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Course Name

Code No.

**I. COURSE DESCRIPTION:**

The turbulent economic conditions in Canada today, changing employment legislation, work force composition, changing markets and increased global competitiveness, rapidly changing technologies and changing employee attitudes are challenging organizations to become more competitive. Doing so means becoming more innovative, proactive and changing operating policies and processes to find and retain productive workers. Students will become familiar with how organizations use human resources management functions and activities to meet these challenges by planning, designing and implementing policies procedures and practices to attract the necessary human resources in sufficient quantity and quality. Students will also learn effective techniques to plan, recruit, select, train, develop, evaluate, compensate and manage and stimulate employee performance.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. **Use the knowledge of the growing field of human resources management to ensure that the necessary functions of human resources are performed and to ensure the evolution of the structure within the company responds to a diverse workforce as well as to the legal, economic and social challenges.**

Potential Elements of the Performance:

- Discuss the importance of human resources management.
- Describe what is meant by the term 'human resources management'.
- Explain what environmental influences affect human resources management.
- Describe how management practices affect human resources management.
- Discuss the effect of labour unions on human resources management.
- Outline the components and the goals of the major functions of human resources management.
- Explain how human resources management practices differ in small business and in an international setting.
- Describe how globalization affects human resources management practices.
- Identify the significant changes that have occurred in the composition of the workforce.

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- Explain the implications of human resources management on the changing workforce composition.
- Discuss how changing skill requirements affect human resources management.
- Describe what is meant by corporate downsizing, and identify its effects on human resources management.
- Describe what is meant by Total Quality Management and ISO 9000, and identify the goals of these quality initiatives.
- Discuss the reengineering and restructuring phenomena and the role HRM plays in the re-engineered organization.
- Describe the contingent workforce and its HRM implications.
- Discuss the implications of telework on HRM practices.
- Define employee involvement, and list its critical components.
- Identify those groups afforded protection under the *Canadian Human Rights Act* of 1985.
- Discuss the importance of the *Employment Equity Act* of 1996.
- Describe employment equity or affirmative action plans.
- Define what is meant by the terms “systemic discrimination, adverse impact, adverse treatment, and protected group members”.
- Explain the provisions for maternity leave and job security for women before and after the birth of a child, as well as family and medical leaves.
- Describe how the principle of ‘reasonable accommodation’ applies to organizations that are reluctant to employ individuals with disabilities (and other protected individuals under human rights legislation).
- Discuss how a business can protect itself from discrimination charges.
- Define the phenomenon of harassment in general, and sexual harassment in particular, in today’s organizations.
- Discuss what is meant by the terms “glass ceiling and glass walls”.
- Explain how ethical considerations affect HRM.
- Describe the intent of the *Access to Information Act* and the *Privacy Act* of 1983 and their affect on HR practices.
- Discuss the guidelines for alcohol and drug testing in organizations.
- Discuss the legal protection available for organizational whistle-blowers
- Explain how organizations should develop and implement policies regarding employee monitoring that will be acceptable by employees.

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- Discuss the concepts of just cause and wrongful dismissal.
- Discuss the legal protection available for employees who have been wrongfully dismissed.
- Define discipline and the contingency factors that determine the severity of the discipline.
- Describe the general guideline for administering discipline.
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2 **Staff an organization by using proper planning, recruiting, and, selection.**

Potential Elements of the Performance:

- Describe the importance of strategic human resources planning.
- Define the steps involved in the strategic human resources planning process.
- Explain what Human Resources Management Systems (HRMSs) are used for.
- Define the term job analysis
- Identify six general techniques for obtaining job information.
- Discuss the specific techniques associated with such concepts as “Functional Job Analysis” and “Position Analysis Questionnaire”.
- Explain the difference between “job descriptions”, “job specifications” and “job evaluations”.
- Describe the difference between down sizing and right sizing.
- List the various methods of achieving staff reduction goals.
- Explain what is meant by outplacement services.
- Define what is meant by the term recruitment.
- Identify the dual goals of recruitment.
- Explain what constrains human resources managers in determining recruiting sources.
- Discuss the benefits derived from a proper selection process.
- Identify the primary purpose of selection activities.
- Describe the selection process.
- List the various types of validity.
- Explain how validity is determined.
- Define “validity generalization”.
- Identify the purpose of selection devices.
- Discuss why organizations use application forms.
- Explain the usefulness of weighted application blanks.
- Discuss the purpose of performance simulation tests.
- Describe assessment centres and how they are conducted.
- Describe the use of graphology, polygraph, and other tests.
- Discuss the problems associated with job interviews and means of correcting them.

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- Identify the organizational benefits derived from realistic job previews.
  - Explain the purpose of background investigations.
  - Describe when medical or physical examinations are appropriate in the selection process.
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3. **Improve employee productivity through a process of orientation, training, and development.**

Potential Elements of the Performance:

- Define socialization.
- Identify the three stages of socialization.
- Describe what is meant by the outsider-insider passage
- Explain the purpose of orientation programs.
- Discuss how organizational socialization conveys the organization's culture.
- Identify the critical theme of socializing new employees.
- Explain the role of the CEO in orientation.
- Describe HRM's role in orientation.
- Discuss the supervisor's role in the socialization process.
- Describe a sample orientation program.
- Explain why employee training is important.
- Define Training.
- Discuss the relationship between effective training programs and various learning principles.
- Describe how training needs evolve.
- Identify the two types of formal training methods.
- Define employee development.
- Explain organizational development and the role of the change agent.
- Discuss on-the-job and off-the-job employee development techniques.
- Explain what the mentoring/coaching process means.
- Identify how employee counseling can be used as a development tool.
- Describe the methods and criteria involved in evaluating training programs.
- Explain the critical issues to international training and development.
- Describe what is meant by the term career.
- Discuss the focus of careers for both the organization and for individuals.

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- Describe how career development and employee development are different.
- Explain why career development is valuable to organizations.
- Identify the five stages involved in a career.
- List the Holland vocational preferences.
- Discuss problem-solving styles and career choices.
- Discuss how dual-career couples affect career development.
- Identify how organizational career development can be made more effective.

4. **Motivate organizational members**

Potential Elements of the Performance:

- Define motivation and identify the three critical components of motivation in an organizational setting.
- Discuss the process of motivation
- Describe how unsatisfied needs create a tension.
- Explain the difference between functional and dysfunctional tension.
- Discuss the effort-performance relationship, the individual performance-organizational goal relationship, and organizational goal-individual goal relationship.
- Identify the five core characteristics of the job characteristic model.
- Describe the motivational effects of job enrichment and work at home.
- List several suggestions that can be used to motivate employees
- Describe how you would motivate low- and high-tech employees.

5. **Validly and reliably evaluate employee performance.**

Potential Elements of the Performance:

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III. **TOPICS:**

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**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

*<give breakdown of tests/assignments and their weights relative to calculating the final grade for the course>*

**V. EVALUATION PROCESS/GRADING SYSTEM:**

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies &amp; Procedures Manual – Deferred Grades and Make-up</i> ).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript	

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preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.

## VI. SPECIAL NOTES:

### Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

### Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

### Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

### Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

*<include any other special notes appropriate to your course>*

## VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.