

Human Resources Management I

2019-2020 Academic Year

Program	Year	Semester
BITM-Business-Accounting Diploma	1	1
BITM-Business-Accounting Diploma-Transfer to UOIT Bachelor of Commerce (Hons)	1	1
BITM-Business-Entrepreneurship and Small Business Diploma	1	1
BITM-Business-Entrepreneurship and Small Business Diploma-UOIT Transfer	1	1
BITM-Business Administration-Finance Advanced Diploma (co-op)	1	1
BITM-Business Administration-Finance Advanced Diploma	1	1
BITM-Business-Finance Diploma	1	1
BITM-Business-Human Resources Diploma	1	1
BITM-Business-Human Resources Diploma-Transfer to UOIT Bachelor of Commerce (Hons)	1	1
BITM-Business Administration-Human Resources Advanced Diploma (co-op)	1	1
BITM-Business-Marketing Diploma	1	1
BITM-Business Administration-Accounting Advanced Diploma	1	1
BITM-Business Administration-Human Resources Advanced Diploma	1	1
BITM-Business Administration-Marketing Advanced Diploma	1	1
BITM-Business Administration-Marketing Advanced Diploma (co-op)	1	1
BITM-Business-Marketing Diploma-UOIT Transfer	1	1
BITM-Business Fundamentals Certificate	1	1
BITM-Business-Supply Chain and Operations Diploma	1	1
BITM-Business Administration-Supply Chain and Operations Management Advanced Diploma	1	1
BITM-Business Administration-Supply Chain and Operations Management Advanced Diploma (co-op)	1	1
BITM-Business-Supply Chain and Operations Diploma - UOIT Transfer	1	1

Course Code: HRM 1200	Course Equiv. Code(s): HRM 1251, HRM 1253, HRM 1281, HRM 1283, HRM 1293, HRM 4205, HRM 4301
Course Hours: 42	Course GPA Weighting: 3
Prerequisite: N/A	
Corequisite: N/A	
Laptop Course: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Delivery Mode(s): In class <input checked="" type="checkbox"/> Online <input type="checkbox"/> Hybrid <input type="checkbox"/> Correspondence <input type="checkbox"/>	
Authorized by (Dean or Director): Kevin Baker Date: July 2019	

Prepared by		
First Name	Last Name	Email
Lara	Loze	lara.loze@durhamcollege.ca

Course Description:

This course introduces students to the management aspects of Human Resources in preparation for advanced, specialized studies in the second and third years of the HR program. Specific focus is on the factors that affect the overall atmosphere in the workplace and which contribute to an environment conducive to maximum productivity. Students will be introduced to effective strategies for hiring, motivating, managing, and retaining staff. Students will study the following topics: the strategic importance of Human Resources and the role of the H.R. Manager; competitive challenges facing Human Resources; job analysis and design; Human Resources planning; recruitment and selection; health and safety; and employee rights and discipline. Successful completion of this course and HRM 2200 (with a minimum combined grade of 65%) will qualify as an approved credit towards the academic component of the Certified Human Resources Professionals designation (CHRP) designation granted by the Human Resources Professionals Association (HRPA). Please visit www.hrpa.ca for full details.

Subject Eligibility for Prior Learning Assessment & Recognition (PLAR):

Prior Learning Assessment and Recognition (PLAR) is a process a student can use to gain college credit(s) for learning and skills acquired through previous life and work experiences. Candidates who successfully meet the course learning outcomes of a specific course may be granted credit based on the successful assessment of their prior learning. The type of assessment method (s) used will be determined by subject matter experts. Grades received for the PLAR challenge will be included in the calculation of a student's grade point average.

The PLAR application process is outlined in <http://www.durhamcollege.ca/plar>. Full-time and part-time students must adhere to all deadline dates. Please email: PLAR@durhamcollege.ca for details.

PLAR Eligibility

Yes No

PLAR Assessment (if eligible):

- Assignment
- Exam
- Portfolio
- Other

Course Learning Outcomes

Course Learning Outcomes contribute to the achievement of Program Learning Outcomes for courses that lead to a credential (e.g. diploma). A complete list of Vocational/Program Learning Outcomes and Essential Employability Skill Outcomes are located in each Program Guide.

Course Specific Learning Outcomes (CLO)

Student receiving a credit for this course will have reliably demonstrated their ability to:

- CLO1 Identify best practices in the areas of job design, job analysis, recruitment, selection, health and safety, and H.R. planning.
- CLO2 Describe the strategic role of the Human Resources practitioner in the workplace.
- CLO3 Describe the changing nature of work and the workforce.
- CLO4 Explain the elements of a job description and job specifications.
- CLO5 Identify effective recruitment methods for finding and attracting qualified candidates.
- CLO6 Identify and discuss key principles and practices of effective employee health and safety programs.
- CLO7 Explain the laws that govern the employee and employer relationship including statutory rights, contractual rights, due diligence and health and safety regulations.

Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievement of the following Essential Employability Skills:

- EES 1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
- EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- EES 3. Execute mathematical operations accurately.
- EES 4. Apply a systematic approach to solve problems.
- EES 5. Use a variety of thinking skills to anticipate and solve problems.
- EES 6. Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7. Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8. Show respect for the diverse opinions, values, belief systems, and contribution of others.
- EES 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
- EES 10. Manage the use of time and other resources to complete projects.
- EES 11. Take responsibility for one's own actions, decisions, and consequences.

Evaluation Criteria:

The Course Learning Outcomes and Essential Employability Skills Outcomes are evaluated by the following evaluation criterion.

Evaluation Description	Course Learning Outcomes	EESOs	Weighting
Test #1	CLO1, CLO2, CLO3	EES1, EES2	15
Test #2	CLO1, CLO5	EES1, EES2	15
Assignment(s) (TBA by professor)	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7	EES1, EES7, EES9, EES10	30
Final Test: Comprehensive	CLO1, CLO2, CLO5, CLO6, CLO7	EES1, EES2, EES4, EES5, EES6, EES7, EES10	30
In Process	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7	EES1, EES2, EES4, EES5, EES7, EES8, EES9, EES10, EES11	10
Total			100%

Notes:

1. Because of the wide variety of activities involved in the curriculum to enhance learning, attendance in class is critical. Maximum participation and contribution to in class discussions is expected. This course requires co-ordination and positive collaboration with classmates.
2. Classes are designed to illustrate and add to the textbook material. Students are expected to have read the assigned material fully before class.
3. All tests are to be written at scheduled dates and times set by the professor. Students must contact the professor within 24 hours if they are unable to write a scheduled test. A failure to comply will result in a mark of zero. E-mail messages are an acceptable form of contact if you are unable to speak with the professor.
4. Given compliance with #3, the weighting of a missed test will be applied to the final comprehensive test. Only missed tests, not assignments, will be weighted on the final. If one test has already been missed, a subsequent missed test will be assigned a mark of zero.

Missed Final Comprehensive Test: Students may be asked to provide documentary evidence to corroborate their absence. The professor will review all relevant factors (such as attendance, course/program level performance, past behaviours, etc) to determine if the student may be permitted to complete the evaluation at a later date. The student will be expected to make themselves available at the date/time arranged by the professor.

5. All evaluations are listed as part of the course outline. Additional assignments will not be created for students to increase their grades during or after the course is complete.
6. To reflect the fact that lateness is unacceptable in the workplace, the penalty for late assignments will be a 20% deduction per calendar day. Assignments are to be submitted (in the format specified) at the date and time specified by the Professor. Any deviations to the format or timeline outlined in the assignment are considered late and the standard penalty will apply per day.
7. In Process activities can include ANY combination of in-class or on-line discussions, assignments, activities, presentations, quizzes, or case studies. Coming to class prepared to discuss each chapter is key to earning full In Process marks.

In keeping with the importance placed on professionalism and deadlines within the workplace environment, all In Process grades require positive engagement and participation and if missed they can not be "made up" at a later date or time and a grade of zero will be assigned for that portion of the In Process grade.

8. Grammar and spelling will be evaluated in all written assignments. Students are encouraged to use all resources available to improve their individual mastery of grammar and spelling.

Required Text(s) and Supplies:

1. This custom textbook of the Belcourt Managing Human Resources is for students NOT in the HR program who will be taking HRM 1200 only as part of their required course load.

Publisher: Nelson
Edition: 9th
Item # 017678537X CUSTOM PUB

2. For students in the HRM program this textbook is required for both HRM 1200 and HRM 2200. If students are NOT in the HR program they should purchase the CUSTOM textbook for HRM 1200 only which includes only the chapters required for the first HRM 1200 course.

Publisher: Nelson
Edition: 9th
Item # ISBN 9780176798055

Recommended Resources (purchase is optional):

N/A

Policies and Expectations for the Learning Environment:

General Policies and Expectations:

General College policies related to	General policies related to
<ul style="list-style-type: none"> + Acceptable Use of Information Technology + Academic Policies + Academic Honesty + Student Code of Conduct + Students' Rights and Responsibilities can be found on-line at http://www.durhamcollege.ca/academicpolicies 	<ul style="list-style-type: none"> + attendance + absence related to tests or assignment due dates + excused absences + writing tests and assignments + classroom management can be found in the Program Guide (full time programs only) in MyCampus http://www.durhamcollege.ca/mycampus/

Course Specific Policies and Expectations:

1. Classes are comprised of lectures, discussions, case studies, in-class assignments, films, and experiential exercises. Students will be required to complete a variety of in-class activities and assignments both individually and in groups. Coming to class prepared and ready to engage with others in a positive and professional manner is critical to success in this course.
2. Lectures are designed to illustrate and add to the text material. Students are expected to have read the assigned chapters and to have completed all supplementary readings and assignments as they will be tested on all material assigned.
3. Students are expected to keep a copy of all work that is submitted for evaluation. Students have 5 days from the date a grade is assigned and/or the assignment is returned in class to discuss and appeal the grade with their professor.
4. All research must be fully acknowledged and cited as outlined in APA (American Psychological Association) Handbook which can be found at the DC-UOIT library or on the library website.
5. Academic honesty: Any incident of academic dishonesty will be dealt with according to the Durham College Academic Integrity Policy and Procedure. ALL sources must be cited using APA citation format to acknowledge the work of others. To submit work without citation is plagiarism and will be managed through the DC policy.
6. All assignments with a grade greater than 5% will be marked and returned to the students within 10 working days of the due date. All other assignments will be graded and returned to the student within 5 working days of the due date. Students will be notified by the professor in situations where this may not be possible.
7. To mirror workplace expectations and to minimize disruptions to classroom activities, faculty expect students to be punctual. Faculty will explain their expectations in the first class of the semester. Students who demonstrate an inability to plan for punctuality will be asked to join the class at a break rather than interrupting the class once it is underway.
8. This course specifically endorses and will use where appropriate Campus Conflict Resolution Services (CCRS). For details regarding the policy for CCRS, please refer to the website. <https://durhamcollege.ca/academic-schools/school-of-justice-emergency-services/about-the-school/campus-conflict-resolution-services>.
9. Students are encouraged to set up a "Buddy System" in which a student in the class will collect supplementary material in the other student's absence.

General Course Outline Notes:

1. Students should use the course outline as a learning tool to guide their achievement of the learning outcomes for this course. Specific questions should be directed to their individual professor.
2. The college considers the electronic communication methods (i.e. DC Mail or DC Connect) as the primary channel of communication. Students should check the sources regularly for current course information.
3. Professors are responsible for following this outline and facilitating the learning as detailed in this outline.
4. Course outlines should be retained for future needs (i.e. university credits, transfer of credits etc.)
5. A full description of the Academic Appeals Process can be found at <http://durhamcollege.ca/gradeappeal>.
6. Faculty are committed to ensuring accessible learning for all students. Students who would like assistance with academic access and accommodations in accordance with the Ontario Human Rights Code should register with the Access and Support Centre (ASC). ASC is located in room SW116, Oshawa Campus and in room 180 at the Whitby Campus. Contact ASC at 905-721-3123 for more information.
7. Durham College is committed to the fundamental values of preserving academic integrity. Durham College and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments could be subject to submission either by themselves or by the faculty member for a review of textual similarity to Turnitin.com. Further information about Turnitin can be found on the Turnitin.com Web site.

Learning Plan

The Learning Plan is a planning guideline. Actual delivery of content may vary with circumstances.

Students will be notified in writing of changes that involve the addition or deletion of learning outcomes or evaluations, prior to changes being implemented, as specified in the Course Outline Policy and Procedure at Durham College.

Wk.	Hours:	3	Delivery:	In Class
1	Course Learning Outcomes			
	CLO2			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES8	Practiced:	EES1, EES2, EES8
	Intended Learning Objectives			
	Introduction to the Course			
	Discuss course outline, required textbook, classroom and assignment expectations, and policies & procedures			
	Articulate the strategic role of Human Resources practitioners in the workplace			
	Intended Learning Activities			
	PowerPoint lecture			
	Discussion			
	Resources and References			
	Chapter 1: The World of Human Resources Management			
	Evaluation		Weighting	
	In Process - Ongoing weeks 1-14		10%	

Wk.	Hours: 3	Delivery: In Class
2	Course Learning Outcomes CLO2, CLO3	
	Essential Employability Skills	
	Taught: EES1, EES2, EES5, EES6, EES7, EES8, EES9	Practiced: EES1, EES2, EES5, EES6, EES7, EES8, EES9
	Intended Learning Objectives	
	Identify how companies gain sustainable competitive advantage through people	
	Discuss the competitive challenges facing HR in the following areas: globalization, technology, managing change, developing human capital, responding to the market, cost containment	
Discuss primary demographic changes and employee concerns.		
Overview of CHRP/ HRPAO		
Intended Learning Activities		
PowerPoint lecture Discussion		
Resources and References		
Chapter 1: The World of Human Resources Management		
Supplementary readings		
Evaluation		

Wk.	Hours:	3	Delivery:	In Class
3	Course Learning Outcomes CLO2, CLO3, CLO7			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES5, EES7, EES8, EES9, EES10, EES11	Practiced:	EES1, EES2, EES5, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives			
	Explain statutory rights, contractual rights, and due process			
	Identify the job expectancy rights of employees			
	Identify and explain the privacy rights of employees			
Explain the process of establishing disciplinary policies, including the proper implementation of organizational rules				
Discuss the meaning of discipline and how to investigate a disciplinary problem				
Differentiate between different approaches to disciplinary action				
Identify the different approaches to alternative dispute resolution procedures				
Intended Learning Activities				
PowerPoint lecture Discussion				
Resources and References				
Chapter 1: The World of Human Resources Management				
Chapter 13: Employee Rights & Discipline				
Supplementary readings				
Evaluation		Weighting		
Assignment related to Chapter 1 (TBD by Professor)		5%		

Wk.	Hours: 3	Delivery: In Class
4	Course Learning Outcomes CLO7	
	Essential Employability Skills	
	Taught: EES1, EES2, EES5, EES6, EES7, EES8, EES9, EES10, EES11	Practiced: EES1, EES2, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives	
	Explain statutory rights, contractual rights, and due process	
	Identify the job expectancy rights of employees	
	Identify and explain the privacy rights of employees	
Explain the process of establishing disciplinary policies, including the proper implementation of organizational rules		
Discuss the meaning of discipline and how to investigate a disciplinary problem		
Differentiate between different approaches to disciplinary action		
Identify the different approaches to alternative dispute resolution procedures		
Intended Learning Activities		
PowerPoint lecture Discussion		
Resources and References		
Chapter 13: Employee Rights & Discipline		
Supplementary readings		
Evaluation	Assignment related to Chapter 13 (TBD by Professor)	Weighting 5%

Wk.	Hours:	3	Delivery:	In Class
5	Course Learning Outcomes CLO6			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	Practiced:	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives			
	Summarize the common elements of federal and provincial occupational health and safety legislation			
	Describe the measures managers and employees can take to create a safe work environment			
Identify ways to control and eliminate various on-the-job health hazards				
Describe the programs organizations utilize to build better health among their workforces				
Intended Learning Activities				
PowerPoint slides Discussion				
Resources and References				
Chapter 12: Promoting Health & Safety Supplementary readings				
Evaluation			Weighting	
Assignment related to Chapter 12 (TBD by Professor)			5%	
Wk.	Hours:	3	Delivery:	In Class
6	Course Learning Outcomes CLO2, CLO3, CLO6, CLO7			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES4, EES5, EES10, EES11	Practiced:	EES1, EES2, EES4, EES5, EES10, EES11
	Intended Learning Objectives			
	Evaluation of Chapters 1, 12 and 13 and all corresponding readings and activities			
	Intended Learning Activities			
In Class Test				
Resources and References				
Chapter 1, 12 and 13 All in class materials and activities All supplemental readings posted and handed out in classes				
Evaluation			Weighting	
Test 1			15%	

Wk.	Hours: 3	Delivery: In Class
7	Course Learning Outcomes CLO2, CLO3, CLO6, CLO7	
	Essential Employability Skills	
	Taught: EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	Practiced: EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives	
	<p>Discuss the advantages and importance of integrating human resources planning and strategic planning</p> <p>Explain how an organization's competitive environment influences strategic planning</p> <p>Articulate the importance of internal resource analysis</p> <p>Describe the tools for human resources forecasting</p> <p>Explain the linkages between competitive strategies and HR</p> <p>Discuss the requirements of strategy implementation</p> <p>Recognize the methods for assessing and measuring the effectiveness of strategy</p>	
	Intended Learning Activities	
<p>PowerPoint slides</p> <p>Discussion</p>		
Resources and References		
<p>Chapter 2: Strategy & HR Planning</p> <p>Supplementary readings</p>		
Evaluation		

Wk.	Hours: 3	Delivery: In Class
8	Course Learning Outcomes CLO4	
	Essential Employability Skills	
	Taught: EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	Practiced: EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives	
	<p>Discuss the relationship between job requirements and the performance of HRM functions</p> <p>Explain the process and methods by which job analysis is completed</p> <p>Identify and explain the key sections of job descriptions and job specifications</p> <p>Identify and critique job design/re-design strategies: behavioural, industrial engineering, and ergonomic</p> <p>Discuss the factors taken into consideration when designing a job</p> <p>Describe the different group techniques used to maximize employee contributions</p> <p>Differentiate and explain various flexible work schedules</p>	
	Intended Learning Activities	
PowerPoint lecture Discussion		
Resources and References		
Chapter 4: Job Analysis and Work Design		
Supplementary readings		
Evaluation		

Wk.	Hours: 3	Delivery: In Class
9	Course Learning Outcomes CLO4	
	Essential Employability Skills	
	Taught: EES1, EES2, EES4, EES5, EES7, EES8, EES9, EES10, EES11	Practiced: EES1, EES2, EES4, EES5, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives	
	Discuss the relationship between job requirements and the performance of HRM functions	
	Explain the process and methods by which job analysis is completed	
	Identify and explain the key sections of job descriptions and job specifications	
Identify and critique job design/re-design strategies: behavioural, industrial engineering, and ergonomic		
Discuss the factors taken into consideration when designing a job		
Describe the different group techniques used to maximize employee contributions		
Differentiate and explain various flexible work schedules		
Intended Learning Activities		
PowerPoint lecture Discussion		
Resources and References		
Chapter 4: Job Analysis and Work Design		
Supplementary readings		
Evaluation	Assignment related to Chapter 4 (TBD by Professor)	Weighting 5%

Wk.	Hours:	3	Delivery:	In Class
10	Course Learning Outcomes CLO1, CLO2, CLO4			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES4, EES5, EES7, EES10, EES11	Practiced:	EES1, EES2, EES4, EES5, EES7, EES10, EES11
	Intended Learning Objectives Evaluation of Chapters 2 and 4 and all corresponding readings and activities			
	Intended Learning Activities In Class Test			
	Resources and References Chapter 2 and 4 All in class materials and activities All supplemental readings posted and handed out in classes			
	Evaluation Test 2		Weighting 15%	
Wk.	Hours:	3	Delivery:	In Class
11	Course Learning Outcomes CLO5			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	Practiced:	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives Explain the advantages and disadvantages of internal and external recruitment Identify and critique the methods of attracting qualified candidates Explain why diverse recruitment activities are important to companies Introduction to human rights legislation framework			
	Intended Learning Activities PowerPoint lecture Discussion			
	Resources and References Chapter 5: Expanding the Talent Pool: Recruitment and Careers			
	Evaluation Assignment related to Chapter 5 (TBD by Professor)		Weighting 5%	

Wk.	Hours: 3	Delivery: In Class
12	Course Learning Outcomes CLO5	
	Essential Employability Skills	
	Taught: EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	Practiced: EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives Explain the objectives of the selection process Identify the sources of information used for personnel selection Identify and critique different types of employment tests with focus on reliability and validity issues Illustrate the different approaches to conducting an employment interview Describe the various decision strategies for selection	
	Intended Learning Activities PowerPoint lecture Discussion	
	Resources and References Chapter 6: Employee Selection Supplementary readings	
Evaluation Assignment related to Chapter 6 (TBD by Professor)		Weighting 5%
Wk.	Hours: 3	Delivery: In Class
13	Course Learning Outcomes CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7	
	Essential Employability Skills	
	Taught: EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	Practiced: EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives Review for final test	
	Intended Learning Activities Sample review questions for final text, cumulative review of key themes of the course	
	Resources and References Chapters 1, 2, 4, 5, 6, 12 and 13 All supplemental readings All in class activities and discussions	
Evaluation		

Wk.	Hours: 3	Delivery: In Class
14	Course Learning Outcomes CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7	
	Essential Employability Skills	
	Taught: EES1, EES2, EES4, EES5, EES7, EES10, EES11	Practiced: EES1, EES2, EES4, EES5, EES7, EES10, EES11
	Intended Learning Objectives All material week 1 through 14	
	Intended Learning Activities All material week 1 through 14	
	Resources and References N/A	
Evaluation Final Test	Weighting 30%	