

<b>Professor</b>	Rumaisa Shaukat, PhD., CHRL.
<b>Office</b>	DDT1009A
<b>E-Mail</b>	rumaisa.shaukat@carleton.ca For any email query, in the subject column write your course codes.
<b>Office Hours</b>	By appointment only. I’m also generally available right before class for quick questions/comments.
<b>Class Times</b>	Section A Tuesday 11:30- 2:30pm
<b>Class Location</b>	TBD
<b>Prerequisite(s)</b>	MGMT 5100, or MGMT 5101 and MGMT 5102
<b>Website:</b>	Course slides will be posted on CULearn and emailed as well. Please attend classes to take notes!***All material covered in the class is potential exam material***

### **Course Description**

This course examines issues arising from diversity within organizations including the implications of cultural differences for motivation, communication, conflict and leadership. The course will also examine 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.

### **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. 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 3 working days; 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.

2. 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.
3. Regular Attendance. As most of the course material is structured in such a way that it builds upon itself, and because this class, for obvious reasons, places so much emphasis on the practice of communication through discussion, exercises, etc., it is difficult for you to enhance your interpersonal skills if you are not regularly present to practice them. Also, because you will be part of a group requiring your involvement and input, attendance is something that you owe to your fellow group members. Therefore, punctual attendance and regular readings are strongly recommended.
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 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.
6. 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.
7. 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.
8. 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.
9. 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 or unreasonable to you, please make an appointment to discuss it. I am open to your 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 it 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're appropriately approaching the project. In instances such as these, please contact me.

### **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 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) 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 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.

### **Textbook**

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

### **Assignments**

#### 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:** 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. Detailed instructions will be provided in the class. Each PAA should be approximately 3-4 pages in length.

#### **Group Mini Presentation 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 present to the class. These presentations will be limited to 10 minutes.

#### **Group Presentation on Identity Groups**

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 15 minutes.

#### **Final Exam: 35%**

The final exam will be a closed book exam. It will be held during the regular class time slot during the MBA exam week.

#### **Participation in Class Exercises and Discussions: 10%**

Since much of the learning in a course of this nature takes place during classroom activities, attendance and wholehearted participation are essential to successful performance. This component of the grade will include attendance, contributions to class discussions, effective performance in classroom activities and completion of peer evaluations. Please inform the instructor in writing of the reason for any unavoidable absence so that participation grades can be adjusted accordingly. For each group activity, students will be asked to provide peer evaluations of group member contributions. Peer evaluations are a required element of class participation.

### Weekly Class Schedule

Week	Date	Topic/Agenda	Chapters
1	Nov 7	Understanding Individual Perspectives of Diversity  Managing a Diverse Workforce	Section I and Earley, P.C. & Mosakowski, E. (2004). Cultural intelligence. <i>Harvard Business Review</i> , 82(10), 139-146.  Ely, R.J., Meyerson, D.E. & Davidson, M.N. (2006). Rethinking political correctness. <i>Harvard Business Review</i> , 84(9), 78-87.
2	Nov 14	Race and Ethnicity Culture and Group Identity Diversity and Strategy	Section II and 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.  Thomas, D.A. (2004). Diversity as strategy. <i>Harvard Business Review</i> , 82(9), 98-108.
3 <b>Leadership Presentations</b>	Nov 21	Gender, Sexual Orientation, Age, Physical and Mental Challenges  Social Class, Religion, Appearance/Weight	Section III and IV
4 <b>PAA Due</b>	Nov 28	Ethical, Legal, Communication and Marketing Issues  Inclusive Communications	Section V and  Tannen, D. (1995). The power of talk. <i>Harvard Business Review</i> , 73(5), 138-148.
5	Dec 5	Managing Organizational Change and Diversity  Organizational Practices that Facilitate Diversity Management	Section VI and Allen, R.S. & Montgomery, K.A. (2001). Applying an organizational development approach to creating diversity. <i>Organizational Dynamics</i> , 30(2), 149-161.  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.
6 <b>Identity Group Presentations</b>	Dec 12	Utilize all Readings	Utilize all Readings

**Drop Course Policy:**

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

**Deferred Final Examination:**

Students unable to write a final examination because of illness or other circumstances beyond their control must contact the instructor in writing to request a deferred exam. Permission may be granted when the absence is supported by a medical certificate and or appropriate document/s to support the reason for

the deferral. Deferred exams are not granted for students who have made travel arrangements that conflict with examination schedule.

### **Group Work**

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, 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://sprott.carleton.co/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.*

### **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.

### **Persons with disabilities**

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

### **Religious observance**

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

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

### **Pregnancy**

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

### **Academic Integrity 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 <http://carleton.ca/studentaffairs/academic-integrity/>.

### **Important Dates and Deadlines**

#### **November 1**

Application deadline to study at another institution on a [letter of permission](#) for the winter term.

#### **November 10**

Last day to request formal exam accommodations for December examinations to the Paul Menton Centre for Students with Disabilities. Late requests will be considered on case-by-case basis.

#### **November 15**

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

#### **November 24**

Last day for summative or final examinations in fall term courses before the official examination period (see [Examination Regulations](#) in the Academic Regulations of the University section of the Undergraduate Calendar).

#### **November 25**

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

#### **December 1**

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

Last day for graduate students to submit their supervisor-approved thesis in examinable form to the department.

#### **December 8**

Fall term ends.

Last day of fall-term classes.

Classes follow a Monday schedule.

Last day for academic withdrawal from fall term courses.

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

Last day for receipt of applications for undergraduate degree program transfers for winter term.  
Last day to pay any remaining [fall tuition fees](#) to avoid a hold on access to marks through Carleton Central and the release of transcripts and other official documents.

**December 9**

No classes or examinations take place.

**December 10 – 22**

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

**December 22**

All take home examinations are due.

**December 25-January 1, 2018**

University closed



## 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.

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### 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 author. 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: \_\_\_\_\_

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Name of Student Being Evaluated: \_\_\_\_\_

Rating Scales: Rating: \_\_\_\_/5

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Name of Student Being Evaluated: \_\_\_\_\_

Rating Scales: Rating: \_\_\_\_/5

Comments: \_\_\_\_\_

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Name of Student Being Evaluated: \_\_\_\_\_

Rating Scales: Rating: \_\_\_\_/5

Comments: \_\_\_\_\_

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*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!