Haskayne | **UNIVERSITY OF CALGARY**
School of Business

OBHR 674 L01 & L02
Advanced Human Resource Management

Course Outline Part A – Winter 2025

Instructor	Audrey J. Farrier, B.A., MSc.
Telephone	Please contact me by email
Office	By appointment only
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Office hours	By appointment only
Website	http://d2l.ucalgary.ca
Lecture location	MTH 445
Lecture times	March 3 till April 11, 2025 L01: 09:00-11:50 a.m. L02: 14:00-16:50 p.m. Discussion/Tutorial March 10 till April 11, 2025 L01: 08:00-08:50 a.m. L02: 13:00-13:50 p.m.

Course Description

For businesses to thrive, an understanding of the management of human resources is absolutely essential. A successful business is contingent on developing more than just technical skills. Developing skills and tools needed to effectively manage people and knowing the rules that govern workplace relations are essential skills to develop. Further, truly great organizations do not happen by accident, they are established and fostered by individuals with an extensive understanding of managing human resources. This advanced course is designed to give you an in-depth look at academic research, theories, and application of human resources management. The intent of OBHR 674 is to explore and understand how to navigate the organization through key HR practices such as job design, recruitment, selection, training, career development and talent management, labour relations, occupational health and safety, legal issues, and other associated activities. Using a variety of instructional techniques, you will learn and apply the

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theory and practice surrounding HR in an effort to increase your personal effectiveness within an organization, and ultimately the effectiveness of the organization itself.

Course Objectives	By the end of the course, students will be able to demonstrate their mastery of the course content through the following course outcomes:

1. Taking a strategic approach to human resource management.
2. Developing the ability to apply knowledge and understanding of HRM to improve business and management and practice.
3. Developing a good understanding of the employment relationship from both an employee and managerial perspectives.
4. Understanding and critically evaluating variety of key HR topics such as: job design, recruitment, selection, training, talent management, legal issues, and other associated activities.
5. Learning about performance and reward management to ensure how to get the best from people and gain a competitive advantage.
6. Practicing advanced HR management skills, and critically evaluating information to make effective HR decisions.

Textbook and/or Other Materials and Resources

Required materials:

Open Educational Resource (OER):
Human Resources Management, 3rd edition
Debra Patterson
Date Published: May 03, 2023
License: CC BY-NC-SA
Required Resources: The textbook for this course is the Open Educational Resource (OER) found and downloaded at the following link:

Human resources management, 3rd edition

Supplementary materials:
In addition to the textbook, students are required to complete a few readings. (These articles will be posted on D2L).

In class, we will engage in a few Case Studies and HR practices to illustrate concepts and apply them to real business situations. Students will need to read and prepare to discuss/engage in these activities before and after each class.

Students may use generative AI (GAI) tools in this course in accordance with the instructions and guidelines outlined for each individual course assignment or assessment. The use of GAI tools must be referenced and cited following these citation instructions.

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When using GAI, be mindful of privacy and security issues and bias within the systems. Any use of GAI should be to support your own thoughts and not replace individual work, including using GAI to provide peer feedback by uploading others' work without their explicit consent.

Course Workload

Generally, it is understood that students should spend two to three hours per week outside of class time for every hour of lecture. This means that for each course, students should expect to spend approximately 8-9 hours per week total on course work and lectures. This may vary by week depending on both the assessment schedule and on students' ability to manage their time. The instruction and rubric for the project will be posted on D2L.

Tutorials

The course tutorial sessions are scheduled from 8:00 am to 8:50 a.m. for L01 and 13:00-13:50 p.m. for L02. During these sessions, students will engage in group work, discussions, and complete exercises.

Class Preparation

This class relies heavily on experiential learning. Unlike the traditional lecture method, the experiential learning requires more meaningful involvement of students in the class (but also results in more fun and "sticky learning"). You are expected to be an active participant in the learning process. Engaged students devote time and energy to read assigned textbook chapters and other reading materials before the class, actively listening to others during class discussions and contributing to class discussions. Students are also expected to actively engage in class discussions over discussion board.

Please Note: Your instructor may not necessarily cover all the materials in the chapter, but it is the responsibility of the student to understand the concepts presented in the textbook and lectures. Material that can be easily learned by reading the textbook and assigned articles may not be covered in class. For example, term definitions, facts, and other simple material from the textbook that you can learn on your own by reading the textbook may not be provided in class. However, this material will be covered on the quizzes. Lectures will focus on the material presented in the textbook and general discussion and practices relating to the topic(s) outlined in the lecture schedule. *If you are unsure of any of the concepts, please take the initiative to ask the instructor during clas*s.

Important information for this class is posted on and communicated through Desire2Learn (D2L). Students should regularly check the Announcements section of the course D2L site for ongoing notices.

Grade Scale

The Haskayne School of Business endeavours to ensure consistency of final grades across courses and sections. Variations in distribution will always be considered by the instructor where called for by the performance in each individual class. The student does not have any 'right' to a certain grade but is responsible for earning grades. The instructor has unfettered discretion to evaluate student performance and assign all grades.

Grad	Percentag	Grade	Description	Notes:

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e		e Score	Point Value		
A+	≥	95.0	4.0	Outstanding	Up to 20% of the class
A	≥	90.0	4.0	Excellent	
A-	≥	85.0	3.7	Very good performance	30-50% of the class
B+	≥	80.0	3.3	Good performance	30-50% of the class
B	≥	75.0	3.0	Satisfactory performance	
B-	≥	70.0	2.7	Minimum pass	Up to 10% of the class
C+	≥	65.0	2.3	All grades below B- are indicative of failure at the graduate level and cannot be counted toward the course requirements.	
C	≥	60.0	2.0		
C-	≥	55.0	1.7		
D+	≥	52.0	1.3		
D	≥	50.0	1.0		
F	≥	0%	0		

Note: See the "Academic Standing" section of the Faculty of Graduate Studies Calendar regarding grades less than B-.

The Associate Dean (Professional Graduate Programs may determine that grades are too high and may override the grades of the instructor. The grade distributions for class must be checked off by the MMgmt office.

Grade Distribution	**Due Date**	**Assessment**	**Weighting**	**Course Outcome Assessed**
	On-going	Class participation, on-line discussion	15%	1,2,3,4,5,6
	Soft copy due in D2L Dropbox March 17, 2025, 11:59 MST	Individual Assignment #1 Culture of Diversity	20%	1,2,3,4,5,6
	Soft copy due in D2L Dropbox March 31, 2025, 11:59 MDT	Individual Assignment #2 Job Analysis	25%	1,2,3,4,6
	Soft copy due in D2L following each week's class or tutorial	Group Exercises #1	15%	1,2,3,4,5,6
	Soft copy due in D2L Dropbox April 10, 2025, 11:59 MDT	Group Project #2: The Value of HRM (Super 7 Framework)	25%	1,2,3,4,5,6

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	Total	**100%**	

Missed Assessment & Late Policy

In fairness to students who complete work on time, class assignments submitted after the due date will be subject to a penalty of **10%** per full or partial day, including weekends and holidays. Note that an assignment submitted five or more days after the due date will be assigned a grade of 0.

Students must follow the guidelines outlined in Part B of the outline to request a deferral for missed work during the term.

If there are any circumstances that may affect your performance in this class, please let me know as soon as possible before the due dates, so we can work together to develop strategies that address your needs and enable you to meet the requirements of the course. I am always happy to assist you in any way I can.

Class Activities, Discussion, Case Studies, exercises, role plays, discussion board

Throughout the course, you will be encouraged to think creatively about how to use ideas and theories to develop insight about HR practices in organizations. The primary way of doing this is during our class discussions and, in preparation for these discussions, thinking critically about the relevant readings, and case studies. Attend all classes, be well prepared, and participate regularly in class activities and exercises. There will be many opportunities for discussions and activities, and the learning potential comes from everyone's contributions.

Students are expected to read the assigned text chapters (and articles, if any) before class and be prepared for the class discussion about the topics outlined in the lecture schedule. In each class, students will work on exercises and cases in groups or individually. Active participation in each in class practice is required of all students – as such, **attendance in class is necessary**. Each exercise will have deliverables (usually written) at the end of the class or tutorial. Students or groups will complete these in class assignments and submit or upload the required documents unto D2L as evidence of participation at the end of the class or tutorial. For some of these exercises, you'll also participate in peer assessments, which will enable you to see how fellow learners approached the same challenge and how others viewed your HR solutions.

Students will also participate in the discussions posted on the discussion board. I will provide weekly mini-cases and problems related to the HR topic on the discussion board to allow you to

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answer the questions and brainstorm together. You will brainstorm and collaborate for the problem solving and application of the course concepts. You will share perspectives and ideas with the group and ask thoughtful questions in your responses to one another to facilitate a robust conversation. Provide strong feedback or comments to reach a deeper level of understanding. Do not make separate or unrelated posts.

Assessment measures for the discussions in class or the discussion board will include response writing to the exercises in class or tutorial opportunities, responses uploaded to D2L, individual and group discussions, and the quality of your reply or comments to your peers.

Assignments   **Individual Assignment #1: Case Assignment – Culture of Diversity**

Students will research and develop a 1250-1500-word HRM response on how to manage six "real-life" diversity scenarios presented in the assigned case study. You will research the issues presented, providing supporting evidence and rationale for the measures you recommend; you will illustrate the impact your solutions could bring to foster a more inclusive and respectful workplace.

Individual Assignment # 2: Job Analysis - The Cornerstone of HR

You will conduct a full job analysis to provide a critical review of a current job posting for a real company. You will have a choice of a position and level (e.g., entry level; professional level; manager level; "C" Suite level roles). You will conduct a job analysis for the position (using O*NET or NOC) and two of the various methodologies available for a job analysis and critique the job posting You will present your key findings in a **KCAD** analysis framework – what did you **K**eep from the original posting (and why); what did you **C**hange from the original posting (and why); what did you **A**dd in (and why); what did you **D**elete (and why)? You will reconstruct the job posting based on your analysis.

Group Project   **Group Exercises #1:**

Your group will complete a series of exercises designed to offer you practice in HRM. The exercises will be largely completed during the tutorial/discussion time frames, although the exercise will be explained and, at times, started /finished during class, usually the previous week. Your groups will work to complete the exercise during the tutorial and will be submitted following the tutorial before the commencement of the class or by the end of day of the class in the D2L Drop Box. The instructor will be available for help and coaching during the tutorial. Worksheets or templates along with scenarios will be provided for the following exercises:
1. Policy Development Exercise
2. Developing a Training Design Plan Exercise
3. Job Evaluation Exercise
4. Performance Appraisal Exercise
5. Grievance Arbitration Exercise
6. Safety Audit Exercise

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Group Project #2: The Value of HRM (Super 7 Framework)
The Super 7 Framework's seven categories, present 2 levels of primary responsibility as well as the interactive partnership between the management and the employee. As a group you will act as a consultancy team to prepare, explain and support with examples and references, the role of Human Resource Management (HRM) in supporting each of these seven categories using the concepts, theories and practices as covered in the course. This assignment can be developed as a power point with accompanying notes or a paper 2000-2500 words.

You will complete each assignment individually except for the Group Exercises and Group Project*. You must use and cite course material (text, assigned readings, class material and discussions) and peer-reviewed academic journals as your primary sources, and, if desired, external references (blogs, professional newsletters, white papers, opinion pieces, company websites) no more than 30% of total volume of references as a foundation for your analyses within each of your assignments. APA style is to be used consistently throughout each assignment. Instructions and Rubrics for each assignment are posted in D2L.

Note: Social loafing is the reduction of individual contributions, at and at times, non-contributing, when people work in groups rather than alone. You will be evaluated on your group's success for the group project but must have identifiable individual performance indicators for each project. Should one of your team members do not do their fair share of work, your team has an option to conduct a peer review. It is the team's responsibility to first attempt to resolve the matter within the team. Then, if not fully resolved, the team must notify the instructor of this issue. So that corrective action can be taken before it is too late, please contact the instructor early in the semester. If the matter cannot be resolved to the team's satisfaction, the team may request the peer evaluation form, which will be submitted by individual team members by the last day of regular classes. Peer reviews allow each team member to evaluate the performance of other team members, and the evaluations of your peers could reduce your grade to zero for the team project. (Peer reviews are not normally done except when someone clearly is not doing their fair share of work.)

Assessment of Writing Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support, part of the Student Success Centre, can be accessed by all undergraduate and graduate students who feel they require further assistance. In this course, your writing will be assessed as part of your grade in the following assessments:

1. Individual Assignment # 1: Culture of Diversity
2. Individual Assignment #2: Job Analysis

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3. Discussion Board Postings
4. Written submissions of group exercises
5. Group Project #2: Value of HRM (Super 7 Framework)

Email Communication

Please specify the course name and section number in the subject line of all emails OBHR 674. I will not respond to emails that do not contain this information.

Although email is commonly used by students to communicate with their instructors, it does limit the effectiveness of communication and may not be the best way for me to answer student questions. If I feel that communicating via email is not optimal, I may request a telephone call or personal meeting.

Internet & Electronic Communication Devices

During this class students will have the opportunity to utilize their personal electronic devices as learning tools to facilitate certain class activities. If your cell phone, tablet, or laptop does not become a distraction, it is fine for you to use it in class. I reserve the right to request that you put the device away if it is being used for activities unrelated to the class.

Academic Integrity and Rigor

Academic integrity and rigor are critical components of a University degree. Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. The Haskayne School of Business values ethical leadership and personal integrity, and expects its faculty, staff, and students to live these values. In the online environment, certain additional measures will be put in place to help safeguard the integrity of online assessments and the intellectual property of the instructors.

Course Outline Part B

The Course Outline Part B contains more generalized information for Haskayne and the University. You are responsible for reading and understanding all content in both parts of the outline.

Part B can be found here

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HSB Team Cooperation Standard

TRAIT	Unacceptable	Acceptable	Exemplary
Commitment	Seems reluctant to engage fully in discussions and task assignments	Consistently demonstrates commitment to the project by being prepared for each group meeting.	Follows up on ideas and suggestions from previous meetings and reports findings to the group
Balance between task and interpersonal relations	Focuses exclusively on task to be accomplished without regard to team members or focuses exclusively on interpersonal relations without regard to task	Balances the need for task accomplishment with the needs of individuals in the group	Volunteers to assist others and shares information openly.
Contributions	Does not offer ideas or suggestions that contribute to problem solving.	Frequently offers helpful ideas or suggestions	Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas.
Stays on Track	Takes the group off track by initiating conversations or discussions unrelated to the task.	Introduces suggestions and ideas that are relevant to the task	Uses tact and diplomacy to alert group that focus has strayed from the task at hand

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HSB Oral Communication Standard

TRAIT	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
Organization	The student communicates with little or no cohesion during the presentation. The student has little or no ability to communicate relationship to overall presentation goals.	The student has basic structure and opening statement relevant to the topic and overall presentation goals. The student gives outline of speech. The student is mostly organized and focused throughout.	The student has a clear opening statement that catches audience's interest and maintains a well-organized structure throughout the presentation. The student stays focused throughout the presentation.
Content	The student does not meet assignment requirements; the presentation content is not current, nor objective.	The content presented fulfills assignment requirements. The student uses appropriate sources and is objective.	The student is more thorough than "average" in fulfilling assignment requirements. Research goes beyond minimum requirements.
Transitions	The student provides no or inadequate transition to the following speaker. No connection made between sections of the presentation	The student provides basic transition to the next speaker. The student may introduce next speakers name but not the topic of that speaker.	The student provides a clear transition to the next speaker. Introduces the name and topic covered by the subsequent speaker.
Voice quality and pace	Demonstrates one or more of the following: mumbling, hard to understand English, too soft, too loud, too fast, too slow.	Can easily understand the student – the student demonstrates appropriate pace and volume.	Excellent delivery. The student modulates voice, projects enthusiasm, interest, confidence.
Mannerisms	Demonstrates one or more distracting mannerisms, which may include bad posture.	The student demonstrates no distracting mannerisms. The student has decent posture.	Uses body language effectively to maintain audience's interest.
Use of media	The student relies heavily on slides or notes. Makes little eye contact. Some key points may not have a corresponding slide.	The student looks at slides to keep on track with presentation. The student has an appropriate number of slides and non-distracting slide content.	Slides are used effortlessly to enhance speech.
Quality of conclusion	Conclusion is missing or poor, not tied to analysis. Does not summarize points that brought the speaker to this conclusion.	Conclusion is adequate. Summarizes presentation's main points, and draws conclusions based upon these points.	Goes beyond "average" in delivering a conclusion that is very well documented and persuasive. Covers all key points previously discussed.

HSB Written Communications Standard

TRAIT	Unacceptable	Acceptable	Exemplary

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Logic & Organization	Does not develop ideas cogently; uneven and ineffective overall organization; unfocused introduction or conclusion	Develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together; good introduction and conclusion	Develops ideas cogently, organizes them logically with paragraphs and connects them with effective transitions. Clear and specific introduction and conclusion
Language	Uses words that are unclear; sentence structures inadequate for clarity; errors may be distracting	Word forms are correct. Sentence structure is effective	Develops concise standard English sentences. Balances a variety of sentence structures effectively
Spelling and Grammar	Writing contains more than one spelling or grammatical error	The writing follows normal conventions of spelling and grammar throughout and has been carefully proofread	The writing is essentially error-free in terms of spelling and grammar
Development of Ideas	Several ideas unsupported; confusion between personal and external evidence; reasoning flawed	Supports the majority of ideas with effective examples, references, and details; makes key distinctions	Explores ideas vigorously; supports points fully using a balance of subjective and objective evidence; reasons effectively, making useful distinctions
Purpose	The purpose and focus of the writing are not clear to the reader	The writer has made good decisions about focus, organization, style, and content so as to achieve the purpose of the writing	The writer's decisions about focus, organization, style, and content fully elucidate the purpose and keep the purpose at the centre of the piece

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Class Schedule & Topics

Please note that lecture topics and readings are tentative and subject to change. <u>The dates of assessments will not be changed.</u>

Important dates (e.g. Block Week, Lecture start dates, Reading Week, etc.) can be found at the following web site: https://calendar.ucalgary.ca/acadsched

COURSE SCHEDULE OBHR 674		
DATE	**Details**	**Class preparation**
March 3	Review of Outline Strategic Human Resource Management The Super Seven Framework Team Formation for projects/exercises	**Chapter 1**
March 10	Diversity Equity & Inclusion and the Law Work-life Integration Policy Development Exercise (1)	**Chapter 3**
March 17	Recruitment & Selection Job Analysis Exercise Training and Development Developing a Training Design Plan Exercise (2) Individual Assignment #1 Culture of Diversity Due: March 17	**Chapter 5 & 6**
March 24	Compensation Management Employee Benefits and Services Job Evaluation Exercise (3)	**Chapter 7**
March 31	Performance Management Labour Relations Performance Appraisal Exercise (4) Grievance Arbitration Exercise (5) Individual Assignment #2 Job Analysis Due: March 31	**Chapter 8 & 10**
April 7	Health & Safety Safety Audit Exercise (6) Group Project Due: April 10	**Chapter 9**

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