



## **MGMT5116A "Managing Performance" January 07, 2019 to March 01, 2019**

<b>Professor:</b>	Abdel Hamou-Lhadj, MSc., MBA
<b>Office:</b>	TBA
<b>Email:</b>	<a href="mailto:abdel.hamoulhadj@carleton.ca">abdel.hamoulhadj@carleton.ca</a> For any email query, in the subject column write your course code.
<b>Office Hours:</b>	By appointment only. I am also generally available right after class for questions/comments.
<b>Class Times:</b>	Tuesday 6:05 - 8:55
<b>Class Location:</b>	TBA
<b>Website:</b>	Course slides will be posted on CU Learn. Please attend classes!

### **Course Description**

This course will cover development and implementation of performance management systems. Course content and activities will focus on the breadth of performance management systems, including, strategic and general considerations in performance management, implementing a performance management system and employee development. The pedagogy will include weekly reading assignments, lectures, discussions, and practical application projects.

### **Calendar Description**

Principles and techniques relating to the development, support, and evaluation of employee performance in organizations. Models of individual and organizational performance; identifying high performing employees; methods of measuring performance; employee development and incentive systems.

Prerequisite(s): MGMT 5100.

### **Course Learning Objectives**

What any individual learner takes away from an exploratory-based course is highly variable. Nevertheless, at a minimum, following completion of this course, students should be able to:

1. Explain the concept of Performance Management and describe a performance management system;
2. Explain how to implement and maintain an effective performance management system;
3. Explain the mechanisms/techniques by which to maintain or improve employee performance; and,
4. Explain the effect of reward systems and legal issues on a performance management system.

## Course Expectations

1. 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. Please email me again if you do not receive a reply within 2 working days; there is always the possibility of problems with electronic messaging. I will not send grades or otherwise private student information (group members' email addresses, etc) via email. **Assignments will not be accepted via email only.**
2. Please check your CU Learn on a regular basis. It is your responsibility to access this site regularly for any course updates / announcements / materials. It is essential that you read the assigned text book readings before coming to class. All weekly assignments are based on the *assigned text book reading* for that week. The *supplemental readings* are provided to enhance your understanding of the material; however, they are not mandatory to read each week.
3. Active Participation. Students are expected to attend, take notes, and participate in class. Students are expected to maximize their own learning by actively participating in all activities. This includes raising questions for discussion or clarification, bringing their own work and other organizational (only professional and academic) experiences to discussion, and interacting professionally and ethically with classmates and with the instructor.
4. Follow Assignment Instructions. Carefully read the instructions for your written assignments described in the course outline. 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 (5<sup>th</sup> Edition).
5. Cheating, plagiarism, and other instructional offences are not tolerated and can have severe penalties (please see the statement on plagiarism in the Sprott School attachment). For additional help, you are strongly encouraged to consult the document "Paper Formatting & Documentation Guidelines", on the Sprott website at Academic Programs \_ Useful Links \_ Paper Writing Guidelines. Keep duplicates of deliverables. For your protection, always keep a copy of your written assignments (either soft copy or a hard copy). In case of loss, theft, destruction, dispute over authorship, or any other eventuality, it will be your responsibility to provide a copy of your written submissions.
6. Respect Deadlines. All deadlines need to be respected, and exceptions will be granted only in extraordinary cases. No make-up case study, no make-up assignment. Projects which are submitted after the due date without an agreed upon extension are considered late assignments. Assignments must be handed in at which they are due. 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. 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 exam and presentation in the class. Except under unusual circumstances, you have 24 hours from the time you miss your exam to contact me about your absence. Without an appropriate reason and documentation, you will receive a zero for the missed exam and presentation.
7. Respect your classmates' desire to learn. In class, turn off all cell phones, beepers, or other electronic communication devices. The use of laptop computers has become increasingly common in the academic community, and they serve as a useful means of enhancing the classroom experience for some students. However, laptop computers have also the potential to serve as significant distraction for others when they are not being used for classroom activities. Thus, the official policy for this class regarding laptop computers is that they may be used for note-taking purposes only. Any student found violating this policy forfeits the privilege of using his/her laptop computer for the remainder of the semester. The most obvious violations include but are not limited to surfing on the internet and IMing and/or chatting.

8. Late arrivals and early departures are not acceptable in this class. Do not 'leave' early, that is, pack up books, stand up, etc. near the end of the class. The class period is over when the allocated time is completely up or when the instructor dismisses the class. Meetings for other classes, appointments with advisors, work excuses, catching rides home, attendance at family social functions, sporting events and many other personal reasons **are not** considered "excused" absences. Any student missing more than 1/3 of the class periods for any reason should withdraw and retake the course; those missing 1/3 of the class periods will not be awarded a passing grade in the course. Late students conspicuously disturb the learning experience for their classmates. As a courtesy, you should plan to arrive no later than the start of class (if not sooner). *I reserve the right to reduce your final course grade by half a letter grade or a letter grade (in proportion to the extent of lateness and absences) if I deem attendance and punctuality problems to have interfered your learning or the learning of others.*

If at any time something seems unclear to you, please make an appointment to discuss it. I am certainly open to suggestions and comments. This class is meant to be an open forum for learning and discussion. Perhaps you have a question about some class material but feel uncomfortable asking it in class or the question does not occur to you until afterwards. Or perhaps you are working on a class assignment and have a question about getting started or want a second opinion to assess whether you are appropriately approaching the project. In instances such as these, please let me know.

### **Policy on Re-marking**

From time to time, students have legitimate concerns about marks they have received on 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 one week of the deliverable being handed back in class:

1. 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.
2. After completing #1 above, you must submit the paper with your comments back to the Professor within one week of the paper being handed back in class. If you did not pick up the paper when it was handed back, you still have only 1 week from the original hand-back date to request a remark.
3. 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.

### **Email Guidelines**

Please be professional:

- Always use your university account. E-mail from other domains (hotmail, gmail, etc.) often are treated as spam.
- Always identify the course number and section in the Subject line.

- Please use proper greetings. You can refer to your instructor as “Professor 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.

### **Required Text and Other Readings:**

Aguinis, H., (2013) Performance Management (3rd Edition). Prentice Hall: Upper Saddle River, New Jersey.

Additional supporting readings may be identified by the Professor from time to time and posted on CU Learn as either required or suggested. Students are encouraged to regularly consult CU Learn for supplemental resources.

### **Marking Scheme**

The grade for the course will be computed based on the following weightings:

1. Weekly individual Assignments (3 x 5%)	15%
2. Group Project and Presentation	35%
a. Peer Evaluation:	5%
b. Report:	15%
c. presentation:	10%
3. Class participation and contribution to peer learning	10%
4. Final Exam	40%

**Note:** Personal and Professional Declaration of Academic Integrity sheets are required. Please check Appendix I and II. Peer evaluations are required with group assignments.

### **Weekly Assignments (3 x 5 pts = 15 pts total) – Due at the start of the particular class**

For 3 of the four weeks (weeks 2-5) you will complete a short assignment focused on applying the reading from that week to a real-life scenario (see tentative class schedule for details). *Weekly assignments should be **MAX 2 pages** long, double spaced in 11 pt Arial font. Format is not important; i.e., point form, or paragraph form are both fine, and the format will vary by necessity, depending on the type of assignment for each week. Grades will be based on:*

- *appropriate* application of readings for that week (2 pts)
- *complete* application of (relevant) readings for that week (2 pts)
- *clarity of expression (spelling, grammar, etc.)* (1 pt)

### **Group Project (35 pts) – Build a Performance Management System**

Your group project will be to develop a complete performance management system, focused on an organization and a job, of your choice. I will assign all students to groups of 4 for the group project. As a group, you can select an organization and a job within that organization, or you can base your project on a fictional organization and job. In either case, you will need to provide a description of the organization and the job in your report. Each week, we will discuss one or more aspects of a performance management system and you will incorporate that material into your project (see tentative class schedule for details). The final report will be a proposal for a complete performance management system, including a description, explanation, and, substantiation for each aspect, including:

1. Overall performance management system, including a discussion of pertinent legal issues;
2. Performance management strategy, linking individual performance to unit and organizational priorities;

3. Reward system;
4. Performance measurement framework, including proposed performance measures;
5. Performance appraisal measure and process;
6. Communications plan;
7. Aide-memoire with guidance for supervisors to improve poor employee performance.

All groups will present their projects in class and then submit a final report (a soft and a hard copy).

**Presentations (15 pts)** – Each group will have 25 minutes to present their project in class (20 mins presentation, 5 mins for questions and feedback). You should present your proposal as if you were proposing your new performance management system to the senior executives of your company. Your job is to convince the executives to adopt your system. Grades will be based on the overall professionalism and effectiveness of the presentation. For content, follow the same standards as stated in point 2 'technical quality' section for the final report. You will not be permitted to go beyond 25 minutes for your presentation, so plan the amount of information and the level of detail accordingly.

**Final Report (15 pts)** – Try to limit reports to maximum 50 pages including appendices, formatted in Arial, 11 pt font, double spaced. Grades will be based on:

1. Clarity and quality of structure and writing (**5 pts**)  
 Layout and format of report is professional; and,  
 Writing is clear (spelling, punctuation, grammar, sentence structure, etc.)
2. Technical quality (**10 pts**)  
 The proposed performance management system is thorough and complete;  
 The proposed performance management system is appropriate for the chosen job, and all aspects are linked to unit and organizational priorities; and,  
 The proposed system is empirically based; i.e., supported by empirical research.

### **Peer Evaluation (5 pts)**

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 group deliverables (i.e., the presentation and the report).

With written report, each group member should submit, **in a sealed envelope**, a grade for all group members. Use only the original Peer evaluation form attached with the course outline (no handwritten evaluations or different forms will be accepted). Peer evaluations are supposed to be confidential so please do it in private then fold them and put them in the large envelope with the assignments. Peer evaluations will affect your mark for that particular assignment so make sure you contribute to the group effort. *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 project presentation slides and report.

- **Note:** Evaluation from individual students without a sealed envelope will not be accepted (no staples or glue & use the original Peer evaluation form). *As a group place all peer evaluation envelopes and your final project report in One large envelope.* Not following any of the instructions above could affect your grade.
- In addition, if you are not submitting peer evaluation forms for your group members, you will personally lose 5 points for the missed evaluation. No late or emailed submissions will be accepted.

### **Class Participation and Contribution to Peer Learning (10 pts)**

Students are encouraged to actively participate in the discussions in each of the six classes by being adequately prepared (i.e., having attentively read and reflected on all of the assigned readings). It is

student contribution to peer learning that constitutes a contribution, including encouraging colleagues, building on earlier comments without repeating, listening attentively to speakers and being respectful of differences of opinion. Insights and quality of contribution rather than quantity of contribution will be valued.

While attendance is a pre-requisite to participation, it is the quality, not the quantity, of remarks that earns the grades. A discrete use of electronic devices for note-taking is permitted, however no distractions will be tolerated. Accordingly, should you engage in any non-course related use of the device in the classroom you will forfeit this permission for the remainder of the course.

It is also recognized that on some days there may be insufficient time for me to call upon each student who wishes to speak. Any such demonstration of desire to participate will also be considered in the overall assessment of class contribution.

### **Final Exam (40 pts)**

The final exam will have 80 MCQs and will be a closed book exam. It will be held during the MBA exam week.

## Tentative Class Schedule

Week	Topic/Agenda	Chapters and class activities
1	<p>Introduction to the course, and assignments: Performance Management and Reward Systems in Context &amp; Performance Management Process</p> <p><b>Occupational Informational Network O*Net</b> - <a href="http://www.onetonline.org">http://www.onetonline.org</a> <a href="http://online.onetcenter.org/">http://online.onetcenter.org/</a></p> <p><b>NOC</b> - <a href="http://www.hrsdc.gc.ca/eng/workplace_skills/noc/index.shtml">http://www.hrsdc.gc.ca/eng/workplace_skills/noc/index.shtml</a></p> <p><b>Employers Handbook</b> - <a href="http://www5.hrsdc.gc.ca/NOC/English/NOC/2011/pdf/JobDescriptions.pdf">http://www5.hrsdc.gc.ca/NOC/English/NOC/2011/pdf/JobDescriptions.pdf</a></p>	<p><b>Chapters 1-2</b></p> <p><b>Class activity</b> – In your groups, outline a performance management system (high level) for an organization and job of your choice. You will need to find or develop the organizational strategy, priorities, etc, and a job description and specification for your chosen job. If you cannot find an existing job description, develop one of your own, using O*Net and/or the NOC.</p>
2	<p>Performance Management and Strategic Planning &amp; Reward Systems and Legal Issues</p> <p><b>De Waal, Andre</b>, “The Secret of High Performance Organizations”; Business Strategy Series</p>	<p><b>Chapters 3 and 10</b></p> <p><b>Weekly assignment – Case Study</b> 3.1: Evaluating Vision and Mission Statements at Pepsi Co. case at the end of the chapter 73. Answer Questions 1, 2, 3. (2 pages – MAX!)</p> <p><b>Class activity:</b></p> <ol style="list-style-type: none"> <li>1. Develop and describe your strategic plan, linking individual performance to unit and organizational priorities.</li> <li>2. Examine your mission and vision statements and amend them if necessary. If you do not have mission and vision statements, develop them according to the guidelines in the text.</li> </ol>
3	<p>Defining Performance and Choosing a Measurement Approach &amp; Measuring Results and Behaviors</p> <p><b>Jensen, J. M., Patel, P. C., &amp; Messersmith, J. G.</b> (2013). High-Performance Work Systems and Job Control: Consequences for Anxiety, Role Overload, and Turnover Intentions. <i>Journal of Management</i>, 39(6), 1699-1724</p>	<p><b>Chapters 4 and 5</b></p> <p><b>Weekly assignment – Case study</b> 4.2 – Differentiating Task from Contextual Performance. For each performance listed, explain how you would measure that performance and why. (2 pages – MAX!)</p> <p><b>Class activity</b> – Develop a performance measurement framework for your job. Describe all the performance dimensions that you need to measure for your job, select an appropriate measurement methodology and explain why you have chosen it.</p>
4	<p>Gathering Performance Information &amp; Implementing a Performance Management System</p> <p><b>Landy, F. J., &amp; Farr, J. L. (1980).</b> Performance rating. <i>Psychological Bulletin</i>, 87, 72-107.</p>	<p><b>Chapters 6 and 7</b></p> <p><b>Weekly assignment – Case Study</b> 6.3: Minimizing intentional and unintentional rating errors. Follow the instructions and complete the table as described on page 149.</p>

		(2 pages – MAX!)  <b>Class activity:</b> 1. Develop and explain your performance appraisal measure and administration procedure. 2. Develop and explain your communications plan for your performance measurement system implementation.
5	Performance Management and Employee Development & Performance Management Skills  <b>Kerr, S. (1995).</b> On the folly of rewarding A, while hoping for B. <i>Academy of Management Executive</i> , 9, 7-14.	<b>Chapters 8 and 9</b>  <b>Weekly assignment – Case Study</b> 9.1: Was Robert Eaton a Good Coach? (1 page)  <b>Class activity</b> – Develop an aide- memoire for supervisors to follow when they need to counsel employees for poor performance, and build that into your performance management system.
6	<b>Group presentations and final Report due today!</b>	*Submit Written report, Peer evaluations, and a hardcopy of slides (handout version 3 slides per page) **Everything should be in one large envelope**
7	<b>Final Exam</b>	<b>Utilize all readings</b>

**Note:** While every attempt will be made to keep to the schedule listed above, unforeseen circumstances may necessitate modifications throughout the semester.



## **ADDITIONAL INFORMATION**

### **Course Sharing Websites**

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).

### **Required calculator in BUSI course 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

### **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, 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, or 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.

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
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

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:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

### **Requests for Academic Accommodation**

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

### **Pregnancy obligation**

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

## **Religious obligation**

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

## **Academic Accommodations for Students with Disabilities**

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

## **Accommodation for Student Activities**

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

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

## **Academic Integrity**

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, 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/>

## **Sprott Student Services**

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course

selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/learning-support/>

### **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: [carleton.ca/csas](http://carleton.ca/csas).

### **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 may wish to do so by visiting <http://carleton.ca/ccs/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.

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Name, Capital letters

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Student number

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Signature

\_\_\_\_\_  
Date

## Appendix II – Personal Ethics Statement Concerning Assignments

### Group Assignment:

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

We declare that the work submitted herewith is our work. All sources have been referenced in the footnotes and listed in the bibliography. This work has not been shared with anyone outside this group. This work is the intellectual property of each of the group members and will be returned to any one of the group members to be shared with the other group members.

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Date

*Instructional offence cases must be communicated to the Associate Dean, MBA programs, who then refers the allegation to the Associate Dean, Faculty of Graduate and Postdoctoral Affairs; individual solutions are not permitted.*

## **Appendix III – Quick APA Guide: *Examples of APA reference format* (according to 5<sup>th</sup> 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*. (2<sup>nd</sup> 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: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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!