SPROTT
SCHOOL OF BUSINESS

MBA

BUSI 5120
Fundamentals of Leading and Managing
Organizational Change
Fall 2015

Instructor	Dr. Linda Duxbury
Office	915 Dunton Tower
Telephone	520-2600 x2385
E-mail	Linda_Duxbury@carleton.ca
Course Time & Location	Monday 6 to 9 PM, DT 701
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? 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 is the difference between management of change and leadership of change? What are the key barriers organizational leaders and managers are likely to face when implementing change? How can these barriers be overcome? What is the role of a organizational change agent? Are you personally "cut out" for the change agent role?

2.   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

The deadline for academic withdrawal is the last day of classes.

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.

3.   READING MATERIALS

Journal articles as listed on course outline. "Reserve material is available in Ares and can be accessed through cuLearn". 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.

I have tried to limit the number of pages of reading to approximately 50 per week. A lot of the reading comes from HBR and as such is pretty straight forward. The weeks where the readings are more difficult I have given fewer pages.

4.   COURSEPACK FROM HBR:

This course pack includes the following: article by Pfeffer and Sutton (in readings), two cases on Apple computer, two cases involving the Police (Edward Norris; Icelandic Police) and the first simulation we will be doing (Spectrum Sunglass Case). Harvard indicated that this coursepack will cost $26.85. You can get the coursepack by clicking on the following link and following directions:

https://cb.hbsp.harvard.edu/cbmp/access/38373653

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 coursepack. I will have access to who has purchased the coursepack and when they made the acquisition. You cannot do the simulation without acquiring the coursepack. Please do not leave this until the last minute.

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 class will work with the Ottawa police to help them better understand how to successfully change their organizational culture to one that supports employee well-being. How relevant is this topic? A Google search of the term "change police culture" yielded 65,600,000 results while a search of the terms "Police culture and stress" produced a mere 3,990,000 results. The challenges associated with cultural change within the police sector are summarized as follows:

"Change doesn't come easy for most law enforcement agencies. Whether introducing new policies, procedures, or technology, most law enforcers are culturally resistant to change. This resistance is understandable. Police officers work in extremely fluid and changing conditions in which the unexpected and unanticipated become the norm. To balance against this constant state of flux,

officers depend upon an established sense of stability within the agency's operational and managerial philosophies. The "business as usual" approach not only enhances that feeling of comfort and stability, it also reinforces a cultural resistance towards change..... [in police services] the key element of successful and sustaining change is not the issue at hand — or our proposed solution — but the existing organizational culture and the degree of resistance we will encounter when trying to manage and promote change." (Policeone.com, 2014)

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 an Inspector (Steve Bell) 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 (Deputy Keeley is the organizational owner of the well-being initiative). Three Ottawa Police officers will be sitting in on the course. These officers are committed to the wellness initiative, 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.

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, I sent an e-mail to everyone in the class in July offering you either a conventional course or a course where you apply your learning to a real world change problem. I noted in the e-mail that the second option would be more work and involve more fuzziness and uncertainty. The class overwhelming voted for the "practicum" approach and all that applies. While the exact marking scheme (class will have to agree on one set of deliverables) will be determined in the first class of the session, I am 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.

The options that will be considered include the following:
- Class Participation *
- Understanding the Environment Around Change within the OPS: Force Field analysis: (team exercise)
- Cultural Change Within Policing: Best Practice Essay
- Building a Culture of Employee Wellbeing: Best Practice Essay
- Current and Desired Culture within the OPS
- Attitudes Towards Cultural Change within the OPS
- Changing the culture in the OPS: Who should lead and who should follow?

- Change in the OPS: A Diary
- Other (I cannot think of any more but maybe you can)

Details on each deliverable are provided 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. Merely coming to class is not sufficient; attendance is a first step, but you must also participate actively. I will be doing a spot check on the readings periodically and your marks on these tests will be factored into your participation mark.

Force Field Analysis: In class we will be looking at a number of tools that one can use to diagnose the situation with respect to change. This assignment would involve using this tool to diagnose the OPS's current situation with respect to implementing a culture of wellness within the service. I envision this as a team exercise.

Cultural Change Within Policing: Best Practice Essay
There has been a lot written on cultural change and how it should be approached. I would envision this deliverable as an essay that identifies how other police services have approached this issue. You should refer to the literature on best practice for cultural change in other sectors as well and provide an analysis of how these different strategies might or might not work within the police sector. I envision this as a team exercise but it could be done individually.

Building a Culture of Employee Wellbeing: Best Practice Essay
There has been a lot written on the relationship between employee well-being and an organization's culture. I would envision this deliverable as an essay that talks about why police organizations need to focus on employee well being and how the organizational culture present in many police organizations might make it difficult to implement well-being programs that employees actually use. I would expect you to then give a thoughtful list of suggestions on how this could be overcome within the OPS. I envision this as a team exercise but it could be done individually.

Current and Desired Culture within the OPS:
Chances of implementing a successful program to change one's organizational culture increase dramatically if the organization knows where they are starting from (what is the current culture of the OPS?) and where they want to end up (what is the desired culture within the OPS?). It is also important to understand what people identify as the major barriers on the path from current to desired. This deliverable would involve you interviewing members of the OPS and identifying the answers to these three questions. Given what I know about Police services in general, I think we could expect that the answers to these questions would depend on rank and employee type (front line, sergeant/staff sergeant, officers, civilians). I think that it would be great to have four groups each producing a deliverable that speaks to the different employee group's within the OPS views' of the current culture, desired culture and barriers to change. Included in this exercise would be

recommendations, based on the literature, of on how the OPS should best implement change to move from current to desired culture. I envision this as a team exercise.

Attitudes Towards Cultural Change within the OPS:
Chances of implementing a successful program to change one's organizational culture increase dramatically if the organization knows how their employees perceive the change initiative. Why do they think the organization wants such a change? What impact do they see this change having on them and how they do their job? Who in the organizational is in support of the change initiative and who is likely to resist the change (actively and passively)? What is being communicated about the change officially? Unofficially? This deliverable would involve you using a number of the diagnostic tools discussed in class to quantify two things: organizational readiness to change, and individual resistance to change. Again, it is very likely that the view of this change will depend on rank and employee type (front line, sergeant/staff sergeant, officers, civilians). I think that it would be great to have four groups each producing a deliverable that speaks to how the four employee groups in the OPS evaluate the organizations readiness for cultural change as well as the likelihood that this group will actively or passively resist cultural change. Included in this exercise would be recommendations, based on the literature, of on how the OPS could increase organizational readiness to change and/or decrease resistance to change. I envision this as a team exercise.

Changing the culture in the OPS: Who should lead and who should follow? There are a number of articles in the academic and business literature on leadership and change. I would like you to write a paper which describes the role of leadership in the cultural change process. When writing this paper you should include ideas from at least 3 articles from the academic literature on this topic (other than the articles included in this course outline), 3 stories from the popular press and the ideas and opinions 10 OPS employees. Given what I know about Police services in general, I think we could expect that perceptions of how this initiative should be lead would depend on rank and employee type (front line, sergeant/staff sergeant, officers, civilians). As such I think that it would be great to have four groups each producing a deliverable that speaks to this issue. Included in this exercise would be specific recommendations, based on the literature and your interviews with OPS employees, on how the OPS "culture of wellness" exercise should be lead and the strategies that the OPS could employee to maximize effective leadership and followership of this change initiative. I envision this as a team exercise.

Change in the OPS: A Diary:
In the course outline I often include a specific question for us to discuss in class relating the material that is covered in the readings and the lecture to the situation in the OPS. The questions are highlighted in red in the course outline. Answers to these questions could be handed in each week at the beginning of the class and form what I refer to as "Diary of Change in the OPS". I would expect each diary entry to be around 3 to 5 pages and include evidence that you have done a little research on the topic (i.e. make reference the literature) and that you have thought about the issue. These questions will all be discussed in class so preparation of the "diary" will also prepare you for the class. If the class selects this option, students must write a short paper for each of the nine topics in the outline. This is an individual assignment.

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. 11th**	**Introduction to course/ What is change? How do we categorize change** **Note: Because there is no class on Labour Day Monday, this class will be held on Friday in room DT 328**

Readings
- Dibella, A. (2007). Critical Perceptions of Organizational Change, Journal of Change Management, 7 (3-4), 231-242.
- Weick, K. and Quinn, R. (1999). Organizational Change and Development, Annual Review of Psychology, 50, 361-86.

Assignment for Class:
- Do you agree or disagree with the following statement: "The past is the best predictor of the future"

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 14th**	**Why do organizations need to change?**

Readings:
- Nicholson, N. (2002). What Stays the Same: The Challenge of Managing the Human Animal in the 21st Century, in Organization 21C (ed. Subir Chowdhury), Prentice Hall: Toronto, pg. 241-255.
- Expert Panel on the Future of Canadian Policing Models (2015). Policing Canada in the 21st Century: New Policing for New Challenges, Chapters1, 2 and 3

Representatives from the Ottawa Police will discuss the Wellness Initiative

Assignment for Class: 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"?
- Categorize the type of change that the OPS will be undertaking as they try and implement a culture of wellness within the organization. Why did you categorize it the way you did?
- Why does the OPS need to change?

3	**Sept 21st**	**How to change: Planning Change/Change Diagnostics**

Readings:
- Greiner, L. and Cummings, T. (2004). Wanted: OD More Alive than Dead! Journal of Applied Behavioural Sciences, 40, 374-391.
- Vision Statement, (2011), Harvard Business Review, April, pg. 30, 31
- Edmondson, A. (2011), Strategies for learning from Failure, Harvard Business Review, April, 49-55.
- Lafley, A. (2011) "I think of my failures as a gift, Harvard Business Review, April, 86-88.

Following techniques are covered in this class: Force Field Analysis, Commitment Chart, Responsibility Chart, Fishbone Analysis, how to develop, conduct and analyze interviews; how do develop, conduct and analyze focus group studies

Assignment for Class: Brown and Harvey: Downsizing at Enigma (how different people see the same change) pg. 172-177 (handed out in class).

Week	*Date*	*Topic and Preparation for Class*
4	**Sept. 28th**	**How do Organizations Respond to Change?**

Readings:
- Beer, M., Eisenstat, R., and Spector, B. (1990). Why Change Programs do not Produce Change, <u>Harvard Business Review</u>, November-December, 158-168
- Hamel, G. and Valikangas, L. (2003). The Quest for Resilience, <u>Harvard Business Review</u>, Sept., 52-63
- Kotter, John P. (2007). "Leading Change. Why transformation efforts fail", <u>Harvard Business Review</u>, January, pp 92-107
- Knowledge@Wharton (2009). Avoiding the Traps that Can Cause Your Company to Self Destruct. (7 pages. Optional reading)

<u>Assignment for Class</u>: Use the material in the readings and your own experience to draw up a list of the reasons why many organizations have difficulty implementing change. We will use these lists in class to identify why change programs often fail. We will then apply this to the situation within the OPS

Why might the OPS have difficulty implementing a change in culture?

<u>Simulation</u>: The Symbols Exercise (handed out in class)

5	Oct. 5th	What makes change more difficult?: Culture and change

Readings:
- 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.
- Isenberg, D. (2010). How to start an Entrepreneurial Revolution, <u>Harvard Business Review</u>, June, 40-52
- Von Post, Eat Your Peas: A Recipe for Cultural Change, Strategy and Business, Summer, 2011
- Schwartz, Gaito, Lennick, That's the Way We (Used to) Do Things Around Here, Strategy and Business, Spring, 2011

<u>Assignment for Class</u>: Why is organizational culture important to the study of change? What techniques would you use to change the culture during a major change initiative (or should you even try?)

How would you describe the organizational culture within the OPS? (hint – what does the research tell us about this? – see the Supplemental Class Readings)

Note: No Class Monday Oct. 12th (Thanksgiving): Make up class Friday Oct. 16th, DT 701

6	Oct 16th	The Recipient of Change: Understanding Resistance

Readings:
- Dent, E.B., & Galloway Goldberg, S. (1999). Challenging resistance to change. <u>Journal of Applied Behavioral Science</u>, <u>35</u>(1): 25-41.
- Elrod, D. and Tippett, (2002). The Death Valley of Change, <u>Journal of Organizational change Management</u>, <u>15</u>, 1-16.
- Kotter, J. and Schlesinger, L. (1979). Choosing Strategies for Change, <u>Harvard Business Review</u>, March-April, 106-113.
- Deutschman, A., (2005). Change or Die, <u>Fast Company</u>, May, 94, pg. 53 to 58.
- Kegan, R. and Lahey, L. (2001). "The Real Reason People Don't Change", Harvard Business Review *79 (10) (*November*),* p84-92.

<u>Assignment for Class</u>: Does change have to hurt?

<u>Simulation</u>: Experiencing Resistance to Change - an exercise to be handed out in class

Why might OPS front line officers resist a change to culture? Why might OPS officers resist a change to their culture? What could be done to reduce this resistance? How could this resistance be best overcome?

Note: No Classes Monday Oct. 19th (Exam week) or Monday Oct. 26th (Break Week)
You should be scheduling project related work during this time period!

Week	Date	Topic and Preparation for Class
7	Nov. 2nd	**Leading Change**

Readings:
- Cummings, T. (1999). The Role and Limits of Change Leadership, in Leaders Change Handbook, J. Conger, G. Spreitzer, and E. Lawler (eds). Jossey-Bass: San Francisco, pg. 301-320.
- Garvin, David A., and Michael A. Roberto (2005). "Change Through Persuasion." *Harvard Business Review* 83 (2) (February): 104–112.
- Kim, C. and Mauborgne, R. (2003). "The Tipping Point of Change" *Harvard Business Review 81 (4) (April), 60 to 69*
- White, V. and Robinson, S. (2014). Leading Change in Policing: Police Culture and the Psychological Contract, *Police Journal: Theory, Practice and Principles*, 87(4), 258-269.

I am hoping to get Vern White (former chief of the OPS and now a member of Senate) to come and talk to the class either Nov. 2 nor Nov. 9th

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?

Cultural change can be lead from the top, the bottom or the middle? How should the OPS approach their change in culture? Why do you say this?

Case: Icelandic Police (Note: If Senator White comes to class, will do this case in Week 8 after the simulation

| 8 | Nov. 9th | **Managing Change (Power and Conflict)** |

Readings:
- Nadler, D. and Tushman, M. (1990). Beyond the Charismatic Leader: Leadership and Organizational Change, California Management Review, Winter, 77-97.
- Tushman, M. & O'Reilly, C. (1996). Ambidextrous Organizations: Managing Evolutionary and Revolutionary Change, California Management Review, 36 (4) 8-30.

We will be doing the HBR simulation. The simulation will be held in Dunton 1728. There is a lot of prep work for this simulation

| 9 | Nov. 16th | **Implementing Change - 1** |

Readings:
- Collins, J. and Porras, J. (1998). Building Your Company's Vision, in Harvard Business Review on Change, Harvard Business Review Press: MA., 65-77.
- 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) Available from HBR Website for a fee
- Beatty, R. and Ulrich, D. (1991), Re-engineering the mature organization, Organizational Dynamics, Vol. 20 pp.16 - 30. (Optional but very useful for GM case)

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.

Exercise: Genetic Actors Case, to be handed out in class.

Critique the OPS's vision statement? Their vision statement for change? From what you have learnt in class either suggest improvements or tell me what this is a great vision statement.

Case: Edward Norris Case

| 10 | Nov. 23rd | **Implementing Change - 2** |

Readings:
- Beer, M and Nohria, N., (2000) Cracking the Code of Change, Harvard Business Review, May June 133-141
- Nadler, D.A., & Tushman, M.L. (1989). Organizational frame bending: Principles for managing reorientation. Academy of Management Executive, 3(3): 194-204.
- Armenakis, A.A., Harris, S.G., & Mossholder, K. (1993). Creating readiness for organizational change. Human Relations, 46, 1-23. (optional)

Assignment for Class: Brown and Harvey: OD Practitioner Style (I will put this on CULearn, please do it before you come to class)		
Exercise: Hollow Square Exercise, Chapter 22, Osland et al.		
How can the OPS increase organizational readiness for change within their organization?		
Week	*Date*	*Topic and Preparation for Class*
11	**Nov. 30ᵗʰ**	**Change and You: Understanding How You Respond to Change**
Readings:		
• Coutu, D. (2002). How Resilience Works, <u>Harvard Business Review</u>, May, 46-56.		
• Stensaker, I. , Falkenberg, J., Myer, C.B., & Haueng, A.C. (2002). Excessive change: Coping mechanisms and consequences. <u>Organizational Dynamics,</u> <u>31</u> (3): 296-312.		
Assignment for Class: Please send me your MBTI profile by Friday December 3rd. This class will talk about the relationship between personality type and change.		
Police services are the victims of excessive change: Debate		
12	**Dec. 7ᵗʰ**	**Final Deliverables: Presentations to OPS**

Other Readings Of Relevance to This Course (all on 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). <u>Policing Canada in the 21ˢᵗ Century: New Policing for New Challenges</u>, Chapters 4, 5 and 5

Iacubucci, F. (2014). Police Encounters with People in Crisis, July. Chapter Five (Police Culture)

Murphy, C. and McKenna, P. (December, 2007). Rethinking Police Governance, Culture & Management: A Summary Review of the Literature, Prepared for the Task Force on Governance and Cultural Change in the RCMP, Public Safety Canada

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 INFORMATION

EXAM DATE

There no exam for this course

DROP COURSE POLICY:

The deadline for academic withdrawal is the last day of classes.

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).

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

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

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

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/.