have to agree on how the evaluation is to be done (i.e. there will be only one grading scheme for the class). Second, whether or not class participation and PAAs are included in the evaluation scheme is not up for debate. The percent of your grade they will constitute and how I actually evaluate them is, however, open for discussion. Third, the deliverables need to add up to 100%

### Possible Deliverables:

- Class Participation (minimum of 10%; maximum of 15%)
- PAAs
- Personal Portfolio
- Exam: Micro Topics
- Exam: Macro Topics
- Case: Micro Topics
- Case: Macro Topics
- Analysis of a movie using the material covered in that part of the course (i.e. Micro topics/Macro Topics)

Details on each of these deliverables is given below.

Details on each of these deliverables is given below.

**Class participation:** The participation mark is a combination of attendance, preparation and participation. Each student is expected to be an active participant in each class session and take part in the exercises and make meaningful comments on both the readings and the experiences in the classroom. I value quality rather than quantity—talking for the sake of talking does not improve your class contribution grade. I am looking for evidence of good critical thinking on your part: getting to the nub of an article, asking thought-provoking questions, coming up with learning points from our experiences in class, and sharing what you have learned about yourself and others during the exercises. Bringing articles to class that have relevance to the course material (i.e. those that you will be putting in your portfolio) is also a form of participation. Merely coming to class is not sufficient; attendance is a first step, but you must also participate actively.

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

- Follow the instructions in the **Class Preparation**, which are the first few pages of each chapter in the workbook.
- **Make sure that you have read the assigned material before you come to class.** Be prepared to integrate the material from the readings to the discussion in class. This is an important part of your participation grade.
- Be ready to help pull together the learning's from the class.

I will also do several spot quizzes on the readings during the 12 weeks of the course and the mark you get will figure into your participation mark.

Please be aware that not only do you have the opportunity to gain class participation marks - you also have the opportunity to lose participation marks. The success of the exercises we do in class depend on all of you coming to class having done the pre-work ahead of time. I will penalize any student who comes to class without having done the pre-work by taking one mark off your final participation grade for each occurrence. Marks will be also subtracted from the participation mark for the following behavior: if you are late to class or come back late after the break (i.e. tardiness), if you are texting, e-mailing, checking face book etc in class, if you are consistently disruptive in class.

**Personal Application Assignment (PAA):** Each chapter in the book includes a PAA. The student has the option each week of writing a 5-8 page paper called a PAA. These PAAs will be your way of reflecting and commenting on the class experience and applying some personal interest or experience of yours to the class lesson. Each PAA should:

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

You have the opportunity to decide to do a PAA on any of the topics covered in the course: psychological contract, theories of managing people, perception and attribution, learning, communication, motivation, personality, leadership, conflict and negotiation, power and influence, teams and groups, problem solving and managing change. PAAs are due the week after the topic was covered in class before the class begins.

We will discuss the number of PAAs you have to do in the psychological contract exercise along with when they should be due. Right now my vision is that you will hand in 4 PAAs over the course of the 2 weekends. Each PAA will be marked out of 20 and your mark on these six PAAs will constitute 20% of your grade.

**Personal Portfolio:** There is no doubt that contemporary organizations face issues relating to all of the topics covered in this course. This exercise will give you an opportunity to relate each of the topics covered in class to what is happening in the organization in which you work. Each section of the portfolio would be similar in structure to the PAAs. Describe a situation at work. Relate it to the theory. Use the material covered in class to offer suggestions on how this situation should be addressed. The class can elect to do a one or two portfolios.

- Portfolio One: One chapter devoted to each of the 7 topics covered in the micro part of the course: the psychological contract, theories of management (i.e. find a story that

you can use to illustrate the management approach followed in your organization), learning, personality, perception and attribution, motivation and communication, and/or

- Portfolio Two: One chapter devoted to each of the the following 6 topics covered in the macro part of the course: leadership, conflict and negotiation, teams and groups, problem solving, culture, and managing change.

Your portfolio should include an introduction (one to two pages), a section on each of the topics as listed above (approximately five to seven pages on each topic) and a conclusion (three to five pages). Each of the sections will include summary of the situation, a short analysis of the problem/challenge/opportunity the organization or you were facing and how it relates to the material covered in this course, and suggestions on how this situation can be addressed. References must be in APA format. The conclusion will include your key impressions of the material covered in the course and its relevance to your business business.

Right now I am thinking that the portfolio will be worth 25 marks. The due date will be agreed on in the first class. Anything handed in after the noon cut off period will be considered late and a late penalty (subtract a grade a day) will be applied.

**Exam:** The exam would test the material covered in either the micro and/or macro portions of the course. It would be done in the exam periods and be scheduled by the MBA office. It would use a short answer format and test your knowledge on both the lecture materials and the readings. I would anticipate it would take two hours to complete.

**Analyze a movie:** I used this grading approach the last three years and it worked really well. I have used the following approach in the past. I will give you the name of the movie on the last day of classes and your answers to the questions/analysis would be due in the main office (put in the slot with the course name and number clearly marked) by **noon nine days after the topic was assigned** Anything handed in after the noon cut off period will be considered late and a late penalty (subtract a grade point a day) will be applied. In either case, I would suggest that each movie analysis would be worth 25% to 30% of your grade.

**Analyze a case:** I would give you a case on the last day of classes (session one or session two) and a set of questions to guide your analysis. Each case analysis will be worth 25 to 30 marks and would be due in the main office (put in the slot with the course name and number clearly marked) by **noon nine days after the case was assigned** Anything handed in after the noon cut off period will be considered late and a late penalty (subtract a grade point a day) will be applied. I would suggest that each case analysis would be worth 25% to 30% of your grade.

## Information relevant to completion of Assignments<sup>1</sup>

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

- In addition to content, all written work will be graded for grammar, spelling, writing style, and organization and presentation of the material.
- Cheating, plagiarism, and other instructional offences are not tolerated and can have severe penalties. What is plagiarism? If you are unsure please refer to these websites:
  - <http://www.plagiarism.org/plagiarism-101/what-is-plagiarism/>
  - <http://wpacouncil.org/positions/WPAplagiarism.pdf>
  - <http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>
- All assignments are normally marked and returned in-class one week after submission.
- Deadline extensions will not be granted and late assignments (i.e. those handed in after the class has started) will not be accepted except for university-approved reasons (e.g., on medical grounds and with appropriate documentation).
- The above evaluation plan may have to be changed if changing class conditions so warrant.
- Students who miss a week of classes are required to hand in the PAA for the material that they missed, regardless of whether or not they have completed the six PAAs required for the course.

## CLASS FORMAT

The most effective method for teaching interpersonal and managerial skills is experiential learning. This means that we will turn the classroom into a laboratory and create conditions for understanding concepts through experience as well as readings. We will use role plays, exercises, and simulations so that you can pull out your own learning points from these experiences. **This type of course requires students to take responsibility for their own learning.** In order for an experiential course to be successful, students **must** do all the reading and homework preparation **and** participate actively in the classroom. Therefore, attendance is mandatory because what goes on in class is not a repeat of the readings but the heart of the course. If you have an emergency and cannot attend class,

---

<sup>1</sup> Thanks to Dr. N. Papadopoulos for drawing up this list.

please **call me/or send me an e-mail beforehand** so we can make special arrangements if need be. There is a lot to do each class and we have to start on time. As such, it is important that you all arrive to the class on time. Once the class has started, the door will be shut and you may not enter until the break. Exceptions will be made if you have a good reason for being late.

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

## **CLASS SCHEDULE**

The schedule provided below may be modified and it is each participant's responsibility to keep up to date with any specific changes announced in class. When designing this course I have stuck to the following principles. Each topic will include:

- A lecture: around 60 minutes
- An experiential exercise: 60 to 90 minutes
- A review of key learning's and links to "real world": 30 to 60 minutes



<b>Friday November 1<sup>st</sup></b>	<b>Topic and Preparation for Class: Micro Material</b>
<b>8:30 AM to 10:30 AM</b>	<b>Introduction to course/ Psychological Contract</b>
<b>Workbook:</b> xv to xxvii and Chapter one	
<b>10:45 AM to 12 PM,</b>	<b>Theories of Managing People</b>
<b>Workbook:</b> Chapter two <b>Preparation for Class</b> Please do the leadership style questionnaire (book, pg. 32) before you come to class.	
<b>Lunch</b>	
<b>1 PM to 2:30 PM</b>	<b>Perception and Attribution</b>
<b>Workbook:</b> Chapter nine <b>Preparation for Class</b> Please read the case (book, pg. 232 and 233) <u>before</u> class. Do NOT read any of the roles. These will be assigned in class.	
<b>1:45 PM to 3:15 PM</b>	<b>Learning</b>
<b>Workbook:</b> • Chapter three <b>Preparation for Class:</b> Please complete and score learning inventory (book, pg. 52 and 53) <u>before</u> class	
<b>4 PM to 5:25 PM</b>	<b>Motivation</b>
<b>Workbook:</b> • Chapter 5 <b>Preparation for Class:</b> Please complete and score the Manifest Needs Inventory and the MAOB (CuLearn) before you come to class.	
<b>Saturday November 1<sup>st</sup></b>	<b>Topic and Preparation for Class: Micro Material</b>
<b>8:30 AM to 10:15 AM</b>	<b>Motivation Continued</b>
<b>11 AM to 12 PM</b>	<b>Personality</b>
<b>1 PM to 3:30 PM</b>	
<b>Workbook:</b> • Chapter 4 Note: You <u>must</u> complete the MBTI by <b>Midnight Sept. 29<sup>th</sup></b> or marks will be deducted from your final grade (half a grade point a day)! The cost for the MBTI is \$31.70 (including taxes). You will be required to pay before you can take the test. To pay please go to the following site: <a href="https://payments.carleton.ca/sprott/online-payment-for-mba-mbti/">https://payments.carleton.ca/sprott/online-payment-for-mba-mbti/</a> You can pay using Credit Card or Interact. Once you have paid, then please go to the following site: <a href="http://sprottmba.careerid.com/">http://sprottmba.careerid.com/</a> and take the test. Sharon Kennedy in the front office will receive an email every time someone pays and will keep track of progress. On Tuesday Sept. 30 <sup>th</sup> she will give me the list and those who have not paid and taken the test will start losing marks at that time.	
<b>Lunch</b>	
<b>3:45 PM to 5:25 PM</b>	<b>Communication</b>
<b>Workbook:</b> • Chapter 5	

<b>Friday November 29<sup>th</sup></b>	<b>Topic and Preparation for Class: Macro Material</b>
<b>8:30 AM to 11:30 AM</b>	<b>Group Dynamics and Teams/Problem Solving</b>
<b>Workbook:</b> Chapters 10 and 11	
<b>Lunch</b>	
<b>12:30 PM to 3:30 PM</b>	<b>Conflict and Negotiation</b>
<b>Workbook:</b> • Chapters 13 and 18 <b>Assignment for Class:</b> Please complete and score conflict style measure <u>before</u> class (on CU Learn). Read An Ancient Tale (CUlearn) before coming to class.	
<b>3:45 PM to 5:25 PM</b>	<b>Leadership</b>
<b>Workbook:</b> • Chapter 15 <b>Assignment for Class:</b> Please send me an e-mail identifying someone whom you consider to be an effective leader (should be someone in the public domain) at or before noon, Monday Nov. 11 <sup>th</sup> and tell me why you selected them. Come to class prepared to talk about why you think that they can be considered a leader.	
<b>Saturday November 30<sup>th</sup></b>	<b>Topic and Preparation for Class: Macro Material</b>
<b>8:30 AM to 10: 00 AM</b>	<b>Leadership Continued</b>
<b>10:45 AM to 12:00 PM</b> <b>1 PM to 2:00 PM</b>	<b>Culture</b>
<b>Workbook:</b> • Chapter 16 <b>Assignment for Class:</b> Please read The Ecoquest Case, Part I before class and complete the questions. Please bring your completed answers to class. <b>Do <u>not</u> read Part II of the case until we have done the first part of the case.</b>	
<b>Lunch</b>	
<b>3:15 PM to 5:25 PM</b>	<b>Change</b>
<b>Workbook:</b> Chapter 22 <b>Assignment for Class:</b> Please send me an e-mail identifying two <b>major global</b> changes (not personal changes like you will get married or have a child or get a job ☺) that you think will have a significant impact on <b>you</b> in the near future (i.e. next decade). Tell me why you have identified these change. I need this information on or before November 11 <sup>th</sup> . We will discuss them in class	

## Summary: Important dates and deadlines

MBTI: You must pay for and complete the MBTI by Midnight Sept. 28<sup>th</sup>, 2018. Two marks will be taken off your final mark for each day after that that the MBTI is not done.

Leader: At or before noon, Monday Nov. 11<sup>th</sup>

Change: At or before noon, Monday Nov. 11<sup>th</sup>

You will lose one mark off your participation score if you do not send me leader/change.

## BASIC NORMS FOR THIS CLASS:

### A CALL TO ACTION FOR LEARNING AND SUCCESS THROUGH COMMITMENT

*You are investing a lot of time, energy, and money in your education. Your chances of earning a potential return on your investment in each course end when each course does. Learning and success in your education requires your active commitment to it. You will be successful in this course if during class and homework times you are prepared to learn, engage in, and commit to the learning process. I am prepared to do everything I can to help you.*

<b>My Commitment</b>	<b>Your Commitment</b>
<ul style="list-style-type: none"> <li>• Prepare a learning environment for each class.</li> </ul>	<ul style="list-style-type: none"> <li>• Come to all classes ready to learn and participate.</li> </ul>
<ul style="list-style-type: none"> <li>• Start and finish on time, provide a break</li> </ul>	<ul style="list-style-type: none"> <li>• Attend all classes, attend each class in full. Missing classes and/or arriving late or leaving early, except for emergencies and with notification, is rude to the class and disruptive of the learning environment.</li> </ul>
<ul style="list-style-type: none"> <li>• Cell phone/PDA switched off throughout class.</li> </ul>	<ul style="list-style-type: none"> <li>• Cell phone/PDA switched off throughout class.</li> </ul>
<ul style="list-style-type: none"> <li>• Solicit and encourage participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate constructively, presenting own ideas and critiquing those of others.</li> </ul>
<ul style="list-style-type: none"> <li>• Present opportunities to learn new ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Strive to learn, seek clarification, and ask questions.</li> </ul>
<ul style="list-style-type: none"> <li>• Provide opportunities to apply new learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Think about how to apply new learning to examples given and share with class.</li> </ul>
<ul style="list-style-type: none"> <li>• Keep up-to-date with theory and practice and link course material to current events.</li> </ul>	<ul style="list-style-type: none"> <li>• Make an effort to track what's happening in your profession.</li> </ul>
<ul style="list-style-type: none"> <li>• Provide assistance and opportunities to consult during class breaks, during office hours, by email, and at other times as required subject to availability.</li> </ul>	<ul style="list-style-type: none"> <li>• Seek assistance as issues arise. Do not expect 24 hour e-mail feedback, and consider your colleagues – the instructor deals with many students.</li> </ul>
<ul style="list-style-type: none"> <li>• Provide detailed instructions on assignments. Provide timely feedback on assignments, exams.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow instructions. Hand assignments in on time, learn from feedback.</li> </ul>
<ul style="list-style-type: none"> <li>• Treat all course participants as responsible professionals, and act with civility and professionalism at all times.</li> </ul>	<ul style="list-style-type: none"> <li>• Treat all course participants as responsible professionals, and act with civility and professionalism at all times.</li> </ul>

Original prepared by Dr. L.A. Heslop; adjusted by Dr. N. Papadopoulos

## **Course Sharing Websites**

Student or professor 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).

## **Policy on Mobile Devices**

The use of mobile devices IS NOT PERMITTED in this class. It is disruptive to the instructor and class members. If you carry such a device to class, please make sure it is turned off. If an emergency situation requires you to keep it turned on, please discuss this with your instructor prior to class.

## **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, followership and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your instructor 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.*

## **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 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)

### **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 is 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. Penalties may include expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at

<https://carleton.ca/registrar/academic-integrity/>.

### **Medical certificate**

Please note that in all occasions that call for a medical certificate you must use or furnish the information demanded in the standard university form.

<http://www2.carleton.ca/registrar/forms/>

**Plagiarism**

The University Senate defines plagiarism in the regulations on instructional offenses as: "to use and pass off as one's own idea or product work of another without expressly giving credit to another."

Borrowing someone else's answers, unauthorized possession of tests or answers to tests, or possession of material designed in answering exam questions, are also subject to university policy regarding instructional offences. For more information on Carleton University's Academic Integrity Policy, consult:

<http://www1.carleton.ca/studentaffairs/academic-integrity/>