



**MANAGEMENT AND ORGANIZATIONAL STUDIES
ESSENTIALS OF HUMAN RESOURCES FOR NON-HR STUDENTS
MOS 3385B**

CONTACT INFORMATION

Instructor: Dr Kane X. Faucher
Office: N/A
Office Hours: Mondays (online)

CLASS INFORMATION

Online - Asynchronous

COURSE DESCRIPTION AND 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

1. Schwind et al. (2019) *Canadian Human Resource Management: A Strategic Approach*
2. Viewing materials (videos) under the "Resources" tab on OWL. We will screen a few of these, but not all; these are illustrative of the knowledge we will gain from the textbook and lectures.

COURSE EXPECTATIONS

1. **Attendance:** As this course is being taught remotely and asynchronously, attendance is not a factor in this course. That being said, keeping up with the forum, as well as viewing the pre-recorded lectures does require some self-discipline and structure. There is sometimes a tendency to “ghost” online courses, which then results in students falling behind.

2. **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.

EVALUATION

Case Study 1	February 5	30%
Case Study 2	March 19	30%
Case Study 3	April 2	30%
Participation	April 2	10%

Participation

Participation does not mean attendance, although attendance is a necessary condition to be able to participate. Participation 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.

Due to our course being online, participation takes the form of contributing meaningfully to our forum. A list of topics will be available. Discuss issues in HR and experiences together!

Your participation grade will be the product of self-evaluation; namely, you will be responsible for providing a written rationale (a paragraph or two will suffice) for the grade you honestly and objectively assign yourself, and the instructor reserves the right to adjust the grade. Failure to provide the self-assigned grade indicates the student forfeits the participation component, and thus will earn a grade of zero. Submissions are to be made via Owl (just copy/paste your rationale into the text entry field and submit).

A good gauge for participation would be to assess how meaningfully you have participated to our shared learning environment. Participation is not about quantity, but quality of contributions. When performing your self-evaluation, ask yourself these two questions:

1. Did I contribute as meaningfully as I could have?
2. Did I contribute in a way comparable to my peers?

Case Study

This assignment tasks the student with conducting their own independent research in the preparation of a proper case study. Students will select an organization of their choice. The case study should employ all the necessary skills in organization, planning, research, analysis, communication, presentation, and key recommendations.

The case studies are lightly structured according to this schedule and topic area, mirroring the topics we cover in lecture.

1. Case study (company of your choice) on job analysis and/or design
2. Case study (company of your choice) on recruitment/selection and/or diversity
3. Case study (company of your choice) on performance and/or compensation management

Note: if you choose to write on a different aspect of HR that we have covered in this course, do feel free to do so!

Note 2: Don't select the same company for more than one case study. Size doesn't matter: it can be a giant like Amazon or the local town's auto-mechanic.

It is highly recommended that students begin thinking about the case studies at an earlier stage of the semester. As weeks can go by fairly quickly, and given the other course obligations (midterm and readings), managing and prioritizing time will be essential to the successful preparation and delivery of the case studies.

CLASS SCHEDULE

Week	TOPIC	CHAPTER
1	Strategic Human Resource Management	Chapter 1
2	Job Analysis and Design	Chapter 2
3	Human Resource Planning	Chapter 3
4	Legal Requirements and Managing Diversity	Chapter 4
5	Recruitment	Chapter 5
6	Selection	Chapter 6
7	Reading Week	
8	Orientation, Training, Development, and Career Planning	Chapter 7

Week	TOPIC	CHAPTER
9	Orientation, Training, Development, and Career Planning (continued)	
10	Performance Management, Compensation Management	Chapter 8,9
11	Employee Benefits and Services + Presentations!	Chapter 10
12	Managing Employee Relations, The Union-Mgt Framework Ensuring Health and Safety at the Workplace	Chapters 11, 12, 13

APPENDIX - HURON UNIVERSITY COLLEGE POLICIES

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 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, PDAs, 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

Requests for Accommodation on 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 informed 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 Dean. The instructor’s decision is appealable to the Dean.

Requests for 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 informed 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 Dean. The instructor’s decision is appealable to the Dean.

Requests for Accommodation on Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. 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 informed 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 Dean. The instructor's decision is appealable to the 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 Dean's Office, and this record of the offence will be retained in the 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 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 Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the 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>