



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

**CONTACT INFORMATION**

Instructor: Dr Kane X. Faucher  
Office: FNB 4050 (Main Campus)  
Office Hours: 11am - 2pm

**CLASS INFORMATION**

Thursdays 8:30-11:30 HC-W112

**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. Noe, Raymond, John Hollenbeck et al. (2016) *Strategic Human Resource Management: Gaining a Competitive Advantage* (2nd ed.) McGraw-Hill Ryerson.
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:** 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. We will apportion 1-1.5 hours per week on group work activity.

## EVALUATION

|                        |             |     |
|------------------------|-------------|-----|
| In-Class Midterm Exam  | February 27 | 30% |
| Participation          | April 2     | 10% |
| Group Project + Report | March 19    | 30% |
| Case Study             | April 2     | 30% |

### Midterm

The midterm will occur in-class, with three hours allotted to its completion. It will cover chapters 1-6 inclusive of the textbook, as well as material covered in lecture, and may include definition/concept questions, in addition to essay questions. Students are only permitted to bring writing instruments (no textbooks or other aids). Be prepared, not panicked!

### 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.

At times, we may engage in in-class activities and group work outside of the group project assignment expectations. Being able to work as a team and contribute meaningfully in that context also counts as participation.

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?

### **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.

Tasks:

1. Working in your group of about six (6) students, select an organization for which one of your group members has worked (if possible)
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. Present your findings to the class (you will have access to our A/V)
6. Submit a paper outlining your analysis, findings and future recommendations.

Report Format:

This is a collaborative writing exercise in much the same way as your group presentation. You will be assigned a grade that reflects the group's combined efforts.

- In the role of consultant, write the Report as a professional report to management of the participating organization.
- Maximum Page Limit: 1500 words – does not include Executive Summary or Bibliography
- Appendices: 2-3 pages of exhibits; use charts, graphs as necessary
- Bibliography: must be included with references properly cited (see APA style below) and provide at least 10 references
- Executive Summary: 1 page

Report Expectations:

- Have an Executive Summary
- Be virtually flawless in terms of spelling, grammar, and syntax
- 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 — not necessarily “academic”
- Be written in APA style. See <http://owl.english.purdue.edu/owl/resource/560/01/>

### Group Work Milestones Explained

The group work component is arguably one of the most important (and possibly the most fun) task for this course. You will learn a lot about team dynamics as a matter of course, and refining your collaboration skills. With the exception of the presentation and report due dates, these milestones are only a guide; different teams function according to their own dynamic rhythms. You may need to schedule time outside of class to meet.

1. Group formation / icebreaker: You will be assembling the team and engaging in a get-to-know social process. Talk about your HR-related experiences. Share contact information or create an online workgroup such as Google Docs.
2. Decide on focus: The first group session should transition smoothly into this phase, and the selected focus may naturally emerge from sharing your war stories! Once you have a focus, consider creating a plan for how the team will meet the presentation and report objectives.
3. Delegate responsibilities: A team is composed of individuals with unique strengths. Identify who can do what best, and ensure there is a balanced and fair sharing of the workload.
4. Research: A lot of the team’s time will be spent doing research into the organization, HR precedent, etc. Make use of any and all resources to aggregate useful information. This can be considered the “meat and potatoes” of your presentation and report.
5. Consolidate learning: Not everything the team finds will be absolutely relevant to the main objective. Share findings with the group and prioritize what is essential. Test out different approaches.
6. Fine tuning: Streamline the essential information and put it in a sensible order; polish and refine your findings. Ask yourselves the harshest questions, anticipate objections and be prepared to answer to those. Begin crafting a good draft of the report.
7. Presentation preparation: As you will be submitting the report on the same day as you present, the presentation should focus on the highlights of your report and be presented in a professional way that engages your audience. Who will speak first? What parts? What kind of visual stimuli will you be using to complement your presentation to us?
8. Presentation Day!: This is the big event. Your team will present your key findings and submit a report to me. Other groups are free to ask questions, and you will also be expected to be attentive while other groups are presenting (asking tough questions is encouraged!).

## Case Study

In order to balance assignment expectations between collaborative and independent writing, 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, but it cannot be the same organization as the group project. The case study should employ all the necessary skills in organization, planning, research, analysis, communication, presentation, and key recommendations. Many of the same criteria used in the group project report will apply here. This is something you will be developing throughout the semester, so don't think to start it in March and hope for a miracle!

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

## CLASS SCHEDULE

| Week | TOPIC   | CHAPTER     | Group Work Milestones     |
|------|---|-------------|---------------------------|
| 1    | Strategic Human Resource Management                     | Chapter 1   | Form group, icebreaker    |
| 2    | Job Analysis and Design                                 | Chapter 2   | Decide on focus           |
| 3    | Human Resource Planning                                 | Chapter 3   | Delegate responsibilities |
| 4    | Legal Requirements and Managing Diversity               | Chapter 4   | Research                  |
| 5    | Recruitment   | Chapter 5   | Research                  |
| 6    | Selection   | Chapter 6   | Consolidate learning      |
| 7    | Reading Week - Study for the Midterm!                   |             |                           |
| 8    | MIDTERM (testing chapters 1-6 + lecture content)        |             |                           |
| 9    | Orientation, Training, Development, and Career Planning | Chapter 7   | Fine tuning               |
| 10   | Performance Management, Compensation Management         | Chapter 8,9 | Presentation preparation  |
| 11   | Employee Benefits and Services + Presentations!         | Chapter 10  | Presentation Day!!        |

| Week | TOPIC   | CHAPTER             | Group Work Milestones |
|------|---|---------------------|-----------------------|
| 12   | Managing Employee Relations, The Union-Mgt Framework<br>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/Current-Students/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](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 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](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](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](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>