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INSTRUCTOR

Name: Professor Jieying Chen (please call me Jieying)
Office: 406 Drake Centre
Email: jieying.chen@umanitoba.ca (best way to reach me)
Phone: 204-480-1046 (office)
Office hours: Monday 10:00 am-12:00 pm

COURSE DESCRIPTION

This course provides an introduction to human resource management (HRM) in organizations. We will examine the strategic significance of HRM, and critical components of HR systems, including job analysis and design, diversity and inclusion, recruitment, selection, training and development, performance management, compensation and benefits, occupational health, turnover, and/or global HRM.

This course is suitable for students who have an interest in pursuing a career in HRM. Knowledge learned from this course may also help future employees to proactively manage their career and future leaders and entrepreneurs to systematically work with their employees.

I highly recommend that students take GMGT 1010 Business and Society and/or GMGT 2070 Organizational Behavior before attending this course.
COURSE OBJECTIVES

Students will learn to:
• Define human resources management and analyze the strategic significance of human resources management.
• Discuss the internal and external environmental factors affecting human resource management policies and practices, and explain their impact.
• Explain how employment-related issues are governed in Canada.
• Describe and evaluate multiple methods of collecting job analysis information.
• Explain the recruitment process and identify common methods used for external recruiting.
• Describe the five-step selection process and explain major types of selection techniques.
• Explain how to develop an onboarding program and evaluate common training techniques.
• Discuss approaches to career development and analyze the factors that affect career choices.
• Describe common performance appraisal methods and the pros and cons of each, and discuss the major problems inhibiting effective performance appraisals.
• Explain the three stages of establishing pay rates.
• Explain pay-for-performance plans and the pros and cons of using them.
• Describe major government-sponsored benefits.
• Discuss major employee health issues at work and recommend how they should be handled.
• Describe the influence of cultural differences in the workplace and identify the role of multiple stakeholders in ensuring successful integration of talent.

COURSE MATERIALS


Our classes and the quizzes will be closely related to the textbook. Earlier and later versions are also acceptable.

Simulation      Human Resource Management Simulation by Interpretive
https://www.interpretive.com/business-simulations/hrmanagement
In order to use the simulation for this class, you have to purchase your individual license, which costs $44.95 USD per student. Instructions on purchasing will be given in the first week of the semester. The simulation contains 8 rounds of decisions, and we will play one round per week.

* Please respect copyright laws. Photocopying textbooks or other reading material is a violation of copyright laws and is unethical, unless permission to copy has been obtained.

COURSE FORMAT AND EXPECTATIONS

The course format will be a combination of lectures, exercises, videos, discussions, and simulation. Students are asked to have a computer with audio and camera. To mimic the classroom experience and
to be fair to everyone, all students shall be ready to turn on camera whenever asked by the instructor. To cultivate a collaborative and constructive learning environment, everyone is expected to adhere to the values of integrity, openness, passion, professionalism, and respect in the classroom. These expectations apply to all students as well as the instructor.

- **Integrity**: Be honest, fair, and trustworthy.
- **Openness**: Be open to diverse perspectives. Be willing to learn and improve.
- **Passion**: Actively engage and participate in the class.
- **Professionalism**: Hold high standards and make solid preparation. Be punctual and attentive.
- **Respect**: Care for and respect each other. Avoid any put-downs to others.

**ASSESSMENT OF LEARNING**

There will be four components to the grading, plus potential bonus points:

- Attendance 5%
- In-Class Quizzes - Multiple Choice 42%
- In-Class Quizzes - Simulation Essay Question 14%
- Simulation – Group Part
  - Simulation Group Ranking 5%
  - Simulation Presentation 10%
  - Simulation Peer Evaluation (Pass/Fail) 4%
- Paired Research Paper Analysis Presentation 10%
- Paired Research Paper Analysis Report 10%
- Bonus Points Max 2%

I will be using the following letter-grading scheme:

<table>
<thead>
<tr>
<th>Marks (out of 100)</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 and above</td>
<td>A+</td>
</tr>
<tr>
<td>85 – 92.99</td>
<td>A</td>
</tr>
<tr>
<td>78 – 84.99</td>
<td>B+</td>
</tr>
<tr>
<td>70 – 77.99</td>
<td>B</td>
</tr>
<tr>
<td>65 – 69.99</td>
<td>C+</td>
</tr>
<tr>
<td>60 – 64.99</td>
<td>C</td>
</tr>
<tr>
<td>50 – 59.99</td>
<td>D</td>
</tr>
<tr>
<td>Below 50</td>
<td>F</td>
</tr>
</tbody>
</table>

The marks in this grading scheme may be higher than those used in other courses, but the distribution of the letter grades will be consistent with most other Asper undergraduate courses. Your final grades may be curved at the end of the semester to comply with university and Asper regulations and suggestions.

**Attendance (5%)**: Attendance will make up 5% of your total grade.
In-Class Quizzes (56%): There will be 8 in-class quizzes, each consisting of 12 multiple-choice questions (6%) and 1 essay question (2%) about the simulation. We will select your highest graded 7 quizzes to calculate your total quiz score. The essay questions will be available to you in the simulation interface BEFORE the quiz. You will have 15 minutes to complete each quiz via UM Learn during the class. The quizzes are open-book and you should attempt them independently without using any search devices. A lockdown browser has to be installed on your laptop (see https://intranet.umanitoba.ca/academic_support/catl/flexible/tech_requirements.htm for tech requirements).

Simulation: Group Part (19%)

You will form small groups (each with 2~4 students) to participate in the HRM simulation on www.interpretive.com. In this simulation, your group will be acting as the newly-appointed Human Resource Director of a medium sized organization. This organization has been growing rapidly, yet its HR functions have not kept pace with this growth. The Chief Executive Officer has instructed you to get the HR department organized, build a strong HR function, and "get the company moving." To achieve this, you need to make a set of decisions within the constraints of an annual budget.

Due to the short, intense schedule of the class, we will begin working straight away. In the first class, you will form into groups. Then you will set goals on the various parameters of the simulation. We will have 1 “practice” simulation decision, which is played in “benchmark” mode against the computer. This will then be followed by 8 “actual” decisions that play out over two fiscal years in “direct competition mode” against other teams in your industry. Decisions are final once submitted. Team leaders “lock down” decisions.

The group part of the HRM simulation will make up 19% of your grade, which consists of: ranking (5%), presentation (10%), and peer-evaluated contribution (4%, pass/fail).

Simulation Ranking (5%): Your team will be competing with other teams in the course during the simulation. After decisions 4 and 8, your team’s ranking within the industry will be determined based on the balanced scorecard metric that can be found in the “comparative results” section of the simulations. Teams that are in the top quartile of the industry will be awarded 5 points, teams in the 2nd quartile will be awarded 4 points; teams in the third quartile will be awarded 3 points; teams in the bottom quartile will receive 2 point. Teams that exceeded their budgets in quarters 4 and 8 will be penalized by the deduction of one point.

Simulation Presentation (10%): Your group will conduct a presentation based on your simulation experience. Each presentation will be 10 minutes, plus 2 minutes for questions and answers. You can decide their own format and dress code. All team members should participate in the presentation, though how long each person speaks can be flexibly decided by each group. We will invite all students in the class to do a peer-review of your presentation. The top three teams overall will receive SkipTheDishes/DoorDash gift cards from me for their extraordinary performance.

In the presentation, you should include the following four major components. I include the suggested portions of length of each part in the brackets, but these are not hard requirements. You can adapt the length of each part based on your particular simulation experience.
(1) Strategic goals and objectives (approximately 10% of the total length): Explain your HR goals and objectives, and whether they fit with the company strategy. If you changed your HR goals and objectives during the simulation, please explain.

(2) Performance evaluation (approximately 20% of the total length): Discuss your performance, such as fulfillment of goals and objectives, decisions on incidents, budget control, and ranking.

(3) Analysis of key decisions (approximately 40% of the total length): Describe 2 key aspects of HR practices or decisions (e.g., job analysis and design, legal issues and diversity, recruitment, selecting, training, staffing, performance management, compensation and benefits, safety, turnover, engagement) that have affected your performance most. You can describe decisions that worked well, and/or decisions that did not work well. Describe the steps that you took to make those key decisions. Analyze the strengths and weakness of your decisions using concepts, theories, and frameworks learned in this course.

(4) Future plan (approximately 30% of the total length): Based on your current performance and company profile, discuss if and how you will adjust your strategic goals and objectives, and how you will improve your HR practices to realize your goals.

Simulation Peer-Evaluation (4%, Pass/Fail): At the end of the semester, you will conduct a confidential evaluation of your group members’ contribution. This peer-evaluation is worth 4%. You will be asked to divide 100 points among your group members. For example, for a group with four members, a student whose average incoming score (rated by the other group members) is higher than 15 will receive full marks. Your ratings should be honest and fair.

A note on handling the free rider problem: When a member in a group frequently intentionally leaves his/her work for other group members to do or refuses to do any work, there is a free rider problem. In such cases, the free rider should be informed as clearly and as early as possible that your group is dissatisfied with his/her contribution. Efforts should be made to enable the free rider to contribute to the group project. Make sure that the problem and the team’s efforts to notify and accommodate are documented by e-mails (with cc. to me at jieying.chen@umanitoba.ca). If the problem persists, I will ask to meet with the entire group to discuss the issue. In the end, if there is clear evidence of no contribution despite the group’s efforts, the group can fire a free riding member. This has to be a unanimous vote conducted BEFORE the 9th class (Performance Management).

Paired Research Paper Analysis (20%): You will form pairs of 2 people* to study a research paper, make a presentation about this paper (10%), and write an analysis report about this paper (10%). We will organize the presentations based on topics, and you will have an opportunity to choose the paper that you want to study from a list.

Your presentation (10%) should be no more than 12 minutes. It should include the following four components: (a) research question and key hypotheses, (b) methodology, (c) results, and (d) a real-world phenomenon that can be explained by this research. For section (a) research question and key hypotheses, make sure you explain the key concepts and the theories/rationales behind the hypotheses clearly. The presentation slides should be submitted via UM Learn before your presentation.
Your report (10%) should be no more than 6 pages (12 point font, double space). It should include the same four components as your presentation. The report is due 3 days after your presentation and should be submitted via UM Learn. Late submission will lead to a deduction of 0.1 point per day.

You can find many tutorials describing how to read a research paper online, like this one by the Western University (https://www.youtube.com/watch?v=3SmOq6gENPM). When you take the ideas of another person/organization, you will want to acknowledge the source of idea using appropriate references; otherwise, you may be engaging in plagiarism. See the “REFERENCING STYLE FOR WRITTEN WORK” section for more information.

* If you would like to complete the research paper analysis assignment by yourself or in groups of 3 people, please ask the instructor for permission before you start working on this assignment.

**Bonus Points (Max 2%):** There are three ways of gaining bonus points in this course. The maximum bonus points one can earn is 2%.

**Option 1: Research Participation.** Academic research is the foundation of scientific management of people in organizations. You have the opportunity of contributing to the scientific knowledge and Asper School of Business by participating in research conducted by Asper faculty members. Details about registration of research participation will be given in class. One hour of research participation will be converted into 1% of the final mark. Availability of research participation opportunity varies by semester, and we do not always have two hours of research participation in one semester.

**Option 2: Case Creation Report.** Based on your textbook readings and class discussions, you can create an original, short business case. This case can be on any topic that we have covered in this course, and must have Canadian and/or Aboriginal content. This case should contain a maximum of 4 pages of narratives (with size 12 font; double spaced). It should be based on either a real or a hypothetical business situation involving HRM practices. You can use the cases we have discussed in class as templates for the construction of your case. You may earn up to 2% bonus points for submitting a case creation report.

**Option 3: Custom Video Report.** You can create an original short video that explains and demonstrates some important concepts covered in the course. You may use actual or fictitious organizations to illustrate your points. The video should be designed for educational purposes (i.e., something that future sections of HRIR 2440 will watch to better understand the concept you are discussing). It must be accompanied by a one-page written summary that indicates: (a) the specific concept being illustrated, (b) the value to be gained in class from using the video (i.e., what does it add?), and (c) suggestions on how to effectively use the video to help others understand the concept. You may earn up to 2% bonus points for submitting a custom video report.

Options 2 and 3 could be produced individually, or – if you contact me in advance and secure permission – as a partnered submission (no more than 3 people per group).
MAKE-UP EXAM POLICY

If you have to miss any in-class quiz for medical reasons, you should inform me in person or via email at jieying.chen@umanitoba.ca before the class and subsequently provide a doctor’s note. Unless you have a valid reason for why you could not, informing me after the class is usually not sufficient. In some cases, I may call the doctor’s office to verify the validity of the doctor’s note. If your absence is for an official university-related reason (e.g., inter-university competition or Bisons sporting event), the professor (or coach of sports team) organizing the visit will have to inform me before the class. Make-up quizzes will not be provided for any other reason.

***Please consult the Academic Integrity Sheet attached to this outline to ensure that you do not commit any form of academic dishonesty. For individual assignments and quizzes, you should work on them individually. Please talk to me if you need help with the individual assignments. For the group project, 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 specific individuals. In the Asper School of Business, all suspected cases of academic dishonesty in undergraduate courses are reported to the Dean’s office in order to ensure consistency of treatment. See the end of the course outline for a table of typical penalties for academic dishonesty in the Asper School.

ATTENDANCE POLICY

Because class participation and discussions are important for your learning and for your group’s performance in the simulation, I highly encourage every student to attend the classes. But if you have to miss a class for important reasons, please do so. If the reason is legitimate and you do not want this absence to affect your attendance marks, please write me or our teaching assistant a note via email before the class.

ELECTRONIC DEVICE POLICY

During the online class, please make sure that your phone and other electronic devices are muted. Exceptions apply only if you are approved by the instructor to present certain multimedia materials to the class. Please ask for the instructor’s consent ahead of time if you want to do any audio or video recording during the class.

OUT-OF-CLASS COMMUNICATION

PowerPoint files, assignment/project guidelines, other class-related files, and grades will be posted on UM Learn. In addition, any announcements outside of class will be sent by e-mail from UM Learn. It is your responsibility to check your UofM e-mail account frequently so that you don’t miss these emails.
### TENTATIVE CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Simulation Activity</th>
<th>Reading</th>
<th>In-Class Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sep 9, 2020</td>
<td>Academic Writing</td>
<td>Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sep 16, 2020</td>
<td>Welcome &amp; History of HRM</td>
<td>Setting Goals and Strategies</td>
<td>Ch1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sep 23, 2020</td>
<td>Strategic Excellence through HRM</td>
<td>Trial</td>
<td>Ch1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sep 30, 2020</td>
<td>Job Analysis and Design</td>
<td>D1: <em>Job Analysis</em></td>
<td>Ch4</td>
<td>Quiz 1: History of HRM and Strategic HRM</td>
</tr>
<tr>
<td>5</td>
<td>Oct 7, 2020</td>
<td>Legal Issues and Diversity</td>
<td>D2: <em>Harassment Vs. Lying</em></td>
<td>Ch2</td>
<td>Quiz 2: Job Analysis and Design</td>
</tr>
<tr>
<td>6</td>
<td>Oct 14, 2020</td>
<td>Guests Lecture*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Oct 21, 2020</td>
<td>Recruitment</td>
<td>D3: <em>Recruitment for Temp Employees</em></td>
<td>Ch6</td>
<td>Quiz 3: Legal Issues and Diversity</td>
</tr>
<tr>
<td>8</td>
<td>Oct 28, 2020</td>
<td>Selection</td>
<td>D4: <em>Selection</em></td>
<td>Ch7</td>
<td>Quiz 4: Recruitment</td>
</tr>
<tr>
<td>9</td>
<td>Nov 4, 2020</td>
<td>Training &amp; Career Development</td>
<td>D5: <em>Staffing</em></td>
<td>Ch8, 9</td>
<td>Quiz 5: Selection</td>
</tr>
<tr>
<td>10</td>
<td>Nov 11, 2020</td>
<td>Fall Term break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Nov 18, 2020</td>
<td>Performance Management</td>
<td>D6: <em>Performance Appraisal</em></td>
<td>Ch10</td>
<td>Quiz 6: Training &amp; Career Development</td>
</tr>
<tr>
<td>12</td>
<td>Nov 25, 2020</td>
<td>Total Rewards</td>
<td>D7: <em>Compensation Planning</em></td>
<td>Ch11, 12, 13</td>
<td>Quiz 7: Performance Management</td>
</tr>
<tr>
<td>13</td>
<td>Dec 2, 2020</td>
<td>Occupational Health and Turnover Management</td>
<td>D8: <em>Health and Well-Being</em></td>
<td>Ch14, 15</td>
<td>Quiz 8: Total Rewards</td>
</tr>
<tr>
<td>14</td>
<td>Dec 9, 2020</td>
<td>Simulation Presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Date may change depending on guest speaker’s schedule.

### IMPORTANT DATES

Voluntary Withdrawal (VW) deadline:
- Sep 22, 2020 (refund);
- Nov 23, 2020 (no refund)
INTENDED LEARNING OUTCOMES

AACSB 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</th>
<th>Relevant Course Item(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Quantitative Reasoning</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>Job analysis and design, selection, performance management, total rewards</td>
</tr>
<tr>
<td>B. Use the appropriate quantitative method in a technically correct way to solve a business problem.</td>
<td>√</td>
<td>Job analysis and design, selection, performance management, total rewards</td>
</tr>
<tr>
<td>C. Analyze quantitative output and arrive at a conclusion.</td>
<td>√</td>
<td>Job analysis and design, selection, performance management, total rewards</td>
</tr>
<tr>
<td>2 Written Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Use correct English grammar and mechanics in their written work.</td>
<td>√</td>
<td>Group report</td>
</tr>
<tr>
<td>B. Communicate in a coherent and logical manner.</td>
<td>√</td>
<td>Group presentation, group report</td>
</tr>
<tr>
<td>C. Present ideas in a clear and organized fashion.</td>
<td>√</td>
<td>Group presentation, group report</td>
</tr>
<tr>
<td>3 Ethical Thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Identify ethical issues in a problem or case situation.</td>
<td>√</td>
<td>Entire course</td>
</tr>
<tr>
<td>B. Identify the stakeholders in the situation.</td>
<td>√</td>
<td>Strategic role of HRM, recruitment and selection, total rewards, health, safety, turnover, and engagement, global HRM</td>
</tr>
<tr>
<td>C. Analyze the consequences of alternatives from an ethical standpoint.</td>
<td>√</td>
<td>Entire course</td>
</tr>
<tr>
<td>D. Discuss the ethical implications of the decision.</td>
<td>√</td>
<td>Entire course</td>
</tr>
<tr>
<td>4 Core Business Knowledge</td>
<td>√</td>
<td>Entire course</td>
</tr>
</tbody>
</table>
REFERENCING STYLE FOR WRITTEN WORK


A short tutorial to APA 6th:
http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx
Access to citation managers: http://libguides.lib.umanitoba.ca/citationmanagers/referencemangers
Manually input your APA-style reference:
http://library.albany.edu/cfox#top
Get your APA-style reference from Google Scholar:

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
**Typical Penalties for Academic Dishonesty in the Asper School**

If the student is from another Faculty and the academic dishonesty is committed in an Asper course, the student’s Faculty could match or add penalties beyond the Asper School’s. F-DISC on transcript indicates the F is for disciplinary reasons.

<table>
<thead>
<tr>
<th>ACADEMIC DISHONESTY</th>
<th>PENALTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheating on exam (copying from or providing answers to another student)</td>
<td>F-DISC in course</td>
</tr>
<tr>
<td></td>
<td>Suspension from taking Asper courses for 1 year</td>
</tr>
<tr>
<td></td>
<td>Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Sharing exam questions electronically during exam</td>
<td>F-DISC in course</td>
</tr>
<tr>
<td></td>
<td>Suspension from taking Asper courses for 2 years</td>
</tr>
<tr>
<td></td>
<td>Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Possession of unauthorized material during exam (e.g., cheat notes)</td>
<td>F-DISC in course</td>
</tr>
<tr>
<td></td>
<td>Suspension from taking Asper courses for 1 year</td>
</tr>
<tr>
<td></td>
<td>Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Altering answer on returned exam and asking for re-grading</td>
<td>F-DISC in course</td>
</tr>
<tr>
<td></td>
<td>Suspension from taking Asper courses for 1 year</td>
</tr>
<tr>
<td></td>
<td>Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Plagiarism on assignment</td>
<td>F-DISC in course</td>
</tr>
<tr>
<td></td>
<td>Suspension from taking Asper courses for 1 year</td>
</tr>
<tr>
<td></td>
<td>Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Submitting paper bought online</td>
<td>F-DISC in course</td>
</tr>
<tr>
<td></td>
<td>Suspension from taking Asper courses for 1 year</td>
</tr>
<tr>
<td></td>
<td>Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Inappropriate Collaboration (collaborating with individuals not explicitly authorized by instructor)</td>
<td>F-DISC in course</td>
</tr>
<tr>
<td></td>
<td>Suspension from taking Asper courses for 1 year</td>
</tr>
<tr>
<td></td>
<td>Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Group member had knowledge of inappropriate collaboration or plagiarism and played along</td>
<td>F-DISC in course</td>
</tr>
<tr>
<td></td>
<td>Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Signing Attendance Sheet for classmate</td>
<td>F-DISC in course</td>
</tr>
<tr>
<td></td>
<td>Notation of academic dishonesty in transcript</td>
</tr>
</tbody>
</table>
**STUDENT SERVICES AND SUPPORTS**

The University of Manitoba provides many different services that can enhance learning and provide support for a variety of academic and personal concerns. You are encouraged to visit the below websites to learn more about these services and supports. If you have any questions or concerns, please do not hesitate to contact your instructor or the Undergraduate Program Office.

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