Human Resource Management and Labour Relations
Winter 2013 Course Outline – Sections C01 C02 C03
Instructor: Dr. Schat

Human Resources and Management Area
DeGroote School of Business
McMaster University

COURSE OBJECTIVES

As a core course in the Commerce program, this course is designed to: (1) facilitate students’ learning of key principles and concepts of Human Resource Management (HRM) and Labour Relations; (2) develop students’ awareness of the skills and tools needed for HRM decisions; and (3) provide students with the opportunity to apply knowledge and skills related to HRM.

INSTRUCTOR AND CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Section C01</th>
<th>Section C02</th>
<th>Section C03</th>
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<tbody>
<tr>
<td>Tues. 9:30 AM - 10:20 AM</td>
<td>Tues. 3:30 PM - 4:20 PM</td>
<td>Tues. 12:30 PM - 1:20 PM</td>
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<td>Location: KTH/B135</td>
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Dr. Aaron Schat
Instructor
Email: schata@mcmaster.ca
Office: DSB/417
Tel: (905) 525-9140 x23946
Office Hours: Wed. 2-3 PM or by appointment

Course TAs
TBA

COURSE ELEMENTS

Credit Value: 3
Leadership: Yes
IT skills: No
Global view: Yes
Avenue: Yes
Ethics: Yes
Numeracy: No
Written skills: No
Participation: Yes
Innovation: Yes
Group work: Yes
Oral skills: Yes
Evidence-based: Yes
Experiential: Yes
Final Exam: Yes
Guest speaker(s): No

www.degroote.mcmaster.ca
**Course Description**

This course provides knowledge of the key aspects of managing human resources in organizations, emphasizing the link between human resource policies and practices and organizational strategy. Topics include job design and job analysis, staffing, the legal environment, training and development, performance appraisal, compensation, health and safety, and labour relations.

**Learning Outcomes**

Students in this course will:

1. Learn the key principles and concepts of Human Resource Management (HRM) and Labour Relations;
2. Appreciate the contribution of HRM to organizational effectiveness;
3. Be exposed to evidence-based HRM;
4. Develop awareness of one’s own individual character attributes and their implications for working with and managing other people in organizations;
5. Have the opportunity to apply knowledge and develop skills related to HRM via self-assessment and reflection, peer interactions, and class activities and discussion;
6. Identify and engage in service activities that help others and enhance the learning culture of the class.

These objectives will be accomplished through lectures, presentations, videos, in-class exercises, discussions, and student contributions.

**Required Course Materials and Readings**


Note: You also have the option of purchasing access to an e-book version of this text (Price subject to change). $82.77 (CDN)

Avenue to Learn registration for course content, readings and case materials [http://avenue.mcmaster.ca/](http://avenue.mcmaster.ca/) $ FREE

Note: Announcements, updates, and scheduling changes will be posted to the course website so be sure to check website regularly.

**Note Regarding Assigned Readings:**

It is your responsibility to ensure that you read the material from the text and any other readings that are assigned. Class lectures and activities will assume that the assigned material has been read. You will be in a better position to learn and engage the lecture material and benefit from the other class activities if you read the assigned readings.
**EVALUATION**

Learning in this course results from attending to text and class material and participating in discussions, assignments, and other course activities. Your grade will consist of evaluations of both individual and group work, as indicated in the table below. For group assignments, individual group members will receive the group grade, although adjustment may be made if there is evidence that an individual’s contribution was inadequate.

### Components and Weights

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>Individual</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>Individual</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Individual</td>
</tr>
<tr>
<td>Character Strengths Assessment</td>
<td>Individual with group/peer input</td>
</tr>
<tr>
<td>Service Learning Activities Portfolio</td>
<td>Individual and/or Group</td>
</tr>
</tbody>
</table>

**Quizzes (10%) Mid-term Exam (30%) and Final Exam (35%)**

There will be several quizzes on the assigned text readings during the semester. The timing of the quizzes may or may not be announced ahead of time. Each student’s lowest-scoring quiz will be excluded from the calculation of the total score out of 10 on this course element.

The mid-term exam is scheduled for **Friday, March 1 @ 7 PM**. The location(s) of the mid-term will be announced in class as this date approaches. The mid-term will be composed of multiple choice questions and will be based on material (from the text readings and scheduled classes) that is covered prior to the date of the exam. More details will be announced in class. For those who write the midterm exam, the final exam will not be cumulative (i.e., will be based on material since the midterm exam). For those who are unable to write the midterm exam, the final exam may be cumulative at the discretion of the instructor. More information about the final exam will be provided later in the course.

**Character Strengths Assessment (10%)**

To work effectively with other people – whether it is as a peer, team member, or manager – you need to know your character strengths and weaknesses and be aware of how these manifest when you interact with other people at work and in other contexts. This is even more important for managers and others who are involved in hiring decisions, determining work responsibilities, making training and development recommendations, or evaluating the performance of others in the organization. Most of you taking this course will be responsible for making these types of
decisions at some point in the future and this assignment represents one step toward equipping you to make such decisions more effectively.

The purpose of this exercise is to equip you with knowledge of your personal character strengths and provide you with an opportunity to consider how you might develop and use these strengths now and in the future. This assignment consists of several components, the details of which will be provided early in the semester.

**Service Learning Activities (15%)**

The success of an organization depends on the dedication and contributions of its members. Your effectiveness as an individual member of an organization depends on your understanding of the organizational culture and your role in shaping that culture. One of the ways that you can constructively influence the organizational culture is by engaging in leadership service behaviour – that is, doing things for the good of others in the organization and for the good of your organization as a whole.

In this course, you are encouraged to think about this section of COM 2BC3 as an “organization” that you are a member of and whose culture you have responsibility for shaping. Specifically, you will be required to engage in leadership service as a way of contributing to a positive learning culture in this class. How you do this is primarily up to you, although a number of potential activities are suggested below. The service activities you do will make this a more dynamic and engaging learning opportunity for you and your classmates.

The Service Learning component of this course is worth 15% of your final grade and will be evaluated as follows: You can earn up to 10 of the 15 marks by completing 100 Service Learning Points during the semester and documenting them in your Service Learning Activity Portfolio. A description of potential service activities is provided below. The remaining 5 marks will be based on an evaluation of your Service Learning Activity Portfolio. Because these activities can take place throughout the semester, this course element is not eligible for MSAF relief.

**SERVICE LEARNING ACTIVITY PORTFOLIO**

Each student is responsible for documenting their individual and team service activities in a Service Learning Activity Portfolio, a description of which will be available on the course website. In the portfolio, you are required to describe each service activity you do, provide the name and email address of a classmate or other contact person who can certify that the service activity took place, and a description of the learning relevance and value of the activity. For a team service activity, each individual team member should record the activity on their own portfolio and include the names of all team members who participated in the activity. The final submitted portfolio will also include a section for summative reflections on the service learning experiences over the whole semester (guidelines will be forthcoming).

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1 The instructor thanks Dr. Melissa Gruys and Dr. David Bright for sharing their ideas for this course element. For more information, see: Gruys, M., & Bright, D. (2011). In-class service as a requirement in Human Resource Management education. *Journal of Human Resources Education, 5*, 13-31.
SERVICE LEARNING ACTIVITY PORTFOLIO (continued)

An interim Service Learning Activity Portfolio must be submitted via Avenue on or before February 15. By this time, you must have completed (and documented in your portfolio) activities that are worth at least 25 service learning points. The interim portfolio will not be graded, but is intended to ensure that you are making satisfactory progress on this course element. Failure to submit an interim portfolio will result in the loss of one quarter of the value of this course element (3.75 marks out of 15). The final Service Learning Activity Portfolio is due on or before the last day of class, April 10, and must include all activities completed throughout the semester and incorporate the portfolio guidelines provided by the instructor.

INDIVIDUAL SERVICE ACTIVITIES

A list of potential individual service activities is provided below. Each activity counts for 10 points. You need to take initiative to choose and accomplish these activities. Making regular small contributions throughout the semester is strongly recommended. This is not an exhaustive list of all individual service activities. There are many others that would enhance the learning environment and would qualify. Creativity is strongly encouraged. If you have an idea, speak to the instructor. Activities related to one’s paid employment will not qualify as service learning.

Potential Individual Service Activities

Brief presentation on media story or current event related to course material. HRM topics are regularly featured in the news media (newspapers, etc.). Sharing these stories with the class can help to make a topic “come alive”. You should provide the media information (e.g., bring in the newspaper article or show/send to the instructor a video clip of the media file) and briefly discuss its relation to the course material. Note: More in depth versions of this presentation could be considered for more points or for a team service project (see below).

Brief presentation re: how an actual company uses HR practices. This would be a short presentation of a “case example” of how a particular company does a particular HR function, such as recruiting, hiring, performance evaluation, training, etc. (e.g., How does Home Depot select sales associates?; How does the OPP train its tactical response unit?). Note: More in depth versions of this presentation could be considered for more points or for a team service project (see below).

Write practice multiple choice exam questions for each unit. Independently write 10 high quality multiple choice questions based on the chapter material or lecture notes for a particular unit. The questions may be included on a practice exam to be shared with the class. At least 2 of the questions must be scenario-based “application” questions. Note: A student may receive a maximum of 20 service learning points from this activity (that is, a student can do this no more than 2x in the semester). Submissions must be uploaded to Avenue, where there will be a specifically designated section for these questions to be uploaded. Email attachments will not be accepted.

Organize an exam study session outside of class time. This would involve you taking the initiative to organize a study session that involves other members of the class. Leading the effort would include setting a date, finding a location, and preparing an agenda for the study session.
Exemplary leadership displayed in your team project. If you “go above and beyond the call of duty” in your team project, you should be recognized. Team members must nominate you.

Make video recording of your team’s Workshop/Presentation. If your team serves as “Today’s Experts” or leads a different presentation, you would make a video recording of the activities. You must receive permission from the presenters to make the recording. Provide a copy for the professor who may make it available to the class.

Other leadership service activity that contributes to the learning environment of our class. If you have an idea that will contribute to learning that is different from those described above, you are encouraged to contact the instructor to discuss it.

TEAM SERVICE ACTIVITIES
Teams can consist of between 2 and 5 members. Team membership is voluntary. It is the responsibility of individual students to form or join a team. The instructor will not assign teams or find teams for individual students to join. A list of potential team service projects is outlined below. Creative ideas that are not included on this list are most welcome. Speak to the instructor if you have an idea you are considering.

Option 1 – “Today’s Experts” Team Presentation (30-50 points)
The “Today’s Experts” presentation is a team service project that carries the most service points (up to 50) because it involves a significant time commitment and should contribute substantially to class learning. The “Today’s Experts” team will make a unique presentation on a topic using one of the formats described below. You should approach this presentation as if you are leading a professional training session for employees in an organization.

Preparing for this presentation will require coordination outside of class. Do NOT divide the presentation into sections and have individual team members work independently – this should be a true team effort and be presented as a cohesive presentation. Be creative and have fun with it. The presentation should involve class member participation.

For each unit in the course (see the last page of the course outline for the 10 units), one “Today’s Experts” presentation time slot will be available, to be scheduled when that unit is being covered in class (which may vary somewhat from the schedule indicated on the last page of the outline). Teams that are interested in leading a “Today’s Experts” presentation must complete and submit a proposal to the instructor, based on the following deadlines: Proposals are due January 11 for a presentation on units 1-3; January 18 for units 4 & 5; and February 8 for units 6-10. The proposal should include the following information:

1. team members’ names;
2. HR topic/unit the presentation relates to;
3. type of presentation (see options below);
4. proposed date(s) of presentation (linked to when the topic will be covered in class);
5. key learning objectives of the presentation – that is, what knowledge or skills should the class take away from the presentation?
Because there are a limited number of time slots available for “Today’s Experts” presentations, interested teams are not guaranteed a presentation time slot. The instructor will allocate the presentation opportunities based on the quality of what is proposed.

The presentation format options include:

1. **Debate.** Two groups of students participate in a debate on an HR topic such as labor unions, performance based pay, etc. Please consult with the professor to discuss your topic and how you plan to conduct the debate.

2. **Video.** A team may choose to create a video on an HR topic and then show the video during a class period. The video could involve members acting out roles to dramatize a particular HR activity/topic; a documentary-style video that may involve interviews with workers, managers, etc. re: an HR topic, etc. Creativity is encouraged.

3. **Movie analysis.** Your team will view a movie and analyze the human resources (HR) topic and theme that is demonstrated or addressed in one or more movies or TV shows. Your class presentation will highlight the HR topic present in the movies/shows by showing clips and discussing them. Consideration must be given to the appropriateness of the movie/show content for classroom viewing.

4. **Evidence-based HRM.** Your team will select a topic from the field of HR, perhaps one that intersects with a current event, review current research on that topic, and prepare a presentation for the class. Potential topics include: Should teachers receive financial incentives for their students’ academic performance? What is the best way to evaluate university instructors’ teaching effectiveness? How can staff turnover be minimized/reduced in retail (or other) organizations? What HR processes could hospitals use to encourage health practitioners to admit making medication or other errors? What should an organization do to reduce bullying by workers or managers? How should an organization evaluate the effectiveness of a training program?

5. **Organizational analysis.** Your team will choose an organization and present that organization’s HR challenges and practices. (e.g., how does this organization select or train employees; what approach to compensation does this organization use? This could be an organization where a team member works, an organization where a friend or family member works, or simply an organization about which you are interested in learning and are able to obtain sufficient information. You could gather information through interviews with organizational members or by examining materials provided by and written about the organization. Be sure permission is obtained to share information with the class.

6. **Other.** Your team will choose a creative presentation format (e.g., role plays, educational game, etc.) to present course material.

It is expected that the presentations will last for 20-30 minutes. Please arrive a few minutes early for class on the day of your presentation. If you have special technology needs (e.g., want to have internet access, sound, etc.), let the professor know well in advance. The point value of each presentation will be determined by the instructor, in consultation with the presenting team, based on the nature, demands, and quality of the presentation. Each team member will receive the same number of service points when the presentation is complete.
Option 2 – Other Team Service Projects (Points as indicated)

Besides the “Today’s Experts” Presentation option, your team will also have the opportunity to do other service projects that contribute to the learning atmosphere in the class. A list of potential options is provided below. For these, each team member will receive 25 service points when the project is complete. You are also encouraged to come up with other team activities. Consult with the instructor to discuss the idea and determine an appropriate point allocation.

**Directory Team (Up to 50 points, determined by the percentage of class that is included in the directory):** Create a class directory for one’s class section that includes a digital photo (i.e., headshot) and other information (e.g., name, phone number, e-mail address, major, year level, hobbies, etc.). Interested teams must submit a proposal to the professor by January 18 that provides the following information: (1) team members’ names; (2) format of directory (e.g., online, MS Excel, other?); (3) information the directory will contain; (4) how class members will be invited to participate. If more than 1 team from a section submits a proposal, the instructor will decide how to proceed. Directory must be complete and submitted by February 8.

**Icebreaker / Name Familiarity Team (20 points):** Create and carry out an activity to help the class learn each other’s names. Each activity should take no longer than 10 minutes and should take place in January. No more than 3 different teams per section may do this activity.

**Celebrations Team (40 points):** Organize an effort to celebrate a class milestone (e.g., completion of mid-term exam). Any celebration should include a 10-15 minute program – for example an awards ceremony, speech, quiz, video, chant, etc. Be creative. Food/snack may be included at the team’s discretion and cost. Interested teams must submit a proposal no later than Feb. 1 that briefly describes (1) the team members’ names; (2) what is being celebrated; (3) the proposed date of the celebration; and (4) what the celebration will include.

**Practice Exam Team (30 points):** Compile the MC questions submitted by individual students into a practice exam consisting of 100 MC questions. For this activity, teams can consist of no more than 2 people. Interested teams must submit a proposal no later than Feb. 1 that includes the team members’ names and email addresses, and indicates whether the practice exam will be for the midterm exam (must be completed 1 week before midterm) or final exam (must be completed by the last day of classes).

**Exam Review Team (40 points):** Organize a review/study activity (game, etc.) for the class to prepare for the midterm or final exam that can be administered during a class period prior to a given exam. Interested teams must submit a proposal no later than Feb. 1 that includes the proposed team members’ names and a description of what the activity will entail. After Feb. 1, two teams will be selected (1 to lead a review activity for the midterm and the other for the final exam). The date for the review activity will be determined in consultation with the instructor.

Option 3 – External Service

Consideration will also be given to service activities that are directed toward helping other individuals or organizations outside of the class. Such activities must meet the following criteria:
1) The activity needs to be related to course content (i.e., HRM).
2) The activity needs to be something that demonstrably helps an individual or organization that is in need of and can benefit from such assistance (e.g., a social service or non-profit organization). The key criterion here is that it needs to be clear that you are helping that person/organization. It cannot be a situation where they are doing you a favour by participating in one of your class requirements.

Potential examples include:
- Screening resumes for volunteer staff for a food bank; developing an orientation program or a recruiting strategy for volunteers for a charity thrift store; doing a training needs assessment for volunteers at a social service agency.
- Providing job search assistance, resume preparation help, interview coaching, etc. for someone who needs it – e.g., high school student(s), someone who is unemployed.

Before carrying out an external service activity, you must consult with the professor to ensure it is appropriate and to determine the points that will be allocated to it.

**Grade Conversion**

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme.

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<thead>
<tr>
<th>LETTER GRADE</th>
<th>PERCENT</th>
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<th>PERCENT</th>
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<tbody>
<tr>
<td>A+</td>
<td>90 - 100</td>
<td>C+</td>
<td>67 - 69</td>
</tr>
<tr>
<td>A</td>
<td>85 - 89</td>
<td>C</td>
<td>63 - 66</td>
</tr>
<tr>
<td>A-</td>
<td>80 - 84</td>
<td>C-</td>
<td>60 - 62</td>
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<tr>
<td>B+</td>
<td>77 - 79</td>
<td>D+</td>
<td>57 - 59</td>
</tr>
<tr>
<td>B</td>
<td>73 - 76</td>
<td>D</td>
<td>53 - 56</td>
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<tr>
<td>B-</td>
<td>70 - 72</td>
<td>D-</td>
<td>50 - 52</td>
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**Communication and Feedback**

Students who are uncomfortable in directly approaching an instructor regarding a course concern may send a confidential email to the respective Area Chair (wiesner@mcmaster.ca) or the Associate Dean (adbusac@mcmaster.ca).

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Area Administrative Assistants.

Instructors are required to provide evaluation feedback for at least 10% of the final grade to students prior to Week #8 in the term.
Instructors may conduct an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

Students who wish to have a course component re-evaluated must complete the following form:

http://www.mcmaster.ca/policy/Students-AcademicStudies/Form_A.pdf

In order for the component to be re-read:

- the component must be worth 10% or more of the final grade in the course
- students pay a fee of $50 in Gilmour Hall #209 (receipt is then brought to APO)
- the Area Chair will seek out an independent adjudicator to re-grade the component
- an adjustment to the grade for the component will be made if a grade change of three points or greater on the 12 point scale (equivalent to 10 marks out of 100) has been suggested by the adjudicator as assigned by the Area Chair
- if a grade change is made, the student fee will be refunded

**ACADEMIC DISHONESTY**

It is the student’s responsibility to understand what constitutes academic dishonesty. Please refer to the University Senate Academic Integrity Policy at the following URL:

http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf

This policy describes the responsibilities, procedures, and guidelines for students and faculty should a case of academic dishonesty arise. Academic dishonesty is defined as to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. Please refer to the policy for a list of examples. The policy also provides faculty with procedures to follow in cases of academic dishonesty as well as general guidelines for penalties. For further information related to the policy, please refer to the Office of Academic Integrity at:

http://www.mcmaster.ca/academicintegrity

In this course we will be using Turnitin.com which is a plagiarism detection service. Students will be expected to submit their work electronically to Turnitin.com so that it can be checked against the internet, published works and Turnitin’s database for similar or identical work. If a student refuses to submit his or her work to Turnitin.com, he or she cannot be compelled to do so and should not be penalized. Instructors are advised to accept a hard copy of the assignment and grade it as per normal methods. The assignment can be subjected to a Google search or some other kind of search engine if the instructor wishes. To see guidelines for the use of Turnitin.com, please go to:

http://www.mcmaster.ca/academicintegrity/turnitin/students/index.html
REQUSTING RELIEF FOR MISSED ACADEMIC WORK

1. Students may request relief from a regularly scheduled midterm, test, assignment or other course component in the following two ways:
   a) for absences from classes lasting up to five (5) days; or
   b) for absences from classes lasting more than five (5) days.

   a) For absences from classes lasting up to five (5) days
   Students must use the MSAF (McMaster Student Absence Form). This is an on-line, self-reporting tool, for which submission of medical or other types of supporting documentation is normally not required. Students may use this tool to submit a maximum of one (1) request for relief of missed academic work per term as long as the weighting of the component is worth 29% of the final grade or less. Students must follow up with their course instructors regarding the nature of the relief within two days of submitting the form. Failure to do so may negate the opportunity for relief. It is the prerogative of the instructor of the course to determine the appropriate relief for missed term work in his/her course.

   If the value of the component is worth 30% or more, students must report to the APO to discuss their situation and will be required to provide appropriate supporting documentation.

   b) For absences from classes lasting more than five (5) days
   Students cannot use the MSAF. They MUST report to the APO to discuss their situation and will be required to provide appropriate supporting documentation.

   Students who wish to submit more than one request for relief of missed academic work per term cannot use the MSAF. They must report to the APO and discuss their situation with an academic advisor. They will be required to provide supporting documentation and meet with the Director.

   The MSAF cannot be used during any final examination period.

   Students unable to write a mid-term at the posted exam time due to the following reasons: religious; work-related (for part-time students only); representing university at an academic or varsity athletic event; conflicts between two overlapping scheduled mid-term exams; or other extenuating circumstances, have the option of applying for special exam arrangements. Please see the DeGroote Missed Course Work Policy for a list of conflicts that qualify for academic accommodation.


   Such requests must be made to the Academic Programs Office at least ten (10) working days before the scheduled exam along with acceptable documentation. Instructors cannot themselves allow students to unofficially write make-up exams/tests. Adjudication of the request must be handled by the Academic Programs Office.

   If a mid-term exam is missed without a valid reason, students will receive a grade of zero (0) for that component.
STUDENT ACCESSIBILITY SERVICES

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

http://sas.mcmaster.ca

POTENTIAL MODIFICATIONS TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

Related to the above, it is important to note that the course outline serves as a guide to give you an idea of what to expect in the class sessions. Occasionally, at the instructor’s discretion, other material may be introduced that is not on the outline. Therefore, it is possible that the topics will not be covered exactly as outlined below.

If you are absent from class for any reason, you should speak to a classmate to see what material, announcements, etc. you missed. You are responsible for all material covered in class and on the slides posted to the course website, even if the instructor does not cover that material in class.
## COURSE SCHEDULE

### Commerce 2BC3

**Winter 2013 Schedule**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Week</th>
<th>Topic</th>
<th>Reading/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Jan. 7-11</td>
<td>Intro. To HRM</td>
<td>Read: Chapter 1</td>
</tr>
<tr>
<td>2.</td>
<td>Jan. 14-18</td>
<td>Strategic HRM</td>
<td>Read: Chapter 2</td>
</tr>
<tr>
<td>3.</td>
<td>Jan. 21-25</td>
<td>Legal Environment</td>
<td>Read: Chapter 3</td>
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<tr>
<td>4.</td>
<td>Jan. 28-Feb.1</td>
<td>Job Design &amp; Job Analysis</td>
<td>Read: Chapter 4</td>
</tr>
<tr>
<td>5.</td>
<td>Feb. 4-8</td>
<td>Recruitment &amp; Selection</td>
<td>Read: Chapter 5</td>
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<tr>
<td></td>
<td>Feb. 11-15</td>
<td>Recruitment &amp; Selection (cont'd)</td>
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<tr>
<td></td>
<td>Feb. 18-22</td>
<td>Reading Week</td>
<td>No classes</td>
</tr>
<tr>
<td>6.</td>
<td>Feb. 25-Mar.1</td>
<td>Training &amp; Development</td>
<td>Read: Chapter 6&lt;br&gt;<strong>MID-TERM EXAM:</strong> (Friday, March 1, 7 PM)&lt;br&gt;No Friday classes (due to midterm)</td>
</tr>
<tr>
<td>7.</td>
<td>Mar. 4-8</td>
<td>Managing Performance</td>
<td>Read: Chapter 7</td>
</tr>
<tr>
<td>8.</td>
<td>Mar. 11-15</td>
<td>Compensation</td>
<td>Read: Chapter 8</td>
</tr>
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<td>Mar. 18-22</td>
<td>Compensation (cont’d)</td>
<td>Read: Chapters 9 &amp; 10</td>
</tr>
<tr>
<td>9.</td>
<td>Mar. 25-29</td>
<td>Health and Safety</td>
<td>Read: Chapter 12&lt;br&gt;<strong>Good Friday:</strong> March 29 (No classes)</td>
</tr>
<tr>
<td>10.</td>
<td>April 1-5</td>
<td>Labour Relations</td>
<td>Read: Chapter 11</td>
</tr>
<tr>
<td></td>
<td>Apr. 8-10</td>
<td>Labour Relations cont’d / Wrap-Up</td>
<td>April 10 – Last day of class in this course</td>
</tr>
<tr>
<td></td>
<td>Final Exam</td>
<td>Time to be determined by Registrar (Exam Period: April 12-30)</td>
<td></td>
</tr>
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