



MGMT5114P “Managing Diversity”

Jul 23, 2021 to Jul 24, 2021

Professor	Rumaisa Shaukat, PhD., CHRP., CHRL., CMP.
E-Mail	rumaisa.shaukat@carleton.ca For any email query, in the subject column write your course codes.
Office Hours	By appointment only. I’m also generally available right before class for quick questions/comments.
Class Times	<i>Jul 23, 2021 to Jul 24, 2021</i> from 8:35am- 17:25pm
Class Location	Online
Prerequisite(s)	MGMT 5100
Website:	Course slides/lecture videos/material will be posted on Brightspace. All material covered in the class is potential exam material*** Brightspace will be the main Platform for this course. Please be aware by registering in this course you acknowledge that this course will use online proctoring tools

Modality: Eight (12) hours asynchronous instructions with pre-recorded lecture material posted by the end of May 2021; and six (6) hours synchronous discussion with the Instructor and fellow students. Time will be posted within Agenda section. We will meet on Zoom as outlined in weekly modules on Brightspace. I will also outline what we will do in each of the Zoom meetings and how I expect you to prepare for each of these sessions. Technical requirements for students: Zoom, computer camera, and written submissions.

Course Description

Exploration of issues arising from diversity within organizations including the implications of cultural differences for motivation, communication, conflict and leadership. Identification of practices that facilitate the effective management of diversity.

A Note on the Approach to Learning

The purpose of this course is to enhance participants’ understanding of the implications of diversity and foster the development of skills for managing a diverse workforce. Learning skills involves conceptualizing and experiencing, practising and learning from that practice, expressing yourself and analyzing that expressed behaviour. To learn skills, you must practice them. Consequently, much of the class time and assigned work will require students to work through situations related to diversity. To effectively learn new skills, students must be willing to critically examine their own behaviour, feelings and reactions.

The instructor's role is to help students learn from their experiences. Each student is responsible for her or his own learning. What a specific person learns depends on his or her own base skills, needs, readiness, and the relationships she or he develops with other members of the class. It also depends very heavily on the investment that he or she is willing to make in preparing for and participating in the classroom exercises. Learning potential is maximized when all participants communicate their perceptions and feelings honestly and directly. Lack of participation inhibits your own and others' learning. Given this approach to learning, the course will employ a blend of synchronous and asynchronous activities. Students will be expected to be available online during the times indicated on the schedule in order to participate in experiential activities.

I have organized and divided all my lectures from previous years into smaller modules saved by topics. These lectures represent the major content areas that you will need to be familiar with if you want to do a good job of managing the work of other people.

Important Course Expectations

1. **Course Pedagogy** Due to the Covid-19 pandemic, this course has been re-designed to be delivered exclusively online. The primary tools used for connecting the instructor and students will be a combination of emails, Brightspace, and Zoom. Pre-recorded class lectures, required readings, video clips, assignments and activities will be posted online within weekly modules and are designed to be viewed asynchronously by the students [well before live sessions]. The final exam will be conducted online at a pre-determined time once announced by the MBA office. I will keep live sessions on both days (during our allocated class time, please see course agenda). Links and time for every live meeting will be posted within the weekly modules. Live sessions are for consultations where you could ask questions on any lecture concept you are not clear on and to consult me for the exam etc. I will not be delivering lectures again during live sessions. Feel free to email me right away when you see course outline posted which I am expecting to make available by June 1st.
2. **Intellectual Property** All materials prepared by the course professor, including PowerPoint slides with audio notes, class handouts and exam papers, are protected by copyright. Copying, photographing, scanning, sharing, or posting any of the material elsewhere is therefore a violation of copyright and is illegal and will have serious consequences. No exceptions!
3. **Emails:** I communicate with students through their student email accounts. It is your responsibility to check your emails as I will be sending important messages through this medium. Be professional in your email communication (read separate instructions below) I usually check emails once a day. Please email me again if you do not receive a reply within 24 hour; there is always the possibility of problems with electronic messaging. I will not send grades or otherwise private student information (group member's email etc) via email. Assignments will not be accepted via email unless precisely requested. Always identify the course number and section in the Subject line. Please use proper greetings. You can refer to your instructors as "Professor X" or "Dr. X." Any other title (Ms., Mrs., Miss, or Mr.) is less appropriate given the classroom context. As business students, it is imperative that you learn to use proper titles. Always sign your email with your first and last names and include your student number.
4. **Active Participation**. Students are expected to watch pre-recorded lectures, take notes, and participate during weekly live sessions. Students are expected to maximize their own learning by actively participating in all activities posted withing weekly modules on Brightspace. This includes participation in class discussion forums and overall interacting professionally and

ethically with classmates and with the instructor. Please see **Appendix IV** “*Guidelines for in class Discussions*”.

5. **Group Ethics**. You will be part of a group requiring your involvement and input, doing your part on time and staying in touch with your team is something that you owe to your fellow group members. Therefore, punctual attendance to sessions online and regular communication with your team are strongly recommended. Please see **Appendix VIII** for some survival tips. You will be also submitting peer evaluations (Appendix 5) and “who did what letter for the group work. Please see course modules on Brightspace for more details.
6. **Follow Assignment Instructions**. Carefully read the instructions for your written assignments described in the course outline. On Brightspace, I will create folders for each submission with guidelines copied from your course outline again. Always use a title for your work. Strictly, follow the instructions regarding page limit/font size/margins for your written submissions. In any case, do not exceed the required standard page limits for all submissions. Format for written submissions should follow the American Psychological Association (APA) Publication Manual (5th or 6th Edition).
7. **Cheating, Plagiarism, and Other Instructional Offences** are not tolerated and can have severe penalties (please see the statement on plagiarism in the Spratt School attachment). For additional help, you are strongly encouraged to consult the document “Paper Formatting & Documentation Guidelines”, on the Spratt website at Academic Programs _ Useful Links _ Paper Writing Guidelines.
8. **Deadlines and Penalties for Late Submissions**. All deadlines need to be respected, and exceptions will be granted only in extraordinary cases. Submission of late assignments requires the prior consent of the instructor otherwise the penalty on late assignments is a grade loss of 10% per day up to a maximum of 3 days, after that assignments will not be accepted. Please Note Computer failure, printing problems, work for other classes and many other excuses are not acceptable. You may not miss a day when you are scheduled for the final exam. Except under unusual circumstances, you have 24 hours from the time you miss your exam to contact me about your absence. Students who are unable to write the final examination because of a serious illness/emergency or other circumstances beyond their control may apply for accommodation. Without an appropriate reason and documentation, you will receive a zero for the missed exam and a submission.
9. **Policy on Re-marking**.

From time to time, students have legitimate concerns about marks they have received on a Cases and exams. If you feel that any paper handed back to you has not been marked appropriately for the work you have submitted, you do have recourse for re-marking. However, please note that to be eligible for re-marking, you must embark upon the following procedure within 48 hours of the deliverable being handed back in class:

- a. Indicate in writing specifically what your concern(s) is (are). This does NOT mean that you simply say “I think I deserve more marks.” You must clearly indicate where the marker made a mistake in his/her marking of the paper. In this regard, you must refer to the class notes, excerpt in the textbook, etc., supporting your claim.
- b. After completing #1 above, you must submit the paper with your comments back to the Professor within 48 hours of the paper being handed back in class. If you did not read

feedback when it was provided, you still have only 448 hours from the original hand-back date/time to request a remark.

- c. If a deliverable is not resubmitted following the above guidelines, the Professor will regard the mark as originally assigned to be the final mark for that deliverable. **NO MARKS will be changed at a later date.** It is important to note that the Professor reserves the right to remark the entire paper in question and to either leave the mark as is or to change it positively or negatively as required.

No make-up activity or assignment can be undertaken in order to improve your midterm, cases, final exam, or course marks. The weight on final grades of the exams and the cases cannot be changed from what is outlined above.

Textbook

Harvey, C. P. & Allard, M. J. (2015). *Understanding and Managing Diversity: Readings, Cases, and Exercises*. (6th Edition). Boston: Pearson Education Inc. ISBN-13: 978-0133548198; ISBN-10: 0133548198

Assignments and Marking Scheme

20% Personal Application Assignment
15% Group Mini Presentation on Cross-Cultural Leadership
20% Group Presentation on Identity Groups
35% Final Exam
10% Participation in Class Exercises and Discussions

Note: Please include a cover page/title page with all assignments, its posted on Brightspace!

Personal and Professional Declaration of Academic Integrity sheets are required. Please check Appendix I and II. Peer evaluations are required with group presentation slides.

Personal Application Assignment: 20%

Students will be asked to analyze their personal experiences and interactions in light of the material learned in the course. Students will analyze how their personal experiences of diversity affect their behaviour in the workplace and interactions with others. PAA should be **approximately 2-3 pages** in length.

Paper on Cross-Cultural Leadership: 15%

In this assignment, groups will make use of GLOBE data to contrast leadership preferences prominent in Canadian culture with those of another culture. Each group will be assigned one country other than Canada to analyze and prepare report on this. I will post more details on Brightspace within submission folders. Group will submit a written report of their findings on the due date (see course agenda section). Written group submission (its not an individual assignment) is required on Brightspace within the class time on the day its due [feel free to submit it early if you are done]. Final submission should be typed, double spaced, with 1" margins, 12ptfont (Times New Roman), and a total of between 10-15 pages (excluding the title page, references or appendices). Due on July 23rd before 5:30pm on Brightspace.

Group Presentation on Identity Groups: 20%

Each class group will research and present material on an assigned identity group which experiences employment disadvantage (e.g. women, visible minorities, etc.). The course groups will be expected to identify the employment barriers and issues facing their assigned identity group and provide recommendations to organizations on how to better accommodate the needs of the identity group in question. Presentations will be **limited to 25 minutes**. You could make a video of your presentation and submit. I would certainly require PPT with page notes for this particular assignment. Due on July 23rd before 5:30pm on Brightspace [feel free to submit it early if you are done].

Mandatory Peer Evaluations and “Who did What Letter”: Read this section very carefully!!!

Recognizing that not all participation in every group meets with expectations, students are asked to participate in the assessment process by attributing grades to their group members for their contributions to the **both** group deliverables.

For peer evaluations, use only the original Peer evaluation form attached with the course outline (no hand written evaluations or different forms will be accepted). Peer evaluations are supposed to be confidential so please do it in private. *None of the students will have access to these forms after the submission. This evaluation is strictly confidential; all forms will be destroyed at the end of the semester.*

Deadline: **Due with both group deliverables.**

- In addition, if you are not submitting peer evaluation forms for your group members, you will personally lose 10% marks for each missed evaluation. Not submitting ‘who did what letter’ (when it is due) means you didn’t do anything for the project and hence the grade of zero will be awarded to that particular individual. No late submissions will be accepted. No Email Submissions either.

Peer evaluations will affect your mark for that particular group work so make sure you contribute to the group effort.

On “who did what letter” explicitly write each member’s name and what exactly he/she did for the both project presentations. I will cross check each member’s submission and if needed will call the group to verify if there is any inconsistency. This is an opportunity for you to give credit to exceptional team member and explain any issues you had with the slacker/s in your group. I take Peer evaluations and the letter very seriously. **Who did what letter will affect your mark for that particular assignment so make sure you contribute to the group effort.** I will adjust mark for members according to the peer evaluations and who did what letters.

Final Exam: 35%

The final exam will be 70 minutes long, closed book. All topics covered in the course will be included in the final, although the emphasis will be more heavily on what I covered in slides and discussed during live sessions. The date of the final will be determined by the MBA Office later in the semester. The final exam will include 70MCQs only.

IMPORTANT!! There is a fair chance, the final exam will be held during regularly scheduled course time. You must be present to write this exam during the scheduled time, No make-up tests will be scheduled for anyone missing the exam. The only valid excuse for missing the exam is for medical reasons or death in the family and must be documented with a medical certificate. Any other reason (such as travel, etc...) will not be considered. If you miss the exam for a reason that is not deemed as legitimate,

your exam mark will be zero. **“Please be aware by registering in this course you acknowledge that this course will use online proctoring tools. These online proctoring tools could require you to identify yourself via webcam. Additionally while you are completing a proctored exam, your activities will be monitored. This could include direct observation via webcam and through the use of screen recording software. Evidence of academic misconduct during an exam will be treated seriously.”**

Participation On-Line: 10%

A mark of 10% is yours to earn by posting “Reflections after Reading (in total 4).” Reflections may come to your mind after reading a news item or after watching a video or an academic article. This is like a blog. (you could pick any concept from any lectures or concepts from the textbook. After reading, you may end up linking it to something else you have learned in the lecture or it may trigger an interesting question in your mind. For example, you might want to write on one of the categories of diversity [lets say age or religion] from book or lecture and link it to an external source on that specific category and write your analytical reflection).

Such reflections often lead to a deeper understanding of how a concept from the course can be applied to view a news item differently/intelligently! A news item you are writing about it must have appeared on WWW in English in a *bona fide* news publications (e.g. Citizen, Globe and Mail, McLeans, New York Times, The Economist...). If not, scan the item—making sure the date of publication shows. The reflection item must not be more than 2 years. The posts should not be more than **200 words** long.

****As this is participation mark, for each mark you have to sweat a little more than normal sweating you do for a mark in the course. That is the quality and quantity will be assessed more critically than other submissions. Note: **no grade appeal or request for re-evaluation will be accepted**.**

Note: You would receive feedback and mark on online participation assignment anytime between July 25th July 27th. Not earlier than that as anyone can submit reflections up until July 24th.

Class Schedule

Date and Time	Topic/ Deliverable	Chapters/Readings
<p><u>Friday July 23rd</u> PAA Due & Leadership Paper Due by 5:30pm</p>	<p>Understanding Individual Perspectives of Diversity; Managing a Diverse Workforce; Race and Ethnicity Culture and Group Identity Diversity and Strategy Gender, Sexual Orientation, Age, Physical and Mental Challenges</p>	<p>Section I- III & Earley, P.C. & Mosakowski, E. (2004). Cultural intelligence. <i>Harvard Business Review</i>, 82(10), 139-146.</p> <p>Ely, R.J., Meyerson, D.E. & Davidson, M.N.(2006). Rethinking political correctness. <i>Harvard Business Review</i>, 84(9), 78-87.</p> <p>Javidan, M., Dorfman, P.W., Sully de Luque, M. & House, R.J. (2006). In the eye of the beholder: Cross cultural lessons in leadership from Project GLOBE. <i>Academy of Management Perspectives</i>, 20(1), 67-90.</p> <p>Thomas, D.A. (2004). Diversity as strategy. <i>Harvard Business Review</i>, 82(9), 98-108.</p>
<p><u>Saturday July 24th</u> Identity Group Due today! 1 hour exam can be today from</p>	<p>Social Class, Religion, Appearance/Weight Ethical, Legal, Communication and Marketing Issues; Inclusive Communications; Managing Organizational Change and Diversity & Organizational Practices</p>	<p>Section IV- VI Tannen, D. (1995). The power of talk. <i>Harvard Business Review</i>, 73(5), 138-148.</p>

4-5pm unless announced differently!	that Facilitate Diversity Management	<p>Allen, R.S. & Montgomery, K.A. (2001). Applying an organizational development approach to creating diversity. <i>Organizational Dynamics</i>,30(2), 149-161.</p> <p>Thomas, D.A. & Ely, R.J. (1996). Making Differences Matter: A New Paradigm for Managing Diversity. <i>Harvard Business Review</i>, 74(5), 79-90.</p> <p>Dobbin, F. & Kalev,A. (2016) Why Diversity Programs Fail. <i>Harvard Business Review</i>, 94(7/8), 52-60.</p> <p>Rice, J. (2012) Why Make Diversity So Hard to Achieve? <i>Harvard Business Review</i>, 90(6), 40.</p>
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While every attempt will be made to keep to the schedule listed above, unforeseen circumstances may necessitate modifications throughout the semester.

Drop Course Policy:

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

Contribution to Learning Goals of the Program ([MBA](#)):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
CHECK (X) ONE PER ROW				
MB1 Leadership and Collaboration <i>Graduates will be equipped for leadership and collaboration.</i>		X		
MB2 Communication <i>Graduates will be effective communicators</i>			X	
MB3 Critical Thinking and Problem Solving <i>Graduates will be skilled in critical thinking and problem solving.</i>				X

<p>MB4 Functional Knowledge</p> <p><i>Graduates will have functional knowledge of all areas of business.</i></p>	<p>X</p>			
<p>MB5 Global Business</p> <p><i>Graduates will have an appreciation of the global environment of business.</i></p>				<p>X</p>
<p>MB6 Ethical Reasoning</p> <p><i>Graduates will be skilled in ethical reasoning and decision-making.</i></p>			<p>X</p>	

ADDITIONAL INFORMATION 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).

Recommended Calculator for Examinations:

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

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 during live sessions. If an emergency situation requires you to keep it turned on, please discuss this with your instructor prior to class.

Groups:

The Spratt School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. If you have a group assignment you may find the resources at <http://spratt.carleton.ca/wp-content/files/Group-Work-Resources.pdf>.

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.

Letter Grades:

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59	F = Below 50
A = 85-89	B = 73-76	C = 63-66	D = 53-56	
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52	

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations:

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/grad/gradregulations/>

Requests for Academic Accommodation:

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

- **Pregnancy**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

- **Religious Obligations**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

- **Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. <https://carleton.ca/pmc/>

- **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/>

- **Student Activities**

Carleton University recognizes the substantial benefits, to both the individual student and the university, that result from participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: <https://students.carleton.ca/course-outline/>

Academic Integrity

Academic Integrity and Plagiarism

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at <https://carleton.ca/registrar/academic-integrity/>.

Centre for Student Academic Support:

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: <https://carleton.ca/csas/>

Other Important Information:

- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean’s approval.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton cmail account. If you do not have or have yet to activate this account, you can do so by visiting <https://carleton.ca/its/get-started/new-grad-students/>

APPENDIX I

Personal and Professional Declaration of Academic Integrity observation of all Assignments and Submissions in this course

Individual

By signing this Statement, I am attesting to the fact that I have completed my work in its entirety by myself. I attest to the fact that my own work in this project meets all of the rules of quotation and referencing in use at Carleton University, as well as adheres to the Academic Integrity policies as outlined in the Student Affairs site of the university (<http://www1.carleton.ca/studentaffairs/academic-integrity/>). Any evidence contradicting my declaration above may be held against me.

_____	_____
Name	Student number
_____	_____
Signature	Date

Appendix II

Personal Ethics Statement Concerning Assignments

Group Assignment:

By signing this Statement, I am attesting to the fact that I have reviewed not only my own work, but the work of my colleagues, in its entirety. I attest to the fact that my own work in this project meets all of the rules of quotation and referencing in use at the University of Ottawa, as well as adheres to the fraud policies as outlined in the Academic Regulations in the University's Undergraduate Studies Calendar. I further attest that I have knowledge of and have respected the "Beware of Plagiarism" brochure found on the university website. To the best of my knowledge, I also believe that each of my group colleagues has also met the rules of quotation and referencing aforementioned in this Statement. I understand that if my group assignment is submitted without a signed copy of this Personal Ethics Statement from each group member, it will be interpreted by the School that the missing student(s) signature is confirmation of non-participation of the aforementioned student(s) in the required work.

Name, Capital letters

Student number

Signature

Date

Name, Capital letters

Student number

Signature

Date

Name, Capital letters

Student number

Signature

Date

Name, Capital letters

Student number

Signature

Date

Name, Capital letters

Student number

Signature

Date

Appendix III

Quick APA Guide: Examples of APA reference format (according to 5th Edition)

Journal Reference:

Akmal, T., & Miller, D. (2003). Overcoming resistance to change: A case study of revision and renewal in a US secondary education teacher preparation program. *Teaching & Teacher Education, 19*(4), 409-420.

Book Reference:

Apps, J. W. (1994). *Leadership for an emerging age: Transforming practice in adult and continuing education*. San Francisco: Jossey-Bass.

Book Chapter Reference:

Cobb, A. T., Wooden, K. C., & Folger, R. (1995). Justice in making: Toward understanding the theory and practice in organizational change and development. In W.A. Pasmore & R. W. Woodman (Eds.), *Research in Organizational Change and Development* (pp. 243-295). New York: JAI Press

Book Editions:

Friend, M., & Cook, L. (1996). *Interactions: Collaborative skills for school professionals*. (2nd ed.). White Plains, NY: Longman.

Internet Article:

Bolognese, A. F. (2002). *Employee Resistance to Organizational Change*. Retrieved May 13, 2004 from <http://www.newfoundations.com/OrgTheory/Bolognese721.html>

Dissertation reference:

Bean, C. J. R. (2003). Framing and sensemaking in organizational change: The experience of nomadic work. [Dissertation Abstract] *Dissertation Abstracts International, 64*(2- A), 564US: Univ Microfilms International.

Same Authors in same year:

Dent, E. B., & Goldberg, S. G. (1999a). Challenging “resistance to change”. *Journal of Applied Behavioral Science, 35*(1), 25-41.

Dent, E. B., & Goldberg, S. G. (1999b). Resistance to change: A limiting perspective. *The Journal of Applied Behavioral Science, 35*(1), 45-47.

Text Citation:

1. Author’s last name and year of publication [E.g., Bolognese, (2002)]

2. For direct quotations, author's last name, year of publication and page numbers. E.g., (Bolognese, 2002, p. 12) or Bolognese (2002) claims, "....." (P. 12). For more than one page (Bolognese, 2002, p. 12-15) or Bolognese (2002) claims, "....." (P. 12-15).
3. If you are just borrowing an idea from a text then simply write author's last name and year of publication. E.g., Bolognese, (2002) states....
4. For quotation containing more than 40 words, indent and single-space the whole quotation.
5. If you have more than one authors. For the first time, write last names of all authors and year of publication. For second time text citation, use Cobb et al., (1995)...
6. If you are supporting a claim with more than 2 references, then quote authors in an alphabetic order after your claim. E.g., (Hinings & Greenwood, 1988; Lewis, 2002; Prochaska & Prochaska, 1999; Vallas, 2003; Zell, 2003).

Levels of Heading:

CENTERED UPPERCASE HEADINGS **Level 5**

Centered Uppercase and Lowercase Headings **Level 1**

Centered, Italicized, Uppercase and Lowercase Headings **Level 2**

Flush Left, Italicized, Uppercase and Lowercase Side Heading **Level 3**

Indented, italicized, lowercase paragraph heading ending with a period **Level 4**

Appendix IV

Guidelines for in class Discussions

1. Everyone who is here has the right to be here and to participate. Everyone who is here brings experience and knowledge that makes their participation valuable.
2. Everyone has the right to be silent, i.e. "To pass" in answer to a question. Remember that some topics may be more difficult or painful for some than for others.
3. Be aware of how your participation affects the participation of others. Your words, your tone of voice, your body language, the amount that you talk, all affect others.
4. Remember that people's experience and knowledge vary. What you hold most dear may not be obvious or of value to others, and vice versa.
5. Actively listen. Reflect back to people what they are saying, even as you state your position.
6. Speak for yourself. Avoid speaking for others. Use "I" statements: "I think . . ."
7. Ensuring that everyone can participate is everyone's responsibility. Preventing someone from participating impoverishes the education of all.

Appendix V

Peer Evaluation Form

Please write a short narrative addressing the evaluatee's contributions before assigning a rating. Include in your narrative how many times the group met outside of class, how many meetings the evaluatee attended, whether the evaluatee made a serious effort to complete the assigned work before the group meeting, whether the group member attempted to make contributions in group project, whether the member was cooperative with the group effort, and whether the group member did all the readings before coming to the meetings.

Excellent	Carried more than her/his part of the load	5 points
Very Good	Consistently did what she/he was supposed to do	4 points
Satisfactory	Usually did what she/he was supposed to do	3 points
Marginal	Minimally prepared and cooperative	2 points
Unsatisfactory	Unprepared and uncooperative	1 or 0 point

Name of Evaluator: _____

Case Study Number: _____ Date: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

Note: None of the students will have access to these forms after the submission. This evaluation is strictly confidential; all forms will be destroyed at the end of the semester.

Appendix VI

Survival Tips for Working in a Group Project

A lot of our students don't like to work in groups. Schedules can be hard to coordinate. Personalities sometimes clash. Some people work harder than others. Now that that's out of our system, let's face another reality: There is very little our students will do in the workplace that is not done in collaboration with others. As the corporate world continues to downsize, the ability to work as a member of a team is becoming increasingly important. Anyone who has had to coordinate students working in groups knows that the process often requires the professor to serve as a teacher, mentor, coach, and cheerleader. To help you through this rewarding and time-intensive experience, here are some group survival tips that you might find useful:

Remember the Golden Rule. Do unto others as you would have them do unto you. No matter how stressful the situation, treat one another with respect.

Do it now! Don't put something off until tomorrow. If you have the time, do it now. If you wait until you have enough time to tackle something from start to finish, you may never get started at all.

Trust is earned. If you say you are going to do something, then do it. Your word is your bond. If you don't keep your word, you have no right to expect others to keep theirs.

Act with purpose and conviction. The number of meetings each group holds doesn't determine success. It is determined by what is actually accomplished. Come to group meetings prepared to participate.

Feed off one another's strengths. Not everyone is good at everything. But everyone is usually good at something. Try to match tasks to talents.

Perception is reality. You may be a hard worker. But if you appear lazy to others, that is how the world will define you. Do yourself a favour: Don't forget to do work on creating a good image by showing good work ethics.

Use the buddy system. Work in pairs. Partners can encourage one another, bounce ideas off of one another, and check one another's work.

Editing The person who writes a piece of copy or types it into the computer should not edit that copy. Someone with a fresh pair of eyes should check for spelling, grammatical, and factual errors. So edit each other's sections in case you decided to divide work.

Back it up. To avoid last-minute disasters, save all computer data on at least two disks or USB drives.

"All-nighters" the evening before deadlines are not heroic. They are dangerous. Set interim deadlines and meet them. Allow the group ample time to edit and fine-tune documents. Waiting until the last minute is courting with disaster.

There is no "I" in "Team." What you say about others in your group is a reflection upon yourself. Try to build a team spirit. Don't undermine it.

Be a straight shooter. If you have difficulty with or are unsatisfied with the performance of a group member, it is your responsibility to voice those concerns to that individual privately before sharing them with others.

Take Notes. Do what most successful managers do: Keep a personal log of what was said by whom and on what date. In addition to keeping you on top of a dynamic process, you can document the performance of yourself and other group members.

Aim high. The best groups are those that place the highest expectations upon themselves.

Fair warning is better than no warning at all. If a deadline may be missed, the penalty is usually less severe when your professor is told of the problem before the deadline passes. This also holds true when dealing with members of your group. Don't surprise your group members and your professor!