BUSI 5120
Fundamentals of Leading and Managing
Organizational Change
Fall 2017

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Course Time & Location	Tuesday 6 to 9 PM, Canal Building, 3400
	Break out Rooms: CB 2302, CB 3208
Office Hours	To be determined

1.   OBJECTIVES

"Its not the strongest of the species that survives, nor the most intelligent, but the one most responsive to change"   *Charles Darwin*

 "The greatest danger in times of turbulence is not the turbulence, it is to act with yesterdays logic"   *Peter Drucker*

"There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things"   *Niccolo Machiavelli*

It has been estimated that almost 80% of organizational change initiatives fail. This course was designed to help you understand why this may be the case and increase your awareness of how organizational leaders, managers, change agents and you personally can more effectively manage and deal with change. In the first six weeks of the course we take a "macro" view of change and address issues such as the following: What is change? What types of changes do organizations attempt and why? Why do so many change efforts fail?   What is the difference between organizations that are successful in effecting change and those who are not? How can you tell if an organization if ready to change or not? What is the difference between management of change and leadership of change? How can organizational culture impact organizational change? In the second six weeks of the course we look at the impact of change on individuals (i.e. take a "micro" view) and examine issues such as: How do people react to change? Why do people resist change? How can organizations deal more effectively with resistance to change? What are the key barriers organizational leaders and managers are likely to face when implementing change? How can these barriers be overcome?

2. COURS CALENDAR ENTRY FROM 2017/2018 GRADUATE CALENDAR:

How individuals, groups and organizations respond to change; overview of key change models and change strategy. At the micro level how individuals respond to change, how change should be managed, change management competencies and changing organizational culture. Precludes additional credit for MGMT 5121 and MGMT 5122. Prerequisite(s): 0.5 credits (or the equivalent from the Management and Change concentration courses, as well as MGMT 5100, or MGMT 5101 and MGMT 5102)

3. PREREQUISITES

Students registered in this course who are doing the Management and Change Concentration must have successfully completed (or be currently registered in) all of the courses in the concentration before registering for this course. Students who are doing the minor in Management and Change must have taken .5 credits in Management and Change courses before enrolling in this course.

Precludes additional credit for MGMT 5121 and MGMT 5122

The School of Business enforces all prerequisites.

Cellular Phones:

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

Drop Course Policy

Students can drop a 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. A required course will have to be taken again. Students with medical reasons and supporting documentation may petition the School to have the ABS grade changed back to WDN.

4.   READING MATERIALS

Journal articles as listed on the course outline. I will expect you to have read these articles prior to class and will conduct several "spot quizzes" throughout the term to determine who has and who has not read the material. The marks from these quizzes will be used in the calculation of your participation mark.

5.   COURSEPACK FROM HBR:

This course pack includes the following (highlighted in yellow in the course outline below: six cases (IBM, ERP, Edward Norris, Ingrid Johnson, USA today, the Resilient organization) two articles by Pfeffer and Sutton and the first simulation we will be doing (Spectrum Sunglass Case). Harvard

indicated that this course-pack will cost $57.50 but I am not sure if that is US or Canadian. You can get the course-pack by clicking on the following link and following directions:

http://cb.hbsp.harvard.edu/cbmp/access/67130544

Harvard provides the following caution on the Simulation: "This course-pack includes a multi-scenario simulation. Students will only appear in the simulation roster after they visit the course-pack link and acquire the course materials." You will not have access to any material associated with the simulation until after you have acquired the course-pack. I will have access to who has purchased the course-pack and when they made the acquisition. You cannot do the simulation without acquiring the course-pack. Nor can you prepare for the case discussions. So please do not leave this until the last minute and do not think that you can "borrow" cases etc. from your friends.

CLASS FORMAT

Each class will be divided into two approximately equal halves. The first half will consist of lecture and discussion of the key theoretical concepts relating to the aspect of change being dealt with that week. There is an extensive body of literature (both academic and popular press) on the topic of change management. In fact, "Googling" the phrase "change management" results in 495,000,000 hits! When designing this course I have tried to balance exposing you to many of the key readings in the area and workload. I am asking you to read approximately 50 pages of material each week before class. Most of these articles are not tough, and many are really interesting and/or provocative. They should also help you in completing the major assignment for this course. I hope you will enjoy them. To increase your exposure to key ideas and concepts I will refer to several dozen books and articles in when preparing my lectures. I am happy to suggest extra readings for those interested in the area.

The second half of each class will be devoted to analysis of case studies, experiential exercises and working on your deliverables for the Ottawa Police (more about that later!). **This type of course requires students to take responsibility for their own learning**. In order for an experiential course to be successful, students **mus**t 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 or a work commitment you that means you cannot attend class, please call me 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.

Please do not underestimate the importance of participation in this course. It is an important part of your final grade. 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.

The Ottawa Police Service (OPS)
Each year I focus my lectures, readings and assignments on a change that is current and relevant. This year the course will look at change in the Policing Sector. More specifically, the focus will be on: Connecting what appears to be disconnected: Integration of Strategic Change Initiatives within the OPS

<u>Preamble</u>: The OPS has undergone a tremendous amount of change over the past several years (SI). The pace of change in the organization is unlikely to slow down in the next decade as the following major changes come on line: IM/IT (processes), the mobile worker (people), and FSP (Space). For change to be successful, employees need to see that all of these changes are linked, not working at odds with each other

The course will, therefore, focus on how to implement major strategic change – with an emphasis on technology driven change. The questions that the students would address would include: How are these different changes connected to each other? Should they all be connected? Should they all proceed together at the same time or should we stagger implementation? How do employees see each of these changes? What are seen to be the positives of each of these changes? What are seen to be the challenges? Can we create a model that the OPS can use with its workforce to show how all these different changes are linked to each other to help change agents discuss the change internally and enhance engagement?

You should all be aware that this is not a "make work" exercise for the purposes of this course. The focus on employee well-being is a strategic priority for the OPS and the Director General of the Ottawa Police (Debra Fraser) has been put in charge of moving the initiative forward. The OPS intend to use the results of the diagnostic work you do in this course as they move forward on their cultural change initiative and I intend to make sure that the work you do in this course is a high enough caliber that this is possible. You have two clients for your work in this course: (1) me (quality control) and (2) members of the senior executive of the Ottawa Police: Debra Frazer, Pam Mills (Chief Environmental Officer) and Steve Bell (Deputy Chief). Two civilian employees of the OPS and two Ottawa Police officers will be sitting in on the course. These four individuals are interested in change management, and have agreed to act as the go-between between members of the class and the OPS. They will facilitate meetings and data collection (i.e. interviews, focus groups) and give you the background information and contextual information as necessary.

I change the lectures and the readings every year so that there is synergy between your project and the cases and readings in the course. This year the focus is on strategic change – with an emphasis on technology driven change. New to the course this year are lectures on strategic change and ambidextrous organizations. The cases focus on technology driven change, ambidexterity, resilience and the police. The readings focus on these topics as well, but also include important readings in the area of change management writ large. The readings are important and I am expecting them to be done. The number of pages of reading per week ranges from 30 to 75! That being said, none of the reading is difficult (HBR, California Management Review) and pretty interesting (I am biased).

5.   MARKING SCHEME

It is hard to determine the deliverables for this course a priori without consulting with the Ottawa Police and the class. That being said, you all knew when you signed up for this course that you would be applying your learning to a real world change problem and that this means more work, as well as more fuzziness and uncertainty. The exact marking scheme (class will have to agree on one set of deliverables) will be determined on Sept. 19th after we hear from the OPS in terms of what their issues are and what they are hoping to receive from you. I am, however, firm on the following principals:

- 80% of your mark will be associated with deliverables for the OPS,
- 10% of your mark will be awarded by me and depend on your participation in class (preparation, discussion),
- 10% of your mark will be awarded by your classmates and depend on your performance in the group work that is part of this course, and
- anyone caught plagiarizing will fail the course.

6.   CLASS SCHEDULE

This schedule may be modified depending on the level of interest in the subjects to be discussed. It is each participant's responsibility to keep up to date with the overall progress of the course as the term unfolds, and with any specific changes announced in class.

The Macro View of Change		
Week	*Date*	*Topic and Preparation for Class*
1	**Sept. 12th**	**Introduction to course** **What is change?/ Why do organizations need to change?**
Readings: **30 pages** Nicholson, N. (2002). What Stays the Same: The Challenge of Managing the Human Animal in the 21st Century, in <u>Organization 21C</u> (ed. Subir Chowdhury), Prentice Hall: Toronto, pg. 241-255. (14 pages) Dychtwald, K., Erickson, T., and Morison, R. (2007). The Diverse and Demanding New Workforce: Why you need a New Workforce Strategy, in <u>Workforce Crisis: How to Beat the Coming Shortage of Skills and Talent</u>, Harvard Press, Boston, MA. (16 pages) Assignment for Class: - Do you agree or disagree with the following statement: "The past is the best predictor of the future" - There is a widespread sense that we are in a period of major change in how firms are organized and managed. What changes have occurred in the environment in the last decade that have had a fundamental impact on how business is being done - that organizations have to recognize and address to stay in business? The sense of transformational change is particularly strong in North America and industrialized economies. Do you think the view of change is different in the "third world"? Simulation: - Several Exercises that will get us thinking about change - Discuss the deliverables for the course and anything that you would like to see in the course that I have not included		
2	**Sept 19th**	**How do we categorize change?**
Readings: **32 pages** Weick, K. and Quinn, R. (1999). Organizational Change and Development, <u>Annual Review of Psychology</u>, 50, 361-86. (25 pages) Beer, M and Nohria, N., (2000) Cracking the Code of Change, <u>Harvard Business Review</u>, May June 133-141(7 pages) The Ottawa Police will make a presentation to the class on the change you will be studying and what they hope you can help them with Assignment for Class: To think about (and discuss if there is time): Categorize the type of change that the OPS will be undertaking. Why did you categorize it the way you did? Why does the OPS need to change (or does it?)		

3	Sept 26st	Disruptive Change

Readings: **34 pages**

Bower, J. and Christensen, C. (1995) Disruptive Technologies: Catching the Wave, <u>Harvard Business Review,</u>
    January-Feb. 43 to 53 (12 pages)

Christensen, C. and Michael Overdorf, M. (2000) Meeting the Challenge of Disruptive Change, <u>Harvard
    Business Review</u>, March, 68 to 76 (11 pages)

Levitt, T. (1960) Marketing myopia <u>Harvard Business Review,</u> 38 (4), p 45-56 (11 pages)

Drucker, P. (2002). <u>The Discipline of Innovation, Harvard Business Review,</u> August, p. 95-103 (8 pages)

Assignment for Class:

Case: IBM Corporate Turnaround

4	Oct. 3rd	Implementing Strategic Change

Readings: Required **75 pages**

Franken, A., Edwards, C., Lambert, R. (2009). Executing Strategic Change: Understanding the Critical Elements
    that Lead to Success, <u>California Management Review</u>, 51 (3), Spring, pg. 49-73. (23 pages)

Kaplan, R. and Norton, D. (2006). How to Implement a New Strategy Without Disrupting Your Organization,
    Harvard Business Review, March, p. 100-109 (8 pages)

Pangarkar, (2015). Performance Implications of Strategic Change, Business Horizons, 58, p. 295-304 (9 pages)

Martin, R. (2010) The Execution Trap, Harvard Business Review, July-August, p. 66-71 (5 pages)

Tushman, M. and O'Reilly, C. (2002) Implementing Strategic Change, in Winning Through Innovation: A
    Practical Guide to Leading Organizational Change and Renewal, Harvard Business School Press, Boston
    MA (30 Pages)

Readings: Optional (but you should read if you are not familiar with them)

Porter, M. (1996). What is Strategy?, Harvard Business Review, November-December. P. 61-78

What are the key take aways for the Ottawa Police from the material you read this week? What challenges are they
likely to face moving forward with the strategic changes they have planned

Assignment for Class:

Case: Successfully Navigating the Turbulent Skies of a Large-Scale ERP Implementation

5	Oct. 10th	Culture and Change

Readings: **42 pages**

Schneider, F., Brief, A. And Guzzo, R. (1996). Creating a Climate and Culture for Sustainable Organizational
    Change, <u>Organizational Dynamics,</u> <u>24</u> (4) 7-19. (11 pages)

Von Post, Eat Your Peas: A Recipe for Cultural Change, Strategy and Business, Summer, 2011(5 pages)

Schwartz, Gaito, Lennick, (2011) That's the Way We (Used to) Do Things Around Here, <u>Strategy and Business,</u>
    Spring, p. 2-10 (8 pages)

Katzenbach, J., Steffen, I. & Kronley, C. (2012). Cultural Change That Really Sticks, <u>Harvard Business Review</u>
    July–August, pg. 2-9 **(7 pages)**

Lorsch, J. and McTague, E. (2016). Culture is not the Culprit, Harvard Business Review, April, p. 97-103 (9
    pages)

Ferrazzi, K. (2014). Managing Change One Day at a Time, HBO.org (2 pages)

How might the culture within the OPS impact their ability to implement the desired strategic changes (hint – What
does the case tell us about police culture? What about the Supplemental Class Readings on police culture)

Assignment for Class:

Case: Edward Norris and the Baltimore Police Department (A, B and C)

6	Oct. 17th	Leading Change

Readings: **36 pages**

Garvin, David A., and Michael A. Roberto (2005). "Change Through Persuasion." *Harvard Business Review* 83 (2) (February): 104–112. (8 pages)

Kim, C. and Mauborgne, R. (2003). "The Tipping Point of Change" *Harvard Business Review* 81 (4) (April), 60 to 69 (8 pages)

Nadler, D. and Tushman, M. (1990). Beyond the Charismatic Leader: Leadership and Organizational Change, California Management Review, Winter, 77-97. (20 pages)

Assignment for Class:

Identify someone who you think is a change leader. Why did you identify this person. Be prepared to discuss your choice in class – giving reasons from the literature. Can we train someone to be a change leader? Can someone learn to be a change leader? Which individual or group should lead the strategic change within the OPS?

Case: Ingrid Johnson and Nedbank Business Banking

Note: No Classes Tuesday Oct. 24th (Exam week) or Tuesday Oct. 31st (Break Week)
You should be scheduling project related work during this time period!

7	Nov. 7th	Ambidexterity

Readings: **35 to 55 pages**

Tushman, M. & O'Reilly, C. (1996). Ambidextrous Organizations: Managing Evolutionary and Revolutionary Change, California Management Review, 36 (4) 8-30. (20 pages)

O'Reilly, C., and Tushman, M. (2011) Organizational Ambidexterity in Action: How Managers Explore and Exploit, California Management Review, 53 (4), 5 to 21. (15 pages)

O'Reilly, C., Harreld, J., B., and Tushman, M. (2009) Organizational Ambidexterity: IBM and Emerging Business Opportunities, California Management Review, 51 (4), 75 to 98. (20 pages) (Optional)

How can the concepts discussed in the lecture on ambidexterity help the OPS manage this change? or is it just not relevant to the OPS. Do you think that the OPS is an ambidextrous organization?

Assignment for Class:

Case: USA Today: Pursuing the Network Strategy

8	Nov. 14th	Power and Change

Readings: **29 pages**

Boonstra, J., and Gravenhorst, K. (1998). Power Dynamics and Organizational Change: A Comparison of Perspectives, European Journal Of Work And Organizational Psychology, *7* (2), 97–120 (23 pages)

Nickols, F. (2016). Four Strategies for Managing Change (6 pages)

Simulation:

We will be doing the HBR simulation. The simulation will be held in ??? . There is a lot of prep work for this simulation so make sure you do it

I am also going to do a short lecture on power and change

Power can be used in a variety of ways during change. What is the best approach for the OPS? Why say this?

9	Nov. 21st	Resilience/Readiness to Change

Readings: **29 to 52 pages**

Armenakis, A.A., Harris, S.G., & Mossholder, K. (1993). Creating readiness for organizational change. *Human Relations*, 46, 1-23. (optional)

Hamel, G. and Valikangas, L. (2003). The Quest for Resilience, Harvard Business Review, Sept., 52-63

Coutu, D. (2002). How Resilience Works, Harvard Business Review, May, 46-56. (10 pages)

Thomas, R. (2008) Inside the Crucible: Learning and Leading with Resilience, in Crucibles of Leadership: How to Learn from Experience to Become a Great Leader, Harvard Business Press, Boston, MA (15 pages)

Michel, J. and Neuman, A. (2010) Positive Psychology as a Catalyst for Change, Harvard Business Review, November, pg. 1-5 (4 pages)

Assignment for Class:

Case: Resilience in Business

How can the OPS increase readiness to change in their organization? Resilience?

10	Nov. 28th	Resistance and Inertia

Readings: **76 pages**

Mazutis, D. and Eckardt, A. (2017) Sleepwalking Into Catastrophe: Cognitive Biases and Corporate Climate Change Inertia, California Management Review, 59 (3), 74-108 (35 Pages)

Dent, E.B., & Galloway Goldberg, S. (1999). Challenging resistance to change. *Journal of Applied Behavioral Science,* 35(1): 25-41 (15 pages)

Elrod, D. and Tippett, (2002). The Death Valley of Change, Journal of Organizational change Management, 15, 1-16. (15 pages)

Kotter, J. and Schlesinger, L. (1979). Choosing Strategies for Change, Harvard Business Review, March-April, 106-113. (6 pages)

Deutschman, A., (2005). Change or Die, Fast Company, May, 94, pg. 53 to 58. (5 pages)

Simulation:

Case: Gunfire at Sea (video): note you will not need to buy this

11	Dec. 5th	Implementation: Why Does Change Fail?

Readings: **69 pages**

Beer, M., Eisenstat, R., and Spector, B. (1990). Why Change Programs do not Produce Change, Harvard Business Review, November-December, 158-168 (9 pages)

Kotter, John P. (2007). "Leading Change. Why transformation efforts fail", Harvard Business Review, January, pp 92-107 (10 pages)

Pfeffer, J. and Sutton, R. (2007) When Talk Substitutes for Action, From Understanding the Knowing-Doing Gap, Harvard Press, Boston, MA. (44 Pages)

Hurley, R. (2006). The Decision to Trust, Harvard Business Review, September, p. 55-62 (6 pages).

Stensaker, I. , Falkenberg, J., Myer, C.B., & Haueng, A.C. (2002). Excessive change: Coping mechanisms and consequences. *Organizational Dynamics,* 31 (3): 296-312 (Optional) (11 pages)

Assignment for Class:

I will divide you into groups. Each group will research the problems that the Government of Canada had implementing their "Phoenix" system and prepare a short presentation for the class outlining: (1) what did the government hope to gain from the introduction of this system; (2) why do you think the system failed, and (3) What lessons does this failed change offer to the OPS?

Discussion: I would argue that OPS police officers have been exposed to excessive change? What implications does this have for the current change initiative?

12	Dec. Dec. 12th	Implementing Change: Pushing for Success (vision, evidence)

Readings: **52 pages**

Collins, J. and Porras, J. (1998). Building Your Company's Vision, in Harvard Business Review on Change, Harvard Business Review Press: MA., 65-77. (11 pages)

Beatty, R. and Ulrich, D. (1991), Re-engineering the mature organization, Organizational Dynamics, Vol. 20 pp.16 - 30. (13 pages)

Pfeffer, J. and Sutton, R. (2006). Change or Die? An Evidence Based Approach to Change Management, excerpted from: Hard Facts, Dangerous Half-Truths and Total Nonsense: Profiting from Evidence Based Management, Harvard Business School Press, MA, (28 pages)

Assignment for Class: I would like each of you to send me an e-mail that includes the vision statement of an organization of your choosing. We will look at these vision statements for an in-class exercise.

Critique the OPS's vision statement? Do they have a vision statement for change? What would you suggest they do here?

Assignment for Class:

Hollow Square Exercise

Other Readings Of Relevance to This Course: Culture of the Police

Robert W. Benson, Changing Police Culture: The Sine Qua Non of Reform, 34 Loy. L.A. L. Rev. 681

(2001). Available at: http://digitalcommons.lmu.edu/llr/vol34/iss2/7

Expert Panel on the Future of Canadian Policing Models (2015). Policing Canada in the 21st Century: New Policing for New Challenges, Chapters 4, 5 and 5
Available at:
http://www.scienceadvice.ca/uploads/eng/assessments%20and%20publications%20and%20news%20releases/policing/policing_fullreporten.pdf

Iacubucci, F. (2014). Police Encounters with People in Crisis, July. Chapter Five (Police Culture)
Available at: https://cacp.ca/news/iacobucci-report-on-police-encounters-with-people-in-crisis-toronto-police-service.html
Paoline, E. (2003). Taking stock: Toward a richer understanding of police culture, Criminal Justice 31 (2003) 199–214

Paoline, E. (2004). Shedding Light on Police Culture: An Examination of Officers' Occupational Attitudes, *Police Quarterly*, 7 (2), 205–236

Other Readings Of Relevance to This Course: The OPS

The OPS have provided me with nine background readings on the changes that they are hoping to implement. If people can bring a memory stick to class on day one I will give you a copy of these readings. I will also put them on CU Learn.

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 a summary of the readings covered in the class they missed.

INFORMATION RELEVANT TO COMPLETION OF ASSIGNMENTS[1]

All page limits agreed to in the "psychological contract" exercise done on the first day of class 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).

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[1] Thanks to Dr. N. Papadadopoulos for drawing up this list.

- The above evaluation plan may have to be changed if changing class conditions so warrant.

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.

My Commitment	Your Commitment
• Prepare a learning environment for each class.	• Come to all classes ready to learn and participate.
• Start and finish on time, provide a break	• 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.
• Cell phone/PDA switched off throughout class.	• Cell phone/PDA switched off throughout class.
• Solicit and encourage participation.	• Participate constructively, presenting own ideas and critiquing those of others.
• Present opportunities to learn new ideas.	• Strive to learn, seek clarification, and ask questions.
• Provide opportunities to apply new learning.	• Think about how to apply new learning to examples given and share with class.
• Keep up-to-date with theory and practice and link course material to current events.	• Make an effort to track what's happening in your profession.
• Provide assistance and opportunities to consult during class breaks, during office hours, by email, and at other times as required subject to availability.	• Seek assistance as issues arise. Do not expect 24 hour e-mail feedback, and consider your colleagues – the instructor deals with many students.
• Provide detailed instructions on assignments. Provide timely feedback on assignments, exams.	• Follow instructions. Hand assignments in on time, learn from feedback.
• Treat all course participants as responsible professionals, and act with civility and professionalism at all times.	• Treat all course participants as responsible professionals, and act with civility and professionalism at all times.

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

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.*

Person with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

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://carleton.ca/studentaffairs/academic-integrity.