

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

<u>COURSE TITLE:</u>	HUMAN RESOURCES MANAGEMENT		
<u>CODE NO. :</u>	BUS 217	<u>SEMESTER:</u>	THREE
<u>PROGRAM:</u>	BUSINESS (2035)		
<u>AUTHOR:</u>	J. Cavaliere, BBA, MBA,		
<u>DATE:</u>	Sept. 2007	<u>PREVIOUS OUTLINE DATED:</u>	Sept. 2006
APPROVED:	—		DATE

	DEAN: C Kirkwood		
TOTAL CREDITS:	4		
PREREQUISITE(S):	NONE		
HOURS/WEEK:	4		

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I. COURSE DESCRIPTION:

This course provides the students with in depth knowledge of all essential and current Human Resource topics and techniques. The Fundamentals of Human Resources Management in Canada that best prepare graduates to manage Human Resources in a Small to Medium-sized enterprise will be emphasized in this course.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. **Define human resources management, describe its objectives and explain strategic human resource management.**

Potential Elements of the Performance:

- Define human resources management and describe its objectives.
 - Explain the five types of activities required of HR managers and line managers with responsibility for HRM.
 - Discuss the impact of strategic human resources management practices on the bottom line.
 - Describe the internal and external environmental factors affecting human resources management policies and practices, and explain their impact.
 - Describe the evolution of HRM and HR practices, and explain their impact.
 - Discuss the legal framework for Human Resources Management in Canada.
 - Describe the impact of the Charter of Rights and Freedoms on HRM.
 - Discuss human rights legislation and describe the grounds of prohibited discrimination and the requirements pertaining to reasonable accommodation.
 - Discuss the types of behaviour that could constitute harassment and describe the employer's responsibility.
 - Discuss employment standards legislation and explain the concept of "equal pay for equal work."
 - Discuss the purpose and intent of Employment and Pay Equity Legislation.
 - Explain the principle of "equal pay for work of equal value."
 - Describe the characteristics of successful diversity management initiatives.
- 2 **Staff an organization by using proper analysis, planning,**

recruiting, and, selection.

Potential Elements of the Performance:

- Develop an organizational chart.
- Describe industrial engineering, behavioural, and human engineering considerations involved in job design.
- Explain the importance of job analysis information.
- Describe the basic methods of collecting job analysis information and explain the appropriate use of each.
- Analyze jobs.
- Develop job descriptions and job specifications.
- Discuss the current trends in the nature of jobs and job descriptions.
- Explain the nature of HRP and discuss its importance.
- Describe the various techniques used to forecast human resources demand and supply.
- Describe the ways in which a surplus of human resources can be handled and explain how organizations deal with a shortage of human resources.
- Explain the recruitment process and describe the constraints on recruitment.
- Describe the role of job posting, human resources records, and skills inventories in promotion from within.
- Describe the methods used for external recruitment and explain the appropriate use of each.
- Discuss strategies for recruiting a more diverse work force.
- Explain the importance of application forms and design a legally compliant application form.
- Define selection and discuss its purpose and importance.
- Define reliability and validity and explain their importance.
- Explain the most common steps in the selection process.
- Describe at least four types of testing used in selection and discuss the legal and ethical concerns related to medical examinations and drug testing.
- Describe the major types of selection interviews and the problems that can undermine their effectiveness.
- Design and conduct an effective interview.
- Explain the importance of reference checking, describe strategies to make such checking effective, and discuss the legal issues involved.
- Describe the supervisor's role in selection.
- Describe the constraints on the selection process.

3. Develop effective human resources.

Potential Elements of the Performance:

- Explain the purpose of an orientation and socialization program.
- Describe the five steps in the training process.
- Summarize several training methods, including e-learning.
- Discuss several purposes for which training is provided.
- Explain what is meant by management development and summarize various development techniques.
- Describe the purpose of career planning and development.
- Describe the factors that affect career choices.
- Describe the role of an employee's manager in career development.
- Identify important issues in making decisions regarding promotions and transfers.
- Describe the three major steps in doing appraisals.
- Explain who does appraisals and four methods commonly used.
- Discuss the major problems inhibiting effective performance appraisals.
- Identify legal and ethical issues.
- Develop a more effective appraisal interview.

4. Develop a effective and efficient compensation program

Potential Elements of the Performance:

- Discuss the four basic factors determining pay rates.
- Explain in detail each of the five basic steps in establishing pay rates.
- Discuss skill/competency-based pay.
- Explain how to use short-term and long-term incentives for managers and executives.
- List the pros and cons of salary plans and commission plans for salespeople.
- Describe three types of organization-wide incentive plans.
- Explain the emerging emphasis on employee recognition.
- Describe four legally required benefits.
- List and describe each of the basic benefits that most employers might be expected to offer.
- Discuss four types of employee services offered by many organizations.
- Describe the advantages and disadvantages of flexible benefit programs.
- Explain some of the issues related to benefits, including increased costs and how employers can reduce these costs.
- Describe recent trends in benefits.

5. Build effective Employer/Employee Relationships

Potential Elements of the Performance:

- Discuss occupational health and safety legislation
- Explain WHMIS
- Describe the supervisor's role in safety
- Explain in detail three basic causes of accidents
- Describe how accidents at work can be prevented.
- Explain why employee wellness programs are becoming increasingly popular.
- Discuss major employee health issues at work and explain how they should be handled.
- Discuss the importance and foundations of effective employee relations.
- Explain in detail techniques for building multidirectional communications systems in organizations.
- Explain management's rights and the various rights of employees.
- Discuss appropriate techniques for employee discipline
- Define wrongful and constructive discipline and explain their importance.
- Explain how employee dismissals should be handled.
- List important HR considerations in adjusting to downsizings and mergers.
- Describe strategies firms can use to assist their employees in adjusting to retirement.
- Discuss the purpose of unionization.
- Describe the labour relations strategies managers can adopt.
- Summarize the common characteristics among Canadian labour relations legislation, and describe unfair labour practices by unions and management.
- Describe the union organizing and recognition process.
- Describe how management and union prepare for negotiations and discuss typical steps involved.
- Differentiate between distributive, integrative, and mutual gains negotiation.
- Describe conciliation, mediation, strikes, lookouts and arbitration as possible responses to a bargaining impasse.
- Briefly describe typical collective agreement provisions, explain how grievances should be handled, and describe strategies that can be used to build effective labour-management relations.
- Discuss the impact of unionization on HRM.

III. TOPICS: Each chapter has approximate equal weighting in evaluation.

1. The Strategic Role of human Resources Management: Ch. 1
2. The Legal Environment Ch. 2
3. Designing and Analyzing Jobs Ch. 3
4. Human Resources Planning and Recruitment Ch. 4
5. Selection Ch. 5
6. Performance Appraisal Ch. 7
7. Occupational Health and Safety Ch. 10
8. The Foundations of Effective Employee Relations Ch. 11
9. Labor Relations, Collective Bargaining Ch. 12

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

In-Class Edition Management of Human Resources Second Canadian Edition, Gary Dessler, Nina D. Cole, Virginia Sutherland, Patricia Goodman
ISBN 0131976060

V. EVALUATION PROCESS/GRADING SYSTEM:

Test #1: Chapters 1, 2 & 3 34% of grade
Test #2: Chapters 4, 5 & 7 33% of Grade
Test #3: Chapters 10,11 & 12 33% of Grade

Tests -. Students can expect tests to be practical in nature (the application of textbook material) and multifaceted (there will be a variety of measurement devices used. Test material includes video supplements, handout material and library reserve readings.

There will be no re-writes of missed TESTS. There will be NO SUPPLEMENTARY TESTS.

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%	4.00
B	70 - 79%	3.00

C	60 - 69%	2.00
D	50% - 59%	1.00
F	49% 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 limited to situations with extenuating circumstances giving a student additional time to complete the course without academic penalty	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty	

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.

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.

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.

Attendance:

Students are expected to attend all scheduled classes. Attendance will be taken for each class on a sign in basis starting shortly after the semester begins. Students will be advised when the process is to begin.

In all cases, attendance of less than 80% of the scheduled classes is not acceptable.

Submitting Assigned Work:

All assignments must be submitted on the due date. Assignments may be submitted in advance; assignments will not be accepted after the stated deadline.

It is the student's responsibility to ensure that the professor receives the completed assignments by the due date. Do not place the assignment in the professor's mailbox. Assignments must be submitted directly to the professor as indicated in the assignment criteria.

Return of Students' Work:

Tests, quizzes, assignments, etc. will be returned to students during one of the normal class times. Any student not present at that time must pick up his/her test, etc. at the professor's office within three weeks of that class. Tests, etc. not picked up within the three weeks will be discarded. End of semester tests, etc. will be held for three weeks following the end of the semester. If they have not been picked up within that three-week period, they will be discarded.

Students are required to retain their tests, quizzes, assignments, etc. in the event that there is a disagreement with the mark received and the mark recorded by the professor. If the student is not able to present the instrument in question, the professor's recorded mark will stand.

Classroom Decorum:

Students will respect the diversity and the dignity of those in the classroom. Student will respect the professor's right and duty to teach and students' right to learn without interference. Students who cause any interference with the objectives of the class will be asked to leave the classroom.

If a student is asked to leave the classroom a second time, he/she must make an appointment with the Dean who will decide if the student will be permitted to return to class.

Students attending this class do so to study Small Business Management. Therefore, no other activity will be permitted. Student's who wish to engage in other activities will be asked to leave the classroom, as described above.

Cell Phones must be turned off during class time. If a student does not follow this policy they will be asked to leave the classroom.

It is the professor's intention to maintain proper classroom decorum at all times in order to provide the best possible learning and teaching environment.