



MOS 3383A (Strategic Human Resources Planning) Course Outline: Section 001 / Fall 2013

1.0. COURSE INFORMATION

Professor:	Dr. Jody Merritt, DBA, CHRP	Office Hours:	By appointment
Office:	SSC Room 4434 (Desk 19)	Dept. Phone:	519-661-2051
Email:	jmerrit9@uwo.ca	Course Website:	https://owl.uwo.ca/portal
Classroom:	SSC 3028	Class Time:	Thursdays, 7:00-10:00 p.m.

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

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 Ext 82147 for any specific questions regarding an accommodation. More information about "Accessibility at Western" is available at: <http://accessibility.uwo.ca>.

2.0. CALENDAR DESCRIPTION

This course is an introduction to human resources planning processes in organizations. Topics include: supply and demand forecasting, succession management, job analysis, 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 analysis and then progress through planning for vacancies and then assessing how the vacancies will be filled in the future.

Prerequisites for MOS 3383A: 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.

3.0. COURSE MATERIALS

Belcourt, M. & McBey, K. (2013): "Strategic Human Resources Planning, Fifth Edition. Nelson Thomson Learning, ISBN: 978-0-17-650694-0. Additional readings may include class handouts, internet websites or specific readings placed on reserve at Weldon Library.

4.0. METHODS OF EVALUATION

Exam	Weight	Date
Midterm Exam – MC, Short Answer, Case	35	Thursday, October 24, 2013, 7:00 – 9:30 pm
Final Exam – MC, Short Answer, Case	35	December Exam Period
Term Project	30	See Term Project Section
TOTAL	100%	

Student evaluation will be based on **two exams** and ongoing assessment by way of an evidence based term project. All exams will be closed book – no books, notes, calculators, electronic dictionaries, or aids of any type will be allowed. Only non-programmable calculators will be allowed into the exams. **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 minimum of 2 hours to a maximum of 2.5 hours to complete both exams. All exams will test your knowledge of the textbook and course material. **Students must complete all components of this course.**

The midterm exam will be held on the date given on the reading schedule and the final exam will take place during the December exam period and will be scheduled by the Registrar's Office. Students are encouraged to check for any conflicts that may occur during scheduled exam times and report such conflicts to your instructor first; then have the conflicts confirmed by a Social Science counsellor (Social Science Academic Counselling Office, Social Science Centre, telephone 519 661-2011 or fax 619 661-3384). The counsellor will send an email of such to your professor allowing for a make-up exam to take place in the future. Without counsellor approval, no make-ups are allowed.

Term Project:

In groups of 6 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 and employees performing different functions at different levels in the organization. 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. **Each group is 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 October 17, 2013 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 minutes in length** and include **20-25 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 (200 marks)

A. The Organization and Its Mission (40)

1. When and why was this organization established? What are the principal needs and objectives that the organization is designed to fulfill?
2. What are the structural components of the organization? How is the organization structured to carry out its objectives? Where is the focus of decision-making authority for carrying out these objectives? 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? How are these employees distributed throughout the organization? Does the organization operate overseas? What are the major problems and opportunities confronting this organization? Up to this point, how has the organization responded to

these challenges? Does the organization have a strategic management plan, including goals, objectives and timetables?

B. The Role of the Human Resource Function (50)

1. Does this organization have a formal and identifiable human resource function?
2. How is the human resource department organized to carry out the objectives of the organization?
3. If there is no formal and identifiable human resource function (department), why, and how are human resource functions carried out?
4. Where is the decision-making authority for human resource matters located within the company?
5. What is the perceived importance within the organization of the human resource function, in comparison to other organizational functions?

C. Employment Decisions (30)

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? What methods are used to determine staffing needs? Are job analyzes 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?

D. 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.

E. Additional Interview Questions (40)

Each team will use the questions given above in the term project rubric during the company interviews. However each team is also expected to develop an additional **20 questions** that will be used in the company interview. **The finalized interview questions are to be typed in Microsoft Word and submitted by the team leader through the course website assignments link to the Professor by October 17, 2013 at midnight.**

Additional Evaluation Criteria: (100 marks)

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

Team Charter:

A final team charter (**5-7 pages in length including a cover page**) typed in Microsoft Word must be submitted by the team leader through the course website assignments link to the Professor by **October 3, 2013 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.** 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. READING SCHEDULE

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	Sept 12	Introduction to the Course Strategic Management	Chapter 1 Powerpoint	Review Course Outline Read Chapter 2, 3
2	Sept 19	Aligning HR with Strategy Environmental Influences on HRM	Chapter 2, 3 Powerpoint	Read Chapter 4 Work on Team Charters
3	Sept 26	Job Analysis	Chapter 4 Powerpoint	Read Chapter 5 Work on Team Charters
4	Oct 3	The HR Forecasting Process Finalized Team Charters Due Work on Term Project Interview Questions	Chapter 5 Powerpoint	Read Chapter 6 Finalize Contacts/Questions
5	Oct 10	Determining HR Demand Work on Term Project Interview Questions	Chapter 6 Powerpoint	Read Chapter 7 Finalize Contacts/Questions
6	Oct 17	Ascertaining HR Supply Email From Company Contact Confirming Interview/Finalized Interview Questions Due	Chapter 7 Powerpoint	Read Chapter 8, 9 Finalize Term Project Midterm Review
7	Oct 24	Midterm Exam	Chapters 1-7 Plus Lectures	7:00 – 9:30 p.m., Room TBA
8	Oct 31	Fall Study Day	No	Class
9	Nov 7	Succession Management IT for HR Planning Term Project Presentations	Chapter 8, 9 Powerpoint	Read Chapter 10 Finalize Term Project
10	Nov 14	Downsizing and Restructuring Term Project Presentations	Chapter 10 Powerpoint	Read Chapters 11 Finalize Term Project
11	Nov 21	Strategic International HRM Term Project Presentations	Chapter 11 Powerpoint	Read Chapter 12 Finalize Term Project
12	Nov 28	Mergers and Acquisitions Term Project Presentations	Chapter 12 Powerpoint	Read Chapter 13, 14 Finalize Term Project
13	Dec 5	Outsourcing Evaluation of HR Programs and Policies Term Project Presentations	Chapter 13, 14 Powerpoint	Final Exam Review Study for Final Exam
	Exam Period Dec 8-19	Final Exam	Chapters 8-14 Plus lectures	Room, Date, Location TBA

6.0. UNIVERSITY POLICY REGARDING ILLNESS

Illness

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, **in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation supplied (see below for process) indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.**

Documentation shall be submitted as soon as possible to the appropriate Dean's office (the Office of the Dean of the student's Faculty of registration/home Faculty) together with a request for relief specifying the nature of the accommodation being requested. These documents will be retained in the student's file, and will be held in confidence in accordance with the University's Official Student Record Information Privacy Policy [<http://www.uwo.ca/univsec/handbook/general/privacy.pdf>].

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 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 offence and you will be subject to academic sanctions.

Please see Academic Information section of the online 2011 Academic Calendar <http://www.westerncalendar.uwo.ca/2011/pg111.html#> 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

Appropriate academic accommodation will be determined by the Dean's office in consultation with the student's instructor(s) once petition and supporting documents are received and assessed. Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty.

Academic accommodation shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete his/her academic responsibilities. (Note: it will not be sufficient to provide documentation indicating simply that the student was seen for a medical reason or was ill.) A form to be completed by off-campus physicians is available at: <http://counseling.ssc.uwo.ca/forms/medicalNote.pdf>

Whenever possible, students who require academic accommodation should provide notification and documentation **in advance of due dates, examinations**, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner.

If you feel that you have a medical or personal problem that is interfering with your work, you should contact your instructor 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.

Make Up Examinations

Students will write a make-up exam if the regularly scheduled exam is missed for reasons that adequate documentation will confirm and when received by the instructor (this documentation must be supplied by the Academic Counselling office). 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 (e.g., 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.

Term Examinations

If you are unable to write a term test, inform your instructor (**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.

Final Examinations

In the case of a final examination in the course, the student must arrange for a Special Examination or Incomplete through their Dean's office, for which you will be required to provide acceptable documentation. 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 is returned to the Social Science Academic Counselling Office for approval without delay.

Attendance

It is expected that students will attend all classes. The professor does not provide access to lecture notes. Students are encouraged to obtain missed lecture notes from a fellow student.

7.0. UNIVERSITY POLICY ON CHEATING AND ACADEMIC MISCONDUCT

Cheating on exams will not be tolerated; students are referred to the university policy on scholastic offenses (see section below). Looking at the test of another student, allowing another student to view your exam, or obtaining information about a test in advance are all examples of cheating. Students found cheating will receive a zero (0%) on that exam. A number of safeguards will be employed to discourage cheating. For example, examination supervisors (proctors) of the tests may ask students to move to another seat during the exam, cover their paper, avert their eyes from other students' papers, remove baseball caps, etc. This is not meant as a personal affront nor as an accusation of cheating, rather as vigilant attempts at proctoring. A copy of guidelines about how to avoid cheating can be obtained from the office of the Ombudsperson, Room 251 University Community Centre, (519) 661-3573.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offenses. Students are urged to read the section on Scholastic Offenses in the Academic Calendar. Note that such offenses include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. If you are in doubt about whether what you are doing is inappropriate, consult your instructor. A claim that "you didn't know it was wrong" will not be accepted as an excuse.

The penalties for a student guilty of a scholastic offense include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

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.**

8.0. 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 Assistant Program Director or Designate of the BMOS program. If the response of the Assistant Director is considered unsatisfactory to the student, he/she may then appeal to the Dean of the Faculty in which the course of program was taken. 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.

9.0. STUDENT RESPONSIBILITIES

Material covered in lectures will not always be the same as material covered in the textbook. These two sources should be viewed as complimentary and not redundant. As such, students who want to do well in this course are **strongly encouraged** to attend lectures on a regular basis. Please note that the instructor will not be providing copies of lectures notes or overheads. Therefore, if you miss a lecture, you should try to obtain this material from another student.

In this class, some students may be unaware that their private discussions are distracting to other people. If you feel that students are distracting your attention from the material, then you should ask them to be quiet. If you feel uncomfortable doing this (or the problem persists), then please see the instructor. In addition, please avoid engaging in private discussions with other students during the lectures. To avoid unnecessary distractions, please arrive to each class on time.

In Class Assignments and Contribution

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, respective 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.

10.0. SUPPORT SERVICES

The Registrar's office can be accessed for Student Support Services at <http://www.registrar.uwo.ca>. Student Support Services can be reached at: <http://westernusc.ca/services/>. Student Development Services can be reached at: <http://www.sdc.uwo.ca/>. Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help."

11.0. OTHER ISSUES

Grade Policy

The DAN Program has a grade policy which states that for courses in the 3300-4499 range, the class average must fall between 70% and 75% for all sections of a course taught by the same instructor. In very exceptional circumstances only, class averages outside this range may be approved by the Assistant Director or Director. Class averages are not grounds for appeal.

Short Absences

If you miss a class due to minor illness or other problems, check your course outlines for information regarding attendance requirements and make sure you are not missing a test or exam. Cover any readings and arrange to borrow the missed lectures notes from a classmate.

Extended Absences

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. The Academic Counsellors can help you to consider the alternatives. At your request, they can also keep your instructors informed about your difficulties.

Academic Concerns

If you are in academic difficulty, it is strongly recommended that you see your academic counsellor.

12.0. FAILED YEAR

Procedures for completing a [Waiver of the Progression Requirements](#) (DEADLINE IS JUNE 30). [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:

- a. 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?
- b. What academic accommodation did you request at the time you were experiencing major problems that were affecting your academic performance?
- c. What steps did you take to minimize the impact on your academic work of the difficulties that you were encountering?
- d. Approximately what percentage of classes did you attend in each course?
- e. What assignments/tests/labs/quizzes/exams did you complete in each course?
- f. 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.
- g. 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 (2) and (3), 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.

13.0. IMPORTANT DATES

September 2 (Labour Day)
September 9 (Classes begin)
October 14 (Thanksgiving)
October 31 and November 1 (Study Days)
December 6 (Classes end)
December 7 (Study Day)
December 8 - 19 Final/Mid-year exam period

14.0. OTHER INFORMATION

- Bring student identification to exams.
- Nothing is to be on/at one's desk during an exam except a pencil, an eraser, and the individual's student card
- Do not wear baseball caps to exams
- Do not bring music players, cell phones, beepers, or other electronic devices to exams

For The University of Western Ontario Senate Regulations, please see the Handbook of Academic and Scholarship Policy at: <http://www.uwo.ca/univsec/handbook/>.

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 Rulesⁱ

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?
- 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?

ⁱ 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).

11. Team Issuesⁱⁱ

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.

ⁱⁱ 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 Meetingsⁱⁱⁱ

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 is 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.

ⁱⁱⁱ 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).