

**The University of Western Ontario
Management and Organizational Studies**

**MOS 4485G 650 Online
Human Resources Administration for HR Specialists**

**Course Outline
January – April 2009**

Professor: Jody Merritt, (DBA), MBA, CHRP	Office Hours: By appointment
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Email: jmerrit9@uwo.ca	Course Website: http://owl.uwo.ca

OBJECTIVES:

The goal of this course will be to provide students specializing in Human Resource Management with an overview of the key theories and practices of human resource management (HRM) in different organizational settings. We will examine different perspectives of human resource management (accepted practices versus contemporary or revolutionary views). The focus will be on the role of HR departments and on specific processes such as job design and analysis, strategic planning, hiring (staffing), performance management, training and development, health and safety, as well as other aspects influencing HRM such as the legal framework, labour relations, workplace equality, occupational health and of course career strategies and management.

Anti-requisite: The former Administrative and Commercial studies 260, 382E.

Prerequisite: (1) of: MOS (formerly ACS) 180, 280 F/G, Psychology 164, 266 a/b, Sociology 169, the former Psychology 264.

Enrollment in: Third or fourth year of the MOS program.

Note: You are responsible for ensuring that you have successfully completed all course prerequisites, and that you have not taken an anti-requisite course. Lack of prerequisites or having taken an anti-requisite course may not be used as a basis for appeal. If you are found to be ineligible for a course, you may be removed at anytime and will receive no adjustment to your fees. This decision cannot be appealed. If you find that you do not have the course prerequisites, it is in your best interest to drop the course well before the end of the drop period. Your prompt attention to this matter will not only protect your academic record, but will ensure that spaces become available for students who require the course for graduation.

TEXTBOOKS:

Dessler, Gary, Nina D. Cole. (2008); "Human Resources Management in Canada, Canadian 10th Edition; Toronto: Pearson Education Canada, ISBN: 0-135-154-707.

The textbook includes a semester subscription to Canadian Business Magazine at (www.canadianbusiness.com).

Supplementary readings will be assigned from time to time.

EVALUATION:

Midterm Exam	30%	(Week 5 - Room and Date TBA)
Final Exam	30%	(April Exam Period – Room and Date TBA)
Team Essay	25%	(See Team Essay Section)
Class Participation	<u>15%</u>	(See Class Participation Section)
Total	100%	

Format of Midterm/Final: The midterm and final will be made up of multiple choice questions. The midterm will be scheduled for two hours and the final for three hours. Both the midterm and final cover the chapters indicated only including lectures and any supplementary assigned readings and are closed book. Students are responsible for material covered in the lectures as well as the assigned chapters in the text.

Students are required to complete all components of this course. There are no exceptions to this. Extra assignments to improve grades will not be allowed.

Students must bring identification to the midterm and final. Nothing is to be on/at one's desk during an exam except writing instruments.

Late Penalties: Late submissions will not be accepted.

Team Essay:

This project is a team essay and as such requires teamwork. Keep in mind it will count for 35% of your total grade. With each team member getting the same essay mark, it is important to choose team members that will work and communicate efficiently and effectively with each other! Teams cannot have less than 3 members or more than 5. The essay is intended to be a research document focusing on a particular topic. The following topics are recommended by your professor however topics of your choice may be accepted if the professor is convinced of their importance and of your motivation to focus on that subject.

Topics are:

1. A firm has requested your assistance in ensuring that their multigenerational workforce functions effectively as a team. As a group, what strategies and/or programs would you recommend? Why?
2. The owner of your company has just informed you, the HR manager, that there are certain moving company jobs, namely the movers, for which he feels minimum strength requirements are BFORs. As a group, how would you handle this situation? Provide specific recommendations.
3. Assume that you are the job analyst at a bicycle manufacturing company in British Columbia and have been assigned responsibility for preparing job descriptions (including specifications) for all of the supervisory and managerial positions. One of the production managers has just indicated that he will not complete the job analysis questionnaire you have developed. (a) How would you handle this situation? (b) What arguments would you use to attempt to persuade him to change his mind? (c) If your persuasion efforts failed, how would you go about obtaining the job analysis information you require to develop the job description for his position? As a group provide answers to the questions posed.
4. A number of quantitative and qualitative techniques for forecasting human resources demand were discussed in Chapter 5. As a group, identify which strategies would be most appropriate for (a) small vs. large sized companies, (b) industries undergoing rapid change, and (c) businesses/industries in which there are seasonal variations in HR requirements.
5. Alberta oil and gas companies are using pre-employment substance abuse testing even though it is prohibited. Their argument is that because they have multi-billion-dollar projects underway with a lot of potential for accidents, environmental damage, and so on, they want to be sure that they are not hiring employees who have substance abuse problems. They know that their young, transient, and relatively wealthy oil sands workforce commonly abuses drugs and alcohol. As a group identify how this situation could be resolved in the spirit of the law on accommodating disabilities?
6. As a group, complete the following exercise. Jet Blue Airlines has asked you to quickly develop an outline of a training program for new reservation clerks. Airline reservations clerks obviously need numerous skills to perform their jobs. You may want to start by listing the job's main duties, using the information provided below. In any case, please produce the requested training outline, making sure to be very specific about what you want to teach the new clerks, and what methods and aids you suggest using to train them.

Duties of Airline Reservation Clerks: Customers contact airline reservation clerks to obtain flight schedules, prices, and itineraries. The reservation clerks look up the requested information on the airline's flight schedule systems, which are updated continuously. The reservation clerk must deal courteously and expeditiously with the customer, and be able to quickly find alternative flight arrangements in order to provide the customer with the itinerary that fits his or her needs. Alternative flights and prices

must be found quickly, so that the customer is not kept waiting and so that the reservations operations group maintains its efficiency standards. It is often necessary to look under various routings, since there may be a dozen or more alternative routes between the customer's starting point and destination.

Conduct a needs assessment as outlined in pages 205–207. Develop the learning objectives and determine how you will evaluate the training (pages 213–216). Based on outcomes from the needs analysis, select the training techniques (pages 207–213). Note that the timeline is very tight. Evaluate the training results and revise the course.

7. As a group review the Web site of a provider of management development seminars, such as the Canadian Institute of Management. Obtain copies of recent listings of seminar offerings. At what levels of management are its seminar offerings aimed? What seem to be the most popular types of development programs? Why do you think that is the case?
8. As a group, discuss the following statement. "Given the numerous problems with performance appraisal, and the negative consequences that often ensue, should performance appraisal be abolished?"
9. As a group, conduct salary surveys for the positions of entry-level accountant and entry-level chemical engineer. What sources did you use, and what conclusions did you reach? If you were the HR manager for a local engineering firm, what would you recommend that you pay for each job?
10. As a group, compile a list of the perks available to the following individuals: the head of your local public utilities commission; the president of your college or university; the president of a large company in your area. Do they all have certain perks in common? What do you think accounts for any differences?
11. As a group, spend about 30 to 45 minutes in and around one of the buildings on your campus identifying health and safety hazards. Research whether or not these unsafe conditions violate the applicable health and safety legislation. Report your findings through your team essay and give recommendations for changes to eliminate these hazards.
12. A computer department employee made an entry error that ruined an entire run of computer reports. Efforts to rectify the situation produced a second batch of improperly run reports. As a result of the series of errors, the employer incurred extra costs of \$2,400, plus a weekend of overtime work by other computer department staffers. Management suspended the employee for three days for negligence, and also revoked a promotion for which the employee had previously been approved. Protesting the discipline, the employee stressed that she had attempted to correct her error in the early stages of the run by notifying the manager of computer operations of her mistake. Maintaining that the resulting string of errors could have been avoided if the manager had followed up on her report and stopped the initial run, the employee argued that she had been treated unfairly in being severely punished because the manager had not been disciplined at all even though he had compounded the problem. Moreover, citing her "impeccable" work record and management's

acknowledgment that she had always been a “model employee,” the employee insisted that the denial of her previously approved promotion was “unconscionable.” As a group, determine what your decision would be if you were the arbitrator. Why? Do you think that the employer handled the disciplinary situation correctly? Why? What would you have done differently?

13. Assume that you are the vice-president of HR at a relatively new non-union firm that has been experiencing rapid growth. In view of the management team’s desire to remain non-union, you have been asked to prepare a report to the other senior management team members, making specific recommendations regarding strategies that the firm should adopt to help to ensure that the employees will have no desire to unionize. As a group work together to prepare what is required through your team essay.

Evaluation of Team Essay:

Your grade will be based on the meeting the following components:

1. A final team must be created and communicated through course website assignment drop-box to Professor by **January 16/09 at midnight.**
2. A final topic must be decided and communicated through course website assignment drop-box to Professor by **January 23/09 at midnight.** Included in this communication must be the following information:
 - a. Name and student number of each team member
 - b. Email of the team leader
 - c. Name of the topic chosen and why in a few lines
 - d. How the team was constituted? In other words have you worked together before? Please include a code of conduct including what happens if people don’t pull their weight (i.e. Group rules on this).
 - e. List of the main strengths and weaknesses of each team member
 - f. A name for your team that symbolizes your “organizational culture”
3. **20-25 page** team essay (excluding appendices, cover page and table of contents) following the requirements below. The essay will be used by the Professor to evaluate your ability to understand the topic and make recommendations. Papers are to be double spaced, typewritten, and referenced. **Papers are due March 27/09 at midnight through the assignment drop-box in the course website.**

Ensure you make very clear where ideas, concepts and principles come from through appropriate footnoting and referencing. Essays will be evaluated on the content of the paper (**the instructor reserves the right to check for plagiarism**), the professional appearance of the paper, and its adherence to the guidelines presented below:

- Cover Page with Student Names and Email Addresses
- Name of the Course, Name of Professor
- Date of Submission, Due Date of Team Essay
- Table of Contents with appropriate page references
- Bibliography with necessary references
- Appropriate footnoting and page numbers throughout paper
- One inch margins, Twelve point Arial font
- Peer Form Emailed to Professor by all members individually through email evaluating and giving a description of the tasks performed by all group members.

Format of the Essay:

Introduction: 1 page maximum summarizing the objectives of your essay.

Topic Statement: In this section you are expected to describe in detail the context of the essay. You will also highlight the questions that, in your opinion, are important for the field of HRM and that need answers. In this section you will show a clear understanding of the topic you chose.

Methodology: Here you will describe the methods you chose to use in order to reach your objective which is to find pertinent answers to the questions you developed in the topic statement. In the case of an empirical essay (in which, for example, you would need to give a questionnaire to individuals or companies) you will be required to describe the sample's characteristics (average age, gender representation, number of employees, questionnaire used, and all other important characteristics). In other words, you will be required to show that you know what you are doing.

Results: This section will contain all the pertinent statistical information and any other relevant findings.

Discussion: The most important section of your essay. You will analyze the results of your study. You will show a clear understanding of the nature and significance of your findings. Your analytical skills will be of central importance to this section of your essay.

Recommendations: Based upon the critical analysis of your findings you will be required to provide recommendations that, in your opinion, will help improve the field of HRM.

Conclusion: One page maximum in which, in point form where possible, you will summarize your findings.

Abstract: One page in which you summarize your essay. It will include the objectives and the findings.

Bibliography: A list of the readings, books, articles, internet documents used for the essay.

4. Evaluation Guidelines Group Paper (100 marks)

- a. Organization (5)
- b. Grammar and Spelling (5)
- c. Introduction and Topic Statement (10)
- d. Methodology and Results Discussed (10)
- e. Discussion and Recommendations (30)
- f. Conclusion and Abstract (10)
- g. Use of Outside Research and Relevant Theory (20)
- h. Bibliography (10)

Performance Appraisal:

Grading for the team assignments will be assisted by each team members' performance appraisal of themselves and the others on their team. This will be utilized to determine each person's grades regarding semester group projects. **Note: It is likely that an individual in a group who did not do their share of the work would receive less than the grade given for the project. In extreme cases (where the team member did very little) the person could receive an F, even though the project grade was an A.**

Class Participation:

Class participation is compulsory. The participation mark acknowledges the importance of the seminars in the learning and teaching process and is worth 15% of your overall grade. Participation in **80% in the seminars (or 10 weeks worth) is required**. Make at least **two, 800 word contributions from separate chapters** to the Discussion Board forums on the course website under the discussion tabs during the course of the semester. The nature of the contribution is left to the individual student. As a guide, the contribution could be based on thoughts that arise after completing the week's readings from the textbook. The intention with this task is to generate discussion about topics in modules that are of interest to individual students and to make material in the text come alive. Students who make comments, observations or remarks, about other students' contributions (in an appropriately supportive way) will further enhance their marks in this task.

At the end of **Week 12 (April 3/09 by midnight)** of the semester students must **bundle what they consider to be their two best contributions together and send them off to the Professor via the assignment drop box together in one document in Microsoft Word**. Students are strongly advised to make contributions from the very first week rather than leaving it to the last few weeks to make their minimum contribution. The **limit of 800 words (plus or minus 10%)** is to be strictly observed for the choice of the two best contributions for assessment. Other contributions that are not going to be submitted for assessment may be less than this limit. The Professor will view contributions on a weekly basis, provide selective feedback on these weekly contributions and then assess and comment upon the two best you have submitted for further consideration and grading.

Evaluation Guidelines for Participation:

- 9-10 In every module, student makes valuable observations, demonstrates a thorough understanding of the readings, discovers additional readings, and addresses related topics.
- 7-8 Student contributes regularly to the tutorial discussion and demonstrates a reasonable understanding of the readings.
- 5-6 Student makes some attempts to participate, has prepared at a superficial level, but can respond and answer appropriately when asked.
- 3-4 Irregular participation by student, his/her questions and answers reflect inadequate and/or superficial preparation.
- 0-2 Little or no participation by student, and when called upon demonstrates little or no comprehension of the topic or readings.

Format for Best Two Submissions:

Bundle your two best contributions to the weekly discussion forums in Microsoft Word in one document including:

- Cover Page with Student Name and Email Address
- Name of the Course, Name of the Professor
- Date of Submission, Due Date of Assignment
- Table of Contents with appropriate page references
- Bibliography with necessary references
- Appropriate footnoting and page numbers throughout the paper
- One inch margins, Twelve point Arial font

POLICY ON CHEATING AND ACADEMIC MISCONDUCT:

Academic honesty is a cornerstone of conduct at university. We cannot have freedom of expression without integrity. While I trust that all of you embrace this principle, instances of cheating or plagiarism arise from time to time. Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences.

I urge you to read the section on Scholastic Offences in the UWO Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course any academic work for which credit has previously been obtained or is being sought in another course in this University or elsewhere (without the knowledge and approval of the instructor to whom the work is submitted).

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. The following rules pertain to the acknowledgments necessary in academic papers: in using another writer's words, you must place the words in quotation marks and acknowledge that the words are those of another writer: in adopting another writer's ideas, you must acknowledge that they are his/hers. If you are in doubt about whether what you are doing is appropriate, consult your instructor. A claim that "you didn't know it was wrong" will not be accepted as an excuse. Note that the essay may be submitted to a verification program such

as Turnitin at the Professor's discretion. This is not meant as a personal affront nor as an accusation of cheating, rather as vigilant attempts at proctoring. A copy of guidelines about how to avoid cheating can be obtained from the office of the Ombudsperson, Room 251 University Community Centre, (519) 661-3573.

LECTURE OUTLINE:

Below is a tentative list of the lectures for this course. There may be departures from this list as some topics take up more or less time than originally scheduled. The readings corresponding to the lectures are listed below.

<u>Date of Class</u>	<u>Topics</u>	<u>Text Readings</u>
1 (Jan 5-9/09)	HRM in a Changing Environment & Legal Framework	Chapter 1 & 2
2 (Jan 12-16/09)	Work Analysis and Design/HR Planning (Team Creation Email due to Professor by Midnight January 18/09)	Chapter 4 & 5
3 (Jan 19-23/09)	Recruitment and Selection (Topic Selection Email due to Professor by Midnight January 25/09)	Chapter 6 & 7
4 (Jan 26-30/09)	Training and Career Development	Chapter 8 & 9
5 (Feb 2-6/09)	Midterm Examination (Chapters 1, 2, 4, 5, 6, 7, 8, 9) – (Tentative Saturday, February 7/09) Room & Date TBA	
6 (Feb 9-13/09)	Performance Appraisal & Fair Treatment	Chapter 10 & 15
(Feb 16-20/09)	Reading Week	
7 (Feb 23-27/09)	Total Rewards	Chapter 11 - 13
8 (Mar 2-6/09)	Total Rewards	Chapter 11 - 13
9 (Mar 9-13/09)	Safety and Health/Employee Relations	Chapter 14 & 16
10 (Mar 16-20/09)	Special Topic: Teamwork	Teams Slides
11 (Mar 23-27/09)	Special Topic: Managing from a Distance Team Essays Due: March 27/09 by midnight through the assignment drop box on the course website	Telework Slides
12 (Mar 30-Apr 3/09)	Special Topic: Managing HR in Healthcare Two Best Discussion Board Submissions Due April 5/09 by Midnight through assignment dropbox on Course website	HR & Healthcare Slides
April Exam Period	Final Examination (Chapters 10-16 plus special topics) – Date & Room TBA	

GENERAL INFORMATION

If, on medical or compassionate grounds, you are unable to meet your academic responsibilities, i.e., unable to write term tests or final examinations or complete course work by the due date, you should follow the instructions listed below. You should understand that academic accommodation will not be granted automatically on request. You must demonstrate that there are compelling medical or compassionate grounds that can be documented before academic accommodation will be considered. Read the instructions carefully. In all cases, action must be taken at the earliest possible opportunity, preferably prior to the scheduled examination, test or assignment.

1. Check the course outline to see if the instructor has a policy for missed tests, examinations, late assignments or attendance. The course outline should include the preferred method of contact (e-mail, phone, etc.).
2. Inform the instructor prior to the date of the scheduled time of the test or examination or due date of the assignment. If you are unable to contact the instructor, leave a message for him/her at the department office.
3. Bring your request for accommodation to the Social Science Academic Counselling Office, Room 2105, Social Science Centre, telephone 519 661-2011 or fax 519 661-3384. Be prepared to submit documentation of your difficulties.
4. If you decide to write a test or an examination you should be prepared to accept the mark you earn. Rewriting tests or examinations or having the value of the test or examination reweighted on a retroactive basis is not permitted.

TERM TESTS and MID-TERM EXAMS

1. If you are unable to write a term test, inform your instructor (preferably prior to the scheduled date of the test). If the instructor is not available, leave a message for him/her at the department office.
2. Be prepared, if requested by the instructor, to provide supporting documentation. Submit your documentation to the Social Science Academic Counselling Office.
3. Make arrangements with your professor to reschedule the test.
4. The Academic Counselling Office will contact your instructor to confirm your documentation.

FINAL EXAMINATIONS

1. You require the permission of the Dean, the instructor, and the Chair of the department in question to write a special final examination.
2. If you are unable to write a final examination, contact the Social Science Academic Counselling Office in the first instance to request permission to write a special final examination and to obtain the necessary form. You must also contact your instructor at this time. If your instructor is not available, leave a message for him/her at the department office.
3. Be prepared to provide the Social Science Academic Counselling Office and your instructor with supporting documentation.
4. You must ensure that the Special Examination form has been signed by the instructor and Department Chair and that the form is returned to the Social Science Academic Counselling Office for approval without delay.

LATE ASSIGNMENTS

1. Advise the instructor if you are having problems completing the assignment on time (prior to the due date of the assignment).
2. Submit documentation to the Social Science Academic Counselling Office.
3. If you are granted an extension, establish a due date.
4. Extensions beyond the end of classes must have the consent of the instructor, the Department Chair and Dean. A Recommendation of Incomplete form must be filled out indicating the work to be completed and the date by which it is due. This form must be signed by the student, the instructor, the Department Chair, and the Dean's representative in the Academic Counselling Office.

SHORT ABSENCES

If you miss a class due to a minor illness or other problems, check your course outlines for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate.

EXTENDED ABSENCES

If you are absent more than approximately two weeks or if you get too far behind to catch up, you should consider reducing your workload by dropping one or more courses. This must be done by the appropriate deadlines. (Refer to the Registrar's website for official dates.) The Social Science Academic Counsellors can help you to consider the alternatives. At your request, they can also keep your instructors informed of your difficulties.

DOCUMENTATION

Personal Illness: If you consulted Student Health Services regarding your illness or personal problem, you should complete a Records Release Form at the time of your visit allowing them to notify Social Science Academic Counselling Office. Once your documentation has been assessed, the academic counsellor will inform your instructor that academic accommodation is warranted. If you were seen by an off-campus doctor, obtain a certificate from his/her office at the time of your visit. The doctor must provide verification of the severity of the illness for the period in question. Notes stating "For Medical Reasons" are not considered sufficient.

In Case of Serious Illness of a Family Member: Obtain a medical certificate from the family member's physician.

In Case of a Death: Obtain a copy of the newspaper notice, death certificate or documentation provided by the funeral director.

For Other Extenuating Circumstances: If you are not sure what documentation to provide, ask an Academic Counsellor.

Note: Forged notes and certificates will be dealt with severely. To submit a forged document is a scholastic offense and you will be subject to academic sanctions.

ACADEMIC CONCERNS

1. You need to know if your instructor has a policy on late penalties, missed tests, etc. This information may be included on the course outline. If not, ask your instructor.
2. You should also be aware of attendance requirements in courses such as Business and English. You can be debarred from writing the final examination if your attendance is not satisfactory.
3. If you are in academic difficulty, check the minimum requirements for progression in your program. If in doubt, see your Academic Counsellor.
4. If you are registered in Social Science courses but registered in another faculty (e.g., Arts or Science), you should immediately consult the Academic Counselling Office in your home faculty for instructions.