



## 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 CICE student, with the help of a Learning Specialist, will demonstrate the basic 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.(with the assistance of the Learning Specialist)
- Describe industrial engineering, behavioral, 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.
- Examine jobs (with the assistance of the Learning Specialist).
- Develop job descriptions and job specifications. (with the assistance of the Learning Specialist)
- 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. (with the assistance of the Learning Specialist)
- 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. (with the assistance of the Learning Specialist)
- 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 (with the assistance of the Learning Specialist)

### 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 the 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 labor 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 labor-management relations.
- Discuss the impact of unionization on HRM.

**III. TOPICS:**

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 Third Canadian Edition,  
Gary Dessler; Pearson Canada

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

**Test #1: Chapters 1, 2 & 3            25% of grade**  
**Test #2: Chapters 4, 5 & 7            25% of grade**  
**Test #3: Chapters 10,11 & 12        25% of grade**  
**Bargaining Simulation                25% of grade (to be completed with the**  
**assistance of the Learning Specialist)**

**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 may include video supplements, handout material and library reserve readings. The format and the content modification relative to exams will be proposed by the Learning Specialist and is subject to approval from the professor

Missed tests and assignments not submitted by due date will be assigned a grade of zero.

**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%	
B	70 - 79%	3.00

C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

## VI. SPECIAL NOTES:

### Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Students are expected to attend all scheduled classes. Attendance will be taken for each class on a sign in basis.

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

### 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 Chair of the Business Department who will decide if the student will be permitted to return to class.

Students attending this class do so to study Human Resources 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.

Return of Students' Test, Assignments:

Tests and assignments 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 or assignment at the professor's office within three weeks of that class. Tests and assignments not picked up within the three weeks will be discarded. End of semester tests and assignments 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 and assignments 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.

**VII. Course Outline Addendum:**

The provisions contained in the addendum located on the portal form part of this course outline.



**CICE Modifications:****Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**B. Tests will be written in CICE office with assistance from a Learning Specialist.*****The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**C. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**D. Evaluation:**

Is reflective of modified learning outcomes.