

**IBH 2AC3
TALENT MANAGEMENT
WINTER 2026 COURSE OUTLINE**

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

INSTRUCTOR AND CONTACT INFORMATION

Section: Fri 11:30 – 14:30

Anjali Chawla

Instructor

chawla9@mcmaster.ca

Office: To be decided

Office Hours: after class

Tel: 289-788-3165

Class Location:

Student TA

TA

TAsMACID@mcmaster.ca

Office: TBD

Office Hours: TBD

Tel:

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

COURSE INFORMATION

Course Description

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 staffing, the legal environment, training and development, performance management, compensation, worker health, wellness, and safety, and labor relations.

Lectures and Teaching Methods

Classes will be held once per week in-person and teaching methods include power-point presentations, discussions, and other experiential components.

Course Expectations

Attendance. Students are expected to attend every class. Valid reasons for absence include serious illness and family emergencies. Studying for exams and completing assignments are not valid reasons to miss class. In case of absence, please inform me in advance.

Preparation. Students are expected to read assigned material in advance and to be fully prepared for class discussions.

Group work. Groups will be created in the second week of the class. The group should address group problems or conflict in a timely manner. In case of any issues, please let me know.

COURSE LEARNING OUTCOMES

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.

IMPORTANT LINKS

- [Mosaic](#)
- [Avenue to Learn](#)
- [Student Accessibility Services - Accommodations](#)
- [McMaster University Library](#)

REQUIRED MATERIALS AND TEXTS

Barnetson, B., & Foster, J. (2024). The practice of human resource management in Canada. AU Press. <https://doi.org/10.15215/aupress/9781771994255.01>.

Course textbook and additional readings are open access resources, which are free for students.

Please note, I reserve the right to assign additional readings and materials should they be necessary for your learning.

COURSE TEXTBOOK AND ADDITIONAL READINGS ARE OPEN ACCESS RESOURCES, WHICH ARE FREE FOR STUDENTS. CLASS FORMAT

This in-person three-hour weekly course includes lectures, discussion, and application-based activities. A break will be provided mid-class. Class sessions will not be recorded. To support your learning, consistent attendance and active participation are essential.

COURSE EVALUATION

Learning in this course results from completing assigned materials and participating in discussions 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, all members share responsibility for ensuring that each member contributes to the work and for managing any group process challenges that may arise. Individual group members will all receive the same grade for projects completed together. The instructor has the right to adjust as becomes necessary to individual groups on group assignments if there is evidence of greater individual contribution.

Missed deliverables will incur a grade of zero (0) unless there is evidence that there is a reason based on absence, etc., Please follow the university's regulations and speak with me or email me about missed assignments. All deliverables must be completed. For group assignments, if group member(s) are ill, it is still the responsibility of the group members to complete the projects. Late deliverables will lose 10% each day that they are late.

Final Grades will be calculated as follows:

Grade Component	Weight	Description
Midterm 1	30%	Week 5 (multiple choice & True & False)
Midterm 2	30%	Week 12 (Case study & short answer based)
Class participation	10%	Each student is expected to participate in class activities
Group Project	30%	
Total	100%	

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.

Letter Grade	Percent	Letter Grade	Percent
A+	90 - 100	C+	67 - 69
A	85 - 89	C	63 - 66
A-	80 - 84	C-	60 - 62
B+	77 - 79	D+	57 - 59
B	73 - 76	D	53 - 56
B-	70 - 72	D-	50 - 52
		F	00 - 49

COURSE DELIVERABLES

Midterms (60%)

There are two midterms in this course. The first midterm will consist of multiple choice and true/false questions. The second midterm will feature case analysis and short answer questions. Questions within each exam may carry different weights based on their difficulty and required effort. Study guidelines indicating which material will be covered will be provided before each midterm.

In-class Participation (10%)

Class participation is a key part of your learning in this course. It develops your ability to articulate ideas, respond to diverse perspectives, and provide constructive feedback.

Effective participation means clearly stating your position, supporting it with sound reasoning, and engaging respectfully with others. Every student shares responsibility for creating an inclusive environment where all opinions are welcome.

Participation is graded on quality, quantity, and consistency based on:

- Relevance – Do your comments address the topic at hand and demonstrate preparation?
- Active listening – Do you build on others' insights rather than simply repeating your own points?
- Substance – Do you add new perspectives or deepen our understanding of the material?
- Clarity – Are your arguments well-articulated and supported with evidence or reasoning?

Participation grades will be released at the end of the semester. You are welcome to speak with me from time to time to find out about your participation efforts by scheduling a meeting. Name cards will be given to help to ensure that participation grades are being given to the correct individual. Your name must have your first and last name clearly written and displayed for every class. Please keep notes of your participation in class, should you wish to appeal your participation grades, your requests will need documentation evidence.

Group Project (30%)

Students will work in groups of 5-6 to identify and research a unique, innovative, and/or technologically-driven HR practice (e.g., a method of electronic performance monitoring, electronic resume screening, robot interviewing, unique types and applications of HR metrics or HR analytics, the use of digital technology to provide performance ratings/feedback, etc.). Each group will write a report that provides a description of the HR practice/method, illustrates its use (e.g., in what organization(s) is it being used?), and engages some of the important considerations regarding the application of the practice/technique, including: What is the context for which it would be appropriate? Under what conditions would it not be appropriate or effective? How would the practice/method contribute to organizational and individual (worker) effectiveness and well-being? Does the practice/method replace or substitute for other, more “traditional” HR practices/methods or is it a novel practice/method? What are the ethical issues that may be associated with the practice/method? As appropriate, consideration should also be given to whether and how the practice/method would be appropriate or adaptable for use in non-traditional organizations such as social entrepreneurial ventures, etc.

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. Below is the sample group report structure, covering above points that students could use-

Executive summary	A brief overview of the report (1-page maximum)
Introduction	Description of the specific HR practice or technology. Overview of the report structure
Current applications	Organizations using this practice and how
Analysis of appropriateness and effectiveness	Contextual fit, Limitations and constraints
Impact assessment	Organizational effectiveness, employee experience
Comparative analysis	Comparison to traditional approaches
Ethical considerations	Ethical issues that may arise
Applicability to Non-Traditional Organizations (if relevant)	
References	
Appendices (if any)	

Overall, the body of the report excluding the table of contents, executive summary and appendices should not exceed 15 double spaced printed pages with font size 12, Times new roman. The written report is due on **Mar. 22**.

Group Presentations

Groups will conduct a presentation/demonstration to the class regarding their chosen HR practice. The nature of the presentation/demonstration should be suited to the particular topic but should not be limited to “one-way” communication by the group to the class and should include active engagement by the class. The presentations are tentatively scheduled for the last 2 class periods of the semester.

COMMUNICATION AND FEEDBACK

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.

All students must receive feedback regarding their progress prior to the final date by which a student may cancel the course without failure by default.

- For Level 1 and Level 2 courses, this feedback must equal a minimum of 20% of the final grade.*
- For Level 3 courses and above, this feedback must equal a minimum of 10% of the final grade.*

Instructors may solicit feedback via an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

Students who have concerns about the course content, evaluation methods, or delivery should first reach out to the course instructor. If your concern remains unresolved after speaking with the instructor, you may then reach out to the relevant Area Chair for further consideration.

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

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/>

COURSE MODIFICATION

From time to time there may be a need to remove/add topics or to change the schedule or the delivery format. If these are necessary, you will be given as much advance notice as possible.

GENERATIVE AI

SOME USE PERMITTED

Students may use generative AI for editing their work throughout the course so long as the use of generative AI is referenced and cited following citation instructions given in the syllabus. Use of generative AI outside the stated use without citation will constitute academic dishonesty. It is the student's responsibility to be clear on the limitations for use and to be clear on the expectations for citation and reference and to do so appropriately.

ACADEMIC INTEGRITY

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](#).

The following illustrates only three forms of academic dishonesty:

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

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may 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. Avenue to Learn, 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.

CONDUCT EXPECTATIONS

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.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

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

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

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

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.

EXTREME CIRCUMSTANCES

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, Avenue to Learn and/or McMaster email.

ACKNOWLEDGEMENT OF COURSE POLICIES

Your enrolment in IBH 2AC3 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during 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.

COURSE SCHEDULE

WEEK	DATE	READING & DELIVERABLES
Week 1	Fri. Jan. 9 Session 1 Introduction To HRM	Introduction to course (Review course outline) Chapter 1 Irwin, N. (2016). How did Walmart Get Cleaner Stores and Higher Sales? It Paid Its People More. <i>New York Times</i> , October 15. https://www.nytimes.com/2016/10/16/upshot/how-did-walmart-get-cleaner-stores-and-higher-sales-it-paid-its-people-more.html
Week 2	Fri. Jan. 16 Session 2 Employment Law	Chapter 2 Doorey, D. (2025). 'The Requirements for Notice of Termination and Just Cause in Canadian Employment Law'. OnLabor. https://onlabor.org/the-requirements-for-notice-of-termination-and-just-cause-in-canadian-employment-law/ . McKenzie-Sutter, H. (2022). 'Ontario's right to disconnect law too vague to help work-life balance, experts say'. CBC. https://www.cbc.ca/news/canada/toronto/ont-labour-disconnect-1.6494010 .
Week 3	Fri. Jan. 23 Session 3 HR Strategy, Planning, & Recruitment	Chapters 4 and 5 Introducing a compressed fortnight working model: Northrop Grumman UK. CIPD. (2025, July 8). https://www.cipd.org/en/knowledge/case-studies/northrop-grumman-working-model/ Case study: Workforce planning at Amazon. (2025, November 8). https://smartlifeskills.co.uk/business-management-human-resource-management-case-study-workforce-planning/
Week 4	Fri. Jan. 30 Session 4 Selection & Training	Chapters 6 and 7 Bernard Marr. (2021). The amazing ways how Unilever uses artificial intelligence to recruit & train thousands of employees. https://bernardmarr.com/the-amazing-ways-how-unilever-uses-artificial-intelligence-to-recruit-train-thousands-of-employees/ Kitts, D. (2025, December 3). How AI is taking over workplace training. The Globe and Mail. https://www.theglobeandmail.com/business/article-how-ai-is-taking-over-workplace-training/
Week 5	Fri. Feb. 6	Exam 1 (Chapters 1, 2, 4, 5, 6, 7)
Week 6	Fri. Feb 13	Chapter 3

	Session 5 Workflow, job analysis, and job design	Martin, R. L. (2023). Designing Jobs Right. Harvard Business Review. Radley, B., & Valero, M. (2025a, July 3). A guide to hackman & oldham's job characteristics model. Workday Blog. https://blog.workday.com/en-us/what-hackman-oldhams-job-characteristics-model-means-for-workers.html
Week 7	(Feb. 16–22) Midterm recess	
Week 8	Fri. Feb. 27 Session 6 Diversity, Equity, & Inclusion	August 2022 McKinsey explainers what is diversity, equity, and ... (n.d.). https://www.mckinsey.com/~/media/mckinsey/featured%20insights/mckinsey/explainers/what%20is%20diversity%20equity%20and%20inclusion.pdf Creswell et al. (2018). Women at Nike revolt, forcing change at last. <i>New York Times</i> , April 29. https://www.nytimes.com/2018/04/28/business/nike-women.html
Week 9	Fri. Mar. 6 Session 7 Wages & Benefits	Chapter 8 Sandi, et al. (2025). What the 2025 living wage rates reveal. Canadian Center for Policy Alternatives. https://www.policyalternatives.ca/news-research/what-the-2025-living-wage-rates-reveal/ . Allen, B. (2025, November 25). How to prepare for pay transparency in Ontario . Citation Canada. https://www.citationcanada.com/blog/article/how-to-prepare-for-pay-transparency/#:~:text=Be%20sure%20to%20complete%20a,with%20compensation%20for%20existing%20employees.
Week 10	Fri. Mar. 13 Session 8 Performance management	Chapter 9 Deloitte. (2025, December 11). Reinventing Performance Management Processes won't unlock human performance. here's what will. Deloitte Insights. https://www.deloitte.com/us/en/insights/topics/talent/human-capital-trends/2025/employee-performance-management-optimization-effective-strategy.html Backaitis, V. (2023, March 6). Stack ranking is making the rounds again. reworked.co. https://www.reworked.co/talent-management/stack-ranking-makes-a-comeback/#
Week 11	Fri. Mar. 20 Session 9 Unions & Collective Bargaining	Chapter 10 B Angus Reid. (2023). Union members boost the benefits of organized labour, but almost 40% say membership costs exceed gains. Found at: https://angusreid.org/unions-strike-labour-canada-ndp-conservatives-liberal/ .

		<p>Doorey, D., & Stanford, J. (2023). Union Density Lowers the Income Share Going to the Top 1%. Found at: https://jacobin.com/2023/10/union-density-wealth-income-inequality-collective-bargaining.</p> <p>Frankel, T.C. (2016). The cobalt pipeline: Tracing the path from deadly hand-dug mines in Congo to consumers' phones and laptops. Washington Post, September 30. https://www.washingtonpost.com/graphics/business/batteries/congo-cobalt-mining-for-lithium-ion-battery/?noredirect=on</p> <p>Final report due by Mar. 22</p>
Week 12	Fri. Mar. 27	Exam 2 (Read all chapters with emphasis on Chapters 3, 8, 9, 10, and Week 8 (DEI) readings)
Week 13	Fri. Apr. 3	Group presentations