

Creative Industries

at The Creative School

Course Number	Course Title	Semester	Year
CRI 700	HR in the Creative Industries	Fall	2022
Details for sections			
Section	Day of Week	Time	Classroom
031	Friday	9am – 12pm	KHE 125
Instructor	TMU Email	Office	Office Hours
Darcie Dixon`	darcie.dixon@ryerson.ca	-	By Appointment
Only TMU emails are to be used for communication between faculty, staff, and students. All news (announcements) posted on class D2L.			

Website: This course uses D2L for communicating, submitting assignments and reporting grades. Students must ensure they have access to D2L and seek training from TMU CCS if unable to effectively use it (torontomet.ca/courses).

Office Hours: By appointment only (email Darcie)

Calendar Description

This course exposes students to the dynamic and diverse field of HR management and provides a foundation in theory and practice for areas such as: planning, recruitment and selection, training and development and compensation. Current events, relevant legislation and future trends are also explored. The course provides students with the fundamentals necessary to effectively manage the human resources function of an organization in the creative industries.

Program Information

This is a required course for all CI students. Pre-requisites include CRI 600 and BSM 600. All students must pass CRI 700 in order to register in CRI 800 and CRI 810.

Course Description

For creative organizations to succeed in today's competitive environment, they need to have sound HR strategies and processes that are closely linked to their overall business strategy, organizational goals and broader social responsibilities. This course exposes students to the dynamic and diverse field of Human Resources Management (HRM), which is critical to current and future managers, whether or not their career orientation lies in HRM. The course provides

a foundation in theory and practice in areas such as job analysis, human resources planning, recruitment, selection, training, performance appraisal, compensation, law and diversity management. The course also develops students' skills for effectively working in teams.

Teaching Methods

Course materials will be presented through a 3-h in-person lecture each week. Teaching methods include lectures, videos, discussions, experiential exercises, roleplay, and case studies. Students are expected to make a positive and sustained contribution to the learning atmosphere during lectures. Students who miss classes are responsible for obtaining any information assigned or distributed. Students are not free to attend whichever section they prefer; they must only attend the one in which they are registered.

Learning Objectives

Upon completion of the course, students are expected to be able to:

- Describe the HR function and explain the strategic role that it plays in an organization, its relationship to other functions, and the impact of effective HRM practices on an organization's effectiveness, ethical and social responsibility;
- Explain the main legal differences pertaining to employee treatment in the creative industries and the ways in which proactive organizations can foster creativity through HRM;
- Describe job analysis and HR planning and describe how they support business strategy;
- Discuss current practices in employee recruitment and selection, training and development, performance management, and employee relations, and the role HRM plays in building and sustaining an organization's human capital;
- Describe how strategic pay plans are established, the various types of compensation, employee benefits and services, and the concept of "total rewards";
- Contribute productively to the Creative Industries by analyzing current HRM issues and cases specific to creative sectors; and by recommending how the Creative Industries as sectors or as individual enterprises should best manage them (1ab)
- Conduct research on an HRM topic relevant to creative industries, formulating appropriate research questions and conceptual frameworks (5)
- Communicate effectively in verbal and written formats, as well as in presentations (4)
- Recognize the need to work towards creating diverse and inclusive opportunities accessible to all, and explain how HRM can contribute to that goal (10)

Course Material (required)

- Peacock, M., Stewart, E. & Belcourt, M. (2020) *Understanding Human Resources Management: A Canadian Perspective*, Nelson Education Ltd. 412 p., ISBN 978-0-17-679806-2 (softcover).—ISBN 978-0-17-686191-9 (PDF)
- Cengage and MindTap access IS NOT required;
- Additional required material will be posted or linked to in the D2L site;
- Proper electronic equipment (including webcam, microphone) for lectures and seminars.

Evaluation

Item	Description	Group or Individual	Week or Seminar	% of Final Mark
Final Exam	Multiple Choice and Essay	I	W13	35
Research Paper	2000 words paper on an HRM topic Part 1: Plan and Abstract (10) Part 2: Research Paper (25)	I	W6 + W11	35
Debate	30-min debate on assigned topic + handout	G	W3, W4, W6, W7, W10	20
Participation	Attend, be prepared, make positive & substantive contributions in the classroom	I	Ongoing, submit participation log W12	10

Everyone is expected to hold up their end in group work. It is simply not acceptable to force classmates to cover for each other. Students may be required to submit a self and group evaluation form to confidentially underline contributions to the group and identify those who failed to pull their own weight. In turn, students whose contributions are deemed to be insufficient will receive lower marks. Unfair or unreasonable scores will be over-ridden by instructors. These will be used to consider any complaints about non-contributing members. Students who do not take peer evaluation seriously may also have their own marks reduced.

Details of Evaluation Components

Final Exam (35%)

The 3hr comprehensive final exam will include all materials covered in lectures and readings. It will consist of multiple choice, short answers, and essay questions. No study aids are permitted (closed textbook). A review session (W12) will be conducted and additional information on what to expect will be provided closer to the exam.

Research paper (35%)

Each students will carry out independent research using secondary resources. This assignment is broken down into **2** parts and aims to develop a deeper understanding of a HRM topic that pertains to CI and to conduct an unbiased investigation on a HRM topic. Potential topics include:

- Precarious employment
- Fighting anti-black racism in the workplace
- Workforce diversity
- Gender wage gap
- Paid and unpaid internships

Other timely issues can also be found here: <https://ordrecrha.org/nouvelles/International>

Part 1: Plan and Abstract (10%)

Submit a plan and abstract of their proposed paper no later than week 6, including:

- A clear research question (leave out your opinion and be neutral, this is not an essay)
- A brief overview (plan) highlighting the main sections,
- A preliminary list of references (at minimum: **one** HR industry report, **one** peer-reviewed academic article, as well as **one** relevant chapter from the textbook)
- 50-100-words abstract that sums up the topic, its relevance to CI, and expected findings.

Part 2: Research paper (25%)

In this 2000-words research paper, students must **meaningfully** include at least **two** HR industry reports, **two** peer-reviewed academic articles, as well as **two** relevant chapters from the textbook (hence a minimum of 6 entries in your references page at the end of the paper).

Research papers should be typed and double-spaced. All references should be cited using APA format. Visit the TMU Library for APA style guide references. Please include your name, your section number, student number and word count (excluding cover page, tables and references) Submit the assignment to Turnitin.com before the due date/time on D2L.

Good peer-reviewed articles for assignments can be found in journals such as *Human Relations*, *Human Resource Management*, *Journal of Business Ethics*, *Leadership Quarterly*, *Organizational Behavior and Human Decision Processes*, *Group and Organization Management*, *Human Resource Management Journal*, *California Management Review*. As a rule of thumb, articles selected for your assignments should not be under 15 pages and more than 15 years old.

Debates (20%)

Teams of **five or six** students will be formed during the first lecture. If a student enrolls at a later date, she or he is responsible for joining a team no later than week 3. Given that this is an upper year course, it is not the responsibility of the instructor to find a team for students.

During these 30-minute debates, both teams must present an opening statement and then proceed to defend a position (for or against). Teams must make use of two (2) academic and two

(2) non-academic sources to support their position on the HRM in CI topic assigned. All team members must speak, which will be evaluated by both peers and the instructor. A 3-page handout (1 per team) needs to be submitted at the start of the lecture on the week of your teams' debate, as well as an electronic version on D2L (under Assessments) by 9am the same day.

Attendance & participation (10%)

Students are expected to attend all lectures, but also to be prepared for them by having completed the readings before. Instructors will take attendance and note your participation in discussion, looking for well-prepared, positive and substantive interventions and comments.

Participation will be tracked via Name Card and attendance log: Before all classes students are required to collect their name card from the Professor, make notes in the area assigned for the class and return the same at the end of class.

Course Schedule¹

Note: students must complete required readings prior to their assigned course meeting

WEEK	TOPIC(S) & READING(S)	EXERCISE OBJECTIVE	EXERCISE OR ASSIGNMENT
09.09	Lecture 1 Introducing course and teaching team Strategic Role of HRM Reading: Chapter 1 Syllabus	Get acquainted, build a positive learning space and establish ground rules Explore your current understanding of HRM	What do you know about HRM? Forming your project teams Debate roster
09.16	Lecture 2 Designing and Analyzing Jobs Readings: Chapter 4 Fundamental Concepts of Group Behaviors (D2L)	Begin to get to know project team members Forming" stage of team development Discussing expectations for assignment	Team building & Over-Claiming
09.23	Lecture 3 Operating within the Legal Framework Reading: Chapter 2	Debate 1: Why HRM in CI?	
09.30	Lecture 4 HRM in the CI: Key differences Readings: McLean, L. (2005). Organizational culture's influence on creativity and innovation: A review of the literature & implications for HR dev. McCord, P. (2014). How Netflix reinvented HR. Harvard Business Review, 92(1), 70-76. Gupta, A. & Singhal, A. (1993). Managing HR for innovation and creativity	Debate 2: Should we leave HR to machines?	

¹ This is a tentative outline and is subject to changes. The instructors reserve the right to modify the syllabus as required over the course of the term, but any changes to assignments, due dates, and/or grading scheme will be discussed prior to being implemented.

10.7	Lecture 5 Planning, Recruitment & Selection Reading: Chapter 5	Explore and discuss bias in recruitment	Deconstructing mock interviews
Study week			
10.21	Lecture 6 Discipline & Employee Separation: Reading: Chapter 9 *Hand in Paper part I (8pm)	Debate 3: Are Gen Zs slacking or actually onto something?	
10.28	Lecture 7 Rewarding and Recognizing Employees Reading: Chapter 8	Debate 4: HR and EDI: ally or part of the problem?	
11.4	Lecture 8 Managing Employee Performance Reading: Chapter 7	Myths about performance management	Performance & feedback exercise
11.11	Lecture 9 Orienting, Training & Development Reading : Chapter 6	Reviewing and designing training programs	The case of the CI program
11.18	Lecture 10 Occupational Health & Safety Reading: Chapter 3	Debate 5: Are workplaces dead?	
11.25	Lecture 11 Global HRM Reading: Chapter 11 *Hand in Paper part II (8pm)	Revisiting your experience	Revisiting misconceptions Start-Stop-Continue
12.2	Lecture 12 Course conclusions and reflexive debrief		

Policy Guidelines

This course is conducted in accordance with all relevant University academic policies and procedures and students are expected to familiarize themselves with them and adhere to them. Students should refer to CI Student Handbook for specific information with respect to the following policies:

- [Policy #60](#): *Academic Integrity*
- [Policy #61](#): *Student Code of Non-Academic Conduct*
- [Policy #135](#): *Final Examinations*
- [Policy #157](#): *TMU's E-mail Accounts for Official Communication*
- [Policy #159](#): *Academic Accommodation of Students with Disabilities*
- [Policy #166](#): *Course Management*
- [Policy #167: Academic Consideration](#)
- *And all other course outline policies: <https://www.torontomu.ca/senate/course-outline-policies/>*

- Academic Consideration (e.g., extended assignment deadlines, make-up assessments) may be requested on the basis of Extenuating Circumstances (such as health or compassion), and must be supported by a properly completed documentation such as a TMU PDF file Student Health Certificate. Part of the TMU Student Health Certificate must be completed by a Regulated Health Professional (RHP). The instructor and/or the Teaching Department reserve the right to verify the authenticity of any health certificates submitted;
- Requests for Academic Consideration must be submitted to the teaching department for verification via the on-line ACR system within 72 hours of the missed deadline;
- Religious or cultural observations accommodations must be requested by the end of the second week of the term. www.torontomet.ca/humanrights/religious-cultural-observances/;
- Grades/penalties for assignments will be posted on D2L site within two weeks of due dates;
- All assignments must be submitted to Turnitin through D2L by 8:00pm on the due date. Failing to submit to Turnitin by the due date will result in a five (5) % penalty per day. Missed presentations without permission will result in a mark of 0;
- NEW due to COVID-19: Students who miss an assessment due to cold or flu-like symptoms, or due to self-isolation, are currently not required to provide a health certificate. Other absences must follow Senate Policy 167: Academic Consideration.
- We recognize that things can come up throughout the term that student's ability to succeed in their coursework. These circumstances are outside of one's control and can have a serious impact on physical and mental well-being. Seeking help can be a challenge, especially in those times of crisis. Below are resources we encourage all TMU community members to access to ensure support is reachable. <https://www.torontomet.ca/mental-health-wellbeing> If support is needed immediately, you can access these outside resources at anytime: Distress Line 24/7 line for if you are in crisis, feeling suicidal or in need of emotional support (416-408-4357); Good2Talk- 24/7 hour line for postsecondary students (1-866-925-5454)
- Turnitin.com is a plagiarism prevention and detection service to which TMU subscribes. Students who do not want their work submitted to this service must, by the end of the second week of class, consult with the professor for other arrangements. The professor reserves the right to submit work that is suspected to be plagiarized to Turnitin;
- Emails are answered in 48 business hours. Responses in non-crisis situations will be short, and all responses over three sentences will be addressed during the next office hours;
- Students must retain a personal copy of all work undertaken as well as all rough materials, references, and working notes until the marked original has been returned;
- If guest speakers attend the course, students should refrain from contacting these guests after the class, unless explicitly invited to do so;
- We expect that all communications by e-mail and in person between students, their colleagues, and instructors will be civil and professional as per Senate Policy #61;
- Unauthorized use of IP of others, including your professors', for distribution, sale, or profit is expressly prohibited in accordance with Policy 60 (2.8, 2.10). Intellectual property in this context includes, but is not limited to: slides, lecture notes, interviews, presentation materials used in and out of class, lab manuals, course packs, and exams. No electronic recording of any segment of lectures without the express prior agreement.

Important Resources Available at TMU

- [The Library](#) provides research workshops and individual assistance. If the University is open, there is a Research Help desk on the second floor of the library, or go to [Library Online Workshops](#).
- [Student Life and Learning Support](#) offers group-based and individual help with writing, math, study skills, and transition support, as well as [resources and checklists to support students as online learners](#).
- You can submit an [Academic Consideration Request](#) when an extenuating circumstance has occurred that has significantly impacted your ability to fulfill an academic requirement. You may always visit the [Senate website](#) and select the blue radial button on the top right hand side entitled: Academic Consideration Request (ACR) to submit this request).
- [TMU COVID-19 Information and Updates for Students](#) summarizes the variety of resources available to students during the pandemic.
- [TMU COVID-19 Vaccination Policy](#)
- If taking a remote course, familiarize yourself with the tools you will need to use for remote learning. The [Continuity of Learning Guide](#) for students includes guides to completing quizzes or exams in D2L Brightspace, with or without [Respondus LockDown Browser and Monitor](#), [using D2L Brightspace](#), joining online meetings or lectures, and collaborating with the Google Suite.
- Information on Copyright for [Faculty](#) and [students](#).
- *At TMU, we recognize that things can come up throughout the term that may interfere with a student's ability to succeed in their coursework. These circumstances are outside of one's control and can have a serious impact on physical and mental well-being. Seeking help can be a challenge, especially in those times of crisis. Below are resources we encourage all TMU community members to access to ensure support is reachable.*
 - [TMU Mental Health and Wellbeing](#)

If support is needed immediately, you can access these outside resources at anytime:

- **Distress Line** — 24/7 line for if you are in crisis, feeling suicidal or in need of emotional support (phone: 416-408-4357)
- **Good2Talk**- 24/7 hour line for postsecondary students (phone: 1-866-925-5454)

For more information on CI Academic Policies & Procedures and links to resources please see: <https://www.torontomu.ca/creativeindustries/academic-advising/>