

**IBH 2AC3  
TALENT MANAGEMENT  
WINTER 2021 COURSE OUTLINE**

**INSTRUCTOR: DR. AARON SCHAT**

**Human Resources & Management Area  
DeGroote School of Business  
McMaster University**

***COURSE OBJECTIVES***

As a core course in the IBH program, this course is designed to: (1) facilitate the learning of key principles and concepts of Human Resources / Talent Management; (2) develop student awareness of the skills and tools needed for the identification, selection, development, and effective management of people in organizations; (3) provide students with the opportunity to apply knowledge and skills related to Human Resources / Talent Management; and (4) create a context for students to consider and engage the variety of challenges (e.g., ethics, sustainability, etc.) that involve and arise from the interactions between organizations, workers, and the social environment.

***INSTRUCTOR AND CONTACT INFORMATION***

<p><b>Instructor: Dr. Aaron Schat</b> Email: <a href="mailto:schata@mcmaster.ca">schata@mcmaster.ca</a></p> <p><b>Office Hours (via Zoom):</b> by appointment</p>	<p><b>Class Meetings</b> Tuesdays @ 1:30 AM - 4:30 PM via Zoom</p> <p><b>Course TA</b> Mojan Naisani Samani Email: <a href="mailto:naisanim@mcmaster.ca">naisanim@mcmaster.ca</a></p>
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***COURSE ELEMENTS***

Credit Value:	3	Leadership:	Yes	IT skills:	Yes	Global view:	Yes
A2L:	Yes	Ethics:	No	Numeracy:	Yes	Written skills:	Yes
Participation:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	Yes
Evidence-based:	Yes	Experiential:	Yes	Final Exam:	No	Guest speaker(s):	Yes

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## ***COURSE DESCRIPTION***

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This course provides knowledge of the key aspects of identifying, selecting, developing, and managing people in organizations, emphasizing the link between talent management and practices and organizational strategy. Topics include job analysis and design, staffing, the legal environment, training and development, performance management, compensation, worker health, wellness, and safety, and labour relations.

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## ***LEARNING OUTCOMES***

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Upon completion of this course, students will:

- (1) Know the key principles and concepts of Human Resources / Talent Management and Labour Relations;
- (2) Understand and be able to constructively engage the challenges, opportunities, problems, and achievements that arise from interactions between organizations, workers, and the social environment.
- (3) Appreciate the contribution of Human Resources / Talent Management to the effective functioning of organizations, workers, and society.
- (4) Be exposed to evidence-based Human Resources / Talent Management;
- (5) Be aware of their own individual attributes and understand the influence of these attributes for working with and managing and leading other people in organizations;
- (6) Be able to apply Human Resources / Talent Management concepts to organizational and social challenges.

These objectives will be accomplished through the reading of text and other course material, in-class activities, cases, discussions, presentations, videos, and other student contributions.

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## ***COURSE DELIVERY***

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This course will use a blended learning approach, comprising synchronous and asynchronous learning as outlined in the table below. Synchronous sessions may be recorded.

<b>ACTIVITY</b>	<b>DELIVERY</b>	<b>DESCRIPTION</b>	<b>TOOL(S)</b>
<b>Lecture Core Content</b>	Async	Pre-recorded lecture videos	Available via Avenue
<b>Readings</b>	Async	Readings cover core content of each unit	In assigned textbook, case pack, or link available in Avenue
<b>Activities, Discussions, Live lectures</b>	Sync	Live session during scheduled class time; interactive activities, discussions, etc.	Zoom

## ***COURSE EXPECTATIONS***

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You are expected to contribute to a respectful and collaborative learning environment both inside the “virtual” classroom and in your other interactions and communications associated with this course. The value of this course for you and your peers will depend on your **regular presence, timely preparation, and active participation** in each class.

These are the expectations for your work in this course:

- Attend all class sessions (normally, these will occur via zoom).
  - Come to class prepared by having completed the assigned readings and any required assignments, quizzes, etc., and being ready to discuss your reflections on and responses to the assigned readings.
  - Engage in reflective discussions and activities with class peers and the instructor in an inviting, thoughtful, and respectful manner.
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## ***COURSE MATERIALS AND READINGS***

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Steen, S. L., Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2019). *Human Resource Management*, 5<sup>th</sup> Canadian Edition. McGraw-Hill: Toronto.

Note: We are using “Inclusive Access” for this course. This means that you will receive the required course textbook in a digital, rather than print, format on the first day of class. You will be able to access the materials through Avenue to Learn and the cost will be charged to your student account. More information to follow. \$81.95

You have the option of opting out of inclusive access and purchasing a hard copy of this text (through Campus bookstore). \$109.95

Case Course Pack, Ivey Publishing (Digital download)

Note: This course pack needs to be purchased individually by each student. It is a copyright violation to share a course pack with another student. Instructions for purchasing the course pack will be provided via Avenue. \$ 18.00

Other materials: Additional readings and materials may be assigned during the semester, at the discretion of the instructor.

Avenue to Learn registration for course content, readings, and case materials:

<http://avenue.mcmaster.ca/>

\$ FREE

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

***COURSE ASSESSMENT & DELIVERABLES***

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 work done individually and collaboratively, as indicated in the table below. For group assignments, group members share responsibility for ensuring that each member contributes to the work and for managing any group process challenges that arise. Individual group members will normally receive the same grade. The instructor has the authority to adjust individual grades on group assignments if there is evidence that an individual’s contribution was inadequate.

Missed assignments will receive a grade of zero unless the student has submitted and been approved for a Notification of Absence or MSAF. Late assignments will be penalized 20% for each day they are late.

A student who submits MSAF for an assignment due to illness, etc. will normally be granted a 3-day extension for that assignment, but all assignments must be completed and submitted. For group assignments, if an individual group member is ill and/or submits an MSAF, it is the responsibility of the other group members to complete the work on time.

Your final grade in the course will be calculated as follows:

***Components and Weights***

GRADE COMPONENT	WEIGHT	DESCRIPTION
Quizzes	25%	1 quiz per unit. Each quiz will consist of 10 multiple choice questions based on text & lecture material. Quizzes will have a time limit and be available for several days. The lowest scoring quiz will be dropped. See last page of outline for quiz due dates.
Self-Assessed Preparedness to Participate	10%	Each student will complete a 1-item survey at the beginning of class. Student must be present in the synchronous class (via zoom) to complete the survey.
Post-class Reflection	15%	Each student will write a post-class reflection at the end of the class period, as directed by the instructor. The reflection must be completed and submitted during the designated time period.
Blog / Reaction Paper / Creative Arts Submission	20%	Individually, or working with 1 or 2 other students, students will complete one of the assignment options described below.
Team Consulting Project	30%	Students will work in groups of 4-6 on an integrated project as outlined below. Project deliverables will include a written report (20%) and class presentation (10%).

## **ONLINE QUIZZES**

Online quizzes will assess content from the assigned text readings. There will be 1 quiz per unit (normally covering 1 chapter from the text). Quizzes will be administered via Avenue and are to be completed by each student working independently, without consulting or interacting with anyone. Quizzes will be due on Mondays by 8 PM (i.e., normally the evening before the topic is covered in class). The details regarding the scheduling of the quizzes will be announced in class or via Avenue to Learn.

The quizzes will be worth 25%, with each quiz having equal value. The lowest-scoring quiz will be excluded from the calculation of the final grade on this course element. If MSAF is used for a quiz, then the value for that quiz will be distributed across the other quiz scores or otherwise at the instructor's discretion.

## **SELF-ASSESSED PREPAREDNESS TO PARTICIPATE**

The quality of the learning environment in this course will depend on your active engagement and participation in the class discussions and activities. For this to occur, you need to have completed the assigned readings (text chapters, cases, and other assigned readings) and reflected on their content to a degree that you can effectively discuss the material and engage in related activities.

For this particular grade element, you will be asked, at the beginning of class each week, to self-assess your level of preparedness to participate in class on a scale of 1-5 (1 = not prepared to participate; 5 = fully prepared to participate). This will be completed and submitted digitally, via Avenue to Learn. This is intentionally structured as a self-assessment for two reasons. First, it reflects the reality that much of the responsibility for learning must be taken by you, the learner. You are in the best position to evaluate whether you are genuinely prepared for class and the self-assessment entrusts you with the responsibility of evaluating yourself with fairness and integrity. Second, I prefer not to evaluate participation in a mechanistic or narrow manner. Active engagement and participation can take many different forms and involves more than speaking out in class. It can also include genuine presence and attention, actively listening to others, responsive non-verbal communication to the instructor and others in the class, contributions to small group discussions, etc. I want to ensure that you are prepared for each class and have the opportunity to freely participate in the class in a way that reflects your individual abilities, character, and personality and that contributes to the learning environment of the class.

One cannot be prepared to participate if one doesn't (virtually) attend a class. Therefore, if you do not attend a class, you are not eligible to complete the preparedness survey for that class. Submitting a preparedness to participate survey for a class you do not attend would be considered a form of academic dishonesty. The lowest scoring preparedness survey will be excluded from the calculation of the final grade on this element.

## POST-CLASS REFLECTION SURVEY

At the end of each class period (other than the possible exceptions noted below), you will be required to complete and submit a “post-class reflection survey”. The reflection survey uses a “3-2-1” format, whereby you will be asked to identify 3 things you learned in that class; 2 questions you have about the material; and 1 aspect of the class you particularly enjoyed. The survey will be completed and submitted at the end of class, as an “Assignment” on Avenue to Learn. The instructor will provide time for this to be completed near the end of the class period. Please note that this must be completed during the time designated by the instructor, as the assignment submission window will close after 30 minutes (or at the instructor’s discretion). The post-class reflection survey will be evaluated as being complete (2/2); partially complete (1/2); or incomplete/ not submitted (0/2). Normally, you will not receive written feedback on your post-class reflection surveys. Altogether, the exit cards will be worth 15%, with each one having equal value. The lowest scoring reflection will be excluded from the calculation of the final grade on this element.

There may be one or more occasions when our other class activities take until the end of our class time and there will not be sufficient class time for you to complete a post-class reflection survey. If this occurs, the instructor will inform you whether the reflection surveys are not required to be submitted or if the assignment submission window will be modified for that particular class.

## BLOG POST / REACTION PAPER / CREATIVE ARTS SUBMISSION

Individually, or in groups of 2 or 3, students will select from one of three assignment options, outlined below. The assignment is **due on Friday, March 12** and, with the possible exception of some assignments from option #3 below, must be submitted as an Assignment via Avenue. Please note that due to physical distancing restrictions, if you choose to do this assignment in a pair or group of 3, you must coordinate virtually/remotely with your group member(s).

**Option 1:** Students will write a blog-type post or a newspaper opinion editorial (“op-ed”) on a topic at the intersection of HR with a current event, an issue related to sustainability (e.g., triple bottom line, etc.), a social entrepreneurial venture, or something else that you can convince me is relevant to HR and IBH. If you select this option, you should do some background research on how to effectively write a blog or op-ed. As a general guideline, but not an absolute limit, the length should be approximately 500-1000 words.

**Option 2\*:** Students will select one of the “How I built this” NPR podcast episodes from the list below and write a paper that addresses the following questions: What is the company/organization that is the focus of the podcast episode? Who is the founder/entrepreneur/interviewee and what was/is their role in the company or organization? What is the primary product or service provided by the company or organization? What is the role and importance of human resources / human capital in this company or organization? Is HR / human capital uniquely important for this organization (and why or why not)? Does the interviewee refer to human resources / human capital / workforce attributes, etc. as being important for the organization’s success? What do you see as the human resource challenges for this organization (considering the perspectives of the organization, employees, and society as appropriate)? As a general guideline, the paper should be 1000-2000

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words in length. [\*Note: The idea for this assignment comes from a course taught by Dr. Patrick McHugh of George Washington University]

The episodes are available online at the links below or via Apple podcasts, Google podcasts, etc.

<https://www.npr.org/podcasts/510313/how-i-built-this>

- o Burton Snowboards: Jake Carpenter (Dec. 10, 2018 – Originally aired Oct. 23, 2017)
- o Whole Foods Market: John Mackey (Nov. 19, 2018 – Originally aired May 15, 2017)
- o Lyft: John Zimmer (June 25, 2018 – Originally aired Feb. 23, 2017)
- o Panera Bread / Au Bon Pain: Ron Shaich (April 30, 2018)
- o Lululemon Athletica: Chip Wilson (June 18, 2018)

**Option 3:** Students will create a work of art – a poem, short story, piece of music, drawing, painting, sculpture, set of photographs, other type of visual art, etc. – that is in some way related to or inspired by material covered or discussed in the course. Given the “online/virtual” nature of the course, it will not, in most cases, be possible to physically submit a tangible/physical work of art (e.g., a painting, sculpture, etc.), but you may still choose this option if you wish. In those cases, in advance, you must make arrangements with the instructor to determine an appropriate approach to digitally show or feature the work of art (including showing it as a work in progress) so that it can be viewed by the instructor and/or TA (e.g., a series of photos, video recording, etc.). The work of art should be accompanied by an “artist’s statement” submitted via Avenue that provides a brief (approx. 250-500 words) explanation of the work – e.g., what the work is about, how you did the work (e.g., techniques and materials used), and why you did the work (e.g., your motivation and interest in the work). I am reluctant to provide more specific guidelines because I want you to have a significant degree of flexibility as you consider and carry out this option. If you are interested in this option, please contact the instructor.

### TEAM CONSULTING PROJECT

The Team consulting project is a hands-on exercise with the goal of enhancing students’ understanding of real business issues and challenges. As the integrative project for all of your IBH courses this semester (i.e., IBH 2AB3, IBH 2AC3, IBH 2AD3, IBH 2BA3), the project will give you an opportunity to consider how the concepts and techniques discussed in the program apply to real business challenges and opportunities.

A team of individuals (4-6) will take on the role of a consulting engagement team for a publicly-traded Canadian company. Please remember that a **team** is a small number of people with **complementary skills** who are committed to a common purpose and high performance for which they hold themselves **accountable**. (Please **view** the teamwork exhibited by Geese in flight!).

**Teams must be formed by January 25<sup>th</sup>, 2021 and communicated to the panel of instructors.**

Deliverables for this project will include a written report and a class presentation, which should be prepared as though you are a consulting engagement team presenting recommendations to the organization’s board of directors. In other words, you get to pretend (dry-run) to be a *Management Consultant*. **The project is worth 30% of the final grade in each of your 4 IBH courses this semester.**

### General Instructions

The team is required to select a company; investigate publicly available information about that company to develop an understanding of its challenges and opportunities; and develop a series of recommendations that would enable the company to effectively respond to one or more of these challenges and opportunities. The recommendations you make must be based on research and analysis and must consider and address multiple dimensions of the business, including accounting, information system principles, statistical data analysis, human resources processes, ethical and environmental considerations and other such business-related issues.

**Teams must submit a 1-page project update (guidelines are provided below) by 4 pm, Feb 26<sup>th</sup>, 2021 to the panel of instructors.** This update will not be marked and is more of nudge to ensure that the project teams are well underway in their project work. Many of you will encounter this as time sheets in your work environment upon graduation.

### Specific Instructions

Organizations can use a variety of strategic initiatives, programs, etc. to respond to challenges and opportunities in their environment. These initiatives and programs can relate to accounting, information system principles, ethics, environmental considerations, and human resources processes. Examples include customer loyalty programs, retail gift cards, corporate restructuring obligations, air miles programs, product liability lawsuits, environmental liabilities, and employee benefit programs.

Choose the most relevant items for your company from amongst the examples above, or from other concepts covered in the program. Research your choices using, as appropriate, international and Canadian sources, and prepare recommendations of best practices in these areas for your organization.

**Note** - You are not to contact the organization or interview people for this project. You must use publicly available sources available through the library, internet, etc.

### Project Presentation

Each group must be ready to give a presentation (via Zoom) of their report in class. The presenting group will have **25 minutes** maximum to present the highlights of its project. Following the presentation, the rest of the class is expected to fully participate in the discussion of the highlights presented for a maximum of about **5 minutes**. All students are expected to attend all presentations. **Please provide a digital copy of your slides to the instructor panel prior to the presentation. The presentation will be worth 10% of your final grade in the course.**

### Written Report

Effective communication – both oral and written – is an essential component of success in the business world. All assignments will be evaluated both in terms of their substantive content and their communication effectiveness.

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The format of your written project report should be as follows:

- \* Table of Contents

- \* Executive Summary

This is a free-standing summary of the total report. It should be written **last** and should **not** exceed **one** page.

- \* Introduction

This may include brief history of the industry and company chosen and why they were chosen for study etc.

- \* Conception of Business Issue(s)

- \* Deeper dive into component issues in HR, IS, OR and MA.

- e.g., Talent management, Budgeting games, Financial Impact and Presentation

- \* Conclusion

This section will state the important findings etc.

- \* References

Ensure all references are cited in the body of the report and vice-versa.

- \* Appendices

Overall, the body of the report excluding the table of contents, executive summary and appendices should **not exceed 10 double-spaced printed pages with font size not below 12 pitch.**

**The written project report is due no later than 4:00 p.m. on Wednesday, April 14<sup>th</sup>, 2021.**

### Evaluation

The project report will be worth 20% of your final course grade. That mark will be assigned to each of the group members unless the instructor is advised that the group has agreed that there has not been equal participation and that the mark should not be assigned on an equal basis. For this purpose, you will be given an opportunity to make your confidential peer evaluation in writing. **Non-completion** of the peer evaluation forms will be understood as implying equal participation by individual group members.

Please feel free to ask your instructors or TAs for further guidance if any of the requirements are not clear. Because the project involves multiple domains of business – that correspond to the various 2<sup>nd</sup> year IBH courses you are taking – please be mindful to direct your questions to the instructor and/or TA that are most closely aligned with the subject matter of your question(s).

## Team Project Update - One Pager (1-page MAX)

**Due: by 4 PM on February 26, 2021**

Format: *1-page, 12-point font, 1-inch margins, 1 line space, Word format.*

Submit your group's detailed proposal for review by the course Instructors to ensure the project is not out of scope. The proposal should include some of the following components, but please do not use this as a checklist/table of contents...get creative:

1. Suitable Title - Should reflect the business
2. Business Goal:
  - Brief description of the company
  - Context where the data comes from if you are using data (sources)
  - Who is the stakeholder/client/Public Company
  - Recent trends/COVID impacts/Industry news
3. Brief description how you will incorporate content learned from all 4 courses into your project. Please clearly outline each course by including the course code while you describe what will be reviewed:
  - Class – IBH 2AB3
  - Class – IBH 2AC3
  - Class – IBH 2AD3
  - Class – IBH 2BA3
5. Implementation/Recommendations:
  - High-level/early thoughts/learnings on what you will be recommending/advising for your client
6. Backup
  - Submit any bibliography/list of websites, data resources, etc.

Submission will be due via email to all 4 professors at the end of the week after reading week (by February 26, by 4 PM). Note, student groups do not get a grade for this one pager. Professors will only reach out if there are issues or concerns with the scope outlined in the above details.

<b>FINAL EXAM</b>
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There is no final exam in this course.

## ***COMMUNICATION AND FEEDBACK***

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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. All students must receive feedback regarding their progress (equal to at least 20% of the final grade for a level 2 course) prior to the final date by which a student may cancel the course without failure by default.

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## ***REQUESTING RELIEF FOR MISSED ACADEMIC WORK***

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In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work” and the link below:

<http://ug.degroote.mcmaster.ca/forms-and-resources/missed-course-work-policy/>

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## ***ACADEMIC INTEGRITY***

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You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

1. plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
2. improper collaboration in group work.
3. copying or using unauthorized aids in tests and examinations.

### ***AUTHENTICITY/PLAGIARISM DETECTION***

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In this course, we will use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

**All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

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### ***ONLINE COURSE COMPONENTS***

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This course will use on-line elements (e.g., e-mail, Avenue to Learn (A2L), web pages, Zoom, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

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### ***ONLINE PROCTORING***

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This course may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

## **CONDUCT EXPECTATIONS**

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As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

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## **ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES**

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Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

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## **ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)**

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Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

### ***COPYRIGHT AND RECORDING***

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Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

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### ***EXTREME CIRCUMSTANCES***

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The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

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### ***POTENTIAL MODIFICATIONS TO THE COURSE***

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The instructor reserves the right to modify elements of the course during the term. There may be changes to 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.

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 on the following page.

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 assigned for class preparation, even if the instructor does not cover that material in class.

## ***RESEARCH USING HUMAN SUBJECTS***

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All researchers conducting research that involves human participants, their records, or their biological material are required to receive approval from one of McMaster's Research Ethics Boards before (a) they can recruit participants and (b) collect or access their data. Failure to comply with relevant policies is a research misconduct matter. Contact these boards for further information about your requirements and the application process:

McMaster Research Ethics Board (General board): <https://reo.mcmaster.ca/>

Hamilton Integrated Research Ethics Board (Medical board): <http://www.hireb.ca/>

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## ***ACKNOWLEDGEMENT OF COURSE POLICIES***

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Your enrolment in this course will be considered to be an implicit acknowledgement of the course policies outlined above, or of any others that may be announced during a lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies, and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

**IBH 2AC3 COURSE SCHEDULE**

Class / Date	TOPIC	Readings, etc.
1. Jan. 12	Introduction to course (Review course outline)	
2. Jan. 19	Unit 1: Introduction to HRM & Strategic HRM	Text Chapter 1 Quiz on Chapter 1 – due Mon., Jan. 18 by 8 PM Case: Free Geek Toronto
3. Jan. 26	Unit 2: Labour Relations	Text Chapter 9 Quiz on Chapter 9 – due Mon., Jan. 25 by 8 PM  Bosveld, E. (2004). In defense of unions. <i>Comment</i> , May 1. <a href="https://www.cardus.ca/comment/article/in-defense-of-unions/#">https://www.cardus.ca/comment/article/in-defense-of-unions/#</a>  Frankel, T.C. (2016). The cobalt pipeline: Tracing the path from deadly hand-dug mines in Congo to consumers' phones and laptops. <i>Washington Post</i> , September 30. <a href="https://www.washingtonpost.com/graphics/business/batteries/congo-cobalt-mining-for-lithium-ion-battery/?noredirect=on">https://www.washingtonpost.com/graphics/business/batteries/congo-cobalt-mining-for-lithium-ion-battery/?noredirect=on</a>
4. Feb. 2	Unit 3: Analysis and Design of Work	Text Chapter 3 Quiz on Chapter 3 – due Mon., Feb. 1 by 8 PM Case: Eco Tasar Silk
5. Feb. 9	Unit 4: The Legal Environment	Text Chapter 2, pp. 32-47 Quiz on Ch. 2 (pp. 32-47) – due Mon., Feb. 8 by 8 PM Case: MacEwan Residence Services
Midterm Recess – No Classes February 15-19		

**IBH 2AC3 COURSE SCHEDULE (CONTINUED)**

IBH 2AC3 – Winter 2021

6. Feb. 23	Unit 5a: Recruitment	Text Chapter 4 Quiz on Chapter 4 – due Mon., Feb. 22 by 8 PM <b>Team Project 1-page update due Feb. 26 by 4 PM</b>
7. March 2	Unit 5b: Selection	Text Chapter 5 Quiz on Chapter 5 – due Mon., March 1 by 8 PM
8. March 9	Unit 6: Training & Development	Text Chapter 6 Quiz on Chapter 6 – due Mon., March 8 by 8 PM
9. March 16	Unit 7: Performance Management	Text Chapter 7 Quiz on Chapter 7 – due Mon., March 15 by 8 PM Case: Spark Schools <b>Assignment due March 12</b>
10. March 23	Unit 8: Pay & Motivation	Text Chapter 8 Quiz on Chapter 8 – due Mon., March 22 by 8 PM
11. March 30	Unit 9: Worker Health & Well-being	Text Chapter 2, pp. 48-59 Quiz on Ch. 2 (pp. 48-59) – due Mon., March 29 by 8 PM Creswell et al. (2018). Women at Nike revolt, forcing change at last. <i>New York Times</i> , April 29. <a href="https://www.nytimes.com/2018/04/28/business/nike-women.html">https://www.nytimes.com/2018/04/28/business/nike-women.html</a>
12. April 6	Team Presentations	Presentation dates / schedule to be determined
13. April 13	Team Presentations	Presentation dates / schedule to be determined <b>Team Project report due April 14 by 4 PM</b>

**\*\*\*\*\*Synchronous sessions may be recorded\*\*\*\*\***