

THE UNIVERSITY OF WESTERN ONTARIO
Faculty of Social Science
Management and Organizational Studies
MOS 3342A 001 (Compensation and Benefits Management)
Fall 2011 Course Outline

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Office Hours: By appointment
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Course Website: <http://owl.uwo.ca>
Class Time: Mondays, 6:00 p.m. – 9:00 p.m.

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

1.0. COURSE DESCRIPTION AND OBJECTIVES

This course provides a systematic examination of choices that confront managers in Canada who wish to manage compensation strategically. These choices are presented within a three-stage integrated decision-making framework designed to create truly strategic compensation and reward systems. The three stages are described as a Total Compensation Model that incorporates:

- Formation of strategic policies concerning internal alignment, external competitiveness, employee contributions and administration of the pay system.
- Selection of pay techniques that effectively link above noted policies to the attainment of compensation objectives through sequential decisions about internal structure, pay structure, incentive programs and various forms of evaluation.
- Attainment of strategic compensation objectives such as efficiency, fairness and legal compliance.

Throughout the course, the dynamic nature of compensation in Canada will be discussed within the context of current theory, research, international influences, current events, and practice (both new developments and established approaches to compensation systems). Numerous examples and case exercises will be introduced to illustrate how theoretical concepts of compensation are applied in practice.

2.0. TEXTBOOK

Long, Richard J. (2010): "Strategic Compensation in Canada, Fourth Edition. Nelson-Thomson, ISBN #: 0-17-650013-8. Additional readings may include class handouts, internet websites or specific readings placed on reserve at Weldon Library.

3.0. EVALUATION

Midterm #1	20%	(Saturday, October 22/11, 10 a.m. – 12 Noon, 3M Building, Room 3250)
Midterm #2	20%	(Saturday, November 19/11, 10 a.m. – 12 Noon, 3M Building, Room 3250)
Final Exam	25%	(December Exam Period – Room and Date TBA)
Term Project	25%	(See Term Project Section)
Participation	<u>10%</u>	(See Participation Section)
Total	100%	

Format of Midterms/Final (55%):

The midterm and final will be made up of a combination of multiple choice and/or short answer and/or case questions and will be scheduled for two hours. They will cover the chapters indicated only including lectures and any supplementary assigned readings and are closed book (no books, notes, calculators, electronic dictionaries, or aids of any type will be allowed). **Students are responsible for material covered in the lectures as well as the assigned chapters in the text. Students are required to complete all components of this course.** There are no exceptions to this. Extra assignments to improve grades **will not** be allowed. **Students must bring identification (UWO student card) to the midterm and final.** Nothing is to be on/at one's desk during an exam except writing instruments.

Students are encouraged to check for any conflicts that may occur during scheduled exam times and report such conflicts to your Professor first; then have the conflicts confirmed by a Social Science Counsellor (Social Science Academic Counselling Office, Room 2105, Social Science Centre, 519-661-2011 or fax 519-661-3384). The Counsellor will send an email of such to your Professor allowing for a makeup to take place in the future. Without Counsellor approval, no make-ups are allowed.

In regards to makeup exams, please note that students are responsible for contacting their Professor **IN ADVANCE** if they are unable to write an exam for any reason. Exams must be written on the scheduled dates unless you have a legitimate excuse recognized by university admission. Valid reasons include medical or compassionate reasons, and must be substantiated by proper documentation (ie. a medical certificate). A student who misses a regularly scheduled exam for any other reason, or who is unable to justify a claim, will be assigned a zero for that exam. All necessary supporting documentation must be submitted in a timely fashion following the procedures given under the other information section of this outline.

Term Project (25%):

“A Greener Thumb Garden Centers Case Study”

“A Greener Thumb” is a second generation garden centre and craft business started in 1958 by founder Leonard Culpepper. Mr. Culpepper grew the business from a single location on Yonge Street in Toronto to an eight location enterprise in the Greater Toronto area over a forty year period. The business flourished under his leadership. Leonard believed a key to the success of his business was the friendly and knowledgeable staff he employed, and he had many long-term employees. He believed in treating his employees like an extended family. This was manifested by annual staff picnics, Christmas parties, and celebrations surrounding birthdays and anniversaries. He also had implemented, over the years, a very generous benefits plan, with pensions and extensive health benefits, to help reward his core employees, who tended to be very loyal to the firm.

Mr. Culpepper believed in sharing the wealth of his business through an informal profit sharing plan. Since he virtually ran the company single-handedly, he felt he knew every one of his 240 employees well and how well they did their jobs. Based on his assessment of each employee's contribution to the performance of the company, each year he would determine a specific amount of bonus money to be paid to each person at the annual profit sharing meeting in January. The amount varied, with the largest amounts going to store managers, and the least to part time staff. He felt this was preferable to adjusting wages and salaries, except during periods of rapid inflation, at which times he made adjustments to base pay rates arbitrarily. In 2004, after 46 years of running virtually all aspects of the company, Leonard turned control of the organization over to his oldest son Matthew, whom Leonard had been grooming in various parts of the business for the past ten years. Matthew had received all his training about business and gardening from his father. Matthew had graduated from high school but decided against further formal education in favour of his family business. His strengths were a perceived sense of honesty and integrity, positive enthusiasm, and the ability to evoke loyalty from others. His skills were in public relations, selling and knowledge about

the products sold in the garden centres. Matthew had only rudimentary financial business knowledge and little or no knowledge of human resource management.

At the end of his first year of running the business Matthew was advised by the bank that he had exhausted his line of operating credit and some loans were in arrears. He was advised that organizational changes were needed to rescue the business and to regain the confidence of his lenders. A key problem was that his compensation costs were too high. After much deliberation, Matthew decided that he needed help to save the company.

Term Project Requirements:

Your group has been chosen by the selection committee to be the new Human Resource Consultants at “A Greener Thumb Garden Centres” and your immediate objective is to develop a fair, equitable, and affordable compensation strategy and system that will support the objectives of the firm, which are to regain profitability in the short run, and then allow for expansion in the longer run. In so doing, Matthew believes a key to success is to keep the competitive strategy of having a friendly and knowledgeable staff.

The class will be divided into consulting groups of **5 people** and will be required to prepare a group presentation discussing the compensation strategy system your group develops and recommends for the employer in this case study. Your presentation must be **30 minutes in length** and include **25-30 powerpoint slides** including the reference slide at the conclusion of your presentation. Presentations will be conducted on the dates indicated on the syllabus at the end of the term. **A hardcopy of your powerpoint slides along with any other relevant documents (ie class exercise) must be provided to the Professor in a professional package prior to the start of your presentation.**

Using this organization as your example, draw on the text, course material and outside sources (**at minimum 10 sources**) to, first, describe that organization’s compensation strategy and system. After that, examine whether it is the most appropriate compensation strategy/system. To do this will necessitate use of the strategic framework, and an examination of the structural variables, managerial strategy, and the contextual variables relating to this employer. Use the behavioural framework to identify whether the compensation system is producing any of the three major reward problems and possible reasons for them. If this analysis suggests that the firm’s compensation strategy/system could be improved, use the compensation strategy formulation process and the four key understandings on which it is based, to develop the most appropriate compensation strategy for that firm.

Evaluation Guidelines of Group Presentation: (200 marks)

- A. Introduction (10)
- B. Discussion of the Organization’s Current Compensation Strategy and System (40)
 - 1. Discussion of Current Strategic Framework Utilized (10)
 - 2. Discussion of Current Structural Variables Utilized (10)
 - 3. Discussion of Current Managerial Strategy Utilized (10)
 - 4. Discussion of Current Contextual Variables Utilized (10)
- C. Discussion of the Behavioural Framework and Current Compensation System (30)
- D. Discussion of Organization’s Current Compensation Mix Choices (30)
 - 1. Base Pay Choices Utilized (10)
 - 2. Performance Pay Choices Utilized (10)
 - 3. Indirect Pay Choices Utilized (10)

- E. Formulate the New Reward and Compensation Strategy (60)
 - 1. Discussion of Constraints (20)
 - 2. Explain the compensation strategy formulation process and describe how your group applied each step (20)
 - 3. Discussion of recommended compensation level strategy (20)
- F. Activating and Maintaining the Recommended Compensation System (20)
 - 1. Discussion of implementation plan for recommended compensation system (10)
 - 2. Discuss the steps for implementing the recommended compensation system (10)
- G. Conclusion (10)

Additional Evaluation Criteria: (100 marks)

- H. Creativity (10)
- I. Professionalism (10)
- J. Organization (10)
- K. Team Presence – **All Members in the Group Must Present** (10)
- L. Class Involvement – **Development of Exercise to Get Class Involved** (10)
- M. Use of outside research sources – **At Minimum 10 Outside Sources Must Be Used** (20)
- N. Peer results from group - **Utilizing Peer Form Given in Appendix A** (10)
- O. Group Code of Conduct – **Following Guidelines Given in Appendix B** (10)
- P. Team Meetings – **Following Guidelines Given in Appendix C** (10)

Additional Term Project Requirements:

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 October 3/11 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.

Participation (10%):

An ongoing feature of this course is class discussion exercises provided by the Professor. Students will work in their groups to gain practice in applying the various Compensation concepts learned to date in class. Your grade will be based on the following: participation and active initiative demonstrated in **weekly** class discussion exercises **as listed on the lecture outline.** You will be expected to **attend and actively participate** in contributing to a recommendation to the exercise posed that week. Your group will be required to hand in a summary of your analysis at the end of the discussion. Each exercise will be worth

1% apiece for a total of 10 percent. Each member of the group will receive 1% for participating and providing realistic solutions for each exercise.

Note: If you must miss a class discussion exercise, you must contact the Professor **PRIOR** to the scheduled class exercise with a **VALID** (i.e. illness, extenuating circumstance) reason for accommodation to be made. If you do not do this, you will **NOT** receive the opportunity to makeup that week's exercise and receive a grade of 0. (See the general information section at the end of the course outline)

4.0. PRE-REQUISITES

Prerequisites for MOS 3342A: 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.

5.0. 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.

6.0. 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).

7.0. 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. There will be evidence-based written assignments given at various points throughout the semester and students should expect to receive such assignments as shown below.

Wk	Class Dates	Topic	Text Chapters	Assignment Due Dates
1	Sept 12	Introduction to the Course A Roadmap to Effective Compensation	Chapter 1 Powerpoint	Review Course Outline Read Chapter 2
2	Sept 19	A Strategic Framework for Compensation	Chapter 2 Powerpoint	Read Chapter 3 Weekly Group Exercise
3	Sept 26	A Behavioural Framework for Compensation	Chapter 3 Powerpoint	Read Chapters 4 Weekly Group Exercise
4	Oct 3	Components of Compensation Strategy Finalized Team Charters Due	Chapter 4 Powerpoint	Read Chapter 5 Weekly Group Exercise
5	Oct 10	Thanksgiving Holiday		
6	Oct 17	Performance Pay Choices	Chapter 5	Read Chapter 6 Weekly Group Exercise Midterm Review
	Oct 22	Midterm #1	Chapters 1-4	10 a.m. – 12 Noon 3M Building, Rm 3250
7	Oct 24	Formulating the Reward and Compensation Strategy	Chapter 6 Powerpoint	Read Chapter 7 Weekly Group Exercise Work on Term Project
8	Oct 31	Evaluating Jobs: The Job Evaluation Process	Chapter 7 Powerpoint	Read Chapter 8 Work on Term Project Weekly Group Exercise
9	Nov 7	Evaluating Jobs: The Point Method of Job Evaluation Term Project Presentations	Chapter 8 Powerpoint	Read Chapters 9 Work on Term Project Weekly Group Exercise
10	Nov 14	Evaluating the Market Term Project Presentations	Chapter 9 Powerpoint	Read Chapter 10 Midterm Review
	Nov 19	Midterm #2	Chapters 5-8	10 a.m. – 12 Noon 3M Building, Rm 3250
11	Nov 21	Evaluating Individuals Term Project Presentations	Chapter 10 Powerpoint	Read Chapter 11 Work on Term Project Weekly Group Exercise
12	Nov 28	Designing Performance Pay Plans Term Project Presentations	Chapter 11 Powerpoint	Read Chapter 12, 13 Work on Term Project Weekly Group Exercise
13	Dec 5	Designing Indirect Pay Plans Activating and Maintaining An Effective Compensation System Term Project Presentations	Chapter 12 Chapter 13 Powerpoint	Weekly Group Exercise
	December 10 -21	Final Exam	Chapters 9-13	Room & Date TBA

8.0. 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 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 (eg. 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 Group 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 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.

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