

UNIVERSITY OF WATERLOO
HRM 301 - STRATEGIC HUMAN RESOURCES PLANNING
Winter 2018

Lecturer: Dean Bulloch

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Office Hours: By appointment

Text: Strategic Human Resource Management.
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Lecture Time/Location: **6:30 p.m. to 9:20 p.m. / Mondays, RCH 305**

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Course Web Page: Postings on the course desire to learn page include: the course syllabus, office hours, lecture handouts and PowerPoint slides, announcements, and so forth. On your browser, type in: <http://learn.uwaterloo.ca>. Provide your Quest/UWdir userid and password, and then click on HRM-301.

HRM website: <http://www.psychology.uwaterloo.ca/hrm/index.html>

INTRODUCTION:

This course is of importance to those with interests in the field of human resources as well as to managers in all functional areas of an organization who need to build and develop the knowledge, skills and attitudes to effectively manage people.

Organizations gain sustainable competitive advantage through people thus making Human Resources Management an important partner in the strategic planning and decision making process. Overall, you will gain an understanding of why effective human resource practices are critical to the success of any organization and be introduced to the strategic planning role that Human Resources Professionals now play in organizations.

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

- Understand both external and internal factors influencing organizational strategies and the benefits of strategic planning.
- Understand how the “global world around us” including the economy, competition, legislation and other environmental influences affect the importance of Human Resources Planning.
- Gain a better understanding and knowledge regarding various HR topics including; job analysis, resource-based view of forecasting, succession planning, downsizing and restructuring, international HRM to name a few.
- Understand why the HR Professional is an important business partner.
- Understand how effective SHRP can contribute to the overall success of the organization.

THE CLASS:

Classes will be a combination of the following:

- 1) Lecture: You will be guided through the information representing the various chapters in the text. Not all text material will be covered in class however you will be responsible for this information for the mid term test and final exam.
- 2) Group exercises/individual end of class wrap up assignments
- 3) Group Presentations

APPRAISING STUDENT PERFORMANCE:

25% Midterm Test - Chapter 1 to Chapter 7 – February 12, 2018.

35% Final Exam - Total course content – as per University exam schedule

20% Group Written Assignment & Checklist - Due date for all groups – February 26, 2018

10% Group Presentations - **See class schedule for group presentation dates**

10% Class Participation & Peer Evaluation – April 2, 2018

SPECIAL NOTES:

- Your group will receive a “group mark” for the assignment and presentation. These marks will be individually adjusted (lowered) if a group member does not equally contribute to the success of the group. You will be responsible to hand the peer evaluation form in on the last class. Failure to hand the peer evaluation in will result in a 0/10 participation mark. The peer evaluation will give you the opportunity to grade each member of your team. I will review this information and make any necessary adjustments to the group assignment and presentation mark.
- Poor attendance, lack of engagement, not participating in group work, working on other activities during class are a few examples of what will contribute to a 0/10 participation mark. **Attendance will be taken during each class.** In class assignments will also be used to monitor attendance.

Group Assignment

The group assignment serves a variety of purposes; foremost, you and your group will align yourselves with a Human Resources topic you find of interest. Your team will select a topic provided by the professor, topics can not be duplicated and will only be presented once in the class. Topics are posted in the course shell under the topic “Group Assignment – Teams & Topics”.

Describe and critically evaluate the human resources topic. Your team will be responsible to identify the trends/challenges with the topic and explain why with relevant research this is seen as a challenge or opportunity in today’s organizations. You will need to provide recommendations and strategies that will help organizations effectively manage the challenge/opportunity discussed. You must explain why your topic is important with respect to strategic human resource planning.

NOTE: Important – If your group is planning to conduct interviews with a particular organization it is imperative this is discussed with your professor first.

- The group written assignment is worth 20% of your final grade.
- You will be required to present your assignment to the class which is worth an additional 10%.
- Maximum length: 12 pages not including appendices
- Due Date: see course schedule
- Characteristics of excellent work: executive summary, table of contents, introductory paragraph which discusses the significance of your chosen topic, use of outside sources of information, thorough, practical and creative recommendations, logical summary.

- To ensure your group is on track you will need to hand in a group assignment outline **January 22, 2018**. This outline must also include a group photograph clearly identifying each member of the group.

Group Presentation

Your group will prepare and deliver a 20-minute presentation on your assignment topic. Evaluation criteria will be discussed in class.

Note: To be fair to everyone the dates for the assignments, tests, and final examination are final. In accordance with UW regulations, supportive documentation is required should you be faced with a medical or compassionate dilemma (see next section).

Cross-listed course (requirement for all Arts courses)

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Academic Integrity

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Accommodation for Students with Disabilities

Note for students with disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

If you are using Turnitin® in your course

Turnitin.com and alternatives: Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all materials and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.

Mental Health Support

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- **MATES**: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- **Here 24/7**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME**: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

Territorial Acknowledgement

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory \(PDF\)](#).

Other points about course outlines and conduct

- The outline is a contract with the students. Changes to grading breakdowns should only be made for absolutely compelling reasons, in writing, and with the express approval of the class. Students wishing to adhere to the original grading structure should be accommodated.
- Online resources such as assignments, practice tests and so on are subject to **Ministry-imposed restrictions** if fees are charged. Please review the [guidelines](#) to be sure your practices comply.
- Course drop/adds may only occur during the designated periods outlined above; after the “free drop” period (typically the first three weeks of classes), only the Examinations and Standings (E&S) Committee, on petition by the student, may over-ride the application of a WD or WF, depending on the date the student dropped the course.
- When signing in students to your course, remember that rooms are assigned based on the posted course cap and the room’s capacity; switching classrooms is often extremely difficult.
- A 10-minute interval is allowed between classes, for the first instructor to vacate, and the second instructor to set up the classroom. Please be considerate and co-operative.
- Instructors who change the configuration of the chairs/desks in a classroom for their particular class are asked to return the seats/desks to the standard orientation at the end of that class.

Other points about student discipline and academic integrity

- For assistance with pedagogical and practical course design consult your Faculty Liaison at the [Centre for Teaching Excellence](#).

- Not every error in citation constitutes a full-fledged case of plagiarism. Be judicious, especially in the case of first year students. **Do report all occurrences to the Associate Dean – Undergraduate Students.** Please refer to the comments at the end of this memo for detailed guidance, and **do not attempt to devise your own remediation without consultation**; these often backfire, especially in an increasingly litigious environment.
- **Please see the set of guidelines for how to approach potential discipline cases at the end of this memo.**
- Instructors should make their policies about using Turnitin® clear to students at the beginning of the term. Please review the [Turnitin® Guidelines for Instructors](#) provided by the Office of Academic Integrity.

Tests and examinations

With regard to [Exam Regulations](#), it is especially important to remember:

- Lectures, tests and other course activities may not be scheduled during the period (typically 2-3 days) between the end of classes and the start of exams.
- No tests or exams worth more than 25% may be scheduled in the last 5 lecture days of the formal lecture period for the term.
- Courses with final exams may not have other course assignments due during the final examination period.
- Courses without final exams may have an assignment equivalent in scope and value to a final exam due during the final examination period.
- **Instructors are expected to be available** for all scheduled final exams for their courses.
- Accommodations for deferred final exams are made only under specific conditions and time restrictions. It is the student's responsibility to make him/herself available for the entire examination period, and **travel plans are not a sufficient reason to have a final exam deferred.** Please see the examination regulations, and refer any request with which you are not comfortable to the Associate Dean – Undergraduate Students.
- Any student may review their final exam under supervised access, without initiating a formal appeal procedure.

Grades

- The system accepts any number as the course grade; however, any grade from 0 – 32% will be calculated at 32% for the purposes of determining an Arts student's average(s).
- Public posting of final grades is not permitted.
- The [INC \(Incomplete\) form](#) must be completed if you are planning to submit an INC grade for a student. The form may be accessed on the Registrar Resources for Staff and Faculty website.

Group Assignment Checklist

Please read the checklist below following the completion of your group assignment. Once you have verified these points, hand in this signed checklist with your group assignment.

1. All team members have referenced and footnoted all ideas, words or other intellectual property from other sources used in the completion of this assignment.
2. A proper bibliography has been included, which includes acknowledgement of all sources used to complete this assignment.
3. This is the first time that any member of the group has submitted this assignment or essay (either partially or entirely) for academic evaluation.
4. Each member of the group has read the full content of the submission and is assured that the content is free of violations of academic integrity. Group discussions regarding the importance of academic integrity have taken place.
5. Each student has identified his or her individual contribution to the work submitted such that if violations of academic integrity are suspected, then the student primarily responsible for the violations may be identified. Note that in this case the remainder of the team may also be subject to disciplinary action.

Course: _____

Assignment: _____

Date: _____

Name (print)	Signature	Section Contributed	Section Edited

Policy 71 (Student Discipline): Procedures

Jurisdiction and authority in UW student disciplinary matters are defined in Policy 71: (1) “*Authority to deal with matters under this policy rests with the Undergraduate and Graduate Associate Deans.*” (2c) “*Fairness is fundamental when dealing with students. Students have the right to be informed of policies, procedures or guidelines that may affect their academic progress or their conduct, and have the right to question whether decisions are consistent with those policies, procedures and guidelines.*”

When an instructor has reason to believe that an academic offence has occurred, the matter should be reported promptly to the Associate Dean, Undergraduate Programs. This allows for checking if there are jurisdictional complications (e.g. the student is from another faculty) or if the student has prior offences. The Associate Dean decides whether an attempt to resolve the case informally (*i.e.*, at the instructor/student level) is appropriate.

Once the Associate Dean has been consulted, there are three levels of handling academic misconduct:

- By the instructor, without the official involvement of the Associate Dean.
 - In such cases, the instructor has clearly determined that:
 - The student demonstrably had no intention to deceive the instructor (e.g. minor verbatim phrases with citation but no quotation marks); and
 - The standard penalty (0 on the assignment) would be too harsh under the circumstances.
 - In consultation with the Associate Dean, it is further determined that:
 - There are no jurisdictional complications (e.g. the student is from another faculty);
 - The student has no prior offences;
 - The student would not otherwise benefit from the Academic Integrity workshop¹.
 - The instructor may impose grade penalties the same as or less than those mandated by levels 0 or 1 in the [guidelines for assessment of penalties](#) in the ordinary way (e.g. as might be imposed for failing to adhere to content, format or structure guidelines).
 - The student is not placed on disciplinary probation².
- By the instructor, with the involvement of the Associate Dean (Informal Resolution):
 - In such cases, **all** of the following conditions apply:
 - Commission of the alleged offence seems unambiguous;
 - It appears that Informal Resolution (agreement between instructor and student that an offence has occurred) is possible;
 - The student is a first-time offender;

¹ In this option, the student still gets a 0 on the assignment, but then attends a combined online and in-class workshop the following term that covers all the bases with regards to academic integrity and correct citation practice. In exchange, the student is not placed on disciplinary probation, and the incident is not recorded as a first offence. It’s a centrally-mandated option that is good for students where the apparent inadvertence of a relatively low-level offence is compounded by other factors suggesting that further training is appropriate, and is primarily (though not exclusively) designed for first year students.

² Being placed on disciplinary probation makes the offence “official”; subsequent offences are treated more severely, and must include suspension as part of the penalty.

- There are no jurisdictional complications;
 - Extremely serious penalties are not involved;
 - The instructor/department/student is willing to handle the case at the Informal Resolution stage, and the Associate Dean agrees that Informal Resolution is appropriate.
 - A UR (Under Review) is placed by the Associate Dean against the course in the student's Quest record, until such time as the matter is resolved and the final grade with the penalty included has been entered.
 - The standard penalty is applied (typically 0 on the assignment and a further 5 marks off the final grade in the course).
 - The student is placed on disciplinary probation.
- By the Associate Dean (Formal Resolution):
 - In such cases **one or more** of the following conditions apply:
 - Instructor and student do not agree that an academic offence has occurred;
 - There are jurisdictional complications (e.g. the student is from another Faculty);
 - The alleged offence is likely to warrant severe penalties;
 - The student already has a disciplinary record;
 - The Associate Dean believes it to be necessary.
 - The instructor need not communicate directly with the student regarding the offence.
 - A UR (Under Review) is placed by the Associate Dean against the course in the student's Quest record, until such time as the matter is resolved and the final grade with the penalty included may be entered.
 - The penalty is determined and applied by the Associate Dean.
 - The student is placed on disciplinary probation.

HRM 301 - HUMAN RESOURCES PLANNING Winter 2018 Schedule

Week	Date	Chapters	Topic/Activity
1	Jan 1		No Class
2	Jan 8	Chapter 1	Introduction, Review course outline and expectations Class administration Global Context Trends/Challenges in HR management Assignment of groups
3	Jan 15	Chapter 2 Chapter 3	Changing Context for SHRM Strategic Management
4	Jan 22	Chapter 4	Strategic Role of the HR Function Due: Group Assignment Outline (includes group photograph)
5	Jan 29	Chapter 5 Chapter 6	Foundations of SHRM Resource-Based View
6	Feb 5	Chapter 7	HR Strategy & Mid-term Review
7	Feb 12		In Class Test (Mid-term)
8	Feb 19		Family Day / Reading Week
9	Feb 26	Chapter 8 Chapter 9	SHRM & Performance SHRM & Human Resource Development Group Written Assignment Due & Group Assignment Checklist (All Groups)
10	Mar 5	Chapter 10	SHRM & Talent Management Group Presentations (Groups 1, 2, 3)
11	Mar 12	Chapter 11	SHRM & Employment Relations Group Presentations (Groups 4, 5, 6)
12	Mar 19	Chapter 12	SHRM & Employee Engagement Group Presentations (Groups 7, 8, 9)
13	Mar 26	Chapter 13	SHRM & Knowledge Management Group Presentations (Groups 13, 14, 15) Peer evaluation forms posted on LEARN
14	Apr 2	Chapter 14	SHRM & Corporate Social Responsibility Exam Review Peer Evaluations Due

Final Exam – total course content worth 35% of final grade will be held during the University’s Final Exam Period. **Requests for early sittings and special consideration to accommodate travel plans are not granted.** You are strongly advised not to make travel plans until the University has posted the final exam schedule.
* Group Exercises will take place if time permits. Time is allocated for each class to participate in group and class discussions regarding the material being reviewed – this is an important aspect of HRM 301.

