



## Course Outline

MOS 4488 Management and Organizational Consulting  
Fall 2017  
Course Meets: Fridays, 11:30am to 2:30pm, Room: W108

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Instructors: Jan Klakurka  
Dr. Bill Irwin  
E-Mail: jklakurk@huron.uwo.ca  
birwin6@huron.uwo.ca  
Webpage: <http://owl.uwo.ca> (you need to use your UWO login id and password)  
Phone: (Klakurka) 519-438-7224x263 / 416-454-3306(cell)/ 289-644-4199(VOIP)  
(Irwin) 519-438-7224 x 614 / 519-520-8710 (cell)  
Fax: 416-978-5433  
Office Hours: (Klakurka) by appointment or Fridays 10:30 a.m. - 11:30 a.m.  
(Irwin) by appointment or Wednesdays 12:30 p.m. - 2:30 p.m.

### Course Scope, Mission, and Method:

This course examines the role of the management consultant and how the consulting industry serves to enhance the effectiveness of the organizations it serves. From an internal perspective, the course examines what it means to act as an external advisor, what skills are necessary to develop a successful consulting business model, and how to professionally engage clients to assist them in successfully reaching their goals through design and implementation of novel approaches and techniques that generate competitive advantage.

Emulating the skills necessary to be a successful consultant, this course will aid in development of problem-identification and solving abilities, communication and influencing skills, and introduce a project-based management mindset. These components lead to success in the consulting marketplace by balancing formal processes, methodologies, and models with the spontaneous creativity of a high-performance team, which manifest in the form of true innovation for clients and firm alike.

By following the consulting lifecycle, course participants will learn the nuances of the consulting business from uncovering issues, to framing problems, analyzing issues, presenting recommendations, and planning for the ever-important "Phase 2". Students will see the industry from both perspectives, both as future consultants on a career-path to partner and as future industry managers looking to get the most from their use of external resources. The course's 50:50 mix of lecture and in-depth case analysis will put to practice traditional strategic, process, and functional analyses together with taking on the role of "futurist" for each case organization to address business issues, to implement solutions, and to be at the forefront of knowledge development.

### Course Prerequisites:

Enrolled in 3rd or 4th year BMOS at Huron University College.

## Readings:

### Required Text:

Wichman, L. & Wilcock, J. (2016). *Management consulting: Delivering an effective project* (5th ed.), Pearson: Toronto, ON. ISBN-10: 1292127600 | ISBN-13: 9781292127606

**Suggested Readings:** To be distributed as deemed necessary by your professors

### Supplementary Text:

Fombrun, C. & Nevens, M. (2004). *Advice Business: The essential tools and models for management consulting*, Pearson: Toronto, ON. (Loan at Huron Library)

**Case Package:** A package of ten cases is needed for the case analysis portion of the course and cases can be obtained on-line. There are additionally two (2) online simulations that we will work through. Cases and simulations must be ordered directly from the two primary suppliers of business cases, Ivey Business School and Harvard Business School, respectively. Ordering instructions for each institution are found in the appendix to this course outline. Make reference to the case list in the Weekly Schedule below to identify the publisher of individual cases. All cases should be order directly from Ivey to receive the best price. The two (2) simulations should be ordered through Harvard. Ordering instructions for both vendors are found in the appendix to this course outline.

### Other Materials:

Each week, a PowerPoint presentation will be delivered to students covering material relevant to the theory and practice of consulting. The PPT decks will not simply repeat what is in the text, but will be complementary. Case learning points will be summarized weekly, as key “take-aways” from the class discussion. Other materials the instructor wishes to hand-out will be distributed on an as-needed basis.

Students will receive an information package from the Canadian Association of Management Consultants during the first class. A student membership, including receipt of the Association’s Methodologies text and 2013 Industry Study, is entirely optional for students who choose to join the Association and the choice to join or not will in no way impact a student’s course grade.

### Evaluation and Grades:

Grades are a measure of the performance of a student in individual courses. Each student shall be judged on the basis of how well he or she has command of the course materials.

Assignment/Exams/Cases	Dues Date	Weight (%)
Class Participation	On-Going	15
Simulation Assignment	Either simulation can be chosen	10
Annotated Bibliography	Nov. 3 <sup>rd</sup> , 2017	10
Mid Term Exam (Case-Based/Short Answer)	Nov. 3 <sup>rd</sup> , 2017	20
Group Project Deliverable & Presentation	Last day of Class	45
<b>TOTAL</b>		<b>100</b>

**Participation:** To maximize your participation grades – and overall learning – students should attend all classes to maximize opportunities to speak to their colleagues and concentrate on providing class comments which:

- Move the analysis along and/or take it to a “higher” level
- Provide insight that others may not have seen
- Are relevant to the class discussion
- Leverage prior learnings and other references, of your choice, in the context of the case
- Add clarity to course PowerPoint slides (required reading) in the context of the case
- Challenge colleagues in a professional and logical manner
- Draw similarities to previous learnings
- Demonstrates their relation to the current case scenario being discussed

**Grade review:** The instructor does not discuss grades without a substantive reason. Substantive reasons include errors made during grading. If you would like me to re-evaluate your grade in any component of the course, you should follow this procedure:

- (a) Write a memo explaining why you need me to re-evaluate your grade. The memo should contain substantive arguments only, and not humanitarian (e.g., “I *really* need an A,” “I worked so hard”), or social justice (e.g. “he got an A for saying the same thing”) appeals. If you do feel that a social justice appeal is justified, you should get the cooperation of the person who you are comparing with, and have them also submit their paper. You may submit this memo to the commerce office.
- (b) You will normally get a response from me within a week.
- (c) The entire exam or paper will be re evaluated, and you should be aware that any grade changes are possible (i.e. decrease, increase or none). The only exception to the “entire paper gets re evaluated” policy is a case where there is a mathematical error in determining a grade.

**Mid-Term Examination:** The final exam will consist of 5-7 short answer/mini scenario/multiple choice-type questions and one case, which will test your knowledge of the material that is discussed in class sessions and found in the PowerPoints, readings, group project and case learnings.

**Requirements and Criteria:**

Performance in the course will be evaluated using a variety of methods that support the objectives identified above. A combination of exams, individual participation, group presentation, and case summary assignments will be used to evaluate participants on a number of different levels.

The criteria for success, in no particular order, are:

- Comprehension of the material
- Demonstration of an ability to think cross-functionally
- A willingness to participate for the benefit of oneself and fellow participants
- Strong work ethic to “pull your weight” in group assignments

These criteria will be applied to written and verbal work throughout the term.

Participants will be evaluated on the following activities, as listed in the table below:

**Tentative Schedule:**

<b>Activity</b>	<b>% of Grade</b>	<b>Description</b>
<b>Mid Term Exam</b>	20%	<p>This exam will be 2-hours in length and contain two parts, as shown below. Aides allowed: Calculator, one, double-sided 8 ½" x 11" paper, text</p> <ol style="list-style-type: none"> <li>1. A medium-length comprehensive case testing all course material <i>and</i> application of summary lessons captured at the end of each session (worth 70%)</li> <li>2. Five to Seven (5-7) short answer / mini scenario / multiple choice and/or True-False questions testing material from the text readings (worth 30%)</li> </ol>
<b>Participation</b>	15%	<p>Preparation for class case discussion, as demonstrated by;</p> <ul style="list-style-type: none"> <li>• willingness to lead and actively participate class discussions in a professional manner</li> <li>• providing valuable insights and analysis</li> <li>• responding to "cold-calls"</li> <li>• Using blackboard / PowerPoint / Excel spreadsheets to present analyses and findings</li> </ul>
<b>Annotated Bibliography</b>	10%	<p>Write a critical annotated bibliography, details will be provided in class. Due Friday November 3<sup>rd</sup>.</p>
<b>Simulation Analysis Write-Up</b>	10%	<p>Prepare one (1) of the simulations on the schedule. Your assignment is simple. Use whatever tools and methodologies you deem appropriate. You may choose to do additional research on the company(ies) in the simulation, at your discretion, but this is not necessary.</p>
<b>Group Case Proposal &amp; Assignment (either Option is worth the same marks)</b>	45%	<p>Taking on the role of external consultants, groups of 3 or 4 students (or as determined by the professor in conjunction with the client requirements) will propose (estimated to be 8-10 real-life projects available), project manage, and execute a "real-life", pro-bono (non-paid) consulting project with a <i>company of their choosing or who has expressed interest in utilizing the skills of students as a client of a RLCP team</i>. Students will be responsible for understanding the need, engaging the client representative, scoping the requirements, conducting analyses, providing client status updates, preparing their recommendations and developing an implementation plan. Several hand-ins are required, signed by the client sponsor, as identified below in addition to a group listing and research approach;</p> <ol style="list-style-type: none"> <li>(1) A Client Proposal, including scope and approach</li> <li>(2) An Interviewee Listing, Approach &amp; Interview Guide</li> <li>(3) A Project Plan</li> <li>(4) An example of a Weekly Status Report</li> <li>(5) A Deliverable Listing</li> <li>(6) A complete Client Deliverable in hard-copy format, complemented with a ten (10) minute group presentation of key findings.</li> </ol> <p>Groups will apply to Professor (resume &amp; cover letter, plus other relevant materials) then self-select their members from those selected to do the real-life project and will work together on their own time, allocating the work effort evenly to each of the team members. <b><i>By taking on this Real-Life Consulting Assignment, all team members are giving their express</i></b></p>

***implicit agreement to contribute effectively and evenly in the best interest of the client, and to respect each other, the client, and the reputation of Huron University College, your Instructors, and the broader consulting profession.***

The assignment details are as follows:

*Objective:* To provide the client organization with the most beneficial analyses, recommendations and modes of operationalization, based on the agreed client-organization requirements (could be strategy, operations, IT, etc.)

*Tools:* Groups should utilize learnings from the text, related PowerPoint slides, and any additional books on consulting, project management and/or strategy to structure the written assignment parts and presentation. Students should be prepared to apply a variety of models learned both in this and other classes.

*Components of Assignment:* Each group will be responsible for submitting several components of the overall assignment as follows (due dates are prescribed in the schedule at the end of this course outline):

- Proposal (guideline: 10 pages), worth 7.5%
- Project Plan, worth 5%
- Weekly Status Report example (1 page), worth 2.5%
- Deliverable Listing (1 page), worth 5%
- Project Deliverable Write-Up (guideline: 25 pages), worth 15%
- Presentation (guideline: 10 slides, 10 minutes), worth 5%
- Non-Disclosure Agreement (professor, students, and client sign) 0%
- Working papers (various models given to client) 5%

## **COURSE FORMAT AND EXPECTATIONS**

### **Course Objectives**

This is a 50-50, lecture & case-based course that will draw upon real-world applied learnings highlighted in the text and PowerPoint slides each week, shared insights from students, instructor-led facilitation, and active individual/group participation each week to achieve the following measurable learning objectives:

1. Demonstrate understanding of management consulting concepts, as articulated in the weekly slides, text, through a final exam, two quizzes, and group & individual assignments that mimic those activities performed daily by real-world professionals
2. Provide valuable insights to business case discussions in class, on a regular basis, through active class participation and attendance at each class session
3. Exhibit an ability to plan and execute a long-term, group assignment, including development of a proposal, analyses, spreadsheet modeling, report, and group presentation
4. Highlight personal analytical, deduction, presentation and writing skills through a single, individual case interview guide assignment selected by the student from among those in the course timetable below

Grades will be a function of student's success on the activities noted above (and described below in more detail) to ensure a fair and objective assessment of performance.

It is expected that successful participants will have also achieved the following learning milestones by completion of this course:

- Applied cross-functional skills to make real-world-type decisions as they set and plan for the execution of engagements for several well-known organizations highlighted in the cases
- Learned a number of new analytical techniques utilized by professionals in the practice of strategy consulting and business advisory services
- Analyzed and evaluated various aspects of several case organizations, their competition, their business issues, their context, and related tactical options
- Developed client issue responses, decide among alternatives, and created implementation plans to ensure project success, client satisfaction, and firm profitability
- Created innovative "visions for the future" of each industry space in which case organizations play, including how the marketplace might evolve, what products/services will be like, what the consultant can do to assist to prepare for that future, and what can they do to "shape their destiny", drive thoughtware development, and gain market eminence
- Presented the results of their analyses and decision-making to their peers in a executive-style client summary
- Understand the use of these techniques in real-life settings, as demonstrated by consulting guest speaker(s)
- Enhanced communication skills by clearly and concisely sharing of complex information with their peers

Achieving the additional learning milestones will be evaluated as part of the participation grade and the overall quality of case analyses and recommendations made during class cases, quizzes, final exam, and the assignments.

**To Use Turnitin.com:**

Normally students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the university's use of the Turnitin.com service are described on the Turnitin.com website.

**For Written Assignments:**

Please note that spelling and grammar will be considered in the evaluation of all assignments. That is, you may lose points for spelling mistakes and grammatical errors. Students who require additional support and/or tutoring with respect to their writing skills are encouraged.

**For Group Work:**

Learning to work together in teams is an important aspect of your education and preparation for your future careers. That said, project-based teamwork is often new to students; to work well in teams, it helps to follow a set of core expectations to best succeed at your team projects.

1. When working in a team, BMOS students are expected to:

- Treat other members with courtesy and respect;
- Honour the ground rules established by the team;
- Contribute substantially and proportionally to the final project;
- Ensure enough familiarity with the entire contents of the group project/assignment so as to be able to sign off on it as original work;
- Meet the project timeline as established by the team.

2. Resolving conflicts:

Conflicts are part of the team's process of learning how to work together. When handled well, it can generate creativity and bring-multiple perspectives to the solution.

Student teams are expected to work through their misunderstandings as soon as they arise (and prior to submission of the final project). When teams are unable to arrive at a solution that works for all members, the team must meet with the Course Instructor. The Instructor will listen to the team and help develop options for improving the team process. All members of the project team must commit to, and, utilize their action plans.

## Weekly Schedule

Session	Date	Topic	Chapter & Case
1	Sept. 8	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• The Consulting Perspective</li> </ul>	Ch. 1-2, 5
2	Sept. 15	<ul style="list-style-type: none"> <li>• Deadline #1: Project Groups Formed (Names Submitted ) <b>AND</b> Application Provided</li> <li>• Consulting Process, Proposal Development, Pitching &amp; Orals Presentations</li> </ul>	Ch. 9 Colleen Burgess (CB): HUC Librarian “Developing a Research Question & Defining the Scope of the Project”
3	Sept. 22	<ul style="list-style-type: none"> <li>• Deadline #2: Client Contacted <b>AND</b> Research Document Listing Developed</li> <li>• Diagnostics &amp; Problem Solving in the Client Context</li> <li>• Conceptual Models</li> <li>• Simulations Overview</li> </ul>	Ch. 6-7 Case: <u>Ford Motor Company and Cruji Management Consulting (A) &amp; (B)</u> , (9A99E013 & 9A99E014), Ivey, Author: Peter C. Bell, 1999
4	Sept. 29	<ul style="list-style-type: none"> <li>• Deadline #3: Project Scope Document Created <b>AND</b> Face-to-Face Client Meeting Held</li> <li>• Start-Up, Engagement Management, Client Reporting</li> <li>• Simulation Discussion &amp; Results</li> </ul>	Ch. 10, 19 Simulation: <u>Project Management: Scope, Resources, Schedule V2</u> , (K4700-HTM-ENG), HBS, Author: Robert D. Austin, 2013
5	Oct. 6	<ul style="list-style-type: none"> <li>• Deadline #4: Interviewee List Developed</li> <li>• Executing the Project</li> </ul>	Ch. 11, 15 CB “Developing a Search Strategy and Search Terms”
	Oct 13	READING WEEK	
6	Oct. 20	<ul style="list-style-type: none"> <li>• Deadline #5: Detailed Project Plan Developed</li> <li>• Analyzing for Decisions &amp; Making Tough Ones</li> </ul>	Ch. 16, 18 CB “Writing a Critical Annotated Bibliography”
7	Oct. 27	<ul style="list-style-type: none"> <li>• Deadline #5: Proposal / Engagement Letter Signed &amp; Delivered</li> <li>• Client Change Management</li> </ul>	Ch. 12-13, 17 Case: <u>Bon Star Hotel</u> , (9B09M072), Ivey, Author: Jim Kayalar  Simulation: <u>Change Management Simulation: Power and Influence V2</u> (4345-HTM-ENG), HBS, Authors: William Q. Judge, Linda A. Hill, 2013)
<b>Mid Term Exam</b>	<b>Nov. 3</b>	<b>TWO HOUR EXAM</b>	<b>Location: TBA</b>
8	Nov 10	<ul style="list-style-type: none"> <li>• Communications: Firm, Team, Client, &amp; Beyond</li> </ul>	Ch. 8, 14

9	Nov. 17	<ul style="list-style-type: none"> <li>• Deadline #6: Status Report Delivered Formally K</li> <li>• Leading the Team &amp; Influencing the Outcomes</li> </ul>	Ch. 15, 17 Case: <u>Sherif Mityas at A.T. Kearney (A), (B), (C), &amp; (D)</u> , (9-904-031/035/037/074-PDF-ENG), HBS, Authors: Ashish Nanda & Kelley Morrell, 2004
10	Nov. 24	<ul style="list-style-type: none"> <li>• Performance Management for Projects &amp; Meeting Firm, Personal &amp; Client Objectives</li> </ul>	Ch. 22, 26 Case: <u>Miles Everson at PricewaterhouseCoopers</u> , (410062), HBS, Authors: Robert G. Eccles, David Lane, 2010
11	Dec. 1	<ul style="list-style-type: none"> <li>• Learning and Knowledge Management, Thoughtware Production, Innovation in Consulting, Consulting 2030</li> </ul>	Ch. 3-4 Case: <u>Innovation at the Boston Consulting Group</u> , (313137), HBS, Author: Robert Eccles et al, 2013
12	Dec. 8	<ul style="list-style-type: none"> <li>• Deadline #7: Final Group Project Report Due</li> <li>• Getting a Consulting Job, Consulting Work-Life, Internal Consultants, Wrap-Up &amp; Course Findings</li> </ul>	Consulting Project: Final Presentations Ch. 23-25, 27
Wrap up	Dec. 8		Consulting Project Poster Session Details to follow.

## Appendix



Ivey  
Publishing

Richard Ivey School of Business  
The University of Western Ontario

### MOS 3398– Management & Organizational Consulting How to Order Cases Instructors: Prof. Jan Klakurka & Dr. Bill Irwin

1. Please go to the Ivey Publishing website located at: <http://www.iveycases.com>
2. Click on “Register”, and choose the “Student User” role. Complete the registration. (Please be sure to remember your username and password.)
3. Click on this link or copy into your browser:  
<https://www.iveycases.com/CoursepackView.aspx?id=12972>
4. Select “Digital Download” – then click on Add to Cart.
5. Go to “My Cart” (located at the top of the page), and click “Checkout”.
6. Enter course information and verify your contact information.
7. Enter your credit card information and then click “submit order”
8. Once you have completed your order, go to “My Orders” to download a copy of the case.
9. You will receive an order confirmation and receipt by email immediately after placing your order.

#### **IMPORTANT - Please Note the Following:**

***To open your cases you will need to enter (within the PDF document) the username and password you created upon registering.***

***Access to your case files will expire 30 days from date of purchase.***

#### **CASE FILES ARE NOT TO BE TRANSMITTED OR REPRODUCED WITHOUT PERMISSION**

If you have any questions or problems, please email [cases@ivey.uwo.ca](mailto:cases@ivey.uwo.ca) or telephone 1-800-649-6355 during our regular office hours Monday to Friday 8am to 4pm EST.

#### **Purchasing Simulations through Harvard Business Online for MOS 3398 Management Consulting, Instructors, Prof. Jan Klakurka & Dr. Bill Irwin.**

Please purchase HBS cases by clicking on: <http://cb.hbsp.harvard.edu/cbmp/access/66184132>

If you have any technical difficulties please contact HBS directly at: 1-800-810-8858 or [techhelp@hbsp.harvard.edu](mailto:techhelp@hbsp.harvard.edu)

This is copyrighted material. Do not distribute or post. Please keep in mind we are giving you an academic rate for these cases.

## Appendix to Course Outlines

### **Prerequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **Conduct of Students in Classes, Lectures, and Seminars**

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

### **Technology**

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Academic Accommodation for Medical/Non-Medical Grounds**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

#### **(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf),

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the "home faculty" is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform\\_15JUN.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf).

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and

duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

**(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

**(c) Non-medical Grounds: Consult Instructor Directly**

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

**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/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

**Statement on Academic Integrity**

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;

Unauthorized collaboration;  
Fabrication of results or sources;  
Purchasing work and representing it as one's own.

### **Academic Integrity: Importance and Impact**

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

**Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Provost and Dean's Office, and this record of the offence will be retained in the Provost and Dean's Office for the duration of the student's academic career at Huron University College.**

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.

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.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Policy on Special Needs**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Provost and Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and Dean of the Faculty of registration.

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> ("Class Cancellations").

### **Mental Health @ Western**

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.

### **Academic Advising**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron's Student Support Services ([huronsss@uwo.ca](mailto:huronsss@uwo.ca)). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: <http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>