LIS 545: Management of Human Resources

Course Outline

Winter 2017

Instructor: Louise Reimer
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Phone: (780) 442-6850
Office:
Office hours: By appointment

Class times: Mondays: 6:00 p.m.–9:00 p.m. in 3-01 Rutherford South

Calendar Description:
The field of human resource management and its application in library and information services.

Course Objectives:

Upon completion of the course, a student should be able to undertake introductory human resource responsibilities in managing the most important resource in any library and information centre – the staff. Topics include the legal and regulatory framework for human resources practices, job design and analysis, recruitment and selection, supervision and performance management, orientation and training, employee and labour relations, conflict resolution, and organizational effectiveness (change and employee engagement).

Measurable Student Learning Outcomes (SLOs):

- After examining literature, learning from practical experience and in-class discussion, students will demonstrate knowledge of human resource practices in the areas of organizational effectiveness, staffing, employee and labour relations, performance management, and training and development through presentations, case studies, term paper and class discussion.
- Students will demonstrate comprehension of human resources principles and techniques such as performance management and leadership, an awareness of the legislative and ethical framework for human resources as well as emerging trends and issues (e.g., harassment in the workplace, work life balance, etc.) through readings, seminar presentations, and class discussions.
- Drawing on literature, lectures, and personal and shared experiences, students will demonstrate their ability to plan and conduct selection interviews for recruitment through a recruitment exercise.

Content:
Topics include an overview of talent management, job competencies, talent acquisition, supervisory and performance management, total rewards, employee engagement, workplace dynamics, staff learning and development, and labour relations.

Methods:

The course will be delivered via assigned readings, lectures, guest lecturers, case studies, in-class discussions, seminar presentations, and individual and group work.

Course Relationships:

Prerequisites: LIS 501, 502, and 504, or consent of instructor.

Required Texts:

Assignments and Weighting:

- Assignment 1: Recruitment exercise (15%) – Due February 10, 2017
- Assignment 2: Case Study (Group project) (20%) – Due March 10, 2017
- Assignment 3: Seminar Presentation (20%) – Due Dates Vary Throughout Term
- Assignment 4: Term Paper (25%) – Due April 1, 2016
- In-class Participation: 20%

School of Library and Information Studies Grading Statement:

Grades reflect professional judgements of student achievement made by instructors. These judgements are based on a combination of absolute achievement and relative performance in class. The instructor should mark in terms of raw scores, rank the assignments in order of merit, and with due attention to the verbal descriptions of the various grades, assign an appropriate final letter grade.

Academic Integrity:

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at [http://www.governance.ualberta.ca/](http://www.governance.ualberta.ca/)) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Students should also be mindful of the [SLIS Copyright Policy](http://www.slis.ualberta.ca/).

Inclusive Language and Equity:

The Faculty of Education is committed to providing an environment of respect for all people within the university community and to educating faculty, staff, and students in developing teaching and learning contexts that are welcoming to all. The Faculty recommends that students and staff use inclusive language to create a classroom atmosphere in which students’ experiences and views are
treated with equal respect and value in relation to their gender, racial background, sexual orientation and ethnic background. Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, or mental or physical health are advised to discuss their needs with Student Accessibility Services.

Recording of Lectures:

Recording of lectures is permitted only with the prior written consent of the professor or if recording is part of an approved accommodation plan.

Policy about course outlines can be found in Section 23.4(2) of the University Calendar.