



Fall 2024 Course Syllabus

MOS 3383A Section – 001

STRATEGIC HUMAN RESOURCES PLANNING

Course Mode In-Person

Instructor: Julie Aitken Schermer
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1. Course Information:

1.1 Class Location and Time: In-Person, Tuesdays 9:30am start, SSC 3010

1.2 Course Description:

An introduction to human resources planning processes in organizations. Topics include: supply and demand forecasting, succession management, job analyses, downsizing and restructuring, mergers and acquisitions.

Pre or Corequisites

Prerequisite(s): Enrollment in 3rd or 4th year of BMOS.

Extra Information: 3 lecture hours.

Course Weight: 0.50

Breadth: CATEGORY A

Unless you have either the requisites for this course or written special permission from your Dean's Designate (DAN Management Advisors) to enroll in it, you may be removed from this course, and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

1.3 Accessibility:

DAN Department of Management & Organizational Studies strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities.

Contact Academic Support & Engagement at <http://academicsupport.uwo.ca/> for information about Western's Accessible Education.

More information about "Accessibility at Western" is available at: <http://accessibility.uwo.ca>

1.4 Land Acknowledgement:

We acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum.

With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (e.g. First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.

<https://indigenous.uwo.ca/initiatives/docs/indigenous-land-acknowledgment.pdf>

1.5 Senate Regulations

Senate Regulations state, “unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.”

This regulation is in regard to the PREREQUISITE COURSES required.

2. Course Materials

Textbook:

Bauer, T., Erdogan, B., Caughlin, D., & Truxillo, D. (2025). *Human Resource Management: People, Data, and Analytics*. Thousand Oaks, CA: Sage.

[ISBN: 978-1-0718-7685-5] Available at the UWO Bookstore. Secure the print OR e-book (not both).

https://bookstore.uwo.ca/textbook-search?campus=UWO&term=W2024A&courses%5B0%5D=001_UW/MOS3383A

Additional course material will be posted to OWL: <https://westernu.brightspace.com/>

Students are responsible for checking the course OWL site (<https://westernu.brightspace.com/>) regularly for news and updates. This is the primary method by which information will be disseminated to all students in the class.

If students need assistance with the course OWL site, they can seek support on the [OWL Brightspace Help](#) page. Alternatively, they can contact the Western Technology Services Helpdesk. They can be contacted by phone at: 519-661-3800 or ext. 83800.

Technical Requirements: None

3. Course Objectives and Format

The DAN Department of Management and Organizational Studies as a whole draws upon an evidence-based management approach. Evidence-based management is the systematic process of gathering evidence from multiple sources, critically appraising the evidence, and using that evidence in making and evaluating management decisions to improve organizational performance.

3.1 Course objectives

This course is designed to provide students with an appreciation for the need for sound planning in human resources. The course will begin with an understanding of jobs, collecting information and decision making, and then progress through the issues and challenges for staffing.

3.2 Course format

In-person lectures

4. Learning Outcomes

Learning Outcome	Learning Activity	Assessment
<i>Depth and Breadth of Knowledge.</i> <ul style="list-style-type: none">• Learning Outcome 1: define human resources management (HRM).• Learning Outcome 2: Understand the importance of strategic HRM for realizing outcomes.	Lectures and course readings.	Multiple choice exams and in-class debates.
<i>Knowledge of Methodologies.</i> <ul style="list-style-type: none">• Learning Outcome 1: Describe basic technical aspects of the HRIS.• Learning Outcome 2: Explain the three stages of recruitment.	Lectures and course readings.	Multiple choice exams and in-class debates.
<i>Application of Knowledge.</i> <ul style="list-style-type: none">• Learning Outcome 1: Recommend ways in which organizations can promote EDI in the workplace.• Learning Outcome 2: Explain how job design can increase motivation, improve attitudes, and improve performance.	Lectures and course readings.	Multiple choice exams and in-class debates.
<i>Communication Skills.</i> <ul style="list-style-type: none">• Learning Outcome 1: Debate the global issues surrounding personnel selection.• Learning Outcome 2: Discuss the advantages/disadvantages to standardizing HR practices in different cultures/geographical locations.	Lectures	In-class discussions and debates.
<i>Awareness of Limits of Knowledge.</i> <ul style="list-style-type: none">• Learning Outcome 1: Correctly determine what variables or factors may be affected in the workplace from a flexible work design.	Lectures and course readings.	Multiple choice exams and in-class debates.

<ul style="list-style-type: none"> • Learning Outcome 2: Appreciate that reliability and validity impact selection measures. 		
<p><i>Autonomy and Professional Capacity.</i></p> <ul style="list-style-type: none"> • Learning Outcome 1: Describe the major categories of criteria for assessing training effectiveness. • Learning Outcome 2: Correctly distinguish between performance management and performance appraisals. • Learning Outcome 3: Explain the costs of voluntary turnover for an organization. 	Lectures and course readings.	Multiple choice exams and in-class debates.

5. Evaluation

Exam 1 (Tuesday October 8, 9:30am, in class) = 35%

Debates (October 29 to December 3, in class) = 15%

Cumulative Final Exam (during examination period scheduled by the Registrar) = 50%

Total = 100%

Exams are multiple choice **in format**. Each exam, in total, will be scheduled for **2 hours, consist of 60 questions**, and are **closed book examinations. Dictionaries and calculators are NOT allowed into the examinations.**

The multiple-choice format allows for assessment of students' detailed knowledge of a broad range of concepts, theories, principles, and research that other formats do not permit. There are different types of multiple-choice questions used in this course, including application-based multiple-choice questions. Although application-based questions can be challenging for students, they are necessary to meet the learning outcomes of this course and to allow students to develop an appreciation for and understanding of the course material. As DiBattista (2008) notes, "well-chosen multiple-choice questions can provide a broader coverage of course content than [short-answer or essay-type] questions, and moreover, their scoring is generally more statistically reliable" (p. 123).

According to Burton et al. (1991), multiple choice questions have the following advantages: (1) items can be designed to assess different levels of learning outcomes, from recalling knowledge to applying principles to new situations. (2) Item difficulty can be managed by changing the alternatives/distractors. (3) Items can be subjected to item analysis, thus allowing an instructor to identify student misconceptions or poorly written questions. (4) The items allow for a broader sampling of course topics, "consequently the test scores will likely be more representative of the students' overall achievement in the course" (p. 5). (5) The items are less prone to guessing than true-false items. (6) The items are objectively scored and, thus, are not prone to the rater inconsistencies found with essay questions or the issues with scoring partial answers often found with short answer questions.

References

Burton, S.J., Sudweeks, R.R., Merrill, P.F., & Wood, B. (1991). *How to prepare better multiple-choice test items: Guidelines for university faculty*. Brigham Young University Testing Services and The Department of Instructional Science. <https://testing.byu.edu/handbooks/betteritems.pdf>.

DiBattista, D. (2008). Making the most of multiple-choice questions: Getting beyond remembering. *Collected Essays on Learning and Teaching*, 1, 123-126.

Electronic devices of any kind (including cell phones, smart watches and calculators) are NOT permitted at exams.

Students are responsible for material covered in the lectures as well as the assigned chapters/sections in the text. Exams will not be returned to students but may be reviewed by contacting your instructor.

General information about missed coursework

Students must familiarize themselves with the *University Policy on Academic Consideration – Undergraduate Students in First Entry Programs* posted on the Academic Calendar:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf,

This policy does not apply to requests for Academic Consideration submitted for **attempted or completed work**, whether online or in person.

The policy also does not apply to students experiencing longer-term impacts on their academic responsibilities. These students should consult [Accessible Education](#).

For procedures on how to submit Academic Consideration requests, please see the information posted on the Office of the Registrar's webpage:

https://registrar.uwo.ca/academics/academic_considerations/

All requests for Academic Consideration must be made within 48 hours after the assessment date or submission deadline.

All Academic Consideration requests must include supporting documentation; however, recognizing that formal documentation may not be available in some extenuating circumstances, the policy allows students to make one Academic Consideration request **without supporting documentation** in this course. However, the following assessments are excluded from this, and therefore always require formal supporting documentation:

- Examinations scheduled during official examination periods (Defined by policy)
- Exam 1 (Designated by the instructor as the one assessment that always requires documentation when requesting Academic Consideration)
- When a student *mistakenly* submits their one allowed Academic Consideration request **without supporting documentation** for the assessments listed above or those in the **Coursework with Assessment Flexibility** section below, the request cannot be recalled and reapplied. This privilege is forfeited.

Evaluation Scheme for Missed Assessments

Policy on Missing Coursework

There are NO make-up exams.

Students with approved academic considerations for missing the midterm will have the final exam reweighted to be worth 85%.

Students who miss giving their debate will be required to debate and present on the last class day (December 3).

When a student misses the Final Exam and their Academic Consideration has been granted, they will be allowed to write the Special Examination (the name given by the University to a make-up Final Exam). See

the Academic Calendar for details (under Special Examinations), especially for those who miss multiple final exams within one examination period.

The date and time of the make-up examination will be determined by the department and the University Special Examination dates as outlined in the Academic Handbook: https://www.uwo.ca/univsec/pdf/academic_policies/exam/definitions.pdf. The make-up exam will be held at [9:00am / 1:00pm] in SSC 4317.

First Term Half Course: January 12, 2024

If a student is unable to meet the scheduled make-up, then the student is responsible for obtaining new accommodations from Academic Counselling and will write the make-up exam when the next time the class occurs.

Grades will not be adjusted on the basis of need. It is important to monitor your performance in the course. Remember: *You are responsible for your grades in this course.*

The DAN Department has a grade policy which states that for courses in the 3000 range, the class average must fall between 70% and 77% for all sections of a course taught by the same instructor. In very exceptional circumstances only, class averages outside this range may be approved by the Undergraduate Chair or Chair. Class averages are not grounds for appeal.

Debate Information

Students will sign up for debates in class on September 24. ***Note: failing to sign up for a debate is not grounds for an appeal.*** Debates will take place with at least one student (maximum is 3) debating another student(s).

Debates will be approximately 15-20 minutes. You will be expected to present your position, then allow the alternative side to present their position, and you will have the opportunity to rebut their statements. It is expected that students will be civil and professional towards each other. Note, you may be required to present/argue for a position that you personally do not agree with. It is not required to inform the class of that fact.

Debates will be graded using the rubric posted on Brightspace **under the announcement tab.**

If you are unable to attend your scheduled debate, you will automatically be assigned to debate the topic listed below for the final class (on December 3).

6. Lecture and Examination Schedule

Classes begin: September 5, 2024

September 10 – Introduction/overview of the course

September 17 – Ch. 1 Introduction to Human Resource Management

What is HRM, why it matters, how HRM is changing, HRM as a profession

Ch. 2 Strategic HRM, Data-Informed Decision Making, and HR Analytics

Defining strategy, strategic HRM, decision-making, HR analytics, scientific process

September 24 – Ch. 3 Data Management and Human Resource Information Systems

Developing and implementing a HRIS

October 1 – Ch. 4 Diversity, Equity, and Inclusion (DEI) and Equal Employment Laws

Importance of diversity and inclusion

October 8 – EXAM 1 (in class), 9:30-11:30am, 60 multiple choice questions, worth 35%

Fall Reading Week: October 12 – 20

October 22 – Ch. 5 The Analysis and Design of Work

Work analysis, KSAO, job design

October 29 – Ch. 6 Workforce Planning and Recruitment

Workforce planning and forecasting, leadership development, stages of recruitment, diversity recruitment

Debate Topics:

Pros/cons of a gig economy

Pros/cons of a differentiation versus cost leadership strategy

November 5 – Ch. 7 Selection Processes and Procedures

Job analysis, recruitment, interviewing, testing, reference checks

Debate Topics:

Pros/cons of hiring internally (i.e., promotion) versus externally

Pros/cons of a hierarchy culture

November 12 – Ch. 8 Training, Development, and Careers

Training needs assessment, experience learning, training methods, career development

Debate Topics:

Pros/cons of interviewing

Pros/cons of intelligence testing in employee screening

November 19 – Ch. 9 Performance Management

Management systems, performance reviews/appraisals

Debate Topics:

Pros/cons of remote working

Pros/cons of encouraging white collar employees to “disconnect” from work

November 26 – Ch. 10 Managing Employee Separations and Retention

Voluntary turnover, employee retention, involuntary turnover (dismissals, layoffs)

Debate Topics:

Pros/cons of massed versus spaced learning

Pros/cons of orientation programs

December 3 – Ch. 16 Opportunities and Challenges in International HRM

Remote workforce, transferring HR practices across borders, expatriates

Debate Topics:

Pros/cons of increasing salaries versus increasing benefits

Pros/cons of hiring local versus exporting staff to a new global office (post company expansion)

Note: any student who missed giving their debate will be required to debate the topics listed for this day

Classes end: December 6, 2024

Final exam period = December 9-22, 2024

7. Student Responsibilities

Students should familiarize themselves with Western University Senate Regulations, please see: http://www.uwo.ca/univsec/academic_policies/index.html.

Material covered in lectures will not always be the same as material covered in the textbook. These two sources should be viewed as complimentary and not redundant. As such, students who want to do well in this course are **strongly encouraged** to attend lectures on a regular basis. Please note that the instructor will not be providing copies of lectures notes or overheads. Therefore, if you miss a lecture, you should try to obtain this material from another student.

7.1 Respect

Please act respectfully towards the classroom, the instructor and your fellow students. Acting respectfully means arriving on time, turning off phones, avoiding private discussions during lectures, refraining from viewing non-course material on your laptops, and cleaning up after yourself. Acting respectfully provides a better learning experience for everyone.

Private in-class discussions are distracting to students and the instructor. If other students are distracting your attention from the material, you should ask them to be quiet. If you feel uncomfortable doing this (or the problem persists), please see your instructor.

Late arrivals are also distracting. Please try to arrive on time for classes.

7.2 No Recording of Classes

Students are not permitted to record any portion of a class, audio or video, without the prior written permission of the instructor.

7.3 Copyright Notice

Lectures and course materials, including power point presentations, outlines, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may not record lectures, reproduce (or allow others to reproduce), post or distribute lecture notes, wiki material, and other course materials publicly and/or for commercial purposes without the written consent of your instructor.

8. Exam Policies

IN-PERSON

- Bring student identification to exams.
- Nothing is to be on/at one's desk during an exam except a pencil, an eraser, and the individual's student card
- Do not wear baseball caps to exams
- Do not bring or wear smart watches, music players, cell phones, beepers, or other electronic devices to exams

9. E-mail Policies

The following policies apply to all emails between students and the instructor. Please respect the fact that your Instructor receives hundreds of emails from students and must deal with those emails in a fair and organized manner. Unacceptable emails will receive a reply saying only "Please see Email Policies on the course outline".

9.1 UWO.CA Email Addresses Only

For privacy reasons, students must use their Western email accounts to contact their Instructor. The Instructor will not respond to emails from non-uwo.ca addresses (e.g. hotmail.com, gmail.com, etc.).

9.2 Subject Line Must Include Course and Section Number

The subject line of emails must contain the name or number of the course, and the section number in which the student is enrolled. The Instructor teaches different courses and sections and cannot properly respond to questions if they do not know which course or section you are enrolled in.

9.3 Acceptable Emails

- questions about the course content or materials
- asking to set up an appointment to ask questions or review an exam
- notification of illness or other special circumstances
- providing constructive comments or feedback about the course

9.4 Unacceptable Emails

- questions that may be answered on OWL or on this course outline
- asking when grades will be posted

- asking what grade a student received
- asking where or when an exam is scheduled or the material covered on an exam
- requests for grade increases, extra assignments, or reweighting of course components

10. Attendance

It is expected that students will attend all classes. The instructor does not provide access to lecture notes. Students are encouraged to obtain missed lecture notes from a fellow student.

10.1 Short Absences.

If you miss a class due to minor illness or other problems, check your course outlines for information regarding attendance requirements and make sure you are not missing a test or exam. Cover any readings and arrange to borrow the missed lectures notes from a classmate.

10.2 Extended Absences.

If you are absent more than approximately two weeks or if you get too far behind to catch up, you should consider reducing your workload by dropping one or more courses. The Academic Counsellors can help you to consider the alternatives. At your request, they can also keep your instructors informed about your difficulties.

11. Grade Fairness

Fairness requires that all students be treated equally and be evaluated using the criteria set out in this course outline. The evaluation criteria are based on actual achievement and not on how hard a student has tried.

Claims by students of an excellent academic history, good attendance record, need to obtain or maintain a scholarship, desire to be admitted to Ivey or graduate school, or other personal issues, cannot be used to justify a higher grade in the course or a reweighting of course components. There is no extra work or assignments available for extra credit or to “make up” for a course component that was missed or performed poorly.

You, the student, are responsible for the grades earned.

12. Posting of Grades

Midterm exam grades will be posted on OWL once the grades are available. Final exam grades, debate grades, and final course grades are not posted on OWL and are available once they have been posted by the Registrar under “Academic Summary” at the Student Centre website.

13. University Policy Regarding Illness, Absence and Accommodation

13.1 Illness

Students will need to provide a Student Medical Certificate if the absence is medical or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty Academic Counselling office to obtain more information about the relevant documentation.

For privacy reasons, students should also note that individual instructors should not receive documentation directly from a student, whether in support of an application for consideration on

medical grounds, or for other reasons. All documentation required for absences must be submitted to the Academic Counselling office of a student's Home Faculty.

For details on the Policy on Accommodation for Medical Illness, go to:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration.pdf

Students can download the Student Medical Certificate (SMC) here:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

13.2 Accessible Education

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here:

[https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic Accommodation_disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Accommodation_disabilities.pdf)

Students needing access to Accessible Education should register here:

http://academicsupport.uwo.ca/accessible_education/index.html

13.3 Religious Accommodation

When conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request an accommodation for their absence in writing to the course instructor and/or the Academic Advising office of their Faculty of Registration. This notice should be made as early as possible but not later than two weeks prior to the writing or the examination (or one week prior to the writing of the test).

Please visit the Diversity Calendars posted on our university's EDID website for the recognized religious holidays:

<https://www.edi.uwo.ca>.

14. University Policy on Cheating and Academic Misconduct

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offenses. Students are urged to read the section on Scholastic Offenses in the [Academic Calendar](#).

Note that such offenses include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. If you are in doubt about whether what you are doing is inappropriate, consult your instructor. A claim that "you didn't know it was wrong" will not be accepted as an excuse.

Within this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments and perspectives. The use of AI tools can serve as a starting point for exploring a topic, with students expected to

uphold academic integrity by appropriately attributing all sources of information and avoiding plagiarism. Debate statements should reflect the student's own thoughts and independent work. By adhering to these guidelines, students contribute to a responsible and effective learning environment that promotes critical thinking, independent inquiry and allow them to produce original written contributions. The same principles also apply to the use of translation software to support the writing the essays and other written assessments. When used, any such AI or translation tool should be used ethically and responsibly.

A copy of guidelines about how to avoid cheating can be obtained from the Office of the Ombudsperson, Room 3135 WSSB, (519) 661-3573, ombuds@uwo.ca.

Cheating on exams will not be tolerated; students are referred to the university policy on scholastic offenses. Looking at the test of another student, allowing another student to view your exam, or obtaining information about a test in advance are all examples of cheating.

Students found cheating will receive a zero (0%) on that exam. A number of safeguards will be employed to discourage cheating. For example, examination supervisors (proctors) of the tests may ask students to move to another seat during the exam, cover their paper, avert their eyes from other students' papers, remove baseball caps, etc. This is not meant as a personal affront nor as an accusation of cheating, rather as vigilant attempts at proctoring.

The penalties for a student guilty of a scholastic offense include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

15. Procedures For Appealing Academic Evaluations

1. In the first instance, all appeals of a grade must be made to the course instructor (informal consultation).
2. If the student is not satisfied with the decision of the course instructor, a written appeal must be sent to the Undergraduate Chair of the Department of Management and Organizational Studies.
3. If the response of the Undergraduate Chair is considered unsatisfactory to the student, they may then appeal to the Dean of the Faculty in which the course of program was taken.
4. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Office of the Ombudsperson.

16. Support Services

16.1 Support Services

The Registrar's office provides you with information on services, courses, student finances, resources, latest news, as well as Student Central's hours of operation at <http://www.registrar.uwo.ca>

Student Support Services (**including the services provided by the USC listed here**) can be reached at: <http://westernusc.ca/services/>

Academic Support & Engagement can be reached at: <http://academicsupport.uwo.ca>

Students who are in emotional/mental distress should refer to Health and Wellness: <https://www.uwo.ca/health/> for a complete list of options about how to obtain help.

16.2 Academic Concerns.

If you are in academic difficulty, it is strongly recommended that you see your academic counsellor.