Introduction to Human Resource Management
BSMG6202

Course Outline (online)

Description:
Learn the fundamental 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 enable students to develop an understanding of the role of human resources management in today’s workplace.
2. To enable students to examine the effective management of human resources from a Canadian perspective.
3. To provide students with a framework for considering 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. Examine the history of the role of human resources management, and how it has evolved.
2. Develop an understanding of the key issues related to human resources 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 the 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:
Mid-term exam: 30%
Final exam: 30%
Assignment: 20%
Participation and Reflection: 20%

Assignment:
For this assignment, you should choose an HRM topic and discuss how it impacts your own workplace. It can also pertain to a workplace where you were previously employed, or where you would like to work. Describe the following in your paper:
- What is the issue or problem?
- What workplace are you describing?

This course outline is a sample only and is subject to change.
How does the issue pertain to that workplace?

What suggestions do you have to solve the problem, based on what you have learned in the course?

Concluding comments.

Notes on assignments (papers and reports):

- Present a specific idea or argument
- Have a clear focus and present the ideas in a logical and well thought-out flow
- Include arguments, analysis and conclusions that are based on clearly identified research and sources
- Cite all references from other sources
- Be in paragraph format (not bullet or point form)
- Be double-spaced, and typewritten
- Follow APA style

Grading:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100 One could scarcely expect better from a student at this level</td>
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<tr>
<td>A</td>
<td>80-89 Superior work which is clearly above average</td>
</tr>
<tr>
<td>B</td>
<td>70-79 Good work, meeting all requirements, and eminently satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>60-69 Competent work, meeting requirements</td>
</tr>
<tr>
<td>D</td>
<td>50-59 Fair work, minimally acceptable</td>
</tr>
<tr>
<td>F</td>
<td>below 50 Fail</td>
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Online Participation Grading:

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>19-20</td>
<td>The student participates frequently, providing relevant responses more than 26 times spread evenly over the length of the course and submits the reflection journal on time. Replies to discussion questions, instructor comments as well as the responses of other students in a positive and critical manner. 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). 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.</td>
</tr>
<tr>
<td>15-18</td>
<td>The student participates consistently, providing relevant responses 20-25 times over the length of the course and submits the reflection journal on time. 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). The student offers new ideas and responds to the contributions of others.</td>
</tr>
</tbody>
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The student provides some relevant contributions, 15-20 times over the length of the course and submitted the reflection journal in a timely manner.

The student responds before the end of the unit.

The student occasionally offers new ideas and responds to others.

11-14 The student's contributions are inconsistent in both quality and timing, 15-19 times over the length of the course.

The student's responses are not always on time.

The student does not offer any new ideas, and responses to fellow students are few.

9-10 The student rarely provides contributions to the course, 5-14 times.

The student does not always respond on time or has not submitted the reflection journal.

The student has difficulty understanding the course content, and does not respond to the contributions of the other students.

0-8 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.

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.

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Plagiarism:

All required papers may 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).

When will I receive my grades?

Final grades will be available 2 weeks after the last scheduled day of the course. A grade report can be printed from myWCS. Final grades are not posted in OWL.

How do I hand in assignments?

All assignments will be submitted electronically through OWL using the assignment drop box in the course area. 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: 13 weeks

September 10: Week One (Strategic HR Management)
Reading: Chapter 1

September 17: Week Two (Job Analysis and Design)
Reading: Chapter 2

September 24: Week Three (Human Resource Planning)
Reading: Chapter 3

October 1: Week Four (Legal Environment and Managing Diversity)
Reading: Chapter 4

October 8: Week Five (Recruitment)
Reading: Chapter 5

October 15: Week Six (Selection)
Reading: Chapters 6

October 22: Week Seven (Training and Development)
Midterm Exam – Covers Week 1-6
Reading: Chapter 7

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October 29: Week Eight (Performance Management)
Reading: Chapters 8

November 5: Week Nine (Compensation Management)
Reading: Chapter 9

November 12: Week Ten (Employee Benefits and Services)
Reading: Chapter 10

November 19: Week Eleven (Employee Relations and Labour Relations)
Reading: Chapters 11 and 13

November 26: Week Twelve (Health and Safety)
Reading: Chapter 12

December 3: Week Thirteen (Global HRM)
Final Exam – Covers Week 7-13
Reading: Chapter 14

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