

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE:	Human Resource Management		
CODE NO. :	BUS217	SEMESTER:	16F
PROGRAM:	Business 2035		
AUTHOR:	J. Cavaliere BBA, MBA		
DATE:	01Sep-16	PREVIOUS OUTLINE DATED:	01Sep15
APPROVED:			June/16
	Colin Kirkwood		
	DEAN		DATE
TOTAL CREDITS:	4		
PREREQUISITE(S):	None		
HOURS/WEEK:	4		

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For additional information, please contact the Dean of the
School of Environment, Technology and Business
(705) 759-2554, ext. 2688

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 prepares graduates to manage Human Resources 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. Describe the strategic role of Human Resource Management.Potential Elements of the Performance:

- Define human resources management and describe its objectives.
- Analyze the strategic significance of human resources management.
- Describe the four phases in the evolution of HRM.
- Explain how HRM has changed over recent years to include a higher-level advisory role.
- Explain how HRM has taken on the characteristics of a profession.
- Discuss the internal and external environmental factors affecting human resources management and policies.

2. Explain the changing legal emphasis.Potential Elements of the Performance:

- Explain how employment-related issues are governed in Canada.
- Discuss at least five prohibited grounds for discrimination under human rights legislation.
- Describe the requirements for reasonable accommodation.
- Describe behavior that could constitute harassment.
- Explain the employer's responsibilities regarding harassment.
- Describe the role of minimums established in employment standards legislation and the enforcement process.

3. **Design and Analyze Jobs**

Potential Elements of the Performance:

- Explain the steps in job analysis and the difference between a job and a position.
- Describe the evolution of job design and how organizational structure influences job design.
- Explain the three reasons why competency-based job analysis has become more common.
- Describe and evaluate multiple methods of collecting job analysis information.

4. **Understand Human Resources Planning and Development**

Potential Elements of the Performance:

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- Define human resources planning (HRP)
- Discuss the strategic importance of HRP.
- Discuss the four strategies used to forecast internal human resources supply and four types of market conditions assessed when forecasting external human resources supply.
- Describe four quantitative and two qualitative techniques used to forecast human resources demand.
- Explain how organizations deal with labor surpluses and shortages.
- Define recruitment.
- Analyze the role of job posting, human resources records, and skills inventories in recruiting from within.
- Identify at least 10 methods used for external recruitment.
- Discuss strategies for recruiting a more diverse workforce.

5. **Explain the strategic importance of employee selection**

Potential Elements of the Performance:

- Define and discuss the strategic importance of employee selection.
- Define reliability and validity and explain their importance in selection techniques.
- Describe at least four types of testing used in selection.
- Analyze the conflicting legal concerns related to alcohol and drug testing.
- Describe the major types of selection interviews.
- Explain the importance of reference checking.
- Analyze the legal issues of reference checking.

6. Explain Performance ManagementPotential Elements of the Performance:

- Explain the five steps in the performance management process.
- Describe five performance appraisal methods and the pros and cons of each.
- Discuss the major problems inhibiting effective performance appraisal.
- Discuss 360-degree appraisal from multiple sources.
- Describe the three types of appraisal interviews.
- Discuss the future of performance management.

7. Describe Occupational Health and SafetyPotential Elements of the Performance:

- Analyze the responsibilities and rights of employees and employers under the occupational health and safety legislation.
- Explain WHMIS legislation.
- Analyze three basic causes of accidents.
- Describe how accidents at work can be prevented.
- Discuss six major employee health issues at work.
- Explain why wellness programs are becoming increasingly popular.

8. Explain how to manage employee separationsPotential Elements of the Performance:

- Define voluntary and involuntary employee turnover and explain the impact of each method.
- Analyze important HR considerations in ensuring fairness in dismissals, layoffs and terminations.
- Define wrongful dismissal and constructive dismissal.
- Discuss the three foundations of a fair and just disciplinary system.
- Explain the six steps in the termination interview.

9. Describe Labour Relations

Potential Elements of the Performance:

- Discuss the key elements of Canada's labour Laws.
- Outline the five steps of the labour relations process.
- Describe the five steps in a union organizing campaign.
- Describe the three steps in the collective bargaining process.
- Explain the typical steps in a grievance procedure.
- Describe the impact that unionization has had on human resources management.

III. TOPICS:

1. Chapter 1: The Strategic Role of Human Resources Management
2. Chapter 2: The Changing Legal Emphasis.
3. Chapter 3: Designing and Analyzing Jobs
4. Chapter 4: Human Resources Planning and Recruitment
5. Chapter 5: Selection
6. Chapter 7: Performance Management
7. Chapter 10: Occupational Health and Safety
8. Chapter 11: Managing Employee Separations
9. Chapter 12: Labor Relations

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Management of Human Resources: The Essentials Fourth Canadian Edition,
Gary Dessler; Pearson Canada ISBN: 9780132114905

V. EVALUATION PROCESS/GRADING SYSTEM:

Exam #1: Chapters 1, 2 & 3	34% of grade
Exam #2: Chapters 4, 5 & 7	33% of grade
Exam #3: Chapters 10,11 & 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:

<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.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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.

Electronic devices used to record instruction are not allowed in the classroom with the exception of issues related to accommodations of disability. Formal accommodation documentation must be provided by the student from the Disability Services Department prior to requesting the recording of instruction.

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)

COURSE OUTLINE ADDENDUM

1. Course Outline Amendments:

The faculty member 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 Key Dates Calendar 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. Student Services can provide information regarding the Prior Learning Assessment and Recognition policy or it can be viewed on the student portal.

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

4. 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 announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more is available. Go to <https://my.saultcollege.ca>.

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. 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 the Accessibility Services office. Call Ext. 2703 or email studentsupport@saultcollege.ca so that support services can be arranged for you.

7. Audio and Video Recording 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. Students with disabilities who require audio or visual recording devices in the classroom as an accommodation will receive approval from their counsellor once the Audio and Video Recording Devices in the Classroom Policy has been reviewed by the student. Recorded classroom instruction will be used only for individual academic use and will not be used for any other purpose. Recordings may only be used for individual study of materials presented during class and may not be published or distributed. Intentional misuse of audio and video recordings or intentional misrepresentation when requesting the use of a device for recording shall constitute a violation of this policy and laws protecting intellectual property.

8. Academic Dishonesty:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. Students who engage in academic dishonesty will be issued a sanction under the Student Code of Conduct which could lead to and include expulsion from the course/program. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, students must use a documentation format for referencing source material.

9. Tuition Default:

Students who have defaulted on the payment of tuition) as of the first week of November (fall semester courses), first week of March (winter semester courses) or first week of June (summer semester courses) 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.