

THE UNIVERSITY OF WESTERN ONTARIO
Faculty of Social Science
Management and Organizational Studies
MOS 3383B Section 001 (Strategic Human Resources Planning)
Winter 2012 Course Outline

1.0 COURSE INFORMATION

Professor: Dr. Jody Merritt, DBA, CHRP

Phone: 519-259-2884

Office: SSC Room 2233

Email: jmerrit9@uwo.ca

Classroom: UCC 67

Office Hours: By appointment

Dept. Phone: 519-661-2051

Course Website: <http://owl.uwo.ca>

Class Time: Thursdays, 7 pm - 10 p.m.

The best way to reach me is by **email** since I am not on campus some days

2.0 CALENDAR DESCRIPTION

An introduction to human resources planning processes in organizations. Topics include: supply and demand forecasting, succession management, job analyzes, downsizing and restructuring, mergers and acquisitions. This course is designed to provide students with an appreciation for the need for sound planning in human resources. The course will begin with an understanding of jobs using job analyzes and then progress through planning for vacancies and assessing how the vacancies will be filled in the future.

3.0 COURSE MATERIALS

Belcourt, M. & McBey, K. (2010): "Strategic Human Resources Planning, Fourth Edition. Nelson Thomson Learning, ISBN: 0-17-650132-0. Additional readings will be assigned from time to time.

4.0 METHODS OF EVALUATION

Exam	Weight	Date
Midterm #1 Exam – MC & Short Answer, Case	20	Saturday, Feb 11, 2012, 1-3 p.m. TBA
Midterm #2 Exam – MC & Short Answer, Case	25	Saturday, Mar 17, 2012, 1-3 p.m., TBA
Final Exam – MC, Short Answer, Case	35	April Exam Period
Term Project	20	See Term Project Section
TOTAL	100%	

Student evaluation will be based on two **exams** (two in-class exams, one exam scheduled during the April exam period) and ongoing assessment vis a vis evidence based written assignments. All exams will be closed book – no books, notes, calculators, electronic dictionaries, or aids of any type will be allowed. **Please bring your UWO student card to the exams.** The structure of all exams will be made up of multiple-choice questions and/or short answer and/or case questions. You will have a maximum of 2 hours to complete the first two exams. The third exam will be 3 hours in length. All exams will test your knowledge of the textbook and course material.

Term Project:

In groups of 5 people, you will identify a real organization and receive permission from management to study the organization. Once permission is received, your group will arrange to interview as many of the following as possible: the executive in charge of human resource management; employees performing human resource management functions; employees performing different functions at different levels in the organization; and labour union officials (if any). The study will focus on the selected organization's human resources and employee relations objectives, structures, policies, practices and selected administrative problems. It will give you the opportunity to learn firsthand about the management of a human resource system in actual organizations. It will also provide you with the opportunity to develop field research methodologies and evaluation skills that should prove beneficial in professional assignments. Finally, for the organization cooperating with each of the student projects, the results of these studies should be helpful in future efforts to improve the efficiency and effectiveness of its human resource systems. **You are expected to submit the final interview questions, along with the name of the organization and manager you will interview (an email from the interview contact will suffice to confirm when the interview will take place), for approval prior to conducting the actual interview by February 16/12 at midnight through the course website assignments link.** Additionally, your group will gather research information on the company before the interview.

The final product of this study will be a **comprehensive group presentation to be conducted on the dates indicated on the syllabus at the end of the term.** Each of you should assume the stance of an outside consultant who has been called in to evaluate the human resource system of the particular organization. Draw on the text, course material and outside sources (**at minimum 10 sources**) to answer the following questions and provide your overall recommendations. Your presentation must be **30-40 minutes in length** and include **25-30 powerpoint slides** including a reference slide at the conclusion of your presentation. **A hardcopy of your powerpoint slides, transcript of interview questions and answers, copies of company research, copy of your class exercise, copy of your meeting minutes along with any other relevant documents must be provided to the Professor in a professional package prior to the start of your presentation.**

Evaluation Guide (410 marks)

A. Introduction (10)

B. The Organization and Its Mission (40)

1. When and why was this organization established?
 - a. Under what statutory or legal authority was it created?
 - b. What are the principal needs and objectives that the organization is designed to fulfill?
2. What are the structural components of the organization?
 - a. How is the organization structured to carry out its objectives?
 - b. Where is the focus of decision-making authority for carrying out these objectives?
 - c. How centralized or decentralized is the decision-making process with respect to: Organizational planning? Operational management?
3. What budgetary constraints confront the organization?
4. What is the total number of employees in the organization?
 - a. How are these employees distributed throughout the organization?
 - b. Does the organization operate overseas?
 - c. What are the major problems and opportunities confronting this organization? Up to this point, how has the organization responded to these challenges?
 - d. Does the organization have a strategic management plan, including goals, objectives and timetables?
 - e. What recommendations do you have for the organization (if any) for any problems you have identified in this area, and what effect do you believe these recommendations will have if implemented?

C. The Role of the Human Resource Function (100)

1. Does this organization have a formal and identifiable human resource function (department)?
2. When was this department formally established and why?
3. How is the human resource department organized to carry out the objectives of the organization?
4. How many individuals are directly associated with the human resource function or department?
5. What are the academic and employment backgrounds of those involved in the function or department?
6. If there is no formal and identifiable human resource function (department), why, and how are human resource functions carried out?
7. Where is the decision-making authority for human resource matters located within the company?
8. To what degree has the human resource function used information technology to manage information?
9. What is the perceived importance within the organization of the human resource function, in comparison to other organizational functions?
10. What recommendations do you have for the organization (if any) for any problems you have identified in this area, and what effect do you believe these recommendations will have if implemented?

D. Employment Decisions (40)

1. To what degree is human resource management integrated into the strategic management of the organization? How is it integrated?
2. Who is responsible for human resource planning and forecasting for the organization?
 - a. What methods are used to determine staffing needs?
 - b. Are job analyses conducted and job descriptions developed for each position in the organization? How often are they updated and how extensively?
3. Once staffing needs are established, what procedures are utilized for filling job vacancies?
4. What recommendations do you have for the organization (if any) for any problems you have identified in this area, and what effect do you believe these recommendations will have if implemented?

E. Determination of Working Conditions and Rewards (70)

1. Is an occupational classification system utilized by the organization?
2. How are wage/salary levels and annual improvements determined?
3. What methods are used for evaluating employees for the purpose of determining their effectiveness and/or awarding any salary increases?
4. What non-wage benefits are available?
5. Has the organization introduced any special programs or activities to improve health and safety conditions on the job?
6. What does the company do to maintain or improve employee morale and job satisfaction?
7. What recommendations do you have for the organization (if any) for any problems you have identified in this area, and what effect do you believe these recommendations will have if implemented?

F. Employee Training and Development (60)

1. Has the organization supported programs for employee training and development? Why or why not?
2. How do these programs relate to the organization's strategic and operational objectives?
3. Does the organization maintain its own training staff, or are outside organizations, individuals or programs used for training purposes?
4. Does the organization provide any incentives for employees to undertake job-related training and development activities supported by the organization?
5. To what extent has an employee's participation in the organization's training and development programs been used in making decisions related to promotions and transfers within the organization?

6. What recommendations do you have for the organization (if any) for any problems you have identified in this area, and what effect do you believe these recommendations will have if implemented?

G. Employee Frictions (50)

1. What methods and procedures are available for resolving employee complaints and grievances?
2. Have there been many employee discipline problems?
3. To what extent have employee tardiness, absenteeism, and turnover been problems?
4. How would the relationship between the management and the union be characterized?
5. What recommendations do you have for the organization (if any) for any problems you have identified in this area, and what effect do you believe these recommendations will have if implemented?

H. Summary and Evaluation (40)

1. Is the human resource function of this organization contributing to the fulfillment of the organization's mission, objective and strategic plan? Is it making an effective contribution? Why or why not?
2. What human resource management problems have been adequately solved or are now in the process of being solved by the organization?
3. Are there major management problems that remain to be confronted or solved? If so, what are they?
4. What would appear to be among the most desirable solutions to these problems? Provide specific detail and justification for your recommendations.

Additional Evaluation Criteria: (100 marks)

- A. Creativity (5)
- B. Professionalism (5)
- C. Organization (5)
- D. Team Presence – **All Members in the Group Must Present** (5)
- E. Class Involvement – **Development of Exercise to Get Class Involved** (10)
- F. Use of Outside Research Sources – **At Minimum 10 Outside Sources Must Be Used** (25)
- G. Peer Results From Group - **Utilizing Peer Form Given in Appendix A** (20)
- H. Team Charter – **Following Guidelines Given in Appendix B** (15)
- I. Team Meetings – **Following Guidelines Given in Appendix C** (10)

Team Charter:

A final team charter **(5-7 pages in length including a cover page) typed in Microsoft Word must be submitted through the course website assignments link to the Professor by February 2/12 at midnight per the guidelines given in Appendix B.** Team leaders must ensure that detailed minutes of each team meeting are maintained and handed in with the finalized term project presentation on the day of your seminar **typed in Microsoft Word.**

Performance Appraisal of Individual Performance through Peer Forms:

Grading for the term project will be assisted by each team members' performance appraisal of the others on their team (**See Appendix A**). This will be utilized to determine each person's grades regarding the term project. **Your individual peer form must be sent to the Professor through the course website assignments link prior to your presentation.**

Note: It is likely that an individual in a group who did not do their share of the work would receive less than the grade given for the project. In extreme cases (where the team member did very little) the person could receive an F, even though the project grade was an A. If you do not submit your peer form you will not receive your individual assessment until you do.

5.0. PRE-REQUISITES

Prerequisites for MOS 3383B: Enrolment in 3rd or 4th year of the BMOS program. You are responsible for ensuring that you have successfully completed all course prerequisites, and that you have not taken an anti-requisite course. Lack of prerequisites may not be used as a basis of appeal. If you are found to be ineligible for a course, you may be removed from it at any time and you will receive no adjustment to your fees. This decision cannot be appealed. If you find that you do not have the course requisites, it is in your best interest to drop the course well before the end of the Add/Drop period. Your prompt attention to this matter will not only help protect your academic record, but will ensure that spaces become available for students who require the course in question for graduation.

6.0. POLICY REGARDING ILLNESS AND COMPASSIONATE ISSUES

Students are entitled to a rescheduling of exams or an extension of deadlines for legitimate medical or compassionate reasons. However, it is your responsibility to inform me, your Professor, **PRIOR** to the midterm, exam or due date, to arrange a timely makeup, and to provide acceptable documentation which supports a medical or compassionate claim. In the case of a final examination or assignment in the course, you must arrange for a Special Examination or Incomplete through the Dean's office, for which you will be required to provide acceptable documentation. Formal policy is contained on these and other issues in the document "General Information" attached to this course outline, and provided by the Department of Social Science. If you feel that you have a medical or personal problem that is interfering with your work, you should contact the Professor and the Faculty Academic Counselling Office as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. In general, retroactive requests for grade revisions on medical or compassionate grounds will not be considered.

7.0. STATEMENT ON ACADEMIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site:

http://www.uwo.ca/universec/handbook/appeals/scholastic_discipline_undergrad.pdf.

A note on plagiarism and scholastic offences:

From the Academic Rights and Responsibilities section of The University of Western Ontario Academic Calendar 2011 <http://www.westerncalendar.uwo.ca/2011/html>: all required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>). Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Preamble

Members of the University Community accept a commitment to maintain and uphold the purposes of the University and, in particular, its standards of scholarship. It follows, therefore, that acts of a nature which prejudice the academic standards of the University are offences subject to discipline. Any form of academic dishonesty that undermines the evaluation process, also undermines the integrity of the University's degrees. The University will take all appropriate measures to promote academic integrity and deal appropriately with scholastic offences.

Scholastic Offences

Scholastic Offences include, but are not limited to, the following:

1. Plagiarism, which may be defined as "The act or an instance of copying or stealing another's words or ideas and attributing them as one's own." Excerpted from Black's Law Dictionary, West Group, 1999, 7th ed., p. 1170. This concept applies with equal force to all assignments, including laboratory reports, diagrams, and computer projects. Students wishing more detailed information should consult their instructor, Department Chair, or Dean's Office. In addition, they may seek guidance from a variety of current style manuals available in the University's libraries. Information about these resources can be found at <http://www.lib.uwo.ca/services/styleguides.html>
2. Cheating on an examination or falsifying material subject to academic evaluation.
3. Submitting false or fraudulent assignments or credentials; or falsifying records, transcripts or other academic documents.
4. Submitting a false medical or other such certificate under false pretences.
5. Improperly obtaining, through theft, bribery, collusion or otherwise, an examination paper prior to the date and time for writing such an examination.
6. Unauthorized possession of an examination paper, however obtained, prior to the date and time for writing such an examination, unless the student reports the matter to the instructor, the relevant Department, or the Registrar as soon as possible after receiving the paper in question.
7. Impersonating a candidate at an examination or availing oneself of the results of such an impersonation.
8. Intentionally interfering in any way with any person's scholastic work.
9. Submitting for credit in any course or program of study, without the knowledge and written approval of the instructor to whom it is submitted, any academic work for which credit has been obtained previously or is being sought in another course or program of study in the University or elsewhere.
10. Aiding or abetting any such offence.

In addition to any proceedings within the University, evidence of wrongdoing may result in criminal prosecution. No books, crib notes, calculators, computers, or other paraphernalia that can be considered suspicious should be brought into exams.

No electronic devices, including cell phones, will be allowed during exams.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. The penalties for a student guilty of cheating on an exam range from failure on the exam to failure in the course, or even suspension or expulsion from the University.

Finally, all grades on tests and the final grade in the course will be assigned solely on merit. We cannot make grade adjustments on the basis of need (e.g., to meet program requirements or gain admission into a program).

8.0. READING SCHEDULE

Following below is a tentative schedule for this course. There may be departures from this list as some topics take up more (or less) time than is scheduled. Posting of notes may vary by section and it is up to each student to note such details. Readings may be expanded upon by way of online discussions, videos and/or class discussions (in those sections where applicable). Following this schedule is the responsibility of each student. All the assigned material (whether online or in class lectures) should be expected on all assessments and evaluations.

Wk	Class Dates	Topic	Text Chapters	Assignment Due Dates
1	Jan 12	Introduction to the Course Strategic Management	Chapter 1 Powerpoint	Review Course Outline Read Chapter 2
2	Jan 19	Aligning HR with Strategy	Chapter 2 Powerpoint	Read Chapter 3 Work on Team Charters
3	Jan 26	Environmental Influences on HRM	Chapter 3 Powerpoint	Read Chapters 4 Work on Team Charters
4	Feb 2	Job Analysis Finalized Team Charters Due	Chapter 4 Powerpoint	Read Chapter 5
5	Feb 9	Information Technology for HR Planning	Chapter 5 Powerpoint	Read Chapter 6 Midterm Review
	Feb 11	Midterm #2	Chapters 1-4 plus lectures	1-3 p.m., Room TBA
6	Feb 16	The HR Forecasting Process Name of Organization, Confirmed Contact and Interview Questions Due	Chapter 6 Powerpoint	Read Chapter 7, 8 Work on Term Project
	Feb 20-24	Reading Week	NO	CLASSES
7	Mar 1	HR Demand Ascertaining HR Supply	Chapter 7, 8 Powerpoint	Read Chapter 8, 9 Work on Term Project
8	Mar 8	Ascertaining HR Supply Succession Management	Chapter 8, 9 Powerpoint	Read Chapters 10 Work on Term Project
9	Mar 15	Downsizing and Restructuring Term Project Presentations	Chapter 10 Powerpoint	Read Chapter 11 Midterm Review
	Mar 17	Midterm #2	Chapters 5-8 plus lectures	1-3 p.m., Room TBA
10	Mar 22	Strategic International HRM Term Project Presentations	Chapter 11 Powerpoint	Read Chapter 12 Work on Term Project
11	Mar 29	Mergers and Acquisitions Term Project Presentations	Chapter 12 Powerpoint	Read Chapter 13, 14 Work on Term Project
12	Apr 5	Outsourcing Evaluating of HR Programs and Policies Term Project Presentations	Chapter 13 Chapter 14 Powerpoint	Final Exam Review
13	Apr 12	Study Days		Study for Final Exam
	April Exam Period Apr 14-30	Final Exam	Chapters 9-14 plus lectures	Room & Date TBA

9.0. OTHER INFORMATION

General Information

If, on medical or compassionate grounds, you are unable to meet your academic responsibilities, (i.e., unable to write term tests or final examinations or complete course work by the due date), you should follow the instructions listed below. You should understand that academic accommodation will not be granted automatically on request. You must demonstrate that there are compelling medical or compassionate grounds that can be documented before academic accommodation will be considered. For a copy of the student medical certificate as well as to review the UWO Policy on Accommodation for Medical Illness, students should read: <https://studentservices.uwo.ca/secure/index.cfm>. Read the instructions carefully. In

all cases, action must be taken at the earliest possible opportunity, preferably **PRIOR** to the scheduled examination, test or assignment.

- Check the course outline to see if the instructor has a policy for missed tests, examinations, late assignments or attendance. The course outline should include the preferred method of contact (e-mail, phone, etc.). (**see related sections: format of midterms/final, late assignments**)
- Inform the instructor prior to the date of the scheduled time of the test or examination or due date of the assignment. If you are unable to contact the instructor, leave a message for him/her at the department office.
- Bring your request for accommodation to the Social Science Academic Counselling Office, Room 2105, Social Science Centre, telephone 519 661-2011 or fax 519 661-3384. Be prepared to submit documentation of your difficulties.
- If you decide to write a test or an examination you should be prepared to accept the mark you earn. Rewriting tests or examinations or having the value of the test or examination reweighted on a retroactive basis is not permitted.

Term Tests and Midterm Exams

- If you are unable to write a term test, inform your instructor (preferably **PRIOR** to the scheduled date of the test). If the instructor is not available, leave a message for him/her at the department office.
- Be prepared, if requested by the instructor, to provide supporting documentation. Submit your documentation to the Social Science Academic Counselling Office.
- Make arrangements with your professor to reschedule the test.
- The Academic Counselling Office will contact your instructor to confirm your documentation.

In-class Assignments and Contributions

- As stated in UWO Policy on Accommodation for Medical Illness, for any class work worth less than 10% of the total course grade, it is up to the instructor to determine if a makeup will be allowed contingent on medical documentation supplied by the student to the university. You are encouraged to review: http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf, if you are not able to participate and contribute to an in-class assignment for medical or not medical reasons, then proper documentation must be submitted by the student directly to the appropriate Faculty Dean's office and not to the instructor. It will be the Dean's office that will determine if accommodation is warranted.
- If the Deans' office agrees to allow accommodation, then the instructor will make arrangements with the student directly to complete the work within a specified period of time.
- Contribution to class discussion and group effort between other members of the class may place a significant role in some assignments; if this is the case, then it may not be possible to reissue or allow an individual makeup of said assignment. This speaks to the normative expectation in management education that class members will prepare for class, attend class, and contribute to class discussion and exercises. This is based on linkages between attendance and academic performance as well as your obligation to your peers to be well-informed and positively engaged.

Time spent together within a learning community (either in class or online) represents a valuable, scarce resource, and the quality of the collective experience depends to a very great extent on the value of our individual contributions to the rest of the class. At a minimum, we ought to attend class, be prepared and engage in courteous, respectful dialogue with each other. We may also promote discussion in line with the principles discussed in Bonnycastle (1996), create opportunities for others to contribute, clarify abstract or difficult points, or be helpful to the group in any number of ways.

Final Examinations

- You require the permission of the Dean, the instructor, and the Chair of the department in question to write a special final examination.
- If you are unable to write a final examination, contact the Social Science Academic Counselling Office in the first instance to request permission to write a special final examination and to obtain the necessary form. You must also contact your instructor at this time. If your instructor is not available, leave a message for him/her at the department office.
- Be prepared to provide the Social Science Academic Counselling Office and your instructor with supporting documentation.
- You must ensure that the Special Examination form has been signed by the instructor and Department Chair and that the form is returned to the Social Science Academic Counselling Office for approval without delay.

Note: Make sure you know the date, time and location of the special examination. For more information see [Examinations - Common Situations](#).

Procedures for Appealing Academic Evaluations

In the first instance, all appeals of a grade must be made to the course instructor (informal consultation). If the student is not satisfied with the decision of the course instructor, a written appeal must be sent to the Director, The Aubrey Dan Program in Management and Organizational Studies. If the response of the department is considered unsatisfactory to the student he/she may then appeal to the Dean of the Faculty of Social Sciences. Only after receiving a final decision from the Dean, may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office.

Late Assignments

- Advise the instructor if you are having problems completing the assignment on time (prior to the due date of the assignment). **Late assignments ARE NOT accepted unless PRIOR communication has been made with the professor and the following process is followed.**
- Submit documentation to the Social Science Academic Counselling Office. If you are granted an extension, establish a due date.
- Extensions beyond the end of classes must have the consent of the instructor, the Department Chair and Dean. A Recommendation of Incomplete form must be filled out indicating the work to be completed and the date by which it is due. This form must be signed by the student, the instructor, the Department Chair, and the Dean's representative in the Academic Counselling Office.

Short/Extended Absences

If you miss a class due to a minor illness or other problems, check your course outlines for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. If you are absent more than approximately two weeks or if you get too far behind to catch up, you should consider reducing your workload by dropping one or more courses. This must be done by the appropriate deadlines. (Refer to the Registrar's website for official dates.) The Social Science Academic Counsellors can help you to consider the alternatives. At your request, they can also keep your instructors informed of your difficulties.

Documentation

Personal Illness: If you consulted Student Health Services regarding your illness or personal problem, you should complete a Records Release Form at the time of your visit allowing them to notify Social Science Academic Counselling Office. Once your documentation has been assessed, the academic counsellor will inform your instructor that academic accommodation is warranted. If you were seen by an off-campus
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doctor, obtain a certificate from his/her office at the time of your visit. The off-campus medical certificate form must be used. <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf>. The doctor must provide verification of the severity of the illness for the period in question. Notes stating "For Medical Reasons" are not considered sufficient.

In Case of Serious Illness of a Family Member: Obtain a medical certificate from the family member's physician.

In Case of a Death: Obtain a copy of the newspaper notice, death certificate or documentation provided by the funeral director.

For Other Extenuating Circumstances: If you are not sure what documentation to provide, ask an Academic Counsellor.

Note: Forged notes and certificates will be dealt with severely. To submit a forged document is a scholastic offense and you will be subject to academic sanctions.

Academic Concerns

- You need to know if your instructor has a policy on late penalties, missed tests, etc. This information may be included on the course outline. If not, ask your instructor. **(See section on late assignments, format of midterms/finals).**
- You should also be aware of attendance requirements in courses such as Business and English. You can be debarred from writing the final examination if your attendance is not satisfactory.
- If you are in academic difficulty, check the minimum requirements for progression in your program. If in doubt, see your Academic Counsellor.
- If you are registered in Social Science courses but registered in another faculty (e.g., Arts or Science), you should immediately consult the Academic Counselling Office in your home faculty for instructions.

Please see the Academic Information section of the online 2011 University of Western Ontario Academic Calendar (<http://www.westerncalendar.uwo.ca/2011>) for information on the following:

Academic Rights and Responsibilities

- Student academic appeals, Scholastic discipline for undergraduate students
- Penalties, Academic sanctions, Code of student conduct, Absences due to illness
- Academic accommodation for students with disabilities, Religious holidays, Political candidacy of students

Academic Policies/Regulations

- Course structure, Scheduling of assignments, Tests, Final examinations, Special/supplemental examinations, Incomplete standing

Registration

- Adding/dropping courses

Failed Year

Procedures for completing a [Waiver of the Progression Requirements](#) (the deadline is June 30th). [Click here for BMOS Waiver of Progression Requirements](#). In your petition letter, you must address all of the following questions:

- What were the extenuating circumstances which contributed most significantly to your poor academic performance) When did the problem(s) arise? Appropriate supporting documentation (e.g.

medical note from a doctor to document problems, or a letter from a family member or close personal friend to support compassionate grounds) must be submitted with the petition. If you need more information regarding the submission of appropriate documentation, please contact the Dean's Office.

- Answer the following questions:
 1. What attempts did you make at the time you were encountering problems that affected your academic performance to contact your instructors, Academic Counsellors, the staff in Student Development Centre (Learning Skills Counsellors), the Ombudsperson, or Student Health Services?
 2. What academic accommodation did you request at the time you were experiencing major problems that were affecting your academic performance?
 3. What steps did you take to minimize the impact on your academic work of the difficulties that you were encountering?
 4. Approximately what percentage of classes did you attend in each course?
 5. What assignments/tests/labs/quizzes/exams did you complete in each course?
 6. Please record the grades you received for assignments/labs/tests/quizzes/exams, etc in each course. If you failed to complete all the course requirements, explain and provide reasons.
 7. Please list the final grade earned in each course in which you were registered during the past academic year.
- Why do you think you would be successful in University-level academic studies, if your petition was granted?
- What are your academic goals?
 - What is your long-term degree/program objective?
 - In what specific program do you wish to register during the coming year?
 - What specific courses do you wish to take during the coming year?

Note: In (b) and (c), do not list courses or programs for which you are not currently eligible. You must check the prerequisites for the program and courses you wish to take.

Accessibility At Western

DAN Management and Organizational Studies strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities. Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may wish to contact Services for Students with Disabilities (SSD) at 661-2111 #82147 for any specific questions regarding an accommodation. More information about "Accessibility at Western" is available at: <http://accessibility.uwo.ca>.

APPENDIX A
Peer Evaluation for Group Term Project

Name: _____

Section: _____ Group Name: _____

Using the following evaluation form please evaluate both your performance and the performance of each group member. Rate each person in your group (including yourself) on the criteria indicated using the following scale:

Excellent 5	Above Average 4	Average 3	Poor 2	Very Poor 1
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This form must be completed for the group projects. Evaluations must be emailed prior to the due date of each group project. The evaluation will be used by your instructor to adjust individual team member grades relative to the group's overall project grade.

	Self:	Name:	Name:	Name:	Name:	Name:
Quality of contribution						
Quantity of contribution						
Creativity						
Turn-taking (allowing all members to actively participate)						
Leadership						
Effort (time spent on project)						
Attitude toward group (cooperation, dependability, willingness to help others)						
Logistics (clerical-type duties)						
Attendance at meetings						
Preparation for group meetings						
Willingness to accept and complete tasks						
Completion of tasks on time						
Overall rating						
TOTAL / 65						

APPENDIX B

Guidelines For Developing Term Project Team Charters

Developing Team Ground Rules¹

The following areas are **required** in your finalized Team Charters along with any other areas you may wish to include.

- 1. Names of all Team Members, Name of Team Leader, Email Addresses of All Team Members**
- 2. Strengths and Weaknesses of All Team Members**
- 3. Team Name**
- 4. Attendance and Lateness**
 - How often should the team meet, in addition to the mandatory weekly meetings?
 - When and how long should team meetings be?
 - Under what conditions is it OK to miss a meeting?
 - How do we inform each other if we are going to miss a meeting?
 - How do we deal with lateness?
- 5. Norms**
 - What behaviors are appropriate in and outside of team meetings?
 - How do we deal with inappropriate behavior?
 - How do we deal with individuals who dominate, don't participate, resist, are too noisy/quiet?
 - How will we monitor our process and progress?
- 6. Participation and Information Sharing**
 - What do we mean by participation?
 - How will/do we encourage participation?
 - How are we going to share information?
- 7. Interruptions**
 - How do we deal with interruptions?
 - What is allowed? Phone calls? Messages?
- 8. Decision Making**
 - How do we make decisions?
 - What decisions must be agreed to by all?
 - What does consensus mean?
- 9. Quality of Work**
 - What do we mean by quality?
 - How do/will we encourage quality?

¹ The material for this handout is excerpted from: Stein, Ruth Federman & Hurd, Sandra. 2000. *Using Student Teams in the Classroom: A Faculty Guide*. Bolton, MA: Anker Publishing, Co. (pp. 39-43, 51-54).

10. Other

- What are other issues that may have a positive or negative impact on our team that we need to address and establish group norms for?

11. Team Issues²

These items can affect how the team gets along and functions.

Goal Issues: What is the team trying to accomplish?

Role Issues: What should each member be doing to help the team accomplish its goals?

Interpersonal
Issues: How are we going to get along and what are we going to do when we're not getting along?

Synergy Issues: How can we best learn from each other?

Sanction Issues: How will we handle situations when people are not following the team charter and/or not fulfilling their obligation to the team, including doing their portion of the research/assignments?

Note: It is vital that each team be very specific in regards to the above area of the team charter as the Professor will refer to this section specifically should any group issues arise. Also, each team must try to resolve the conflict prior to approaching the Professor. Should you choose to approach the Professor be ready and able to demonstrate how the team tried to resolve the conflict.

² The material for this handout is excerpted from: Stein, Ruth Federman & Hurd, Sandra. 2000. *Using Student Teams in the Classroom: A Faculty Guide*. Bolton, MA: Anker Publishing, Co. (pp. 39-43, 51-54).

APPENDIX C

Guidelines for Term Project Team Meetings³

Below are some key guidelines I would like to make each team aware of:

- Teams should meet at least **weekly** throughout the semester, though more frequent meetings may be required depending on specific team assignments.
- The weekly team meetings should be used to:
 - Share results of individual team members work/research since the last meeting
 - Review upcoming activities; Check teams' progress
- Team members need to take on specific roles, that should be rotated at subsequent meetings:
 - Coordinator – schedules and manages the team meeting
 - Time Keeper / Recorder – keeps team on task and on schedule, tracks/records team attendance (by recording names of who present at each meeting), activity and decisions during the team meeting (can be split between 2 people)

Team Meeting Structure / Activities

Preparing for the meeting; Conducting the meeting; Determining what happens between meetings.

Preparing for Meetings

The Coordinator makes sure everyone knows when/where to meet, reviews agenda and informs team of any necessary adjustments. Team members confirm their attendance and do any required research/assignments.

Conducting the meeting

Coordinator starts the meeting on time, follows the agenda, provides an opportunity for everyone to participate and clarifies action items to be taken following the meeting. Time/Record keeper makes sure the team stays within agreed upon time frame, informs team members of time elapsed and time remaining, prepares a summary of discussion, decisions made and areas of continued disagreement or uncertainty. Team members arrive on time, actively participate, give and seek information, listen actively, give constructive feedback, are supportive of other members, assign coordinator and time keeper for the next meeting and create an agenda for the next meeting.

Between Meetings

Coordinator for the next team meeting reviews/revises the agenda, distributes revised agenda to team members with a reminder about the time and place of the next meeting. Time/Record keeper from the previous meeting prepares a team meeting report and distributes it to all team members and the instructor. Team Members meet all deadlines and conduct their research/assignments as agreed upon.

³ The material for this handout is excerpted from: Stein, Ruth Federman & Hurd, Sandra. 2000. *Using Student Teams in the Classroom: A Faculty Guide*. Bolton, MA: Anker Publishing, Co. (pp. 39-43, 51-54).