



COURSE OUTLINE

BCH0101

Prepared: Peter Graf Approved: Sherri Smith

Course Code: Title	BCH0101: INTRODUCTION TO HUMAN RESOURCES						
Program Number: Name	1120: COMMUNITY INTEGRATN						
Department:	C.I.C.E.						
Semester/Term:	17F						
Course Description:	In this course, students 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. 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.						
Total Credits:	3						
Hours/Week:	3						
Total Hours:	45						
Essential Employability Skills (EES):	<p>#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>#2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>#4. Apply a systematic approach to solve problems.</p> <p>#5. Use a variety of thinking skills to anticipate and solve problems.</p> <p>#8. Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>#10. Manage the use of time and other resources to complete projects.</p> <p>#11. Take responsibility for ones own actions, decisions, and consequences.</p>						
General Education Themes:	Social and Cultural Understanding						
Course Evaluation:	Passing Grade: 50%, D						
Evaluation Process and Grading System:	<table border="1"> <thead> <tr> <th>Evaluation Type</th> <th>Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td>Exam 1 (chapters 1,4,5)</td> <td>34%</td> </tr> <tr> <td>Exam 2 (chapters 6,7,8)</td> <td>33%</td> </tr> </tbody> </table>	Evaluation Type	Evaluation Weight	Exam 1 (chapters 1,4,5)	34%	Exam 2 (chapters 6,7,8)	33%
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Books and Required Resources:

Exam 3 (chapters 9,10,12)	33%
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Management of Human Resources: The Essentials by Dessler, Chhinzar & Cole
Publisher: Pearson Edition: 4th Canadian
ISBN: 9780132114905

Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1.

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

Learning Objectives 1.

- 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.

Course Outcome 2.

Develop strategies for recruitment and selection.

Learning Objectives 2.

- 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.



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Examine the interview process.
Create policy and procedure documents in a clear and an understandable manner, utilizing industry best practices.

Course Outcome 3.

Assess the role of training and development in an organization.

Learning Objectives 3.

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.

Course Outcome 4.

Make recommendations to align the performance management program with the organization's strategic goals and direction.

Learning Objectives 4.

Identify appropriate personnel to be involved in performance management processes.
Explain reliability and validity.
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.

Course Outcome 5.



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Examine compensation issues and their impacts.

Learning Objectives 5.

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.

Course Outcome 6.

Describe health and safety issues in the workplace.

Learning Objectives 6.

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 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.

Course Outcome 7.

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

Learning Objectives 7.

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.

CICE Modifications:

Preparation and Participation



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

B. 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.

C. 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.

D. 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



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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

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:

Wednesday, September 6, 2017

Please refer to the course outline addendum on the Learning Management System for further information.