

**MANAGEMENT AND ORGANIZATIONAL STUDIES
ESSENTIALS OF HUMAN RESOURCES FOR NON- HR STUDENTS
(MOS 3385B 550)
Winter 2018 Course Outline**

CONTACT INFORMATION

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Course Website: OWL Sakai
Office Hours: Mondays 1:00pm to 4:00pm or by appointment.

CLASS INFORMATION

Day	Time	Location
Thursday	2:30 pm – 5:30 pm	V210

COURSE OBJECTIVES

An introduction to human resources management (HRM) processes in organizations. Topics include: history of HRM, role of HRM departments in organizations, basics in job design, staffing analysis, recruitment and selection.

1. To provide students an introduction to human resources management (HRM) processes and practices within organizations in Canada
2. To provide an in depth understanding of the scope, challenges and trends of the HR role in Canadian organizations.
3. To understand the strategic importance of HRM with topics like job design, staffing analysis, recruitment and selection, performance management, compensation as well as other topics related to the management of human resources.
4. To improve competencies critical to future success as managers and leaders, including: analytical thinking, teamwork, ethics, project planning and management, decision-making skills, and written and verbal communication skills.

Antirequisite(s): MOS 3485F/G, MOS 3382E, the former MOS 260

Prerequisite(s): Enrolment in 3rd or 4th year of the BMOS program

COURSE MATERIALS

Schwind, H., Das, H., Wagar, T., Fassina, N.,& Bulmash, J. (2017), *Canadian human resource management: A strategic approach (11th ed.)*, Canada: McGraw-Hill Ryerson (e-copy. connect w/smartbook)

COURSE EXPECTATIONS

1. **Attendance:** Students are expected to attend all classes.
2. **Preparation:** Assigned materials (text, readings and cases) should be prepared prior to class.
3. **Contribution:** Individual contributions may consist of: responding to questions; summarizing key concepts; analyzing case details; presenting relevant outside references; posing questions; or otherwise enriching the learning experience in the class.
4. **Group work:** Groups will be formed during the first week of classes. These groups will work together on the term project and on some in-class activities. The group is expected to manage all of its organizational and work assignment tasks with fairness and respect. The instructor will be happy to mediate issues as long as assistance is requested in a timely manner.

EVALUATION

Evaluation Form	Percentage	Date/Time/Location	Chapters
Mid-Term Exam	25	March 1, T.B.A.	1, 2, 3, 4, 5, 6
Participation	10	Ongoing, V210	
In-class assignments	30	Ongoing, V210	All chapters
Group Project	35	April 11, V210	All chapters
Total Evaluation	100%		

MID-TERM EXAM

The mid-term for this course is worth 25%, and will take place on March 1. As noted above the midterm will cover chapters 1, 2, 3, 4, 5 and 6. The mid-term may consist of various types of questions such as (but not necessarily): multiple choice, fill in the blank and short answer or essay questions. The mid-term will be written in class and will be two hour in length. Students are only allowed to bring writing instruments to the test no books, calculators, dictionaries, etc. are allowed. Students are responsible for all material covered in class as well as the assigned chapters in the text. Students are required to complete both the test and final exam in this course in order to pass this course.

PARTICIPATION

Participation is more than just attending class; it means entering fully into class discussions and exercises. Students are expected to share concepts, information, and experiences—and to listen and respond to the contributions of others.

Differing points of view are encouraged, and students are welcome to put forward positions they may not agree with. The goal throughout is a thorough, lively, and loving exploration of ideas. During class, you should:

- be able to demonstrate knowledge of all the materials covered
- be ready to make thoughtful comments
- relate them to your work and personal experiences
- respond to the materials, the professor, and the ideas of fellow students.

While your voluntary participation is strongly encouraged, you should be prepared to respond when called upon to give your views. On the other hand, you should avoid continuously dominating class and group discussion. The most valuable element of participation is listening carefully and responding to what others have to say.

The following scale will be used to rate your class participation:

0. Absent

1. Attended class, but did not speak or participate. When invited to give an opinion, gave an answer such as "I'm not sure".

2. Made minor comments or contributed only when called on.

3. Made a reasonable contribution to the discussion and activities. Opinions related to theory and concepts covered in the course.

4. Made insightful and significant contributions to the discussion. Built on the contributions of others personal experience and examples provided were supported with theory and concepts.

5. Made exceptional contributions.

The course will include simulations, short exercises, and group work. The involvement of every student in these activities is essential to the success of the activities and to their value as learning tools. Your involvement in these activities will be given significant weight in assessing your participation mark.

IN-CLASS ACTIVITIES

There will be approximately five in-class activities related to the assigned chapter that need to be completed prior to the end of the term. These activities are worth 30% of your final mark and are to be done in groups. There are no make-up activities if a class is missed. At minimum of 3 in-class activities will occur before March 1, 2018.

GROUP PROJECT

The group project serves a variety of purposes. First, it allows you to apply the concepts discussed in the course to an organization. It will also develop and strengthen your skills in the areas of analysis, organization and planning, and communication. **A draft of the project is due on March 29 which represents 10% of the total mark for the project. All group members must be present in order to earn the 10%.**

Tasks:

1. Working in your group of 3-4 students, select an organization for which one of your group members has worked. Students also have the option of working in smaller groups or alone.
2. Choose a human resource activity, policy or practice studied in one of the assigned chapters (for e.g., incentive compensation system, disciplinary policy, recruiting practices, employment equity, health and safety and performance management system).

3. Conduct research on the human resource activity; examine the activity theoretically with a basic literature review; examine the activity using the organization's documents
4. Describe and critically evaluate the activity against current thinking and trends. Based on your analysis, suggest ways of improving/modifying the way the organization manages this activity in the future.
5. Submit a paper outlining your analysis, findings and future recommendations.

Report Format:

- In the role of consultant, write the Report as a professional report to management of the participating organization.
- Maximum Page Limit: 7 typed, double spaced pages – does not include Executive Summary or Bibliography
- Font: Times Roman or Arial 12-point font; Margins: one-inch margins
- Appendices: 2-3 pages of exhibits
- Bibliography: must be included with references properly cited (see APA style below) and provide at least 10 references
- Executive Summary: 1 page
- **Draft Due Date: March 29**
- **Due Date: April 11**

Report Expectations:

- Have an Executive Summary
- Have been proofread and run through Spell check
- Have an introductory paragraph that discusses the significance of your chosen topic to the organization, and the benefits and consequences if the activity is effective or not effective
- Have several sources of information (e.g., HR journal articles, reference books, government documents, online sources, interviews)
- Provide thorough, practical and creative recommendations
- Provide a logical summary and concluding statements
- Be well organized and write in a fluid, readable style; include page numbers
- Be written in APA style. See <http://owl.english.purdue.edu/owl/resource/560/01/>

CLASS SCHEDULE

Dates	Topic	Chapter
Jan. 11	Strategic Human Resource Management	Chapter 1
Jan. 18	Job Analysis & Design	Chapter 2
Jan. 25	Human Resource Planning	Chapter 3
Feb. 1	Legal Requirements and Managing Diversity	Chapter 4
Feb. 8	Recruitment	Chapter 5
Feb. 15	Selection	Chapter 6
Feb. 22	Reading Week	No Classes
March 1	Midterm Exam	
March 8	Orientation, Training & Development & Career Planning	Chapter 7
March 15	Performance Management	Chapter 8

March 22	Compensation Management	Chapter 9
March 29	Employee Benefits & Services	Chapter 10
April 5	Managing Employee Relations The Union-Management Framework	Chapters 11 & 13
T.B.A.	Final Exam	



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

- (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,

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.

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

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

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). 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>