

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



CICE COURSE OUTLINE

COURSE TITLE: Introduction to Human Resources

CODE NO. : BCH101 **SEMESTER:** Fall
MODIFIED CODE: BCH0101

PROGRAM: Business

AUTHOR: John Cavaliere
MODIFIED BY: Amanda Kreutzweiser, Learning Specialist CICE Program

DATE: Sept/2016 **PREVIOUS OUTLINE DATED:** 2015

APPROVED: _____ **DATE**
"Angelique Lemay" Sept/16
DEAN

TOTAL CREDITS: Three

PREREQUISITE(S): None

HOURS/WEEK: Three

Copyright © 2016 The Sault College of Applied Arts & Technology
Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.
For additional information, please contact the Dean, School of Community Services Interdisciplinary Studies, Curriculum & Faculty Enrichment
(705) 759-2554, Ext. 2737

I. COURSE DESCRIPTION:

INTRODUCTION TO HUMAN RESOURCES (BCH0101)

In this course, CICE students, with assistance from a Learning Specialist, will learn how proper recruitment/selection strategies, and training and development methods, maintain an organization's competitive advantage. The integral role of job design and analysis in affecting compensation management and performance appraisal decisions will be examined. CICE students will investigate a variety of employment and health and safety laws as they relate to managing a diverse workforce. In addition, the fundamental principles of the union-management framework will be explored.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance from a Learning Specialist, will demonstrate the basic ability to:

1. Examine the role of strategic human resource management using professional development plans and organizational development strategies.

Potential Elements of the Performance:

- Examine the relationship between the human resources function and other functional areas within the organization.
- Identify opportunities for organizational cross functional initiatives.
- Identify strategies to promote the development of the human resources field.
- Examine ethical guidelines – i.e., Canadian Council of Human Resources Associations (CCHRA) Code of Ethics.
- Discuss the benefits of networking and participation in professional organizations.

2. Develop strategies for recruitment and selection.

Potential Elements of the Performance:

- Discuss the recruitment and selection function of an organization and the benefits of a diverse work force.
- Identify recruitment methods and constraints on the recruitment process.
- Identify the steps in the selection of human resources.
- Examine the interview process.
- Create policy and procedure documents in a clear and an understandable manner, utilizing industry best practices.

3.

Assess the role of training and development in an organization.

Potential Elements of the Performance:

- Describe the impacts of training and development on an organization's long-term strategy.
 - Explain different approaches to training needs analysis in designing training and development programs.
 - Describe major learning principles associated with various training methods.
 - Develop an evaluation procedure to assess the results of a training and development program.
 - Describe the characteristics of a learning organization.
4. Make recommendations to align the performance management program with the organization's strategic goals and direction.

Potential Elements of the Performance:

- Identify appropriate personnel to be involved in performance management processes.
- Explain reliability and validity.
- Examine performance interview formats.
- Create and implement a plan to evaluate a performance management program.
- Discuss performance management processes and corresponding documentation.
- Identify strategies to improve individual employee communication including appropriate follow-up and related means of communication.
- Examine strategies used to communicate performance management processes to all organizational levels.
- Identify quantifiable and other job-related indicators that are relevant, reliable, and valid and accurately reflect the employee's range of responsibilities.

5.

Examine compensation issues and their impacts.

Potential Elements of the Performance:

- Explain the objectives of effective compensation management and the consequences.
- Examine compensation and related legislation.
- Examine incentive systems and variable pay.
- Discuss benefits and services.
- Examine future trends in compensation management.

6.

Describe health and safety issues in the workplace.

Potential Elements of the Performance:

- Describe Canadian laws relating to occupational health and safety.
- Discuss traditional thinking with respect to occupational health and safety issues.
- Identify responsibilities of the employer and the employee regarding health and safety issues.
- Discuss the impact of employee stress on the workplace.
- Identify the relationship between health and safety issues and human resource management.

7.

Describe how unions affect an organization and the human resource function and discuss strategies to build union-management cooperation.

Potential Elements of the Performance:

- Identify conditions that indicate potential unionization.
- Describe the structure of Canadian unions.
- Identify the key steps in negotiating a union contract.
- List common techniques to resolve disputes and grievances.

III. TOPICS:

1. Chapter 1: The Strategic Role of Human Resources Management
2. Chapter 4: Human Resources Planning and Recruitment
2. Chapter 5: Selection
3. Chapter 6: Orientation and Training
4. Chapter 7: Performance Management
5. Chapter 8: Strategic Pay Plans
5. Chapter 9: Employee Benefits and Services
6. Chapter 10: Occupational Health and Safety
7. Chapter 12: Labour Relations

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Management of Human Resources: The Essentials (4th Canadian edition) Pearson; ISBN: 978013211490; Dessler, Chhinzer & Cole

V. EVALUATION PROCESS/GRADING SYSTEM:

Exam #1: Chapters 1, 4 & 5	34% of grade
Exam #2: Chapters 6, 7 & 8	33% of grade
Exam #3: Chapters 9, 10 & 12	33% of grade

Total 100%

Exams: Students can expect exams to be practical in nature (the application of textbook material) and supplementary material.

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

There will be no re-writes of missed Exams.

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

Grade

Definition	Grade Point Equivalent	
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:

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.

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.

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. It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.

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.

Contact Information:

Email: john.cavaliere@saultcollege.ca

Phone: 759-2554 Ext# 2764

Office: E4610 (Office Hours by appointment)

Further modifications may be required as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

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.