HRIR 2440 A02 (3 CH)
HUMAN RESOURCE MANAGEMENT
Winter 2021
Cisco Web ex, R 2.30- 5.15 pm

CONTENTS
CONTENTS.................................................................1
INSTRUCTOR ..............................................................1
COURSE DESCRIPTION.............................................1
COURSE OBJECTIVES ...............................................1
COURSE MATERIALS................................................2
COURSE FORMAT AND ONLINE ACCESS .....................2
ASSESSMENT OF LEARNING .....................................3
MISSED EXAM AND LATE SUBMISSION POLICY .........4
ATTENDANCE POLICY................................................5

INSTRUCTOR
Name: Alok Dua
Office: 372 Drake Centre (not applicable)
Phone: 204-474-8104 (not applicable)
Email: Alok.dua@umanitoba.ca
Office hours: M/W→ 3.00- 3.50 pm zoom Meeting ID: 825 2496 9298
Passcode: Hb20bq

COURSE DESCRIPTION
This course is designed to provide participants with an understanding of Human Resource Management in Canadian industry. The course is designed to encourage interdisciplinary discussions of legal, organisational, environmental, technical, and global subject matter integral to Human Resource Management.

COURSE OBJECTIVES
The focus is to provide the participants with the knowledge of how human resource functions within an organisation to gain a competitive advantage through the management of work and people. The theories and processes covered in this course are important for all managers to understand, as they pertain to the development and utilization of human knowledge, skills and abilities.
COURSE FORMAT AND ONLINE ACCESS

This course will be conducted “live” via videoconferencing using <cisco webex> and will not involve in-person instruction. Classes will be during the scheduled class time.

For recording attendance and class participation, you will be expected to have your camera and microphone on during class time and exams. The instructor may tell you to leave your camera/mic on for the duration of the class or may require you to mute yourself and unmute yourself only at certain times. Class discussions and thinking exercises form a major component of this course.

Class discussions and thinking exercises form a major component of this course. Class format will be interactive. Discussions will be based not only on the book, but also from other sources. You will also be presented with several case scenarios and we will discuss their Human resource relation implications. There will also be a major negotiation project.

Due to the inability of the human brain to take in too much in too little time, we will not be able to cover the book page by page. However, the important portions will be discussed.

COURSE MATERIALS

As classes will be delivered synchronously via videoconferencing, a device enabled with a camera and microphone is required. Further, you are expected to be in a location with a reliable Internet connection that is strong enough for streaming video. You may also want to consider using earphones/headset with a mic, unless you have a computer/tablet with good speakers/mic.

+ Case Package (online through Ivey publishing)

Student registration instructions for ebook access on CONNECT for HRIR 2440. Please reach out with any questions.

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.

For quizzes/exams, which will be administered via the Respondus Lockdown browser, you will need a device (computer or iPad; note that smartphones and Chromebooks will not work) with one of the following operating systems:

- Windows 10, 8, or 7 (note: will not work with Windows 10S)
- Mac OS 10.15 to 10.12, OS X 10.11, or OSX 10.10
- iOS: 11.0+ (iPad only)

You will need the Chrome browser. Other browsers such as Safari may not work.
ASSESSMENT OF LEARNING

There will be six components to the grading:

- Summaries: 7.5%
- Mid Term: 20%
- Class Participation/home work: 15%
- Group presentation: 7.5%
- Final Exam: 50%

I will be using the following letter-grading scheme: Of all the students who get 50% or over in the course:

- the top 5% of the class will get an A+
- next 10% will get an A
- next 20% will get a B+
- next 20% will get a B
- next 20% will get a C+
- next 20% will get a C
- next 5% will get a D

Getting less than 50% in the course will result in an F grade.

Instructor reserves the right to use the standard grading protocol of the university.

Note: While grading the paramount importance is to ensure fairness across different sections and terms of the course.

(a) Summaries: One page hand written single line spacing (about 34 lines, point form) with name and student number on top only 8 of the 9 have to be submitted at the beginning of the class it is due. You will take a picture of the summary and upload it on umlearn under assessment, assignments, summaries.

(b) A group presentation will have to be made by all students (7.5 marks)

Presentation can be on any of the following topics

1 Ergonomics (maximum 1 group)
2 Cases on prevention of union formation (maximum 1 group)
3 Manitoba Human Rights Code (maximum 1 group)
4 Manitoba Labour Relation Act (maximum 1 groups)
5 Resolving workplace conflict and problem solving (max 1 group)
6 Functioning of Human Resource Department of any company in Manitoba/Canada. (Any one aspect or all aspects of functioning)
7 Diversity Management (maximum 1 Group)
8 Human Resource Audit (maximum 1 Group)
9 Union Management relations (some cases)
10 Any other related topic of your choice (you will have to get clearance from me)
Each group will **present the chosen topic** for about 8 to 10 minutes.

(c) Mid-term exam: There will be a mid-term exam, accounting for 20% of the final mark. At the time of writing, it is planned to hold a theory-type multiple-choice/fill in the blank exam in a normal class period. It will be a multiple choice, mini test. On umlearn only individual closed book exam.

(d) Final Exam: (**Comprehensive**) The final exam might have multiple choice/ fill in the blank, short/long answer questions and some case situations. (50%). Exam will take place on umlearn.

(d) Participation. **(15 % of total marks)** Participation is very important. I expect you to be prepared for each and every class and to participate by making a "substantive contribution" in a fair number of classes during the term.

In general, a substantive contribution helps push the understanding of the class forward. Examples include, but are not limited to, being involved in a discussion of assigned material, arguing your point of view during a case discussion, asking a relevant question, suggesting an alternate viewpoint, or redirecting our attention to something else in need of discussion.

Thus, you do not have to be a top participant in each class, nor do you have to have the "right answer" when you do participate. Please do not hesitate to speak simply because you think your ideas might be challenged; this is the place for such challenges. The participation grade is intended to be a stimulant to discussion, not a deterrent.

Although I expect you to attend every class, attendance is not the same as participation. On **very rare and exceptional** occasions, you may be unprepared for a class and do not wish to be called upon. If so, you should let your instructor know before class (preferably by voicemail or e-mail), but please attend. You do not have to explain why you are unprepared; I will simply expect more from you on other days.

I judge participation for each session on a scale of 0 to 4, where 4 indicates a substantive contribution for the day and 0 indicates no contribution. An average contribution, such as building on points made by others, is worth 1.

At the end of the course, overall participation will be determined by assigning grades to the best and worst participators and scaling others accordingly. **Note:** This makes it possible for everyone to do well in participation.

**MOST classwork and homework has to be uploaded by the students on umlearn under the classwork homework drop down window in umlearn under assignment.**

**MISSING EXAM AND LATE SUBMISSION POLICY**

If you miss an exam or an assignment for medical reasons, your score will be added to the final exam. Asper School also has a [list of events](#) for which accommodations will be made for a missed term exam (not final exam) in that case also your score will be added to the final exam. There will be no make up exams.
Do not make travel plans before the Final Exam. I cannot give a make-up because you booked a flight ticket for a date earlier than the scheduled final exam. In the event you have to miss the Final Exam for a valid reason as noted above, 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).

As explained earlier, late submissions or assignments or project will lose 1 mark per day’s delay.

**ATTENDANCE POLICY**

You are allowed to miss a maximum of 3 classes without a valid excuse. Excused absences include a medical reason (with doctor’s note), travel for an approved academic event as per this Faculty-approved list of events, death of a close family member, or religious observation. In each of the above cases, documentation will be required. No other reason is considered a valid excuse.

If a student has over 5 unexcused absences, it will result in an automatic F grade in the course, as per the Asper School’s Department Policy. There will be no exceptions to this rule. If you feel you will miss more than 5 classes without a valid excuse, you are strongly encouraged to VW if possible.

Attendance may be taken in the class. Arriving in class over 10 minutes late or leaving more than 10 minutes early (without my prior approval) will be considered absent for that class. Marking attendance for a friend who is absent is Academic Dishonesty and will be dealt with severely.

For recording attendance purposes, it is possible your instructor may require you to have your camera on during the entire duration of your class or part of it.

**ELECTRONIC DEVICE POLICY**

You may use a laptop or tablet for note-taking. Practice self-control—don’t browse the Internet or check your e-mail/social media messages in class. You may be interested in reading this article.

You are not allowed to use a cell phone in class, even if it were to access UM Learn or take notes. Switch your phone to silent mode before class begins.

Audio Video recording of lecture is not permitted.

**OUT-OF-CLASS COMMUNICATION**

PowerPoint files, assignment/project guidelines, other class-related files, and grades will be posted on UM Learn. Moreover, 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.

There are many questions that cannot be answered succinctly over email. If you email me a question, please consider whether it can be easily and effectively answered by email. If it cannot, please talk to me before or after class. If I receive a question that is difficulty to answer electronically or will require a lengthy response, I will ask you to meet with me to discuss instead.
REFERENCING STYLE FOR WRITTEN WORK

In the group project for this course, you are expected to use the APA style of referencing, for both the in-text citations and the Bibliography. To learn about the APA style, please consult a librarian in the Management Library or look up http://libguides.lib.umanitoba.ca/citationmanagers/referencemanagers.

CLASS SCHEDULE TENTATIVE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 21</td>
<td>Introduction</td>
</tr>
<tr>
<td>Jan 21</td>
<td>Chapter 1: Strategic Human Resource Management</td>
</tr>
<tr>
<td>Jan 28</td>
<td>Chapter 2: Job Analysis and Design</td>
</tr>
<tr>
<td>Jan 28</td>
<td>Chapter 3: Human Resource Planning</td>
</tr>
<tr>
<td>Feb 4</td>
<td><strong>Case:</strong> Blinds to go – staffing a retail expansion (Summary 1 Due)</td>
</tr>
<tr>
<td>Feb 4</td>
<td>Chapter 4: Legal Requirements and Managing Diversity</td>
</tr>
<tr>
<td>Feb 11</td>
<td>Chapter 5: Recruitment; Chapter 6: Selection (Summary 2 to be the answers of the interview question handout, 2 pages)</td>
</tr>
<tr>
<td>Feb 25</td>
<td>Chapter 7: Orientation, Training, Development and Career Planning</td>
</tr>
<tr>
<td></td>
<td><strong>Case:</strong> Michael Aniballi (Summary 3 due)</td>
</tr>
<tr>
<td>Mar 4</td>
<td><strong>Case:</strong> Art and Practice of Learning at Oak Valley Inc. (Summary 4 Due)</td>
</tr>
<tr>
<td>Mar 4</td>
<td>Mid Term In class Ch 1- Ch 6 only</td>
</tr>
<tr>
<td>Mar 11</td>
<td>Chapter 8: Performance Management</td>
</tr>
<tr>
<td></td>
<td><strong>Case:</strong> Elise Smart (Summary 5 due)</td>
</tr>
<tr>
<td>Mar 11</td>
<td>Case: Fuzzy Math (Summary 6 due)</td>
</tr>
<tr>
<td>Mar 18</td>
<td>Chapter 9 &amp; 10: Compensation and Employee benefits</td>
</tr>
<tr>
<td></td>
<td><strong>Case:</strong> S-S Technologies Inc. (Summary 7 Due)</td>
</tr>
<tr>
<td>Mar 25</td>
<td><strong>Case:</strong> Salesdriver- Employee Retention (Summary 8 Due)</td>
</tr>
<tr>
<td>Mar 25</td>
<td>Ch 11 and Ch 13: Employee management and union management</td>
</tr>
<tr>
<td>Apr 1</td>
<td>Chapter 13: The Union-Management Framework + (Hand out) (Summary 9 on Fig 7.10 of the hand out; Discussion on some real life examples of Union Management relation</td>
</tr>
<tr>
<td>Apr 8, 15</td>
<td>Presentations</td>
</tr>
</tbody>
</table>

IMPORTANT DATES

- **Mid term** - Mar 4 (starts 2.30 pm on umlearn)
- **VW deadline** - Mar 31
- **Final Exam** - to be announced
- **Def Exam** - to be announced
**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 Objective 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 Quantitative Reasoning</td>
<td>A. Determine which quantitative analysis technique is appropriate for solving a specific problem.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Use the appropriate quantitative method in a technically correct way to solve a business problem.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Analyze quantitative output and arrive at a conclusion.</td>
<td></td>
</tr>
<tr>
<td>2 Written Communication</td>
<td>A. Use correct English grammar and mechanics in their written work.</td>
<td>✓ Summaries/ final exam</td>
</tr>
<tr>
<td></td>
<td>B. Communicate in a coherent and logical manner</td>
<td>✓ Presentations/ summaries</td>
</tr>
<tr>
<td></td>
<td>C. Present ideas in a clear and organized fashion.</td>
<td>✓ Presentations/ summaries/ case analysis</td>
</tr>
<tr>
<td>3 Ethical Thinking</td>
<td>A. Identify ethical issues in a problem or case situation</td>
<td>✓ Most classes</td>
</tr>
<tr>
<td></td>
<td>B. Identify the stakeholders in the situation.</td>
<td>✓ Ch 1 discussion</td>
</tr>
<tr>
<td></td>
<td>C. Analyze the consequences of alternatives from an ethical standpoint.</td>
<td>✓ All cases</td>
</tr>
<tr>
<td></td>
<td>D. Discuss the ethical implications of the decision.</td>
<td>✓ All cases</td>
</tr>
<tr>
<td>4 Core Business Knowledge</td>
<td>✓ Most classes</td>
<td></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 integrity. 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.

Some courses, while not requiring group projects, encourage students to work together in groups before submitting individual assignments. If it’s unclear whether it is allowed, students are encouraged to seek clarification from the instructor to avoid violating the academic integrity policy.

In the Asper School of Business, all suspected cases of academic dishonesty in undergraduate courses are reported to the Dean’s office and follow the approved disciplinary process. See following table for typical penalties for academic dishonesty in the Asper School.
### 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>
</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 |
| Sharing exam questions electronically during exam | F-DISC in course  
Suspension from taking Asper courses for 2 years  
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 | Expelled from the University of Manitoba and reported to Winnipeg Police |
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, please do not hesitate to contact your instructor or the Undergraduate Program Office.

<table>
<thead>
<tr>
<th>For Information on…</th>
<th>…follow this link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission, Registration, Tuition Fees, Important Dates, Final Exams, Graduation, and Transcripts</td>
<td>Registrar's Office</td>
</tr>
<tr>
<td>Academic policies &amp; procedures, regulations, Faculty-specific information, degree and major requirements</td>
<td>Academic Calendar</td>
</tr>
<tr>
<td>Help with research needs such as books, journals, sources of data, how to cite, and writing</td>
<td>Library Resources</td>
</tr>
<tr>
<td>Tutors, workshops, and resources to help you improve your learning, writing, time management, and test-taking skills</td>
<td>Writing and Learning Support</td>
</tr>
<tr>
<td>Support and advocacy for students with disabilities to help them in their academic work and progress</td>
<td>Student Accessibility Services</td>
</tr>
<tr>
<td>Copyright-related questions and resources to help you avoid plagiarism or intellectual property violations</td>
<td>Copyright Office</td>
</tr>
<tr>
<td>Student discipline bylaws, policies and procedures on academic integrity and misconduct, appeal procedures</td>
<td>Academic Integrity</td>
</tr>
<tr>
<td>Policies &amp; procedures with respect to student discipline or misconduct, including academic integrity violations</td>
<td>Student Discipline</td>
</tr>
<tr>
<td>Students’ rights &amp; responsibilities, policies &amp; procedures, and support services for academic or discipline concerns</td>
<td>Student Advocacy</td>
</tr>
<tr>
<td>Your rights and responsibilities as a student, in both academic and non-academic contexts</td>
<td>Your rights and responsibilities</td>
</tr>
<tr>
<td>Full range of medical services for any physical or mental health issues</td>
<td>University Health Service</td>
</tr>
<tr>
<td>Information on health topics, including physical/mental health, alcohol/substance use harms, and sexual assault</td>
<td>Health and Wellness</td>
</tr>
<tr>
<td>Any aspect of mental health, including anxiety, stress, depression, help with relationships or other life concerns, crisis services, and counselling.</td>
<td>Student Counselling Centre</td>
</tr>
<tr>
<td>Support services available for help regarding any aspect of student and campus life, especially safety issues</td>
<td>Student Support Case Management</td>
</tr>
<tr>
<td>Resources available on campus, for environmental, mental, physical, socio-cultural, and spiritual well-being</td>
<td>Live Well @ UofM</td>
</tr>
<tr>
<td>Help with any concerns of harassment, discrimination, or sexual assault</td>
<td>Respectful Work and Learning Environment</td>
</tr>
<tr>
<td>Concerns involving violence or threats, protocols for reporting, and how the university addresses them</td>
<td>Violent or Threatening Behaviour</td>
</tr>
</tbody>
</table>
ABOUT THE INSTRUCTOR

Alok Dua, MBM, MSc, B (Chem) E
Instructor

Areas of Research Interest: Fuzzy and heuristic modeling in Operation management area

Areas of Teaching Interest: International finance, International management and Business Policy

Mr. Dua is one of the best professors at Asper Business School with vast teaching experience and interests. He has won 7 teaching awards over the last 11 years at Asper Business School. Prior to joining