



## 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 behavior 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, 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.
- 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 an 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 labor relations strategies managers can adopt.
- Summarize the common characteristics among Canadian labor 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:**

<b>Test #1: Chapters 1, 2 &amp; 3</b>	<b>25% of grade</b>
<b>Test #2: Chapters 4, 5 &amp; 7</b>	<b>25% of grade</b>
<b>Test #3: Chapters 10,11 &amp; 12</b>	<b>25% of grade</b>
<b>Case Studies</b>	<b>25% of grade</b>

**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.

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:

### 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 Introduction to Management; therefore, no other activity will be permitted. Students 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.

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.**

Return of Students' Tests, Exams and 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 two weeks of that class. Tests and assignments not picked up within the two weeks will be discarded. End of semester tests and assignments will be held for two weeks following the end of the semester. If they have not been picked up within that two-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 test/assignment in question, the professor's recorded mark will stand.

Contact Information:

Email: [john.cavaliere@saultcollege.ca](mailto:john.cavaliere@saultcollege.ca)

Phone: 759-2554 Ext# 2764

Office: E4610 (Office Hours by appointment)



## COURSE OUTLINE ADDENDUM

1. 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.
2. 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.
3. Prior Learning Assessment:  
Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

4. Accessibility Services:  
If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.
5. Communication:  
The College considers ***Desire2Learn (D2L)*** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of this Learning Management System (LMS) communication tool.
6. Plagiarism:  
Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. 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.

7. Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of *November* will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

8. Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

9. Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.