



BUS 330 Human Resource Management (3) Winter 2012

Class Schedule

Time: Wednesdays & Fridays, 2:30 – 3:45 p.m.
Location: Room L2100

Instructor Information

Instructor: Professor Randy Poon, MBA, PhD (Cand.)

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Office hours:

- Wednesday and Fridays 11:15 a.m. - 12:30 p.m.
- Tuesday and Thursdays 12:30 - 2:00 p.m.
- By appointment

Course Description & Objectives

Human Resource Management (HRM) has become a strategic function for both private and public organizations. This course provides an introduction to the conceptual and practical aspects of HRM. It focuses on the strategic nature of HRM and on the key human resource processes involved in the planning, procurement, development and maintenance of human resources, including job analysis and design, recruitment, selection, training, and compensation. The course also includes an examination of current personnel issues and trends.

Course Objectives:

1. Students will examine the strategic importance of human resource management.
2. Students will learn and identify the key elements involved in human resource strategies including:
 - a. Planning human resources
 - b. Attracting human resources
 - c. Developing and evaluating human resources
 - d. Motivating and rewarding human resources
 - e. Maintaining high performance
3. Students will examine current news and academic journal articles to observe and assess how these elements are being practically implemented in organizations today.

4. Students will develop their oral and written communication skills.

Course Text & Materials

Textbook (required):

Schwind, H., Das, H., Wagar, T. (2010). *Canadian human resource management: A strategic approach* (9th ed.). Whitby, ON: McGraw-Hill Ryerson.

Course Requirements & Evaluation

Course grading and evaluation will be conducted according to the following:

Group Exercises (each of the four exercises are worth 6.25%) (Exercise grades based 50% on report; 50% on presentation)	25%
Individual Research Paper	15%
Unit 1 Exam	15%
Unit 2 Exam	15%
Final Exam	15%
Class Participation/Attendance	15%

Note: All assignments (with the exception of exams) are due in Moodle by the time indicated in the Weekly Reading and Assignment Schedule. Late assignments will lose 5% per day late. Assignments will not be accepted more than 7 days late.

Group Exercises:

Throughout the semester, there will be four group exercises that will bring further depth to the lecture and reading material. Each of these lectures will involve a written report and a five-minute in-class presentation. Students will be assigned to different groups for each of the exercises. The written reports should be concise (at least 2 full pages in length and no more than 3 pages, 12 point font, 1½ line spacing, 1-inch margins, plus a bibliography or works cited page) and demonstrate critical thinking and professionalism. That is, they should be thoughtful, clear, and free of grammatical mistakes. When citing your external sources, please use the APA or MLA writing styles.

The five-minute, in-class presentations should summarize your analysis and recommendations for that project. When making presentations, groups should also allow an additional few minutes to field questions, comments, or debate from the class. The presentation should be informative and interesting; try to make your presentation a learning experience for the class.

The schedule for these exercises is as follows (note: they are also outlined in the Assignments Schedule):

Exercise	Topic	Report Due Date & Presentation Date
1	Strategic HRM	January 20
2	Recruitment Ad	February 3
3	Performance Appraisal	March 16
4	Pension Legislation	March 30

Strategic HRM: Working in small groups, review newspapers such as the Calgary Herald, the National Post and the Globe and Mail and compile a list of organizations that are downsizing or growing, what their respective industries are, and in which specific geographic locations they are located. Are there any particular patterns emerging? What do you surmise from your findings? What are the HR implications? Summarize your findings and conclusions in a 2-3 page report. In addition, prepare a five-minute PowerPoint presentation.

Recruitment Ads: Working in small groups, review three recruitment ads for senior positions. Look for these ads in the career or business sections of the Calgary Herald, the National Post, or the Globe and Mail. Compare these against the AIDA (Attention, Interest, Desire, and Action) method (see below). What are your findings? Are they effective or not? What makes them effective or ineffective? What would you suggest as improvements? Summarize your findings and conclusions in a 2-3 page report. In addition to presenting your findings (again using PowerPoint), take one of these ads and rewrite it to fit the AIDA method, pointing out your improvements.

Attention: The lead into the advertisement needs to catch attention
Interest: Inform the reader about the job and your firm; include 'must have' skills
Desire: Explain how the job will benefit the job seeker; 'sell' them on working for you
Action: This is the contact information you provide for the applicant to take action

Performance Management: Working in groups, search articles related to performance management for the past three years in the Journal of Applied Psychology, Canadian Journal of Administrative Sciences, Academy of Management Journal, and Journal of Organizational Behavior, and report on what academics are reporting on performance management. Select at least two articles from each of these journals, and prepare a 2-3 page summary of your findings. Report on your findings to the class via a PowerPoint Presentation.

Pension Legislation: Reviewing news articles from the National Post and the Globe and Mail, what has been occurring with respect to pension legislation throughout Canada? What problems have emerged as a result of issues surrounding pension plans? What are some of these key issues? Summarize your findings and prepare both a 2-3 page summary and a class presentation (PowerPoint).

Grading Rubric – Written Reports and Research Paper

Rubric Criteria (weight)	Excelling (4.5 - 4.75 - 5 pts.)	Accomplished (3.75 - 4 - 4.25 pts.)	Developing (3 - 3.25 - 3.5 pts.)	Beginning (1.5 - 2 - 2.5 pts.)
Purpose and Content (25%)	Presentation has a well-developed thesis and the introduction establishes all the issues at stake. The assignment demonstrates excellent development of subsequent ideas and focuses on relevant details. Clearly explained examples support the claims and topic is thoroughly researched.	Presentation has a workable thesis and the introduction identifies many of the issues at stake. The assignment contains adequate evidence to support its claims, and would benefit from more research and development of relevant points.	Presentation has some elements of a thesis but it is largely undeveloped. There is too much or too little information presented. The arguments are somewhat developed but lack sufficient evidence or contain irrelevant details.	The presentation is lacking in elements required with many gaps in the information presented. The assignment needs more details on every level (main ideas, specific ideas, and examples).
Critical Thinking (25%)	Identifies the most important arguments pro and con. Thoughtfully analyzes and evaluates major alternative points of view.	Identifies relevant arguments pro and con. Offers analyses and evaluations of obvious alternative points of view.	Identifies limited number of arguments, not all of which are relevant. Offers limited analyses and evaluations of alternative points of view.	Does not identify counter-arguments. Ignores or superficially evaluates alternative points of view.
Structure and Organization (20%)	Structure of the assignment is clear and easy to follow. Transitions are logical and maintain the flow throughout the assignment. Conclusion is logical and flows from the rest of the argument.	Structure is mostly clear and easy to follow. Transitions are present. Conclusion is logical.	Structure of the assignment is not easy to follow. Transitions need improvement. Conclusion is missing, or if provided, does not flow from the rest of the assignment.	Organization and structure detract from the message of the assignment. Points are disjointed and lack transition of thoughts. Ideas are not organized around a central idea.

Mechanics (20%)	Paper demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, and punctuation. Language is clear and precise. The report/paper contains no APA or MLA style errors.	Paper displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability of the work. The report/paper contains a few APA or MLA style errors.	Paper shows that mechanics are an area of concern. Assignment contains a moderate number of grammatical, punctuation, and spelling errors. The report/paper contains many APA or MLA style errors.	Paper lacks basic control over mechanics and contains excessive proof-reading errors. The report/paper does not follow APA or MLA style.
Spiritual Formation (10%) <i>In applying a spiritual formation lens to your analysis and critical thinking, explore the manner in which our faith in Christ impacts the topics in question.</i>	Individual consistently applies a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual occasionally applies a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual makes some reference to spiritual formation but does not apply a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual makes no reference to spiritual formation.

Grading Rubric – Presentations

Rubric Criteria (weight)	Excelling (4.5 - 4.75 - 5 pts.)	Accomplished (3.75 - 4 - 4.25 pts.)	Developing (3 - 3.25 - 3.5 pts.)	Beginning (1.5 - 2 - 2.5 pts.)
Communication and Delivery (30%)	Oral presentation delivered with clear, confident, well-paced voice so that all audience members can hear presentation. Awareness of audience demonstrated through physical presence and eye contact (seldom returning to notes). Generate(s) enthusiasm about topic.	Oral presentation delivered with clear voice so that most audience members can hear presentation. Awareness of audience partially demonstrated through physical presence and eye contact (frequently returning to notes). Show(s) enthusiasm for topic.	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members have some difficulty hearing. Sense of audience wavers (e.g. presentation largely read from notes with little eye contact). Show(s) some interest for topic.	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members at back of class have difficulty hearing. Unfocused sense of audience (e.g. looks only at notes or away from audience). Lack(s) interest in topic.
Creativity and Graphics (25%)	Presentation is made insightfully, creatively or	A good attempt is made to provide insight or creativity	Some attempt is made to provide insight or	Little attempt to provide insight or creativity.

	skillfully. Innovatively or expertly prepared graphics explain and reinforce the text and presentation.	to the presentation. Graphics relate to the text and presentation.	creativity to the presentation. Graphics rarely support the text and presentation.	Graphics not used or do support text and presentation.
Structure and Organization (25%)	Information presented in a logical, interesting sequence which audience can follow. Conclusion flows from the rest of the presentation.	Information presented in a logical sequence which audience can mostly follow. Conclusion largely flows from the rest of the presentation.	Structure of the presentation is not easy to follow. Conclusion is missing, or if provided, does not flow from the rest of the presentation.	Lack of structure detracts from message of presentation. Points are disjointed and lack transition of thoughts.
Subject Knowledge (10%)	Presenter(s) demonstrate(s) full knowledge (more than required) by answering all class questions with explanations and elaboration.	Presenter(s) is/are at ease with expected answers to all questions, but fail(s) to elaborate.	Presenter(s) is/are uncomfortable with information and is/are able to answer only rudimentary questions.	Presenter(s) do/does not have grasp of information; presenter(s) cannot answer questions about subject.
Mechanics (10%)	Presentation has no misspellings or grammatical errors.	Presentation has no more than three misspellings and/or grammatical errors.	Presentation has between four to five misspellings and/or grammatical errors.	Presentation has six or more misspellings and/or grammatical errors.

Individual Research Paper

Students will also be required to submit a 7-8 page research paper on a topic of their choice in the field of human resource development (note: the focus is on HRD rather than the broader HRM field). Students must submit for approval a 100-150 word abstract describing the paper prior to beginning the research paper (note deadline date for abstract in Assignments Schedule). The paper (12 point font, 1½ line spacing, 1-inch margins) must follow the APA or MLA writing style, as well as include a full bibliography OR works cited page. The written reports/research paper grading rubric (see above) will apply.

Note: 20% of the grade is based on mechanics which include the APA or MLA style requirements. If you are unsure of how to properly utilize these styles, please consult the latest version of the style guides. If you have questions regarding the citation of Bible verses, please see me. (The style guides aren't 100% clear in this area.)

Class Participation/Attendance:

A major component of your grade is participation during class time. Students are expected to attend all classes, having prepared for class by reading the assigned text chapters ahead of time, completing exercises in advance of in-class discussions, and then actively participate in these discussions. The skills needed to participate effectively in class and present your ideas are essentially the same skills required to participate effectively in the business world. The ability and willingness to speak up in front of others is an important skill for students to develop. If external circumstances or illness prevent you from attending or adequately preparing for a class, please let the professor know so that this can be taken into account, as repeated absences from class will negatively impact a student's individual participation grade.

Grading Rubric – Class Participation/Attendance

Rubric Criteria (weight)	Excelling (4.5 - 4.75 - 5 pts.)	Accomplished (3.75 - 4 - 4.25 pts.)	Developing (3 - 3.25 - 3.5 pts.)	Beginning (1.5 - 2 - 2.5 pts.)
Attendance (30%) (includes excused or unexcused absences)	Misses no more than one class (5 pts.); misses two classes (4.5 pts.)	Misses three classes (4 pts.)	Misses four classes (3 pts.)	Misses five classes (1.5 pts.); misses greater than five classes (0 pts.)
Preparation (25%)	Always completes homework assignments by due date that are required for in-class exercises, always reads the assigned chapters prior to class, is always prepared to respond to impromptu in-class questions.	Mostly completes homework assignments by due date that are required for in-class exercises, mostly reads the assigned chapters prior to class, is mostly prepared to respond to impromptu in-class questions.	Occasionally completes homework assignments by due date that are required for in-class exercises, occasionally reads the assigned chapters prior to class, is sometimes prepared to respond to impromptu in-class questions.	Seldom completes homework assignments by due date that are required for in-class exercises, seldom reads the assigned chapters prior to class, is seldom prepared to respond to impromptu in-class questions.
Group Discussions (15%)	Contributes great effort to group discussions; shares thoughts and ideas.	Contributes good effort to group discussions; mostly shares thoughts and ideas.	Contributes occasionally to group discussions; occasionally shares thoughts and ideas.	Seldom contributes to group discussions; seems disinterested.
Contribution Quality (15%)	Input is always of high quality.	Input is mostly of high quality.	Input is occasionally of	Input is not of high quality.

<p><i>Quality (depending upon context) is exemplified, but not limited to, the following: pursues thoughtful and rigorous lines of discussion, addresses relevant issues, builds on others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives, expands the group's/class' perspective.</i></p>			<p>high quality.</p>	
<p>Respecting (15%)</p>	<p>Always interacts with, encourages, and listens to ideas of others; always demonstrates attentiveness in class.</p>	<p>Mostly interacts with, encourages, and listens to ideas of others; mostly demonstrates attentiveness in class.</p>	<p>Occasionally interacts with, encourages, and listens to ideas of others; occasionally demonstrates attentiveness in class.</p>	<p>Seldom interacts with, encourages, and listens to ideas of others; seldom demonstrates attentiveness in class.</p>

Grading

The available letters for course grades are as follows:

<i>% Grade</i>	<i>Letter Grade</i>	<i>Description</i>
95% to 100%	A+	Excellent
90% to 94%	A	
85% to 89%	A-	
80% to 84%	B+	Good
76% to 79%	B	
72% to 75%	B-	
68% to 71%	C+	Satisfactory
64% to 67%	C	
60% to 63%	C-	
55% to 59%	D+	Minimal Pass
50% to 54%	D	
0% to 49%	F	
		Failure

Failure to submit an assignment on the assigned date without legitimate reason (i.e. evidenced illness) or prior approval of the instructor may result in a failed grade for the course. In the case of legitimate or approved absence, and at the instructor's discretion, the assigned date may be rescheduled to a later date, or if this is not practically possible, the marks may be reallocated to other components of the course grade.

Important Dates for Registration, Withdrawal, and Course Auditing

January 22, 2012, is the last day to enter a course without permission or to withdraw from a course without incurring a financial penalty in terms of tuition refund.

March 23, 2012, is the last day to voluntarily withdraw from a course or change to audit without academic penalty.

Course withdrawal forms are available from the Registrar. Students who do not follow the proper withdrawal procedures will be recorded as having failed the course.

In-class Use of Electronic Devices

The use of personal electronic devices by students in-class is purely at the discretion of the instructor. The use of music players, earphones, cell phones, PDAs, or any other personal entertainment devices will not be allowed in-class at any time. Typically, laptop or notebook computers may be utilized only for taking notes or reviewing course materials if necessary. However, if laptop use becomes a distraction for other students in the class, or is used for activities that are not class-related (i.e. Internet browsing, playing games, watching videos, emailing, chatting, etc.), the instructor will ask the student to stop using the laptop and put it away, and make a deduction to the student's course participation grade – 20% deduction for first instances; additional 40% deduction and loss of laptop use for the remainder of the semester for any repeat instances.

Audio or video recording of class lectures is strictly prohibited without the prior expressed consent of the instructor.

Important Notes

Students are advised to retain this syllabus for their records. It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "Course Extension" from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the appropriate deadline (as listed in the Academic Calendar <https://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from Ambrose. Students are expected to be familiar with the policy statements in the current academic calendar and the student handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Course changes, including adding or dropping a course, may be made during the Registration Revision period, as outlined in the Calendar of Events. All course changes must be recorded on a Registration form, available from the Office of the Registrar. Due to circumstances such as class size, prerequisites or academic policy, the submission of a Registration form does not guarantee that a course will be added or removed from a student's registration. Students may change the designation of any class from credit to audit up to the date specified in the Calendar of Events, although students are not entitled to a tuition adjustment or refund after the Registration Revision period.

Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. Students intending to withdraw from some or all of their courses must submit a completed Registration form to the Registrar's office. The dates by which students may voluntarily withdraw from a course without penalty are listed in the Calendar of Events. A grade of 'W' will be recorded on the student's transcript for any withdrawals from courses made after the end of the Registration Revision period and before the Withdrawal Deadline (also listed in the Calendar of Events). 'W' grades are not included in grade point average calculations. A limit on the number of courses from which Academic a student is permitted to withdraw may be imposed. Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to

withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

**BUS 330 Human Resource Management
Weekly Reading and Assignment Schedule**

Date	Class Topic/Chapter Title	Text chapters
Jan 11 th	Course Overview	
Jan 13 th	Strategic Importance of Human Resource Management	1
Jan 18 th	Job Analysis and Design	2
Jan 20 th	Human Resource Planning Assignment: Strategic HRM Group Report and Presentation	Belcourt – Chapter 2 (To be posted)
Jan 25 th	Human Resource Planning (Continued)	
Jan 27 th	Assignment (in-class discussion): Human Resource Planning Introduction to Human Resource Development	Additional readings to be assigned
Feb 1 st	Recruitment	5
Feb 3 rd	Recruitment (Continued) Assignment: Recruitment Ad Report and Presentation	
Feb 7 th	Assignment: Individual Research Paper Abstract due in Moodle by 11:59 p.m.	
Feb 8 th	Selection	6
Feb 10 th	Selection (Continued) Assignment (in-class discussion): TBA	
Feb 15 th	Unit 1 Exam	
Feb 17 th	Human Resource Development	Additional readings to be assigned
Feb 22 nd	No Class (Mid-Semester Break)	
Feb 24 th	No Class (Mid-Semester Break)	
Feb 29 th	Human Resource Development (Continued) Assignment (in-class discussion): TBA	
Mar 2 nd	Human Resource Development (Continued)	

Mar 7 th	No Class – Global Impact Day	
Mar 8 th	Assignment: Individual Research Paper due in Moodle by 11:59 p.m.	
Mar 9 th	Talent Management	Additional readings to be assigned
Mar 14 th	Performance Management	8
Mar 16 th	Performance Management (Continued) Assignment: Performance Appraisal Report and Presentation	
Mar 21 st	Unit 2 Exam	
Mar 23 rd	Compensation Management	9
Mar 28 th	Employee Benefits and Services	10
Mar 30 th	Employee Benefits and Services (Continued) Assignment: Pension Legislation Report and Presentation	
Apr 3 rd	Managing Employee Relations	12
Apr 4 th	Ensuring Health and Safety in the Workplace	13
Apr 6 th	No class – Good Friday	
Apr 11 th	High Performance Work Systems	Additional readings to be assigned

Note: The dates and order of topics outlined in this schedule may be subject to change at the instructor's discretion throughout the term. Any changes will be communicated in advance.