HRIR 2440 A02 (3 CR)
HUMAN RESOURCE MANAGEMENT
WINTER 2018
128 Drake Centre, Th 2:30 pm – 5:15 pm

INSTRUCTOR

Name: Janet Eisbrenner
Office: 366 Drake Centre
Phone: 204-480-1085
Email: Janet.Eisbrenner@umanitoba.ca
Office Hours: M 3:15 - 4:00 pm and Th 1:30 – 2:30 pm, or by appointment

COURSE DESCRIPTION

This course serves as an introduction to Human Resources Management (HRM) and its contributions to the workplace. Students will learn the importance of aligning the management of human resources with organizational strategy. The course will examine the evolution of human resource management from an administrative function to a strategic partner and decision maker in the organization. Among other things, the course will look at the effective management of human capital, solutions for sourcing talent, selecting for high performance, managing performance, selective retention, managing a diverse workforce, recognizing employee rights, and legislative requirements.

COURSE OBJECTIVES

1. Build a foundation and base knowledge about Human Resource Management (HRM) and be able to comprehend application of the concepts both professionally and personally.
2. Gain a general understanding of the human resource function from a theoretical and practical perspective.
3. Acquire an understanding and recognition of Human Resource issues facing managers along with developing options for addressing these issues.
4. Develop insights on what it is like to work in the Human Resource profession.
5. Identify ways of having management and employees work effectively together.
6. Acquire HRM skills and a basic understanding of employment laws.
COURSE MATERIALS

Required Course Text -

Optional Reading:


COURSE FORMAT

The course is designed to encourage interdisciplinary discussions that are integral to Human Resource Management in a Canadian context. Each class will involve a variety of components including lecture, group discussion, exercises, simulation drills, role play, group presentation and class dialogue. Audio-visual, PowerPoint (set up via modules) and electronic hand-outs located on UM Learn, supplement the course.

Class format is interactive. Discussions are based on the course text, but also from other sources, where relevant. A variety of case incidents will be assigned. Any cases that are not available in the course text, I will upload on UM Learn. Students are expected to read assigned case scenarios and chapter reading before class. By doing so, you give yourself an opportunity to partake in class discussion fully. It is through quality dialogue that you have the best chance to learn the material comprehensively.

Some of the lectures will be reserved to highlight key themes from the course text chapter reading. Other parts will take a particular concept and explore it deeply. During all forms of the lecture, students are encouraged to bring forth their insights and questions and are invited to share their experiences as to how concepts and themes from the chapter reading fit into the real world. Please note that I will not cover all power point slides in the lecture.

You are encouraged to participate actively in class because it improves your communication abilities and helps you learn the material vicariously from your classmates’ questions, comments, and responses to questions. The course has a class participation grade to reward you for your contribution to the class discussions.
ASSESSMENT OF LEARNING

There are 5 components to the grading:

Quiz (January 25, during class time) - 10%
Midterm Exam (March 1, during class time) - 25%
Group Project:
  a) Overview (Due March 8) - 1%
  b) Presentations (March 15, 22, 29)* - 19%
Class Participation - 10%
Final Exam (As per the University Final Exam Schedule) - 35%

Of the above, your grades for the quiz and midterm will be communicated to you prior to the VW date.

*Dates may vary for logistical reasons

Additional Assessment Notes –

Quiz and Exams:
Exams consist of a possible combination of multiple choice, true and false, definition, and short and/or long answer. The quiz is related to a specific module, announced by your instructor in-class and on UM Learn “news” two days prior. A mid-term overview will be provided on UM Learn “news” 1 week prior. The final exam is cumulative but will be more heavily weighted on material covered following the mid-term. A final exam overview will be posted on UM Learn “news.” Bring identification to the final exam. No special tools are required or permitted.

Group Project:
This is a research-based group project on a Human Resource Management (HRM) topic area. Your instructor will facilitate team formation of approximately five members. Each team chooses from a list of topics provided by your instructor and narrows the area within a specific scope. Teams are expected to develop a hypothesis or position statement to explore the topic. Conduct research, including an interview with a human resource professional or other relevant person(s). Exploration of your topic is to be carried out in the context of strategic HRM. The group project is graded as a group and is worth 20% of your final grade. There are two parts to the assignment: 1) Project overview worth 1.5% (electronic submission via UM Learn drop box) and 2) Group presentation worth 18.5%. Please note that your instructor reserves the right to mark individually, if deemed appropriate. For expectations and policy regarding group work, please refer to sections of the course syllabus concerning Class Policy (Group work) and Academic Integrity (Group Projects and Group Work). Your instructor will upload specific instructions and evaluation criteria in the group project drop box on UM Learn. Groups will each conduct a peer evaluation of certain team presentations. Each team member will have an opportunity to complete an assessment form to evaluate your own and team members’ participation.
Class Participation:

You will be graded based on the quality (and to a lesser extent, quantity) of your contribution to class discussion and activity areas. Reading the corresponding chapter of the textbook will help you to participate in a dynamic way. Quality discussion includes offering a unique and relevant perspective, moving the analysis forward, providing evidence, demonstrating recognition of course material and integrating these with reflective thinking, and linking course concepts and themes to current events. Missing class will hurt your class participation grade although you may have participated actively during the other sessions. Likewise, attendance by itself will not earn you good points. You could have 100% in attendance and receive a small participation mark if you did not participate at all. Thus, it is important that you attend regularly and participate actively in class to get a good grade. Unless the purpose pertains to a class activity as assigned by the instructor, students using cell phones or Internet during class will be deemed absent. Active class participation will be considered an extra that can help a borderline grade. Your instructor will provide you with a name placard at the course beginning. Put the name you registered with on the placard. If the first name you prefer differs from the name you registered with, put that name in brackets beside. To ensure you receive participation marks accordingly, display your name placard at each class.

Other Assessment Notes:

- Submit assignments to the assignment drop box on UM Learn by 10:00 p.m. on the due date. Submit using a file name that includes the name, course, assignment (i.e. Group 1HRIR2440A01GrOverview).

- Assignments must be double spaced. Always keep a copy of your work. Use Times New Roman or Arial 12 font. Include a header at the top left corner of EACH page that includes your name, course number, date and word count (if applicable).

- All material referred to in any assignment MUST be appropriately referenced. Plagiarism is a serious academic offence. Refer to the syllabus' departmental academic integrity pages.

- All assignments should include theory and concepts from the text, class lecture and course material. These should be briefly explained and noted how they apply to the particular situation you are discussing.

- All written assignments require application of basic rules of grammar, organization, spelling and good communication in response to assignment expectations. APA format is required, including bibliography.

- I will re-grade work if requested in writing via my university e-mail. Grading appeals must include a detailed written description of your concern and reasons why your mark should be changed. Subsequent to re-grade, your grade might raise, stay the same, or drop.
LETTER GRADE SCHEME

Final Grades are submitted as follows:

<table>
<thead>
<tr>
<th>Marks</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
</tr>
<tr>
<td>80-89</td>
<td>A</td>
</tr>
<tr>
<td>75-79</td>
<td>B+</td>
</tr>
<tr>
<td>70-74</td>
<td>B</td>
</tr>
<tr>
<td>65-69</td>
<td>C+</td>
</tr>
<tr>
<td>60-64</td>
<td>C</td>
</tr>
<tr>
<td>50-59</td>
<td>D</td>
</tr>
<tr>
<td>&lt;50</td>
<td>F</td>
</tr>
</tbody>
</table>

LATE ASSIGNMENT SUBMISSION AND MISSED EXAM POLICY

1. If you have to miss an exam for medical reasons, you should inform me via my U of M e-mail prior to the exam start. Unless you have a valid reason, informing me after the exam will not suffice. If your absence is for an official university-related reason (e.g. inter-university competition or Bisons sporting event), the professor (or coach of the sports team) organizing the event will have to consult with me before the exam. For a list of Asper-specific events for which you are eligible for accommodation, please contact the Asper School’s Undergraduate Program Office in 268 Drake. Make-up exams will be not be given for any other reason. I cannot guarantee that the difficulty level of the makeup exam will be the same as the one the rest of the class was given.

2. DO NOT make travel plans during the Final Exam schedule. The final exam must be written as per the University exam schedule. In the event you have to miss the Final Exam for a valid reason (i.e. medical emergency), a request for a deferred exam must be made at your home Faculty’s Undergraduate Program Office (268 Drake, if you are an Asper student). Department of Business Administration policy has instituted a policy which provides ONE DATE ONLY for students who have deferred their final exams. The tentative deferred exam is May 25th at 5:00PM, Drake Centre Room 140 (The date will be announced on UM Learn, once it is confirmed by the RO. Please refer to University of Manitoba’s Policy 1305 – Exam Regulations (http://umanitoba.ca/admin/governance/governingdocuments/academic/454.htm) or the Undergraduate Program Office for rules and regulations concerning deferred exams.

3. Late written assignments are accepted up to three days past the due date. There is a 5% deduction per day late. An exception applies only under special circumstances (i.e. medical) and through consultation with your instructor and possibly supporting medical doctor documentation.
ATTENDANCE AND GROUP-WORK POLICY

1. All students are expected to attend class regularly. Attendance is not considered optional. Excused absences include a medical reason (with doctor’s note), travel for an approved academic event (the Asper Undergrad Program Office has a list of those), or death of a close family member. In each of the above cases, documentation may be required. No other reason is considered valid. If you feel you will miss a significant number of classes without a valid excuse, you are strongly encouraged to VW, if possible.

2. Attendance will be taken daily and be officially recorded beginning January 18. Consistently arriving late or leaving early will result in a loss of participation marks. Marking attendance for a friend who is absent is Academic Dishonesty and will be dealt with severely, often resulting in an F grade and possible suspension from the Asper School for both students concerned.

3. Group Work and Social Loafing - It is expected that ALL group members contribute equitably. “Social loafing” is not accepted. Social loafing occurs when a group member relies on remaining group members to complete group tasks, and does not contribute to group work. If you feel that a group member is not adequately contributing to the project, please respond as follows: 1) Address your concerns with that group member as early, as directly, and as respectfully as possible. Indicate your expectations of that group member, including specific instructions for how he/she can contribute to the group; 2) If the individual is not responsive to your concerns, express them again via email, and copy me; 3) Agree to a way how the person can contribute to the group and notify me by email of your solution; 4) If the problem persists, make an appointment for your group to meet with me. We will attempt to resolve the problem together; 5) If this fails, leave the person’s name off the group project; 6) I will inform the group member that s/he will receive a zero or a reduced mark. If social loafing is occurring in your group, it is important to begin the procedural steps early into the project.

ELECTRONIC DEVICE POLICY

You are allowed to use a laptop or tablet for note-taking only (unless it is for an approved class activity by your instructor). Practice self-control—do not browse the Internet or check your e-mail in class. Turn off your cell phone or set it in silent mode. Absolutely no texting. Failure to follow these rules will result in loss of class participation marks. Audio or video recording is prohibited, unless there are extenuating circumstances (please consult your instructor).
OUT-OF-CLASS COMMUNICATION

PowerPoint, additional assignment information, announcements, class agendas, class-related files and grades for assignments will be posted on UM Learn. On occasion, some course news or information may come via your e-mail. Please check your email and UM Learn regularly to ensure you receive all announcements. Saying that you have not checked in a while is not an excuse for not receiving messages. If you have an inquiry(s) not addressed in class, please e-mail me and outline your question(s). I will reply within two school days. We can arrange a face-to-face meeting if the e-mail correspondence does not answer your inquiry(s). Use your U of M email address only to correspond.

REFERENCING STYLE FOR WRITTEN WORK

For the citations, please use the APA style of referencing. For additional help, please consult a librarian in the Albert D. Cohen Management Library in 208 Drake.

IMPORTANT DATES TO REMEMBER

- Last day for voluntary withdrawal without academic penalty (no refund) - March 16
- Attendance recording begins – January 18
- Quiz – January 25
- Mid-term – March 1
- Group Project Overview due – March 8
- Group Project Presentations* - March 15, 22, 29
- Final Exam – As per the University Final Exam schedule

*(For logistical reasons, presentation dates may vary. Once the schedule is set, I will post it on UM learn "News")
**CLASS SCHEDULE**

The schedule may vary as the course progresses and as student interests interact with the material. Refer to UM Learn “News” regularly to confirm the agenda for each class. Exam dates and assignment due dates are not tentative. Student power point and accompanying module material is located on UM Learn “Content.”

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS AND ASSESSMENTS</th>
<th>REQUIRED READINGS &amp; CLASS ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1:</td>
<td>Module I: Introductory Class Introduction to Human Resource Management</td>
<td>Read: Chapter 1</td>
</tr>
<tr>
<td>January 4</td>
<td></td>
<td><strong>Class Agenda and Activities:</strong></td>
</tr>
<tr>
<td>Class 1</td>
<td></td>
<td>Introductions, course overview, lecture, Activity – Calgary Importer Case (pp 42-43); Discussion – HR mgr v. line authority</td>
</tr>
<tr>
<td>Module 2:</td>
<td>Module II: Planning Human Resources</td>
<td>Read: Chapters 2 and 3</td>
</tr>
<tr>
<td>January 11</td>
<td>A. Job Analysis and Design</td>
<td><strong>Class Agenda and Activities:</strong></td>
</tr>
<tr>
<td>Class 2</td>
<td>B. Human Resource Planning</td>
<td>Topic A: Lecture, Exercise – Job Description Analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic B: Lecture; Web Research Exercise (p 151). Critical Thinking Questions</td>
</tr>
<tr>
<td>Module 3:</td>
<td>Module III: Attracting Human Resources</td>
<td>Read: Chapters 4, 5, 6</td>
</tr>
<tr>
<td>January 18,</td>
<td>A. Legal Requirements &amp; Managing Diversity</td>
<td><strong>Class Agenda and Activities:</strong></td>
</tr>
<tr>
<td>25</td>
<td>B. Recruitment</td>
<td>Topic A: Lecture; Video – Harassment; Discussion-Diversity</td>
</tr>
<tr>
<td>Class 3 and 4</td>
<td>C. Selection</td>
<td>Topic B: Lecture; Case – Ontario Expansion (p 257)</td>
</tr>
<tr>
<td></td>
<td><em>(Quiz – January 25)</em></td>
<td>Topic C: Lecture; Video; Case - A Selection Decision at Empire (p 314)</td>
</tr>
<tr>
<td>Module 4:</td>
<td>Module IV: Placing, Developing, and Evaluating Human Resources</td>
<td>Read: Chapters 7, 8</td>
</tr>
<tr>
<td>February 1</td>
<td>A. Orientation, Training &amp; Development, Career Planning</td>
<td><strong>Class Agenda and Activities:</strong></td>
</tr>
<tr>
<td>1, 8</td>
<td>B. Performance Management</td>
<td>Topic A: Lecture; Discussion questions</td>
</tr>
<tr>
<td>Class 5 &amp; 6</td>
<td></td>
<td>Topic B: Lecture; Case Study Analysis - Maple Leaf Shoes (pp 411-413)</td>
</tr>
<tr>
<td>February 15</td>
<td>Module V: Motivating and Rewarding Human Resources</td>
<td>Read: Chapters 9 &amp; 10</td>
</tr>
<tr>
<td>Class 7</td>
<td></td>
<td><strong>Class Agenda and Activities:</strong></td>
</tr>
<tr>
<td>Module 5: March 1 Class 8</td>
<td>Mid-term</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------</td>
<td></td>
</tr>
</tbody>
</table>

| Module 6: March 8 Class 9 | Module VI: Maintaining High Performance  
A. Managing Employee Relations  
B. Ensuring Health & Safety in the Workplace  
*Group Project Overview Due March 8* |
|--------------------------|----------------------------------|

| Module 6 (cont.): March 15 Class 10 | Module VI: (cont.)  
C. The Union-Management Framework  
Group Project Presentation(s)  
|--------------------------|----------------------------------|

<table>
<thead>
<tr>
<th>March 22, 29 Class 11, 12</th>
<th>Group Project Presentations</th>
</tr>
</thead>
</table>

| Module 7: April 5 (Final Class) Class 13 | Module VII: Human Resource Management in a Global Context  
|--------------------------|----------------------------------|

| - | Final Exam – Date & Location TBA |

**February 19 Louis Riel Day – University Closed**  
**February 20-23 Winter Term Break**

**Read:**  
Chapters 11, 12  
Class Agenda and Activities:  
Topic A: Lecture; Incident 11-1 - Machinist’s Abusive... (p 544); Video- “Disciplinary Meeting”  
Topic B: Lecture; Video: Work in Canada - Occupational H & S officer; Case-“Safety at Canada Chemicals” (p 590)  

**Read:**  
Chapter 13  
Class Agenda and Activities:  
Topic C: Lecture; Video, Presentation  

**Read:**  
Chapter 14  
Class Agenda and Activities:  
Lecture; Case Study: Maple Leaf Shoes – International Expansion (pp 684-686); Final Exam overview; closing comments
# INTENDED LEARNING OUTCOMES

**AASCB Assurance of Learning Goals and Objectives**

The Asper School of Business is proudly accredited by AACSB. Accreditation requires a process of continuous improvement of the School and our students. Part of “student improvement” is ensuring that students graduate with the knowledge and skills they need to succeed in their careers. To do so, the Asper School has set the learning goals and objectives listed below for the Undergraduate Program. The checked goal(s) and objective(s) will be addressed in this course and done so by means of the items listed next to the checkmark.

<table>
<thead>
<tr>
<th>Goals and Objectives in the Undergraduate Program</th>
<th>Goals and Objectives Addressed in this Course</th>
<th>Course Item(s) Relevant to these Goals and Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 <strong>Quantitative Reasoning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Determine which quantitative analysis technique is appropriate for solving a specific problem.</td>
<td>✔</td>
<td>Recruitment, Hiring and job pricing techniques</td>
</tr>
<tr>
<td>B. Use the appropriate quantitative method in a technically correct way to solve a business problem.</td>
<td>✔</td>
<td>Case Analysis; recruitment</td>
</tr>
<tr>
<td>C. Analyze quantitative output and arrive at a conclusion.</td>
<td>✔</td>
<td>Case Analysis ; career development; performance mgmt</td>
</tr>
<tr>
<td>2 <strong>Written Communication</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Use correct English grammar and mechanics in their written work.</td>
<td>✔</td>
<td>Group Project Overview, Exams</td>
</tr>
<tr>
<td>B. Communicate in a coherent and logical manner</td>
<td>✔</td>
<td>Group Project Overview, Presentation, Class discussion, Exams</td>
</tr>
<tr>
<td>C. Present ideas in a clear and organized fashion.</td>
<td>✔</td>
<td>Group Project Overview, Presentation, Exams</td>
</tr>
<tr>
<td>3 <strong>Ethical Thinking</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Identify ethical issues in a problem or case situation</td>
<td>✔</td>
<td>Throughout course; case analysis; group project</td>
</tr>
<tr>
<td>B. Identify the stakeholders in the situation.</td>
<td>✔</td>
<td>Throughout course; case analysis; group project</td>
</tr>
<tr>
<td>C. Analyze the consequences of alternatives from an ethical standpoint.</td>
<td>✔</td>
<td>Throughout course; group discussion; presentation</td>
</tr>
<tr>
<td>D. Discuss the ethical implications of the decision.</td>
<td>✔</td>
<td>Throughout course; group discussion; presentation</td>
</tr>
<tr>
<td>4 <strong>Core Business Knowledge</strong></td>
<td>✔</td>
<td>Entire course</td>
</tr>
</tbody>
</table>
ACADEMIC INTEGRITY POLICY

It is critical to the reputation of the Asper School of Business and of our degrees that everyone associated with our faculty behave with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates this trust. The University of Manitoba General Calendar addresses the issue of academic dishonesty under the heading “Plagiarism and Cheating.” Specifically, acts of academic dishonesty include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing test prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved

Group Projects and Group Work

Many courses in the Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic dishonesty. Because of the unique nature of group projects, all group members should exercise special care to ensure that the group project does not violate the policy on Academic Integrity. Should a violation occur, group members are jointly accountable unless the violation can be attributed to a specific individual(s). Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

In the Asper School of Business, all suspected cases of academic dishonesty in undergraduate courses are reported to the Dean’s office to ensure consistency of treatment. See the following table for typical penalties for academic dishonesty in the Asper School.
Typical Penalties for Academic Dishonesty in the Asper School

In case of the student being from another Faculty, the student’s home Faculty often matches the suspension and/or adds penalties beyond the Asper School’s.

<table>
<thead>
<tr>
<th>ACADEMIC DISHONESTY</th>
<th>PENALTY</th>
</tr>
</thead>
</table>
| Cheating on exam (copying from or providing answers to another student) | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Possession of unauthorized material during exam (e.g., cheat notes) | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Altering answer on returned exam and asking for re-grading | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Plagiarism on assignment | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Submitting paper bought online | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Inappropriate Collaboration (collaborating with individuals not explicitly authorized by instructor) | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Group member had knowledge of inappropriate collaboration or plagiarism and played along | F-DISC in course  
Notation of academic dishonesty in transcript |
| Signing Attendance Sheet for classmate | F-DISC in course  
Notation of academic dishonesty in transcript |
| Impersonation on exam | Suspension from all Faculties for several years or possible expulsion from University of Manitoba |

F-DISC on transcript indicates the F is for disciplinary reasons.
OTHER STUDENT SERVICES PROVIDED BY THE UNIVERSITY

The University of Manitoba provides many different services that can enhance learning and provide support when needed. You are encouraged to visit the below websites to learn more about these services and supports:

- Academic Calendar
- Library Resources
- Registrar’s Office
- Writing and Learning Support
- Your rights and responsibilities
- Student Accessibility Services
- Student Discipline
- Student Advocacy
- Student Counselling Centre
- Student Support Case Management
- University Health Service
- Health and Wellness
- Live Well @ UofM
- Respectful Work and Learning Environment
- Violent or Threatening Behaviour