

Human Resource Management

HURS6001

Course Outline (online)

Description:

This thirteen week course will provide students with an overview of the various aspects of the management of human resources. Topics include: strategic importance of human resources, job analysis and design, human resource planning, legal requirements and managing diversity, recruitment, selection, orientation, training and development and career planning, performance management, compensation management, employee benefits and services, health and safety in the workplace, and employee and labour relations.

Learn the concepts and practices that are essential to human resource management. The importance of a human resource strategy will be addressed in this course with a focus on guidelines for effective human resource planning, recruitment, selection, compensation, and training. Examine the history of the evolving role of human resource management and how it can improve your company's productivity.

Course Goals:

1. To enhance the understanding of the role of human resource management in today's workplace.
2. To equip students with the knowledge of Canadian management of human resources.
3. To provide students with enhanced understanding of the relationship between an organization's human resources and its strategic goals and plans.

Course Objectives: At the completion of this course, the student will be able to:

- 1) Understand the history of the role of human resource management and how it has evolved
- 2) Understand the key issues related to human resource process, work environment, work design, and current employment legislation
- 3) Examine the significance of the changing world of work
- 4) Discuss implications for the future of the relationship between workers and an organization's strategic goals in terms of trends and issues in the larger industrial context
- 5) Identify and consider opportunities and implications for new and innovative relationships between organizations and their workers
- 6) Examine and critique the role that unions play in human resource management

Evaluation:

- Weekly Discussion Forum Participation & Self-Reflection Journals = 15% of the final grade (Instructor will provide feedback to each student as to how they are progressing at the mid-way point of the course)
- Midterm exam = 25% of the final grade
- Final exam = 35% of the final grade
- Assignment/Essay = 25% of the final grade submitted through Turnitin in OWL

This course outline is a sample only and is subject to change.

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Notes on assignments (papers and reports):

- Must be academic in style and content
- Must have a clear focus
- Must present ideas in a logical and well thought-out flow
- Arguments, analysis and conclusions must be based on clearly identified research and sources
- Must cite all references from other sources
- Must be in paragraph format
- Must be double-spaced, and typewritten
- Must follow APA style

****Please note: if this course is being taken as part of the Human Resources Professional Association's (HRPA) Certified Human Resources Professional (CHRP) coursework requirement, a minimum grade of 50% or higher is required on this final exam to gain credit for the course.**

Grading:

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

****Please note: a minimum overall grade average of 70% is required, with no individual course grade lower than 65% to complete the Diploma in Human Resources. Students must obtain an average of 70% in all ten required courses with no individual course grade below 65% to progress to practicum.**

Participation Grading Chart:

Students will submit a self-assessment of their online participation, which the Instructor will take into consideration when assigning the final participation mark.

The following chart will act as a guide for assessing student participation in an online course.

Grade	Criteria
12-15	<p>The student participates frequently, providing relevant responses more than 35 times spread evenly over the length of the course.</p> <p>Replies to discussion questions, instructor comments as well as the responses of other students in a positive and critical manner.</p> <p>The student responds in a timely manner (allowing enough time for fellow students to respond, and not posting on the last day of the unit).</p> <p>Responses are of a high quality, an obvious effort has been made to research the answer. Responses offer new perspectives on course material and spark discussion amongst the class.</p>
9-11	<p>The student participates consistently, providing relevant responses 30-35 times over the length of the course.</p>

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The student responds in a timely manner (allowing enough time for fellow students to respond, and not posting on the last day of the unit).

- 7-8 The student offers new ideas and responds to the contributions of others.
The student provides some relevant contributions, 15-20 times over the length of the course.
- The student responds before the end of the unit.
- 5-6 The student occasionally offers new ideas and responds to others.
The student's contributions are inconsistent in both quality and timing, 10-15 times over the length of the course.
- The student's responses are not always on time.
- 4 The student does not offer any new ideas, and responses to fellow students are few.
The student rarely provides contributions to the course, 5-10 times.
- The student does not always respond on time.
- 0-3 The student has difficulty understanding the course content, and does not respond to the contributions of the other students.
The student provides little or no discussion, less than 5 times.
- Information is contributed only when asked to by the instructor, and responses are negative or disagreeable to the instructor/fellow students.
- Responses show little in the way of comprehension of course material. The responses are usually limited to "I agree", "Me too" or the like.

Policy on Cheating and Academic Misconduct:

Academic honesty is a cornerstone of conduct at Western University. We cannot have freedom of expression without integrity. Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences; please refer to the section on "Scholastic Offences" in the current University Academic Calendar, or on the web at <http://www.westerncalendar.uwo.ca>. 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). Students enrolled in non-degree courses are expected to abide by the University's code of conduct.

Plagiarism:

All required papers will be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (<http://www.turnitin.com>).

Statement on Professionalism:

Students enrolled in this program are expected to maintain standards of professionalism consistent with those in the workplace. This includes absenteeism and lateness, appropriate attire, use of technology during class, and your overall demeanour, especially when giving presentations, going on site visits, or hearing from guest speakers. Please consult your instructor if you require clarification on these standards and their interpretation for a specific course.

Code of Student Conduct:

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For the complete Code of Student Conduct: <http://www.uwo.ca/univsec/pdf/board/code.pdf>.

Policy on Late Assignments:

10% per day deduction, including weekends, up to a maximum of 5 days, after which assignments will not be accepted and a grade of zero will be assigned unless documentation for accommodation has been provided in advance.

Tests and Exams:

Tests and examinations in this course will be conducted using the remote proctoring service, Proctortrack. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. More information about this remote proctoring service is available in the Online Proctoring Guidelines at the following link: <https://www.uwo.ca/univsec/pdf/onlineproctorguidelines.pdf>.

Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. Information about the technical requirements are available at the following link: <https://www.proctortrack.com/tech-requirements/>.

Requesting Academic Accommodation:

We recognize that, from time-to-time, and for varied reasons, students may require accommodation for assignments, tests, or other academic responsibilities. The following information should be used as a guideline for you to balance fairness with personal accountability as you work to fulfill course and program requirements. If you have any questions about these details, please contact the Program Manager.

- If you have disability-related accommodation needs, [Services for Students with Disabilities](#) (SSD) plays a central role in Western's efforts to ensure that its academic programs are accessible for students with disabilities at the graduate and undergraduate levels. SSD arranges academic accommodation for classes, exams, internships and other course or program activities. To request academic accommodation for medical/disability-related needs, contact SSD to meet with a counsellor to discuss your accommodation needs as soon as possible. SSD can be reached at 519-661-2147 or ssd@uwo.ca. *Note that accommodation from previous studies does not transfer to Diploma/Certificate programs.*
- If you require accommodation for other human-rights based needs, please contact your instructor directly with your accommodation request.
- Approval of non-medical or non-human rights based accommodations is at the discretion of course instructors, who may consult with the Program Manager in some circumstances.

- If you require accommodation for a short-term medical issue, please follow the [Accommodation for Illness – Undergrads](#) policy available through the Academic Policies section of the [University Secretariat website](#). You may also contact the Program Manager directly for assistance with this policy.

When will I receive my grades?

Assignments will be marked, and the grades available, as soon as possible after they are due. Final grades will be available within two weeks after the last scheduled day of the course and can be viewed through the Student Centre account <https://student.uwo.ca>.

Students taking this course for professional development or as a sample course prior to apply to the program can print a grade report from [myWCS](#).

How do I hand in assignments?

All assignments will be submitted electronically through OWL using the assignment tool. Failure to meet deadlines without the instructor's written permission will be subject to the late assignment policy. It is the student's responsibility to ensure that all assignments forwarded to the instructor arrive before the due date. If you experience difficulty in submitting assignments through OWL, you are responsible for contacting the instructor and arranging an alternate method of delivery (e.g. e-mail attachment) for the assignment.

Course Schedule:

<i>Unit</i>	<i>Class Agenda/Topics</i>
1	Course Introduction, Strategic Human Resource Management Learning Objectives: <ul style="list-style-type: none">• Clarify course objectives, requirements and expectations• Discuss the objectives of human resources management• Identify steps in the strategic management of human resources• Explain how human resources departments are organized and how they function• Discuss the role of human resources professionals in today's organizations
2	Job Analysis and Design Learning Objectives: <ul style="list-style-type: none">• Describe the uses of job analysis information for human resources managers• Discuss the various steps in conducting job analysis and methods of job data collection• Describe the contents of a job description and job specification• Discuss the various approaches to setting performance standards• Define what competencies are and describe competency models• Outline the key considerations in job design

Unit	Class Agenda/Topics
3	Legal Requirements and Managing Diversity Learning Objectives: <ul style="list-style-type: none"> • Explain the impact of government on human resource management • List the major provisions of the Canadian Human Rights Act • Define harassment and explain what is meant by the term sexual harassment • Outline an Employment Equity Program • Explain the effect of human rights legislation on the role of human resource specialists • Describe the strategic importance of diversity for Canadian workplaces • Discuss a diversity perspective versus an inclusion perspective
4	Human Resources Planning Learning Objectives: <ul style="list-style-type: none"> • Explain the importance of human resource plans for strategic success • Describe the human resources planning process • Discuss methods for estimating an organization's demand for human resources • Explain the various methods of estimating a firm's supply of human resources • Identify solutions to shortages or surpluses of human resources • Discuss the major contents of a human resources information system (HRIS) • Explain how HRIS has contributed to enhancing HR service delivery analysis information • To enhance understanding of the various steps in conducting job analysis • To better understand the development and composition of job descriptions • To understand the various approaches in setting performance standards To increase understanding of the strategic importance of recruitment & selection • To identify the appropriate methods of recruiting & selection for various types of jobs • To understand the importance of measuring the effectiveness of the recruitment & selection functions
5	Recruitment & Selection Learning Objectives: <ul style="list-style-type: none"> • Explain the strategic importance of the recruitment and selection functions • Discuss the constraints faced in a typical recruitment process • Describe the two most common methods of applying for a job • Identify the appropriate methods of recruiting & selection for various types of jobs • Explain how to generate effective recruitment advertisements • Describe how to choose among the recruitment sources • List key measures for evaluating the effectiveness of the recruitment & selection functions • Describe the various steps in the selection process • Discuss the types and usefulness of applicant screening tools in selecting employees • Outline the steps in conducting employment interviews

<i>Unit</i>	<i>Class Agenda/Topics</i>
6	<ul style="list-style-type: none"> Online Midterm exam – covering chapters 1 through 6 Multiple Choice
7	Orientation, Training & Development and Career Planning Learning Objectives: <ul style="list-style-type: none"> Explain the key purposes and differences between onboarding, training, and development Describe the orientation and socialization aspects of onboarding and why they are important Describe the systems approach to training Explain different approaches to needs analysis Explain the principles of learning and how this knowledge impacts the choice of training programs Define strategic human resource development Discuss how to assess whether learning actually occurred in training and development programs Describe how human resource departments encourage and assist career planning
8	Performance Management Learning Objectives: <ul style="list-style-type: none"> Discuss how managing employee performance relates to achieving organizational goals Describe the various purposes of performance appraisals Describe the commonly used comparative and noncomparative appraisal methods Discuss the advantages and disadvantages of the various raters of performance appraisal information Describe the guidelines for effective performance evaluation interviews Explain how talent management uses information about employee performance and potential to guide employee decisions Outline steps to creating a performance improvement plan
9	Compensation & Employee Benefits & Services Learning Objectives: <ul style="list-style-type: none"> Explain the objectives of effective compensation management and indirect compensation Describe what a compensation philosophy is any organizations need one Describe how direct compensation is determined through job evaluation and market pricing trends Discuss skill-based approaches to pay Describe the various forms of individual incentive and group or team-based variable pay systems Define total rewards Explain the differences between “equal pay for equal work” and equal pay for work of equal value” Describe advantages and disadvantages of pay secrecy

<i>Unit</i>	<i>Class Agenda/Topics</i>
	<ul style="list-style-type: none"> • Explain how government furthers employee security and which major Canadian laws relate • Discuss the voluntary benefits organizations may provide • Describe the major types of pension plans • Discuss the benefits and services that are likely to become more common in the future • Describe the costs of employee benefits and way to control them • Explain the implications of employee benefits for human resource management
10	Health and Safety: Learning Objectives: <ul style="list-style-type: none"> • Describe the major Canadian laws relating to occupational health and safety • Assess the traditional thinking with respect to occupational health and safety • Explain the new thinking with respect to employee rights relating to occupational health and safety • Outline the implications for HR management of safety and health responsibilities • Discuss the impact of stress on employees and the workplace • Summarize the relationship between health and safety issues and HR management
11	Employee Relations Learning Objectives: <ul style="list-style-type: none"> • Discuss the importance of downward and upward communication in organizational settings • Define employee counselling and the major types of counselling • Describe how progressive discipline and wrongful dismissal work • Explain the different techniques available to improve the quality of work life • Outline the major issues relating to downsizing the workforce and their implications for strategic HR management
12	The Union-Management Framework <ul style="list-style-type: none"> • Discuss the major reasons why workers join unions • Describe the structure of Canadian unions • Summarize the core legal principles relating to collective bargaining • Explain how a union organizing campaign is carried out • Outline the key steps in negotiating a union contract • List common techniques to resolve disputes • Describe how unions affect the HR management environment • Suggest ways to build union-management co-operation
13	Final exam