
MOS 4485F, HUMAN RESOURCES MANAGEMENT FOR HR STUDENTS

Course Outline: Section – 001 / FALL 2016

1. Course Information:

1.1 Class Location and Time: THURSDAYS 9:30 a.m. – 12:30 p.m. in UCC 53

1.2 Contact Information:

Instructor: Linda Eligh

Office: SSC 4418

Office Hours: Tuesdays, 12:30 – 3:30 p.m. (by appointment)

Phone: 519-661-2111 x81098

Email: leligh@uwo.ca

Website Address: <http://owl.uwo.ca/portal>

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 also wish to contact Services for Students with Disabilities (SSD) at 519-661-2111 ext 82147 for any specific question regarding an accommodation. More information about “Accessibility at Western” is available at: <http://accessibility.uwo.ca>

2. Calendar Description

2.1 Course Description:

The purpose of this course is to provide an overview of the key theories and practices of human resource management (HRM) in different organizational settings. Topics include job design and analysis, strategic planning, staffing, performance management, training, development, health and safety, as well as other aspects affecting HRM. (3 Lecture Hours, .5 Credit)

Prerequisite(s): Enrolment in 4th year of a Consumer Behavior, Human Resource Management, or Public Administration module in BMOS.

Antirequisite(s): MOS 3385A/B.

2.2 Senate Regulations

Senate Regulations state, “unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will 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.”

3. Textbook

Noe, Raymond A., Barry Gerhart, John R. Hollenbeck, Patrick M. Wright and Linda E. Eligh. *Strategic Human Resource Management: Gaining a Competitive Advantage*, Second Canadian Edition. McGraw-Hill Ryerson, 2016. Additional readings may include required readings purchased through the UWO bookstore or through the Western Library online catalogue (Electronic Resources), or placed on reserve, or articles and books associated with individual research for assignments.

4. Course Objectives and Format

4.1 Course objectives

This course provides an overview of the key theories and practices of human resource management (HRM) in different organizational settings. Weekly lecture topics include examination of the choices and restraints managers face while engaged in job design and analysis, strategic planning, recruitment and selection, performance management, training and development, health and safety, and collective bargaining as well as other aspects affecting HRM. Each topic is considered within the context of three competitive challenges that organizations face today (often simultaneously): the sustainability challenge, the global challenge and the technology challenge. Organizations must successfully deal with these challenges to create and maintain value, and the key to facing these challenges is a motivated, well-trained and committed workforce. The dynamic nature of HRM in Canada is considered within the context of current theory, research, international influences, current events, and practice (both new developments and established approaches to HRM systems).

After taking this course, students will be able to:

- Define and explain key terms, theories/concepts and practices within the field of strategic human resource management.
- Describe and explain the legal framework in Canada as it applies to employment practices and evaluate the influence of human rights legislation on a variety of human resource activities.
- Recognize and critically analyze how changing external and internal environmental conditions such as globalization and technology influence sustainability of organizations and the dynamics of managing human capital in both Canadian and international workplaces.
- Apply concepts and principles of evidence based management to critically assess organizational problems and support sound human resource management decisions to align employee and group behaviours with desired organizational outcomes.

4.2 Course format

In each weekly lecture, numerous examples and case exercises and class discussion will be introduced to illustrate how theoretical concepts of HRM are applied in practice. Students are expected to read all assigned chapters in the course textbook, all assigned additional reading, and apply that knowledge to class exercises and discussions. Students are also required to conduct research on organizations using a wide variety of resources from both the UWO library catalogue and other suitable sources. Students are required to contribute to the learning of others through participation in each class.

5. Course Evaluation

Your final mark will be a product of your performance in this course as assessed by your instructor, and will be calculated using the weight assigned to each course component, as shown below:

Participation	20%	Mid Term	25%
Research Assignment	30%	Final Exam	25%

Students are **REQUIRED TO COMPLETE ALL COMPONENTS** of this course. There are no exceptions to this. Extra assignments to improve grades will **NOT** be allowed. Grades will **not** be adjusted on the basis of need. It is important to monitor your performance in the course. Remember: *You* are responsible for your grades in this course.

PARTICIPATION (20%)

Your mark in this area is based on your level of contribution to class discussion and participation in group exercises and assigned activities **as per the attached Instructor's Standards for Participation**. Class exercises are designed to provide experiential opportunities to clarify issues and considerations surrounding effective compensation strategies, techniques and processes. Your participation in class exercises and discussion will *contribute greatly* to understanding course theory and your ability to do well with the written assignment outlined below. If you are too shy to speak out in class you are expected to manage your learning style and find other ways to contribute, such as bringing course related articles to class to share with the instructor. Look to the University Policy Regarding Illness described in the General Information section of the course outline for direction on how to handle a variety of problems that may interfere with your attendance and/or performance in this course.

RESEARCH ASSIGNMENT (30%)

You are required to write an 8 –10 page research and analysis report (approximately 300 words per page, not counting cover page or bibliography) on a topic described in the Guidelines for the Research Report which will be posted on the course website early in the course. The Guidelines describe requirements, format and content expectations for your analytical research assignment, as well as hints and suggestions to make the assignment as enjoyable as possible. See above note on the link between participation and your ability to do well on the research assignment. Also note that your assignment must adhere to the University Policy on Cheating and Academic Misconduct described in the General Information section of this course outline.

Deadlines and Penalties:

Abstract: An abstract briefly describing the topic you have chosen for the assignment is required by start of class **November 10, 2016**. The one-page abstract shall consist of no more than two short paragraphs identifying: (1) the organization you have chosen to research and analyze; (2) which of the three key competitive challenges it faces (sustainability, global and/or technological); (3) why you chose to analyze this particular company, and; (4) three highly credible research sources located during your preliminary literature review to gain insight into the company's situation (or into best practices in HRM associated with your paper) listed in bibliographic format. These preliminary research sources should include **at least one peer reviewed journal article or other primary resource**. **Penalty:** Failure to submit an Abstract on time will result in a penalty of 5% off the final grade for the term assignment. If late abstracts are not submitted well in advance of the due date of the assignment the instructor may choose not to accept the assignment.

Research Assignment: Your research report is due in hardcopy at the **beginning of class November 24, 2016**. You are also required to submit a digital copy of your assignment to Turnitin.com by midnight on the same day using the Assignments section of the class OWL/SAKAI website (which automatically submits the paper to Turnitin.com.)

Penalty: A penalty of 5% for the first day and 2% for each day thereafter (including each day of a weekend or holiday) shall apply to all late research assignments.

MID TERM AND FINAL EXAM (25% each)

You will have both a midyear examination, and a final examination – each 2 hours in length. These exams are closed book exams. Content for each exam is presented in the topic timetable. Both exams are equally weighted in determining your final grade. As indicated in the topic timetable these exams are non-cumulative.

The mid-term and the final exam will both be presented in a *mixed format and will contain multiple-choice and some short or long answer questions or essay questions based on case incidents*. Additional details will be provided prior to the exam. Students are responsible for material covered in the assigned chapters/sections in the text as well as any additional material covered in the course and indicated for the exam. The multiple choice portion of both exams will be scored using the program Scan Exam which examines the answer sheets for unusual coincidences in the pattern of answers given which may be indicative and used as supporting evidence of cheating. Exams will not be returned to students but may be reviewed individually in the instructor's office (by appointment.)

6. Lecture and Examination Schedule

4485F-001 TOPIC TIMETABLE – FALL 2016		
<p>Schedule for coverage of textbook and other content is approximate; class lecture topics will include textbook content, content linked to the course such as assigned journal articles, and any other additional course content as provided (or assigned) by the instructor. NOTE: Additional readings will be added to the reading schedule below.</p>		
PART 1: THE HUMAN RESOURCE ENVIRONMENT		
Sept. 8th	Course Introduction and Human Resource Management: Gaining A Competitive Advantage	Course Orientation & Chapter One
Sept. 15th	Strategic Human Resource Management	Chapter Two
Sept 22nd	The Legal Environment: Equality and Human Rights	Chapter Three
Sept. 29th	Analysis and Design of Work and Human Resource Planning	Chapter Four
Part II: Acquisition, Assessment and Development of Human Resources		
Oct. 6th	Recruitment and Selection	Chapter Five
Oct. 13th	Training and Strategic Development of People	Chapter Six
Oct. 20th	MID TERM – Covers Chapters 1 – 6, plus additional course content as indicated by instructor	Mid Term Examination
Oct. 27th	No class. Fall study break Oct. 27 th and 28 th	
Nov. 3rd	Managing Employee Engagement and Performance	Chapter Seven
Nov. 10th	Pay Structure Decisions and Recognizing Employee Contributions with Pay Research topic abstracts due at beginning of class in hardcopy.	Chapters Eight and Nine
PART III: COMPENSATION OF HUMAN RESOURCES		
Nov. 17th	Recognizing Employee Contributions with Pay and Employee Benefits	Chapter Nine and Ten
PART IV: SPECIAL TOPICS IN HUMAN RESOURCE MANAGEMENT		
Nov. 24th	Collective Bargaining and Labour Relations Research Assignments due in hardcopy at beginning of class and digital submission due in Turnitin.com by midnight.	Chapter Eleven
Dec. 1st	Managing Human Resources Globally	Chapter Thirteen
Final Exam	FINAL EXAM – Covers Chapters 7 – 11 and 13 of the textbook, plus additional course content as indicated following the midterm. Exam period extends from Dec. 10 – 21 st , 2016 Exact date of exam to be determined.	

INSTRUCTOR'S STANDARDS FOR CLASS PARTICIPATION

Students are expected to attend all classes and to participate actively in their own learning. *Active learning means paying attention in class and taking responsibility for your own learning, as well as helping others to learn more about course material.* Active learning in this course can include, but is not limited to, contributing to class discussion, presentations or debates, application exercises, posing interesting questions, and/or bringing relevant media articles or other exhibits to the attention of your instructor. **Note: Playing games, texting, processing e-mail or surfing the internet on a laptop or other electronic device during class is considered to be a distraction to other students and to the instructor. Such activity will be interpreted as a decision on your part to NOT participate in class activity, and will thus reduce your participation mark.** Your instructor will assess both the quantity and quality of student participation in each class, based on attendance and the following criteria for evaluation.

A – EXCELLENT contribution

- Attends all classes and places full attention on the lecture
- Contributes consistently to class discussions and supports contribution of colleagues
- Contributions indicate preparation and critical thinking
- Frequently shares insights and/or facilitates understanding of difficult concepts
- Occasionally builds arguments for a position
- Provides leadership in creating positive environment

B – GOOD Contribution

- Attends class regularly, places attention on the lecture, and contributes consistently to class discussions
- Contributions indicate preparation and careful thought
- Often willing to explain difficult points or concepts
- Occasionally builds arguments for a position
- Supports positive classroom environment

C – FAIR Contribution

- Attends class occasionally or often and/or contributes to class discussion occasionally
- Provides minimal evidence of preparation and thought
- Rarely builds arguments for a position

D - POOR Contribution

- Attends class infrequently and/or rarely if ever contributes to class discussion or attends class and may place little attention on the lecture and/or class activities
- Provides little or no evidence of preparation or thought
- Distracts other students from class activity

Participation is recorded following the conclusion of each class. If you have a medical or other condition that prevents you from attending class regularly (or participating actively as described above), advise the instructor early in the semester. You will be required to provide confirmation of your situation from the Academic Counselor. See the University Policy Regarding Illness and personal situations described in the General Information section (regarding term tests, final examinations, late assignments, short absences, extended absences, documentation of various personal situations and academic concerns) which forms part of this Course Outline.

7. University Policy Regarding Illness

7.1 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/pdf/academic_policies/general/privacy.pdf

Once the petition and supporting documents have been received and assessed, appropriate academic accommodation shall be determined by the Dean's Office in consultation with the student's instructor(s). 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://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.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.

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.

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.

7.2 Make Up Examinations

The student must write a make-up exam if the regularly scheduled exam is missed for reasons for which adequate documentation is received by the instructor (this documentation must be supplied by the Academic Counseling office).

7.3 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.

8. 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 9.0 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 3135 WSS, (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.

9. 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.

10. 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.

11. Support Services

11.1 Support Services

The Registrar's office can be accessed for Student Support Services at <http://www.registrar.uwo.ca> Student Support Services (*including the services provided by the USC listed here*) 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.health.uwo.ca/mental_health/ for a complete list of options about how to obtain help.

12. Other Issues

12.1 Grade Policy

The DAN Program has a grade policy which states that for courses in the 3000-4000 range, the class average must fall between 70% - 77% 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 Undergraduate Chair or Chair. Class averages are not grounds for appeal.

12.2 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.

12.3 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.

12.4 Academic Concerns.

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

12.5 Important Dates:

September 8, 2016 Classes begin

September 16, 2016 Last day to add a full course or first-term half course

October 27-28, 2016 Fall Study Break

November 5, 2016 last day to drop a first term half course.

November 30, 2016 Last day to drop full course.

December 7, 2016 Fall Session classes end.

December 8 – 9, 2016 Study Day

December 10-21, 2016 December examination period

13. 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/academic_policies/index.html

14. E-mail Policies

The following policies apply to all emails between students and the Professor. Please respect the fact that the Professor receives hundreds of emails from students and must deal with those emails in a fair and organized manner. Unproductive emails will receive a reply saying only "Please see Email Policies on the course outline".

14.1 UWO.CA Email Addresses Only

For privacy reasons, students must use their Western email accounts to contact the Professor. The Professor will not respond to emails from non-uwo.ca addresses (e.g. hotmail.com, gmail.com, etc.).

14.2 Subject Line Must Include Course and Section Number

The subject line of emails must contain the name or number of the course, and the section number in which the student is enrolled. The Professor teaches different courses and sections and cannot properly respond to questions if he does not know which course or section you are enrolled in.

14.3 Productive Emails

- questions about the course content or materials
- asking to set up an appointment to ask questions or review an exam
- notification of illness or other special circumstances
- providing constructive comments or feedback about the course

14.4 Unproductive Emails

- questions that may be answered on OWL or on this course outline
- asking when grades will be posted
- asking what grade a student received
- asking where or when an exam is scheduled or the material covered on an exam
- requests for grade increases, extra assignments, or reweighting of course components

15. Frequently Asked Questions

Question	Answer
How can I succeed in this course?	Do all the assigned readings, attend class, focus on understanding the course and topic principles in a way that lets you apply them to new fact situations.
I missed an exam because I was sick or there was a death in my family.	See the section of the course outline on ILLNESS AND SPECIAL CIRCUMSTANCES
I have a lot of mid-terms or projects at once. Can I write the make-up exam?	Make-up exams for exam conflicts are not available unless you have three exams within a 24 hour period.
When will the exam grades be posted?	Mid-term grades are posted on OWL when they become available. Participation estimates are

	<p>posted on OWL soon after the mid term exam. Final exam grades and final participation marks, as well as final course grades are posted on OWL once they are approved for release.</p>
<p>Can I come and see my exam?</p>	<p>You can review your exam during office hours or at any other mutually convenient time.</p>
<p>Can I use a different textbook?</p>	<p>You should use only the textbook listed in this course outline. It is your responsibility to ensure that you are learning all of the assigned material. Be aware that different textbooks or earlier editions may be organized differently, may be missing material, and may cover different material.</p>
<ul style="list-style-type: none"> • This mark is going to prevent me from getting accepted at Ivey/graduate school/NASA. • I need a certain mark to get or maintain a scholarship or my AEO status at Ivey. • I tried really hard but I still got a poor mark. • This is the lowest mark I have ever received. 	<p>Grades are given based on actual performance, as set out on the course outline. In order to be fair to all the students in the course, grade adjustments, extra assignments, and the reweighting of course components are not available.</p>