

COURSE OUTLINE		
TERM: Spring, 2018	COURSE NO: NABU 330	
INSTRUCTOR: Laurie Prange (Prange-Martin)	COURSE TITLE: Cross Border Issues in Strategic Human Resource Management	
OFFICE: N/A TEXT: Available through Remind.com Enter this number: 819-809-1895 Text this message: @nabu3 E-MAIL: laurieprangemartin@capilanou.ca	SECTION NO (S): 61 & 62	CREDITS: 3.0
OFFICE HOURS: Before and after class time for both sections. In classroom or near library entrance.		
COURSE WEBSITE: TBA		

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tsleil-Waututh people on whose territories our campuses are located.

COURSE PREREQUISITES/CO-REQUISITES Bachelor's Degree (Post Bac International Program)

COURSE FORMAT Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, this includes two weeks for final exams.

CALENDAR DESCRIPTION The program outcomes are designed to provide the student with an overall appreciation and insight into the cross border similarities and differences in the application of current human resource management approaches in Canadian and US organizations in addition to a focus on global issues in human resource management. Often in smaller organizations, in Canada and the U.S., there is no official Human Resources Department, which makes it the responsibility of management.

REQUIRED TEXTS

Dessler, G. & Chhinzer, N. (2017). *Human Resources Management in Canada, Thirteenth Canadian Edition*. Toronto, ON: Pearson. ISBN 978-0-13-400544-7

Plus, materials that will be made available through Moodle (the Learning Management System).

COURSE STUDENT LEARNING OUTCOMES

Upon successful completion of this course, students will be able to demonstrate competence in the following abilities and skills:

Ability	Learning Outcome	Levels*
		1 ⇔ 6
Communications	C1. Demonstrate effective oral communication in presentations.	5
	C2. Demonstrate effective written communication in assignments.	5
	C3. Demonstrate effective use of MS Suite programs in a variety of presentations.	5
		1 ⇔ 6
Analysis and Decision Making		5
	A1 Contrast the Canadian and US approaches to the functional areas of strategic Human Resources Management	5
	A2. Compare the Canadian and US strategic Human Resources Management responses to changes in the external the business environment.	5
	A3. Critique various strategic human resources methods used to facilitate a successful merger acquisition between a Canadian and US and US firm.	5
	A4. Differentiate between Human Resource Planning options available in both the US and Canada to balance employee deficits or surpluses.	5
	A5. Compare HR legislation in Canada and the US and the differing effects on managing people.	5
	A6 Research an employment issue alleging discrimination and describe how it is handled in Canada and how in the U.S.	5
	A7. Describe the various recruiting methods and the factors, which influence their use. Describe the difference between the U.S. (e.g. Affirmative Action) and Canadian methods.	5
	A8. Compare reliability and validity issues in performance appraisal in the Canadian and US organizational context.	5
	A9 Prepare an employee handbook for a US or Canadian firm.	5
A10. Compare the strategic intent of various total rewards programs in US and Canadian firms.	5	
A11. Research and assess current U.S. and Canadian issues in strategic Human Resource Management.	5	
		1 ⇔ 6
Social Interaction	S1. Demonstrate leadership in class discussion and small group assignments.	6
	S2. Demonstrate effective team work and conflict resolution skills in class and small group assignments.	6
	S3. Demonstrate respect and value for the diverse viewpoints and experiences in the classroom population-global.	6
		1 ⇔ 6
Citizenship, Sustainability and Global Perspective	G1. Recognize the ethnocentric values contained in the Canadian and U.S. approaches to Human Resources Management.	4
	G2. Contrast and compare a variety of global approaches including sustainability to Human Resources Management.	4
	G3. Anticipate variety in cultural expression of events.	4

*See Faculty of Business – Our Commitment to Assessment and Constructive Feedback for description of the six “Levels” of Comprehension.

COURSE CONTENT

Week #	Date Range	Topics	Pre-Class Reading	Summative Assessment
1	Jan. 2-5	<ul style="list-style-type: none"> • Introduction to the course • Review of Course Outline, including policies, grading, plagiarism, etc. • Introduction to the 4th hour on Moodle • Activity: Glossary • Activity: Personality Assessment and working successfully in groups • Ch. 1 = Strategic Role of HRM 	Glossary & Ch. 1	
2	Jan. 8-12	<ul style="list-style-type: none"> • Introduction to Assignment #1 (Due Week 4) • Introduction to Employee Handbook Assignment (Due Week 12) • Assigning of Groups for Assignment #1 and Employee Handbook • Activity: Bona Fide Occupational Requirements (BFOR) • Ch. 2 = Changing Legal Emphasis and contrasting with other countries • Ch. 17 = Managing HR in a Global Business 	Ch. 2 & 17 Plus, materials in Moodle	
3	Jan. 15-19	<ul style="list-style-type: none"> • Check-in on 4th hour activities on Moodle • HR Online – branding and communicating • Activity: LinkedIn (If you don't have a LinkedIn profile, please make sure to create an account before class. Also, before class, connect with me https://www.linkedin.com/in/laurieprangemartin/) • Activity: Job Analysis and National Occupational Classification (NOC) • Ch. 3 = HRM and Technology • Ch. 4 = Designing and Analyzing Jobs 	Ch. 3 & 4 Plus, materials in Moodle	
4	Jan. 22-26	<ul style="list-style-type: none"> • Managing HR processes effectively and toward strategic goals • Ch. 5 = HR Planning • Activity: Non-Graded quiz to practice for Midterm using https://www.zipgrade.com • Assignment #1 – Global HRM – Group Presentations. Hard copy of assignment handed to instructor. Slides & Synopsis uploaded in Moodle Drop Box. Evaluations will be both Peer and Group. Business attire is strongly encouraged. 	Ch. 5 Plus, materials in Moodle	<i>Assignment #1 Global HRM 15%</i>
5	Jan. 29- Feb. 2	<ul style="list-style-type: none"> • Managing and Facilitating the Hiring Process • In-Class Assignment: Recruitment & Selection Activity (worth 5% of Participation marks) • Ch. 6 = Recruitment • Ch. 7 = Selection 	Ch. 6 & 7 Plus, materials in Moodle	<i>In-Class Assignment worth 5% of Participation marks</i>
6	Feb. 5-9	<ul style="list-style-type: none"> • Midterm = 2 hours. Questions will be multiple choice, true/false, etc. using https://www.zipgrade.com . Please come to class with your Student ID (you will need to know your student number). • The time remaining will be used to work on the Employee Handbook assignment. 	Ch. 1-7 & 17 Plus, materials in Moodle	<i>Midterm 25%</i>

Week #	Date Range	Topics	Pre-Class Reading	Summative Assessment
N/A	Feb. 12-16	READING WEEK No classes		
7	Feb. 19-23	<ul style="list-style-type: none"> Marked midterms returned and reviewed. There will be time to respectfully discuss answers as a class to provide an opportunity for both formative and summative assessment. Facilitating the Success of Human Resources: The importance of Employee Handbooks, tip sheets, signage, etc. Activity: Check-in regarding Employee Handbook group progress Activity: Training Plans Ch. 8 = Onboarding and Training Ch. 10 = Performance Management 	Ch. 8 & 10 Plus, materials in Moodle	
8	Feb. 26- March 2	<ul style="list-style-type: none"> Employee Compensation and Classification Activity: Facts and Myths regarding Indigenous Peoples and Taxes Activity: Pay Equity Ch. 11 = Strategic Pay Plans Ch. 12 = Pay-for-Performance and Financial Incentives 	Ch. 11 & 12 Plus, materials in Moodle	
9	March 5-9	<ul style="list-style-type: none"> Non-Financial Compensation, Retainment and Recruitment Tools Activity: Exploring how the Canadian and American approaches to Healthcare changes regional approaches to Benefits Activity: Employment opportunities and certifications in HR-related fields Ch. 13 = Employee Benefits and Services Activity: Students pair up to chose and sign-up for one HR Stories to present next class on one jurisdiction from Canadian Occupational Health & Safety Legislation and Regulations – Federal, Provincial, Territorial, Municipal, and Reserve 	Ch. 13 Plus, materials in Moodle	
10	March 12- 16	<ul style="list-style-type: none"> More than Liability: The Strategic Importance of Occupational Health & Safety The significant differences in practices between USA and Canada. Activity: Student Pairs give a brief (~5 minute) HR Stories presentation on chosen jurisdictional Occupational Health & Safety Legislation and Regulation – Federal, Provincial, Territorial, Municipal, and Reserve Activity: WorkSafeBC Ch. 14 = Occupational Health & Safety 	Ch. 14 Plus, materials in Moodle	
11	March 19- 23	<ul style="list-style-type: none"> Collective bargaining rights and the union movement in Canada Activity: Think-Pair-Share regarding different experiences and knowledge of global attitudes regarding trade unions Activity: Collective Agreements Ch. 16 = Labour Relations 	Ch. 16 Plus, materials in Moodle	

Week #	Date Range	Topics	Pre-Class Reading	Summative Assessment
12	March 26-30	<ul style="list-style-type: none"> <u>New Employee Handbook – Due & Class presentations given</u> 	May include materials in Moodle	<i>Employee Handbook</i> 25%
13	April 2-6	<ul style="list-style-type: none"> Strategic HRM in Employee Separations Activity: Student Code of Conduct Ch. 15 = Managing Employee Separations: Turnover, Communication, & Employee Engagement Coverage of Final Exam 	Ch. 15 Plus, materials in Moodle	
14	April 11-21	<ul style="list-style-type: none"> <u>Final Exam</u> – Covering the entire course with the heaviest emphasis on the post-Midterm portion (Ch. 8 & 10-16). Some questions will be multiple choice, true/false, etc. using https://www.zipgrade.com . Please come to the exam with your Student ID (you will need to know your student number). 	All	<i>Final Exam</i> 25%

Schedules/Dates: Schedules shown here may change. The exact dates and times for the exams and the quizzes will be announced in class and/or on Moodle. Helpful reminders may be sent via Text message.

EVALUATION PROFILE The elements in the profile and each assessment links to CAPabilities.

Assessment	% of Final Grade	Individual/ Group	CAPabilities Assessed			
			Communications	Analysis & Decision Making	Social Interaction	Citizenship, Sustainability and Global Perspective
Assignment 1 – Global Comparisons	15	G	X	X		X
Employee Handbook	25	G	X	X	X	X
MIDTERM	25	I	X	X	X	x
FINAL	25	I	X	X		
PARTICIPATION (including Recruitment & Selection assignment 5%)	10	I	X	X	X	X
Total	100%					
Total	100%					

ASSIGNMENTS: Up to 20% deducted for improper grammar, spelling, Up to 100% deducted for incomplete citations

Assignment #1 (15%) Global HRM -Put your topic on Moodle - no duplications.

In assigned groups, students will present an HRM topic from one or two team member's home country and how it differs from U.S and /or Canadian HRM. Suggested areas include human rights, safety legislation, job ads, legal interviewing questions, business attire, pay and benefits, etc.

- 10-15 minute group presentation to the class
- Required media is a slide deck (MS PowerPoint, Prezi, etc.)
 - Should include relevant document links, video links, and an interactive component
 - No hard copy needs to be submitted
- Required written report is a 4-6 page written synopsis.
 - One hard copy to submitted at the start of the class
 - Page count does not include a cover letter or a References list
 - Content may be formatted using headings, bullet points, etc. to improve organization and reading comprehension

H.R. Stories

Groups will source, develop, and present an H.R. story per course outline, textbook, and Moodle.

- 5-7 minutes in length with a slide deck of 5-7 slides
- The stories are to be posted to Moodle and are part of the 4th hour requirement.

Participation (10%)

Participation is not attendance, but active engagement in the learning process. It is engagement with the course in Moodle, actively engaging during in-class activities, thoughtfully answering questions, offering useful opinions, and supporting and encouraging classmates.

Mid-Term (25%)

Chapters 1 – 7 & 17 plus related class learning – H.R. Stories etc.

Assignment 2 New Employee Handbook (25%)

Working within assigned groups, students will prepare a New Employee Handbook.

- **New Employee Handbook**
 - Create a Canadian company with 100 employees and a company intranet
 - Cover 20-30 topics using strategic HRM to be given to a new employee
 - PDF copy of Handbook posted to Moodle
 - One printed hard copy submitted at the beginning of the class
 - References for sources used are required
- **15 – 20 Minute Presentation to the Class**
 - Required media is a slide deck (MS PowerPoint, Prezi, etc.). No hard copy required.
 - PDF copy of the slide deck uploaded to Moodle prior to class
 - Optional media may include streaming video (YouTube, Vimeo, etc.), branded meme, copies of handout for the class, etc.
 - Optional media should be added to Moodle: Link to optional video, downloadable memes, PDF of handout, etc.

Final Exam (25%)

Covering the entire course, but with a significantly heavier focus on **Chapters 8 & 10-16**

GRADING PROFILE

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

Credit/No Credit

Grading System explanation

Incomplete Grades

Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments

Assignments are due at the beginning of the class on the due date listed. If you anticipate handing in an assignment late, please consult with your instructor beforehand. Late marks will be deducted. Extensions may be possible through prior arrangement and consultation with the instructor.

Missed Exams/Quizzes/Labs etc.

Make-up exams, quizzes, and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor.

Attendance

Students are expected to attend all classes and associated activities. If a situation arises preventing attendance or on-time arrival, students are expected to notify their instructor via email, Moodle, or text.

English Usage

Students are expected to proofread all written work for any grammatical, spelling, and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments. Students are encouraged to use tools like the MS Word Advanced/Formal settings for Spelling & Grammar Check and Grammarly.com.

Electronic Devices

Students are encouraged to limit their use of laptops and mobile devices during class time.

Researchers have found that students using technology during class time, and those students seated near technology users, tend to have lower marks.

For example, Patterson, R.W., & Patterson, R.M. (2017). Computers and productivity: Evidence from laptop use in the college classroom. *Economics of Education Review*, 57 (66-79).

<https://doi.org/10.1016/j.econedurev.2017.02.004>

On-line Communication

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or Moodle; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only. Students are to expect a response time of two business days. Helpful reminders may be sent via text message using the Remind.com app.

UNIVERSITY OPERATIONAL DETAILS**Tools for Success**

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <http://www.capilanou.ca/services/>

Capilano University Security: download the [CapU Mobile Safety App](#)

Policy Statement (S2009-06)

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy S2017-05 for more information: <http://www.capilanou.ca/about/governance/policies/Policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit. For some assignments, students may be required to submit their materials to TurnItIn.com.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including [B.401 Sexual Violence and Misconduct Policy](#) and [B.401.1 Sexual Violence and Misconduct Procedure](#).

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

DEPARTMENT OR PROGRAM OPERATIONAL DETAILS