

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Outline: Human Resources Management
Code No.: BUS217
Program: Business
Semester: Fall 1998
Date: May, 1998
Author: Jack Boushear
Previous Outline
Dated: May 8, 1997

NEW: REVISION:

APPROVED: J Fruchter
J FRUCHTER - Dean

June 98
Date

TOTAL CREDITS: 4
PREREQUISITE(S): NONE
LENGTH OF COURSE: 4 HOURS/WEEK
TOTAL CREDIT HOURS: 60 HOURS

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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 recruit, select, train, develop, evaluate, compensate, manage and stimulate employee performance.

II. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:

A. Learning Outcomes:

1. Use a 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 economic and social challenges.
2. Use an understanding of the laws of human relations to relate legally to others as either an employee or an employer.
3. Employ the techniques associated with job analysis, job design and job redesign to develop a strategic human resource plan.
4. Use the understanding of the techniques associated with recruitment and selection to hire others or be hired.
5. Use the techniques associated with orientation, socialization and training to assimilate new employees or be assimilated as a new employee.
6. Create a career plan/management development plan and to help others create a career plan.

7. Contribute to the design and development of performance appraisal instruments and to conduct performance appraisal initiatives.

B. Learning Outcomes and Elements of Performance

Upon successful completion of the course, the student will be able to:

1. Use a 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 economic and social challenges.

Potential elements of performance:

- *List* the objectives of human resource management departments.
- *Explain* how human resource management is linked to an organization's overall strategy.
- *Describe* the human resource responsibilities of all managers.
- *Outline* the key dimensions of the strategic human resources management model
- *Identify* the key activities of the human resources department

This learning outcome will constitute 20% of the course grade.

(Possible weighting strategy)

2. Employ the techniques associated with job analysis, job design and job redesign to develop a strategic human resource plan.

Potential elements of performance:

- *Explain* why human resource departments must have job analysis information.
- *List* the major methods of collecting job analysis information.
- *Describe* the content of a job description.
- *List* the various items that form part of a job specification.
- *Identify* the efficiency and behavioural considerations in job design.
- *Discuss* the different job redesign techniques.
- *Develop* a skills inventory
- *Identify* solutions to shortages or surpluses of human resources

- List the major items to be included in a Human Resources Information System (HRIS)
- *Explain* the strategic importance of human resources planning.
- *Identify* factors that influence an organizations demand for human resources.
- *List* the major approaches to accounting for human resources.

This learning outcome will constitute 20% of the course grade.

(Possible weighting strategy)

3. Use an understanding of the laws of human relations to relate legally to others as either an employee or an employer.

Potential elements of performance:

- *Explain* the impact of government on human resources management.
- *Identify* the jurisdictions of Canadian human rights legislation.
- *List* the major provisions of the Canadian Human Rights Act.
- *Explain* the effect of human rights legislation on the role of human resource specialists.
- *Define* harassment and explain what is meant by the term sexual harassment.
- *Outline* an Employment Equity Program.

This learning outcome will constitute 10% of the course grade.

(Possible weighting strategy)

4. Use the understanding of the techniques associated with recruitment and selection to hire others or be hired.

Potential elements of performance:

- *Explain* the constraints under which the recruitment process occurs.
- *Identify* the appropriate recruitment methods for finding and attracting different types of recruits.
- *Describe* the major employment-related services provided by Canada Employment Centres.
- *Develop* an appropriate job application form.
- *Discuss* the strategic importance of recruiting.
- *Describe* the major measures used for evaluating the effectiveness of the recruitment function.

- *Explain* the dependency of the human resources department on the selection process.
- *Describe* the role of employment testing in the selection process.
- *List* and explain each step in the selection process.
- *Explain* the importance of validity and reliability in employee selection.
- *Outline* the importance of a realistic job interview.
- *Avoid* the major pitfalls in conducting an employment interview.

This learning outcome will constitute 20% of the course grade.

(Possible weighting strategy)

5. Use the techniques associated with orientation, socialization and training to assimilate new employees or be assimilated as a new employee.

Potential elements of performance:

- *Describe* the content and scope of a two tiered orientation program.
- *Explain* the impact of a new employee orientation program on turnover and learning.
- *Identify* the human resource department's and the supervisor's responsibilities in employee orientation.
- *Explain* different approaches to needs analysis in designing training and department programs.
- *Describe* the major learning principles associated with each training technique.
- *Develop* an evaluation procedure to assess the results of a training and development program.
- *Discuss* the dimensions of cross-cultural management training.

This learning outcome will constitute 10% of the course grade.

(Possible weighting strategy)

6. Create a career plan/management development plan and to help others create a career plan.

Potential elements of performance:

- *Define* strategic human resources development
- *List* the components of developmental strategies.

- *Describe* different methods for developing managerial personnel.
- *Advise* someone about the major points in career planning.
- *Describe* how human resource departments encourage and assist career planning.
- *Identify* the major advantages of career planning.
- *Explain* the relationship between career planning and career development.
- *List* the major actions that aid career development.

This learning outcome will constitute 10% of the course grade.
(Possible weighting strategy)

7. Contribute to the design and development of performance appraisal instruments and to conduct performance appraisal initiatives.

Potential elements of performance:

- *Identify* the issues that influence selection of a performance appraisal system.
- *Explain* the uses of a performance appraisal system.
- *Discuss* rater biases in performance appraisal.
- *Describe* commonly used appraisal methods.
- *Explain* how the results of performance appraisal affect human resource management.

This learning outcome will constitute 10% of the course grade.
(Possible weighting strategy)

III. TOPICS TO BE COVERED

1. Strategic Importance of Human Resource Management.
2. Job Analysis and Design.
3. Human Resource Planning.
4. Meeting Legal Requirements.
5. Recruitment.
6. Selection.
7. Orientation and Training.
8. Development and Career Planning.
9. Performance Appraisal.

IV. REQUIRED STUDENT RESOURCES:

Herman F. Schwind, Hari Das, William B Werther, Jr. and Keith Davis,
CANADIAN HUMAN RESOURCE MANAGEMENT - A STRATEGIC
APPROACH Fifth Edition. Toronto, Ontario. McGraw-Hill Ryerson Limited
1998.

V. EVALUATION PROCESS/GRADING SYSTEM:
MAJOR ASSIGNMENTS AND TESTING

1.	Group Case Study	10%
2.	Assignments	30%
3.	3 Quizzes @ 20%	<u>60%</u>
		<u>100%</u>

All of the above components must be submitted in a manner acceptable to the professor in order to successfully complete this course.

3.	Comprehensive Test	60%
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CASE STUDIES - All students will be required to contribute to the preparation and presentation of one group case study during the course of the semester. The written portion of the case study must be submitted to the professor 48 hours prior to the scheduled in class team presentation. It is a clear expectation of this course that students work cooperatively on this project. Unacceptable documents will receive a poor grade and will be returned to the students for resubmission. Resubmitted material, when acceptable, will **not receive an improved grade** but will be evidence that this component of the course is satisfactorily completed. Diligent students will do the projects properly the first time. A detailed explanation of case report expectations will be distributed early in the semester.

ASSIGNMENTS (See separate document) - The assignment questions are designed to cause the student to read and reflect on material before coming to class and as such, are **due at the beginning of the class on the due date and will not be accepted late.** All assignments are distributed early in the semester and may be submitted early. Well prepared students generate better discussions, ask better questions, and stimulate better understanding. Students are encouraged to discuss

answers with other students; however, the submission must be your own work. Substantially copied answers will be considered academic dishonesty (see **Students Rights and Responsibilities**). All assignments will be computer generated, grammatically correct and spell checked before submission. These assignments will not be returned to the students but will be filed in a portfolio of student work for later reference. Students are advised to make a copy of material submitted for their own records. Each assignment has five questions. The answers to all questions can be found in the text reference material. It is expected that diligent students will find the answers to all questions and receive full marks for each assignment. The answers to the questions will be taken up in class. All answers should be in full sentence and paragraph format. Point form answers will not be acceptable. Marks will be assigned as follows: All students will start off with 30 marks

Full marks - All questions attempted and substantially correct.

Minus 1 mark - 1 answer missing or substantially inadequate.

Minus 2 marks - 2 answers missing or substantially inadequate.

Minus 3 marks - 3 or more answers missing or substantially inadequate or not submitted or late.

Note: Serious grammatical flaws in answers will be grounds to consider the answer substantially inadequate. Students who are weak in grammar are encouraged to have a friend or relative proof read their work or seek support from the appropriate area within the college support systems.

QUIZZES - There will be three quizzes based on the material in **Canadian Human Resources Management- A Strategic Approach** (fifth edition) Each test will be on three chapters work. Where possible the questions will be practical rather than theoretical. The tests will be held during class time, and will be announced in class approximately one week in advance. Students who are not able to write a test because of an illness or legitimate emergency must provide an acceptable **written explanation** to the instructor as soon after the test date as possible. Without an acceptable explanation, a grade of 0 will be posted. With an acceptable explanation an alternative test will be administered at the instructor's and student's convenience. Failure to write the alternative test will result in a grade of 0.

Students who have a **failing grade on the quizzes component** will be ***required*** to write the comprehensive test (Chapters 1 - 9) at the end of the semester in order to demonstrate their proficiency in the course material.

Students ***may choose*** to write the comprehensive test in an attempt to upgrade their course mark. Marks will not be downgraded for students attempting the

comprehensive test. Only one comprehensive test will be administered, so students must not miss that test.

Tests will be returned to students during normal class time. Students not present when work is returned must pick up the material from the instructor's office within two weeks after distribution. Work not picked up will be discarded.

METHOD OF EVALUATION

A+	90% - 100%	Consistently outstanding.
A	80% - 89%	Outstanding Achievement
B	70% - 79%	Consistently Above Average
C	60% - 69%	Satisfactory or acceptable achievement in all areas subject to assessment
R	below 60%	Repeat - objectives of this course have not been achieved and the course must be repeated.
CR		Credit exemption
X		A temporary grade, limited to situations with extenuating circumstances, giving a student additional time to complete course requirements.

Note: Students may be assigned an "R" grade early in the course for unsatisfactory performance.

WARNING: Academic dishonesty will result in a grade of zero (0) on the test for all parties.

VI. SPECIAL NEEDS

Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the teacher or a counsellor.

Your teacher reserves the right to modify the course as he deems necessary to meet the needs of the students.

It is our intention to create and maintain an environment that is conducive to learning and growth. Please refer to the document **Students Rights and Responsibilities**.
