



We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmin̓əm̓ speaking Musqueam people.

iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.

LIBR 571 Human Resource Management – Course Syllabus (3)

Program:	Master of Information Studies
Year:	2018-2019, Winter Session, Term 1
Course Schedule:	Tuesdays, 6:00 – 8:50 p.m.
Location:	Irving K Barber Learning Centre, Room 461
Instructor:	Dawn Ibey
Office location:	iSchool Adjunct Office
Office phone:	604-786-8036
Office Hours:	By appointment
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Instructor:	Christine Middlemass
Office location:	iSchool Adjunct Office
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Learning Management Site:	http://lthub.ubc.ca/guides/canvas/

Course Goal: Students will develop an understanding of human resource management (HRM) concepts and acquire practical skills they will need to function effectively as front-line and middle managers in libraries and other information organizations.

Course Objectives: Course objectives are stated in terms of student learning outcomes and reference the iSchool Statement on Graduate Competencies:

<http://slais.ubc.ca/programs/about-department/graduate-competencies/>

Upon completion of this course students will be able to:

Describe concepts used in human resource management (HRM) and their application in the management of information organizations (1.4, 3.2)

Synthesize and apply existing scholarship from the fields of management and the administration of information organizations to identify and analyze significant theoretical and practical questions (4.1)

Identify important legal, social and economic trends and articulate implications for HRM in information organizations (3.2, 4.1)

Understand and apply principles of strategic human resource planning; identify the implications for organizational structures, change management, job competencies, staff recruitment and retention (3.2, 1.4)

Apply principles and practices of supervision and administration including labour relations and staff training, coaching, performance development and appraisal (1.4, 2.1, 2.2, 3.2)

Demonstrate communication and leadership skills; deliver an effective business proposal (1.1, 2.1, 2.2, 5.1)

Work successfully individually, and as a member of a team; (3.1, 5.1)

Conduct themselves with confidence as professionals with increased self-awareness of their individual strengths and areas for future development (5.1)

Course Topics:

- Human Resource Management (HRM) defined
- Strategic HRM
- External Context: legal, social, economic
- Labour Relations and Collective Agreements
- Diversity and change and the workplace
- Organizational Culture and Communication
- Competencies, Job Description and Analysis
- Recruitment and Selection
- Performance Development and Management
- Compensation, Benefits, Health and Safety

Prerequisites:

MLIS and Dual MAS/MLIS: Completion of MLIS Core or permission of SLAIS Graduate Advisor

MAS: completion of MAS core and permission of the SLAIS Graduate Adviser

Recommended co-requisite: ARST 570/LIBR 504 Management of Information Organizations.

Format of the course:

The course will be a combination of lecture, small and large group exercises and discussions, group and individual presentations, and individual written exercises and assignments.

Required and Recommended Reading:

Required:

Dessler, Gary, Nita Chhiner, Nina D. Cole. (2018) *Management of Human Resources: The Essentials, Fifth Canadian Edition*. MyLab Management with Pearson eText - Standalone Access Card.
Students may purchase a print copy for an additional charge.

Rath, Tom. (2007). *Strengthsfinder 2.0*. New York: Gallup Press.

Thomas-Kilmann Conflict Mode Assessment

Texts available through the UBC Bookstore. Additional readings are assigned throughout the course.

Course Assignments:

ASSIGNMENT and Graduate Competencies		DATE DUE	WEIGHT
Individual Assignments	Job Posting Assignment (2.1, 3.2, 4.1)	(Class 5)	10%
	Reflective assignment: ePortfolio or reflective journal (1.4, 2.1, 4.1, 5.1)	Reviewed twice throughout term; final deliverable (Class 12)	25%
Group Assignments (1.1, 1.4, 2.1, 2.2, 3.1, 3.2, 4.1, 5.1, 5.2)	Team Charter Draft	(Sept 14, before Class 3)	40%
	Team Charter Final	(Class 4)	
	Presentation Outline	(October 5, before Class 6)	
	Class Presentations	(Class 9/10)	
	Final Reports	(Class 10/11)	
Class Participation	Participation in class and group discussions on required readings, contributions to case study analysis and role playing, and engagement with guest speakers (1.4, 4.1, 5.1, 5.2)	Throughout	10%
	Individual participation including attendance, personal attributes tests, class preparation (3.1, 5.1)	Throughout, plus StrengthsFinder Thomas-Killman Conflict Mode	15%

Course Schedule [week-by-week]:

Class	Topic	Date
1	Introduction to Human Resource Management (HRM)	September 4
2	Organizational Change	September 11
3	Job Analysis and Description; Recruitment and Selection	September 18
4	Employee Development	September 25
5	Networking	October 2
6	Leadership and Conflict Management	October 9
7	Workforce Diversity	October 16
8	Legal Framework	October 23
9	Class Presentations	October 30
10	Class Presentation	November 6
11	Labour Relations	November 13
12	Employee Maintenance; Health and Safety	November 20
13	Future Issues in HRM	November 27

Attendance:

Attendance is required in all classes. Report any unplanned absences (illness, other circumstances) to the instructors before the affected class. Planned absences (conferences, other opportunities) must be approved by the instructors well in advance. Given the structure of the course, more than one absence will impact your participation marks. Further absences will require a note from a health professional or Access and Diversity. Failure to provide this documentation could result in a lower course mark. Any penalties imposed for excessive absences are at the discretion of the instructors.

Evaluation:

All assignments will be marked using the evaluative criteria given on the [SLAIS web site](#). Rubrics for assignments will provide guidance on how work will be evaluated. Please familiarize yourself with the rubrics and pursue clarification well before an assignment is due. In the case of the reflective exercise and the participation requirement, we will provide feedback and advice on your progress twice during the course.

Access & Diversity: Access & Diversity works with the University to create an inclusive living and learning environment in which all students can thrive. The University accommodates students with disabilities who have registered with the Access and Diversity unit: [\[https://students.ubc.ca/about-student-services/access-diversity\]](https://students.ubc.ca/about-student-services/access-diversity). You must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions.

Religious Accommodation: The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss with the instructor before the course drop date. UBC policy on Religious Holidays: <http://equity.ubc.ca/days-of-significance-calendar/>

Academic Integrity

Plagiarism

The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or ideas in one's work. The UBC policy on Academic Misconduct is available here: <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959>.

It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." The UBC Learning Commons has a resource page on how to avoid plagiarism, with policies on academic integrity and misconduct found here: <http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/>

If after reading these materials you still are unsure about how to properly use sources in your work, please ask your instructors for clarification.

Class Participation

Full participation in class discussions, case studies, panel presentations, and colleague presentations is an expectation for this course. Your regular attendance is essential in meeting this expectation. This is intended to be a lively, open class to allow for examination of human resource issues, which inevitably involves talking about human behaviour in organizations. Your contributions will be guided by completion of your pre-assignments and pre-reading for the class, in addition to your experience. As future leaders in your profession, this is the best place to share your ideas and concerns and benefit from the experience of your colleagues and the practitioners who will be sharing their time and wisdom with you.

Group Projects/Work:

There will be group assignments/work in this course. Group assignments/work cannot be completed or submitted by individual students working outside the group. In instances where there is a non-contributing group member(s), a different mark may be awarded and/or that non-contributing group member(s) may be required to complete the assignment independently. It is the responsibility of the group to keep the instructor informed of any issues that may affect the groups' performance and/or ability to complete the assignment.

Written & Spoken English Requirement:

Written and spoken work may receive a lower mark if it is, in the opinion of the instructors, deficient in English.

Electronics in the Classroom:

We expect you will engage in respectful use of electronics during class. This means that you restrict your use of computers in class to in-class work. Activities such as returning email, texting, and surfing the web and social media are distracting to both your fellow students and your instructors. Please mute your cell phones, and if you are expecting an important call, let us know in advance, and step out of the classroom as required.