



**MGMT 5112D – Power & Influence in Organizations
Thursdays @ 6-9pm**

Instructor: Richard Clayman, FLMI, FICB, MBA
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Office Hours: By appointment
Classroom: TBC – please check the system for classroom location

Graduate Calendar Course Description

MGMT 5112 [0.25 credit]

Power and Influence

The role of power and influence in organizations. Sources of power, the effectiveness of various influence tactics, the implications of powerlessness, types of empowerment, organizational politics and fostering constructive versus destructive political behaviour in organizations.

Precludes additional credit for BUSI 5101 (no longer offered).

Prerequisite(s): [MGMT 5100](#), or MGMT 5101 and MGMT 5102.

Course Description:

In this fully redesigned course, we seek to raise our students' cognitive awareness of the political landscape they will face in virtually any career by investigating the roles of power and influence. We look at the ways by which power – personal or positional - is created and relate it to the student whether they are an experienced manager or someone just starting their career. We explore effective influence strategies, how to use them to sell issues upward and outward, and how to defend against them. The student will experience the link between political skills and the concepts of leadership and followership, and assess their own skills and outlooks through relevant self-assessments. We include practical insights as to how social networks are diagnosed, built and maintained in order to leverage power. We then tie together all these concepts by understanding the links between political will and political skill, and how they contribute to either constructive or destructive political behaviors within organizations.

Learning Objectives:

The overall objective of this course is to raise the student's awareness of the existence and importance of power, influence and political behaviour within any multi-person organization. Specifically, the student should expect to achieve – following full engagement and participation - the following learning outcomes by the end of the course:

- Define the elements of both power and influence that can arise within a

group

- Identify and describe the construct of a political landscape
- Learn influence tactics, when and why they may be used, and how to defend against them
- Examine the benefit of a social network for both business performance and career development purposes, and understand the process by which such networks are diagnosed, developed and maintained
- Explore the link of between personal and positional power to leadership, and then link leadership to the concepts of political will and skill

Course Restrictions:

Student must be actively enrolled in the MBA program in good standing, or receive permission from the Graduate Office to register for this course.

Course Prerequisites:

Precludes additional credit for BUSI 5101. Sprott will enforce all prerequisites

MGMT 5100, or MGMT 5101 and MGMT 5102.

Textbook(s) / Required Readings:

There is no assigned textbook for this course but all readings noted in the following lecture summary are required.

Please note that some of these Harvard articles (as noted in the schedule) are only available for purchase, while you might be able to source other Harvard articles from Library Services via its “Business Source Complete” database. For copyright purposes, articles must not be shared or photocopied and distributed in any way. Non-Harvard articles can be sourced for free from the Library’s online search service

Your link to access this course pack is: _____

You are encouraged to only use this link to purchase because the costs for each article (since they are in a designated course pack set up for this class) are at a fraction of the normal cost charged if you went online and purchased them directly.

You’ll note that some readings have been written some years ago. These choices are purposeful. These are classic publications that have proven a unique ability to frame a key lecture concept to an effective degree not matched by more recent articles.

Exam date: There is no exam associated with this course

Drop Course Policy: The deadline for academic withdrawal is the last day of classes (each term).

Grading Scheme:

Student Deliverable	Due Date	% of final grade
Individual Assignment: Thomas Green: Power, Office Politics: a Career in Crisis	Due: Thursday October 1, 2015 Hard-copy to be handed in at the start of the class	35%
Group Assignment: Team-Determined Case Study Project	Due: Thursday October 15, 2015 Hard-copy of report to be handed in at the start of the class	50%
Group Assignment: In-Class Team Presentations	Due: Thursday October 15, 2015 Hard-copy of presentation material to be handed in at start of the class	15%
TOTAL		100%

Term projects / assignments:

INDIVIDUAL ASSIGNMENT – THE THOMAS GREEN CASE – 15% of final grade

BRIEF CASE: Thomas Green: Power, Office Politics and a Career in Crisis.
Sasser, E., Beckham, H. (2008). *Harvard Business Publishing* (pp.1-11).

OBJECTIVE:

The goal of this project is to raise your awareness of the politics that may come into play when a person starts a new job in a new organization, or even a new role within a different department / division of the same organization. Such situations are ones in which our MBA graduates may easily find themselves.

ASSIGNMENT STRUCTURE, ETC

Each student will submit their own assignment on an individual basis. The paper shall be no longer than 6 pages of text in length, excluding any title pages, appendices, bibliographies, etc. The paper should be 1.5-spaced, 11-point legible font and 1-inch margins on both sides to facilitate the entry of grading comments.

The format should be essay-style. Please respond directly to the following questions (recommendation: use them as headings for each section is recommended):

- What are the work styles and personalities of Thomas Green and Frank Davis?
- What are the bases of power of Thomas Green and Frank Davis?
- What is your analysis of Thomas Green’s actions and job performance in his first five month? What mistakes has he made?
- What do you imagine could be underlying agendas of Davis and McDonald?
- What actions, if any, would you take if you were Thomas Green

**TEAM CASE STUDY PROJECT
WRITTEN GROUP ASSIGNMENT - 50% of final grade**

TEAM	CLASS	PRESENTATION - 15% of final grade
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TEAM FORMATION: By our second class, students will form self-determined teams of between 4-5 members; the exact number will be determined once the class list is set. Every student is responsible for finding a place on a team, as individual assignments will not be accepted. If any student finds themselves without a team, that student will be assigned to a team at the sole discretion of the professor. Once the team is formed, an appointed 'captain' will email the professor with a chosen "name" of their team, the full names and student numbers of each team member.

CASE: The course objective is to allow all students to see elements of power and influence from different perspectives and situations. Toward that end, each team will research its own target subject. You should choose that subject / event from within the last 10 years; all target subjects must be pre-approved by the professor. Any subject outside this 10 year timeframe will receive additional scrutiny and may not be approved. It is advisable to choose your target subject early on as only one team will be permitted to analyze a specific target subject. BY having every team focus on a different subject, we capture the advantage of peer learning on that day by seeing how power and influence play out in varied circumstances.

OBJECTIVE: The goal of this project is to have you look at the issues of power, influence and politics within a real life organization, the same kind of entity in which you, as an employee or manager, could find yourself. This case study is intended to provide you with an opportunity to assess how political 'learning' is done in real terms within the context of an organization.

Your submission should demonstrate the application of learned course material to the practical problems presented in the case study. The purpose of this report is to identify the major problems and issues that are evident in the case and to interpret and analyze them through the use of concepts and theories learned in this course to help solve them. Guidance is further provided on page 4 under the heading "Additional Format Help".

ASSIGNMENT: Each team will submit one written report between that holds a maximum of 15 pages, double-spaced, 11-point legible font with 1 inch margins. All facts and ideas that are not original must be cited using a consistent form of citation (APA is recommended). All references to course concepts, slides, or readings must be properly cited. The case must be coherent, well organized, easy to read, and free of grammatical and spelling errors. The case study / project must include a signed copy of the Non-plagiarism pledge.

FOCUS: The purpose of this report is to identify the major power / influence problems and issues that are evident in the case and to interpret and analyze them by directly linking your observations and insights with theories or concepts gleaned from lecture material and readings. While external research is not required, there is no prohibition from doing so. As each target subject will likely present a unique situation the following questions should be taken as a guideline (the singular of each term can be equally assumed if applicable)

- Who are the key players involved?
- With what type of organization and industry are they involved?
- What are their positions within that organization?
- Are there other key stakeholders to this case? If so, describe them in order to provide the reader with proper context (ie: roles / relationships; importance to the key issue)
- What is your analysis of the problem(s) or issue(s)?

- What are your observations / insights / judgments as to why the problem or issue arose (what caused it)? Justify all points made with direct links with / citations to / support from relevant theories, concepts or available research.
- What did the organization do, if anything, to address this problem?
- What are the lessons learned from this case?
- As a consultant to that organization, what would be your specific (but realistic) recommendations to implement, in order to avoid similar situations in future?

IMPORTANT NOTE REGARDING PREPARATION FOR THIS GROUP CASE:

Groups that do well on this assignment usually start on it no later than mid-course. They consult with each other early on and regularly (and, if necessary, the instructor) when they have questions about the application of course concepts, and take the time to read / assess one another’s work in order to ensure that it is of high quality. Attempting to “knock this assignment off” during the last week of the term will almost certainly result in disaster. Because ‘several heads should be better than one’, such an assignment traditionally receives a more stringent (‘tougher’) grading review.

Group Case Class Preparation

On the last scheduled class date, each group will present their case summary to the instructor and class. It will be PowerPoint-based, with a hard-copy of the slides submitted to the instructor at the start of the class along with a hardcopy of the team final assignment report. The ‘order-of-go’ for the teams will be decided by a random draw at the start of that class. The professor will not accept special requests to present at specific times. The time limit for this presentation is strictly 15 minutes. All team members must share equally in the presentation duties.

A team will be graded on elements related to:

- Originality of presentation format (feel free to take a creative or unique approach)
- Content of unique or profound observations / analysis
- Concept clarity (ie: how easy is it for someone unfamiliar with the topic to understand its key elements and overall importance to the study of power & influence?)
- Communication / presentation skills, and the degree to which the presentation appears well-rehearsed and professionally presented.
- Respect for the time limit.

There will be no required dress code (in other words, it is not necessary to ‘dress up’) school training.

Peer Evaluations - Important

When your group work is concluded you are required to submit a peer evaluation form on which you will evaluate the contributions to the project made by each of the other members of your group. This is a clear effort to promote workload fairness and discourage free-riders. You will be required to submit with your final ‘package’ each team member’s Peer Evaluation either sealed in its own envelope or stapled shut to maintain confidentiality.

Group members who receive unsatisfactory (that is, an average of below ‘4’ on questions 1 through 5 inclusive) peer evaluations from the majority of peers in their group should expect to have their grade on the Group Case Analysis and Team Presentation lowered. More details will be provided in our first class.

Only the course instructor and the program director will know which students provided specific ratings. The other side of anonymity, however, is that no comment should arrive on the evaluation form without having been discussed with the individual involved. "Feedback" given in written form on the Peer Evaluation form without having been previously given verbally to the student involved is unacceptable. Giving "honest and respectful" feedback is the job of any good manager. Doing it behind a person's back (through mechanisms such as anonymous questionnaires) is a sign of managerial cowardice. Learn to give each other feedback and learn to grow from such occasions.

Once teams are formed, no group member may be "fired", and no individual submissions of this case assignment will be permitted. You must find a way to work together. Why? A critical organizational skill in today's business world is the ability to work effectively and collaboratively within a team. Achieving experience with this skill should be, in fact, part of your business school training.

You are strongly advised to speak to me about team problems as soon as they arise, rather than waiting until it is too late for me to help. I will do my best to help mediate problems as needed.

Preparation and participation:

Classes will involve considerable discussion of concepts, cases, and personal experiences. Your active input is important to the learning environment, as other students and I can learn from your knowledge, opinions and insights. Additionally, research has shown higher levels of learning can be achieved when an individual is actively engaged and sharing aloud their understandings and perceptions. Students are expected to have pre-read all readings for a lecture and be fully ready to be called upon to discuss their perspectives or respond to questions.

On my part, I commit to all students a high energy engagement and facilitation, and the creation of a safe environment in which the student can confidently share opinions and ask questions. Equally important are a student's effective listening skills as they relate to providing your peers with an equally safe platform. As it happens, listening skill is a key ingredient in successful leadership.

Attendance / Missed classes

The course is full in terms of content, but short on time (only 6 weeks). Your attendance and active participation are critical to successful course performance. Therefore, for any class missed, the student will be required to submit a Personal Application Assignment (PAA) on **ALL** readings attached to the missed class(es).

The format for the PAA – for **each** reading of the class(es) missed will be a maximum of one page, single spaced, 11-font which answers the following three (3) questions:

1. In your own words, what is the essential theme of hypothesis that the author(s) is (are) trying to present? Are you in agreement (or do you disagree) and why?
2. Referencing course concepts, what is the article's importance to our understanding of leadership?
3. Using a clear example from your personal or professional experience, in what way have you seen the reading's theme play out in real life?

Achieving a Passing Grade - Important:

To pass this course, students must achieve a passing grade on the individual component of their course submission as well as on their overall course grade. It is not acceptable for a student to use the group component of their grades to raise their final overall grade to

a passing level

Missed assignments and deferred examination:

Students are expected to submit all required team & individual assignments by the time / day they are due. The student is required to provide the professor a valid reason for an anticipated delay a minimum of four (4) working days prior to that assignment’s due date, except in the case of a documented emergency. Otherwise, no accommodation will be made for any missed deliverable. Late assignments will incur penalties to the earned grade as follows:

Handed in: 1st day (within 24 hours) of due date: - 25% deduction off the earned grade

Handed in: 2nd day (between 24-48 hours) of due date - 50% deduction off the earned grade

Handed in: 3rd day (48 hours + of due date) - 75% deduction off the earned grade

Handed in: 4th day (72 hours + of due date) – 100% deduction off the earned grade

Course Schedule* – MGMT 5112 – Fall 2015

WEEK	REQUIRED READINGS	Activities or Deliverables
1	<p>Defining the elements of power and influence:</p> <p>1. Hall, Linda A., (2000). What it really means to manage: Exercising Power and Influence, Harvard Business School. Article # 9-400-041(available via Harvard Course Pack)</p>	<p>Pre-stage self assessment: tendencies toward gaining power & influence (to be handed out in class)</p>
2	<p>The Political Landscape</p> <p>1. Krackhardt, D. (1990, June). Assessing the Political Landscape: Structure, Cognition, and Power in Organizations. <i>Administrative Science Quarterly</i>, 35(2), 342-369 (from Business Source Complete Database; Library Services)</p>	

<p style="text-align: center;">3</p>	<p>Influence Tactics</p> <ol style="list-style-type: none"> 1. Gardner III, W. (1992, Summer). Lessons in Organizational Dramaturgy: The Art of Impression Management. <i>Organizational Dynamics</i>, 21(1), 33-46 2. Rao, A., Schmidt, S., & Murray, L. (1995, February). Upward Impression Management: Goals, Influence Strategies, and Consequences. <i>Human Relations</i>, 48(2), 147-168 3. Mikes, A., Hall, M., & Millo, Y. (2013). How experts gain influence. <i>Harvard Business Review</i>, July-August, 2013 (available via Harvard Business School course pack) <p>ASSIGNMENT 1 CASE: Sasser, E., Beckham, H. (2008). Brief Cases. <i>Thomas Green: Power, Office Politics and a Career in Crisis</i>. Harvard Business Publishing (2095-PDF-ENG); available via Harvard Business School course pack)</p>	<p>Self-assessment: Self-monitoring Inventory (to be handed out in class)</p>
<p style="text-align: center;">4</p>	<p>Social Networks</p> <ol style="list-style-type: none"> 1. Cross, R. & Prusak, L. (2002). The People Who Make Organizations Go – or Stop. <i>Harvard Business Review</i>, June 2002 (available via Harvard Business School course pack) 2. Morse, G., with Duncan Watts (2003). The Science Behind Six Degrees. <i>Harvard Business Review</i>, February, 2003 (available via Harvard Business School course pack) 3. Cross, R. (2003). Who talks to Whom About What. <i>Harvard Business Review</i>, Fall, 2003 (available via Harvard Business School course pack) 4. Hill, L. (May 31, 1994). Exercising Influence. Harvard Case 9-494-080 (available via Harvard Business School course pack) 5. Thomas, D. (May 18, 2009). Mapping Your Network. Harvard Business School # 9-409-129 (available via the course pack) 	<p style="color: red;">Thomas Green Case - Assignment #1 is due today at start of class</p> <p style="color: red;">Please bring the paper “Mapping Your Network” to class with you in some form that allows you to enter information directly onto it</p>

5	<p>Power and Leadership</p> <ol style="list-style-type: none"> 1. Perrewé, P., Ferris, G., Funk, D., & Anthony, W. (2000, August). Political skill: An antidote for workplace stressors. <i>Academy of Management Executive</i>, 14(3), 115-123 2. Ferris, G., Davidson, S., Perrewe, P. (2005). Developing Political Skill at Work. <i>Training</i>. Nov. 2005, Vol. 42, Issue 11, p.40-45 3. Mayes, B.T., Allen, R.W. (1977). Toward a definition of organizational politics. <i>The Academy of Management Review</i>. Vol.2, No. 4. Oct. 1977, pp. 672-678 4. Treadway, D.C., Hochwarter, W.A., Kacmar, C.J. (2005). Political will, political skill, and political behavior. <i>Journal of Organizational Behavior</i>. Vol. 26, 229-245 (2005) [Note: you should not focus on the statistical research elements or data of this article] 	Self-assessment: Political Skills Inventory
6	<p>CASE STUDY: IN-CLASS TEAM PRESENTATIONS SESSION</p> <ol style="list-style-type: none"> a. Group Presentations on your team's case study b. Written Reports to be handed in before start of class. The "package" must include: <ul style="list-style-type: none"> • Hardcopy of final assignment, with all members names / student numbers included on front page, and including one Team Academic Integrity Form signed by all members • Every member's Peer Evaluation Form • Hardcopy of the PowerPoint used in the presentation 	Due today: Team assignment Report and in- class case presentation

***While every effort will be made to adhere to this schedule, modifications may have to be made as the course unfolds.**

CONTACTING THE PROFESSOR

The easiest way to contact me is by email directly to **richard.clayman@carleton.ca**

IMPORTANT: I will NOT check ANY other school location for emails or posted messages.

I usually answer within 24 hours or sooner. However, if there is an unusual occasion time where you write to me but do not get a response within a day or so, feel free to send your message again and remind me. I will sometimes contact the entire class by email through cuLearn, so be sure to check your Carleton email regularly.

If you have questions about how to apply course concepts when working on your Group Case Analysis, please be sure to consult with the rest of your group before contacting me – you are expected to be working as a team; and there is a good chance someone in your group can help you, which can facilitate learning for both you and other group members. If that doesn't get you the answer you sought, don't hesitate to contact me.

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 maintain the device on vibrate / silent mode after discussing the situation with your instructor prior to class.

Deferred Final Examination:

Students unable to write a final examination because of illness or other circumstances beyond their control must contact the instructor in writing to request a deferred exam. Permission may be granted when the absence is supported by a medical certificate and or appropriate document/s to support the reason for the deferral. Deferred exams are not granted for students who have made travel arrangements that conflict with examination schedule.

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.

Person with Disabilities

Students with disabilities requiring academic accommodations in this course are encouraged to contact a co-ordinator at the Paul Menton Centre for Students with Disabilities to complete the necessary letters of accommodation. After registering with the PMC, make an appointment to meet and discuss your needs with me at least two weeks prior to the first in-class test or ITV midterm exam. This is necessary in order to ensure sufficient time to make the necessary arrangements. Please refer to <http://www.carleton.ca/pmc/> for all PMC information.

Religious Observance

Students requesting academic accommodation on the basis of religious observance should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way

that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

Pregnancy

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete *a letter of accommodation*. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

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:

<http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>.



Individual or Team Academic Integrity Form

By signing this statement, I / we attest to the fact that I / we have reviewed the entirety of our completed work assignment and have applied all appropriate rules of quotation and referencing used at the Spratt School of Business.

I / we also attest the fact that all efforts related to this project have adhered to the policies for academic integrity as found at the website: www.carleton.ca/studentaffairs/academic-integrity

Name (print) _____

Signature _____ Carleton Student ID # _____ Date _____

Name (print) _____

Signature _____ Carleton Student ID # _____ Date _____

Name (print) _____

Signature _____ Carleton Student ID # _____ Date _____

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Signature _____ Carleton Student ID # _____ Date _____

Name (print) _____

Signature _____ Carleton Student ID # _____ Date _____

Name (print) _____

Signature _____ Carleton Student ID # _____ Date _____



SPROTT

SCHOOL OF BUSINESS

MGMT 5112

Power and Influence

PEER EVALUATIONS

Please indicate the extent of your agreement with each of the following statements on the following scale:

1 2 3 4 5
 | | | | |
 Strongly Disagree Neither agree Agree Agree
 Disagree Somewhat nor disagree Somewhat Strongly

1. This team member did a full share of the work or more.
2. This team member worked agreeably with team members on dividing work
3. This team member was available to meet with the team.
4. This team member participated in discussions about the project.
5. This team member consistently met deadlines for agreed responsibilities.
6. Given the opportunity I would hire this person.

Team Member	Enter the number (1 to 5) corresponding to the extent of your agreement with each of the questions for each your teammates					
	Q1	Q2	Q3	Q4	Q5	Q6

Important Dates and Deadlines – Fall 2015

Graduate, Undergraduate and Special Students

Sessions:

- **Fall term: September 2, 2015 – December 7, 2015**
- **Winter term: January 6, 2016 – April 8, 2016**
- **Fall/winter: September 2, 2015 – April 8, 2016**

May 25

The registration timetable planning tool is available for the 2015-2016 academic year. The Student

Registration Assistance service becomes available to all students.

June 4

Carleton Central opens at 8:30 a.m. for registration for new first year undergraduate students (see [Timeticket schedule](#) for your registration start time).

June 22

Carleton Central opens at 8:30 a.m. for registration for returning students (see [Timeticket schedule](#)).

August 7

Carleton Central opens at 8:30 a.m. for registration for Special Students (see [Timeticket schedule](#)).

August 25

Payment deadline date for your entire student account. Click [here](#) for important payment information. [Late charges](#) may be applied to the student account any time after this date.

August 29-30

Residence move in weekend. Students will be advised in July of their assigned move in date.

August 31

Orientation for Teaching Assistants.

September 1

Last day for receipt of applications from potential fall (November) graduates.

Academic orientation.

All students are expected to be on campus. Class and laboratory preparations, departmental introductions for students and other academic preparation activities will be held.

September 2

Fall term begins.

Fall and fall/winter classes begin.

September 4

Classes follow a Monday schedule.

September 7

Statutory holiday. University closed.

September 18

Last day of registration for fall term and fall/winter courses.

Last day to change courses or sections (including auditing) for fall/winter and fall term courses.

Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in Fall 2015 and must register for the Fall 2015 term.

September 25-27

Summer deferred final examinations held.

September 30

Last day to withdraw from fall term and fall/winter courses with a full [fee adjustment](#). Withdrawals after this date will create no financial change to Fall term fees (financial withdrawal).

October 9

December examination schedule (fall term final and fall/winter mid-terms) available online.

October 12

Statutory holiday. University closed.

October 15

Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.

October 26-30

Fall break. Classes are suspended.

November 6

Last day to submit Formal Examination Accommodation Forms to the Paul Menton Centre for Students with Disabilities for December examinations.

November 15

Last day for receipt of applications for admission to an undergraduate degree program for the winter term.

November 24, 2015

Last day for tests or examinations in courses below the 4000-level before the final examination period (see Examination Regulations in the Academic Regulations of the University section of this Calendar).

November 25

Final Payment Deadline. Click [here](#) for important payment information. [Late charges](#) may be applied to the student account any time after this date.

December 1

Last day for receipt of applications from potential winter (February) graduates.

Last day to upload your Master's or PhD thesis for your thesis defence in order to graduate this winter.

December 7

Fall term ends.

Last day of fall-term classes.

Last day for academic withdrawal from fall term courses.

Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for fall term courses.

Last day for receipt of applications for undergraduate degree program transfers for winter term.

Last day to pay any remaining [fall tuition fees](#) to avoid a hold on access to marks through Carleton Central and the release of transcripts and other official documents.

December 8

No classes or examinations take place.

December 9 – 21

Final examinations in fall term courses and mid-term examinations in fall/winter courses may be held. Examinations are normally held all seven days of the week.

December 15, 2015

Fall Co-op Work Term Reports due.

December 22, 2015

All take home examinations are due.

December 25 to January 3

University closed