

Human Resources Management I

2024-25 Academic Year

Program Title	Ministry Title	Major	Year	Semester
BUS-Accounting - Business	Business - Accounting	ACCT	1	1
BUS-Accounting - Business Administration	Business Administration - Accounting	BACT	1	1
BUS-Accounting - Business Administration (Co-op)	Business Administration - Accounting	BACC	1	1
BUS-Accounting - Business OnTechU Transfer	Business - Accounting	ACTU	1	1
BUS-Business Fundamentals	--	BFND	1	1
BUS-Entrepreneurship and Small Business-Business	Business - Entrepreneurship and Small Business	BESB	1	1
BUS-Entrepreneurship and Small Business-Business (weekend)	Business - Entrepreneurship and Small Business	BEFL	1	1
BUS-Entrepreneurship and Small Business-Business - OnTechU Transfer	Business - Entrepreneurship and Small Business	BETU	1	1
BUS-Entrepreneurship and Small Business-compressed	--	--	1	1
BUS-Finance - Business	Business - Finance	FINC	1	1
BUS-Finance - Business - Transfer to OnTechU Bachelor of Commerce (Hons)	Business - Finance	FNTU	1	1
BUS-Finance - Business Administration	Business Administration - Finance	BFNC	1	1
BUS-Finance - Business Administration (Co-op)	Business Administration - Finance	BFCC	1	1
BUS-Human Resources - Business	Business - Human Resources	HRM	1	1
BUS-Human Resources - Business - OnTechU Transfer	Business - Human Resources	HRTU	1	1
BUS-Human Resources - Business Administration	Business Administration - Human Resources	BHRM	1	1
BUS-Finance - Business Administration (Co-op)	Business Administration - Finance	BFCC	1	1
BUS-Marketing - Business	Business - Marketing	MRKG	1	1
BUS-Marketing - Business -OnTechU Transfer	Business - Marketing	MKTU	1	1
BUS-Marketing - Business Administration	Business Administration - Marketing	BMKG	1	1
BUS-Marketing - Business Administration	Business Administration - Marketing	BMKG	1	1
BUS-Marketing - Business Administration (Co-op)	Business Administration - Marketing	BMKC	1	1
BUS-Supply Chain and Operations - Business	Business - Supply Chain and Operations	SCOP	1	1

BUS-Supply Chain and Operations - Business (OnTechU Transfer)	Business - Supply Chain and Operations	SCTU	1	1
BUS-Supply Chain and Operations Management - Business Administration	Business Administration - Supply Chain and Operations Management	BSOM	1	1
BUS-Supply Chain and Operations Management - Business Administration (Co-op Internship)	Business Administration - Supply Chain and Operations Management	BSOI	1	1
BUS-Supply Chain and Operations Management - Business Administration (Co-op)	Business Administration - Supply Chain and Operations Management	BSOC	1	1
BUS-Human Resources - Business Administration (Co-op)	Business Administration - Human Resources	BHRC	1	1

Course Code: HURM 1100	Course Equiv. Code(s): HRM 1200, HRM 1251, HRM 1253, HRM 1281, HRM 1283, HRM 1293, HRM 4205
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"/> Flexible <input type="checkbox"/> HyFlex <input type="checkbox"/>	
Remote proctoring required Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Authorized by (Dean or Director): Tony Doyle	Date: July 2024

Prepared by		
First Name	Last Name	Email
Corey	Gill	corey.gill@durhamcollege.ca

Course Description:

Investigate the dynamic field of Human Resources Management and its pivotal role in shaping organizational success. This foundational course delves into the core aspects of HR, including strategic planning, effective team building, and the development of workplace environments that foster productivity and well-being. Engage with practical strategies for talent acquisition, motivation, and retention, while navigating the complexities of job design, employee relations, and workplace safety. Successful completion of this course, with a minimum final grade of 65%, will qualify as an approved credit towards the academic component of the Certified Human Resources Professional designation (CHRP), or Certified Human Resources Leader designation (CHRL), designations granted by the Human Resources Professionals Association (HRPA). Please visit www.hrpa.ca for full details.

Campus Closure Notice

In the event of a campus closure during which time classes cannot be conducted or attended in person, course delivery will be conducted remotely where possible. Should teaching and learning resume on campus, students may

be organized into smaller groups for classroom delivery, in accordance with directions from public health authorities. In either situation, the learning plan sequence and/or evaluation methods may be adjusted to address topics requiring hands-on, practical learning activities.

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 Explain HRM theories and practices to develop strategies that improve organizational effectiveness and foster a diverse and inclusive work environment.
- CLO2 Analyze the impact of various external factors such as economic conditions, technology, and globalization on HRM policies and practices.
- CLO3 Identify HR technology and information systems which enhance decision-making and streamline HR activities in alignment with organizational goals.
- CLO4 Conduct job analysis and design by employing various data collection methods and adapting to the changing work environment with a focus on cognitive complexity and technological competence.
- CLO5 Design and implement effective onboarding and orientation programs that integrate new employees into the organization's culture and operational practices.
- CLO6 Develop a comprehensive understanding of occupational health and safety laws, and create strategies for fostering a safe and healthy work environment.

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
Assignment: Eight instructor-led in-classroom assignments; lowest dropped	CLO1, CLO2	EES2, EES5, EES6, EES7, EES9	14
Online Activity: SALS Academic Integrity Module	CLO1, CLO2, CLO3	EES6	3
Quiz: Eight weekly chapter-based activities.	CLO1, CLO2, CLO3, CLO4	EES2, EES5, EES6, EES7	16
Assignment: Two Discussion Post assignments based on the chapters covered in the course.	CLO1, CLO2, CLO3, CLO6	EES2, EES5, EES6, EES7, EES9	12
Assignment: Cumulative Individual Assignment	CLO1, CLO2, CLO4	EES2, EES5, EES6, EES7	15
Assignment: Group Assignment Outline and discussion with Professor	CLO1, CLO2, CLO4	EES2, EES9, EES10	5
Assignment: Group Assignment Draft and discussion with Professor	CLO1, CLO2, CLO4, CLO5, CLO6	EES2, EES6, EES7, EES9, EES10	10
Presentation: Group Presentation	CLO1, CLO2, CLO4, CLO5, CLO6	EES2, EES5, EES7, EES9, EES10	25
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 coordination and positive collaboration with classmates.
2. Lessons are designed to illustrate and add to the textbook material. Students are expected to have read the assigned material fully before each class.
3. Students have the opportunity to complete seven (7) quizzes, and the top five (5) quiz grades will count towards the final quiz grade. Quizzes are based on material from the required textbook AND the lessons on each chapter.
4. Students will have a minimum of three (3) days to complete each quiz after the lesson on the material. Once the due date and time of the quiz has expired NO late quizzes will be accepted and a grade of zero will be assigned if it has not been completed.
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. Students must speak to their professor in advance regarding any challenges (regarding assignments, projects, technology, etc.). Challenges presented after an evaluative component is due cannot be accommodated.
7. Professors may direct students to submit assignments in electronic format. In fact, submission to DC Connect is the preferred method of submission for most assignments. It is the student's sole responsibility to ensure that any assignments submitted electronically are in the right location, in an acceptable file format that can be opened and read by the professor, and that the correct file is chosen for submission. If, after submitting the file, the student recognizes that an error has been made, any subsequent submissions to correct the error will be subject to the usual grade deduction for late assignments. It is not the professor's responsibility to notify the

student that the file is incorrect and any submission errors that are not identified and corrected by the student will receive a grade of zero. It is highly recommended that the student close and reopen a file prior to submission to ensure it will open correctly. If there is any doubt about acceptable file formats, it is up to the student to check with the section professor prior to the submission deadline.

8. To reflect the fact that lateness is unacceptable in the workplace, the penalty for late assignments/projects will be a 20% deduction per calendar day. Late assignments will be penalized 20% per 24 hour period starting immediately after the due date and time. After 24 hours another 20% will be deducted up to 48 hours, after 48 hours up to 72 hours another 20% will be deducted. If after 72 hours an assignment has still not been submitted, a mark of 0 will be awarded.
9. All assignments worth 5% or less of a student's final grade are not accepted late. If they are not completed/submitted by the due date and time a grade of zero will be applied.
10. All assignments will be marked and returned to the students within 10 business days of the due date. Students will be notified by the professor in situations where this may not be possible.
11. Once evaluative coursework has been graded by faculty and the marks entered into DC Connect, students may not resubmit the work for additional feedback or grades. A student who wishes to appeal a grade has 5 business days to speak to the faculty member from the date the grade is released on DC Connect or MyDC. The faculty member will review the concern outlined by the student and will explore ways to resolve the concern. For more information, see Policy ACAD-111-Grade-Appeals.
12. No make-up tests or assignments will be provided.
13. Spelling, grammatical and composition errors in any submitted assignment will result in deductions.
14. All tests are to be written at scheduled times set by the professor.
15. Students must contact the professor within 24 hours if 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
16. Given compliance with the above, 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, any subsequently missed tests will be assigned a mark of zero.
17. Missed Final Comprehensive Test: All tests are to be written at scheduled times set by the professor. Students must contact the professor within 24 hours if 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. Given compliance with the above, the student may be permitted to have the test rescheduled as determined by the professor and following Durham College's Test Centre's protocol.
18. In Process Assignments occur in class and will only be given once. They cannot be made up or supplemented. Any missed in-process assignments will be assigned a mark of "0". There are no exceptions.

In-process activities must be completed when they are assigned. Late submissions will not be accepted for any reason and will be attributed a grade of "0" in keeping with the importance placed on deadlines within the workplace environment.

19. In Process Peer Collaboration: Students are expected to actively participate with their peers in learning activities throughout the semester. Some of these may be for in class grades. These activities provide students with opportunities for written/verbal feedback from their peers, professor, and others on the application of learned course material. Lack of active participation, engagement or full attendance during the scheduled class will result in a grade of zero.
20. Group project: The project is a group project - no individual assignments will be accepted. Individual grades, however, may be adjusted based on individual contributions and not all team members will necessarily receive the same grade. Students are expected to keep copies of their work as evidence of contributions.
21. Academic Honesty: All group members together are responsible for the academic integrity of any group submissions. Any incident of academic dishonesty will be dealt with according to Durham College's Academic Integrity Policy and Procedure. It is critical for ALL members to review and approve the finished product in advance of its due date.
22. All research must be fully acknowledged and cited as outlined in the APA (American Psychological Association) Handbook (current edition) which can be found at the DC-Ontario Tech Library or on the library website. Failure to properly acknowledge research sources will be considered plagiarism and will result in a grade of zero for the assignment and an Academic Alert. Further consequences may apply once the Alert has been reviewed with

the BITM Dean/Associate Dean.

Required Text(s) and Supplies:

1. Revel for Human Resources Management in Canada, Canadian Edition (online access)
ISBN: 9780137291915

Recommended Resources (purchase is optional):

1. Additional weekly material has been created for students in DC Connect. It is the responsibility of the student to review all of the weekly material and stay current with this material.

Policies and Expectations for the Learning Environment:

General Policies and Expectations:

<p>General College policies related to</p> <ul style="list-style-type: none"> + Acceptable Use of Information Technology + Academic Policies + Academic Integrity + Standards for Student Conduct for all Learning Environments can be found at https://durhamcollege.ca/wp-content/uploads/Standards-of-Student-Conduct-for-all-Learning-Environments.pdf + Information about academic policies and procedures can be found on-line at https://durhamcollege.ca/about/governance/policies 	<p>General policies related to</p> <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 MyDC https://durhamcollege.ca/mydc/
<p>All students at Durham College have the responsibility to familiarize themselves with and abide by the college's Academic Integrity Policy. Students are expected to complete and submit their own work in an honest manner, in accordance with the policy. Durham College has zero tolerance for breaches of academic integrity. All suspected breaches of academic integrity will be investigated and documented following procedures outlined in the policy, and should a breach be confirmed, appropriate penalties will be levied. Breaches of academic integrity refer to a variety of practices including, but not limited to:</p> <ul style="list-style-type: none"> • copying another person's work; • using unauthorized materials or resources during an evaluation; • obtaining unauthorized copies of evaluations in advance; • collaborating without permission; • colluding or providing unauthorized assistance; • falsifying academic documents or records; • misrepresenting academic credentials; • buying, selling, stealing, soliciting, exchanging or transacting materials or information for the purpose of academic gain; • bribing or attempting to bribe personnel; • impersonation; • submitting the same work in more than one course without authorization; • improper use of computer technology and the internet; • depriving others of academic resources; • misrepresenting reasons for special consideration of academic work; • plagiarizing or failing to acknowledge ideas, data, graphics or other content without proper and full acknowledgement; • any unauthorized use of generative or other artificial intelligence. <p>If you have questions or concerns about what constitutes appropriate academic conduct or research and citation methods, and what your responsibilities are towards academic integrity, please visit the Academic Integrity website on MyDC, reach out to Student Academic Learning Services (SALS), or speak with your professor or Student Advisor.</p>	

Course Specific Policies and Expectations:

Classes are designed to illustrate and add to the textbook material. Students are expected to have read the material carefully before class.

Communication with Faculty:

Students with any questions, concerns or issues about this course are to email the professor to arrange a mutually convenient meeting time. All email communication between students and faculty must be through DC mail. Faculty response to emails is within 24-48 hours during regular business days/hours.

Students who require additional help should request an appointment with the professor via email as break time and before/after class is not always conducive to effective communication. Students with documented Access Plans are encouraged to meet with the course faculty to develop a plan for success.

Any missed content is the responsibility of the student. It is expected that students review DC Connect for posted materials, content, and any announcements on a daily basis. Students may also connect with peers to determine what was missed and any expectations reviewed in class.

Attendance & Punctuality

Attendance and Course Work: Students are expected to attend class on time and are responsible for any material covered, announcements or any assignments given for classes missed. Attendance for scheduled guest speakers is mandatory. Lectures, group discussions and in class activities will make a profound impact on the analysis, synthesis and application of intended learning in the development and completion of assignments. Any missed content is the responsibility of the student. It is expected that you review DC Connect for posted materials, content, and any additional announcements. You can also connect with your peers to determine what was missed and any expectations reviewed in class.

Punctuality: To mirror workplace expectations and to minimize disruption to classroom activities, faculty in the Human Resources program expect students to be punctual. Professors will outline 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.

Professionalism

Students are expected to behave in a professional manner in the classroom and online environment. Students' behaviours must comply with Durham College's Student Code of Conduct and professional practices expected in any workplace.

- In keeping with professional standards, students are expected to check in daily on DC Connect, DC Mail and other platforms outlined by your Professor. To support learning in different environments, students must have access to a webcam and the ability to upload files to DC Connect or other platforms.

In order to maintain the quality of learning in the classroom and respect the rights of your classmates, conversations are to stop when class begins and while the professor is speaking. Disruptive behaviour of any kind during classes will not be tolerated and the student will be asked to leave the class.

Students must recognize that their behaviours not only represent themselves but are also a reflection on their program, and have an impact on the image of the College. Behaviours that are considered a breach of the Student Code of Conduct will be dealt with according to the Student Code of Conduct Policy and Procedure. For more information, see Policy ADMIN 248 Student Conduct

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 <https://durhamcollege.ca/about/governance/policies/academic-policies> .
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.
8. In compliance with the Directive on the Costs of Educational Material under the Ministry of Training, Colleges and Universities Act (MTCU Act), please visit this link to determine textbook costs: <https://durham.bookware3000.ca/course-materials/textbook-search>. Please speak with your professor to determine if prior versions of a textbook are acceptable.

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.

Week/ Module	Hours:	3	Delivery:	In Class
1	Course Learning Outcomes			
	CLO1			
	Essential Employability Skills			
	Taught:	EES2	Practiced:	EES2
	Intended Learning Objectives/Topics			
	Introduction to the Course			
	<ul style="list-style-type: none"> -Discuss course outline, due dates, assignments and quizzes and the Revel Platform. -Classroom and assignment expectations; In-Process, Revel Assignments, Discussion Posts, Individual Assignment, and Group Assignment. - SALS Platform and Academic Integrity Module access - Important course policies & procedures; including pre-reading chapter requirement 			
	Intended Learning Activities			
	Review weekly material provided in DC Connect, including all links, videos, and additional readings. Review course outline. Pre-read the assigned chapter for the Week 2 class			
	Resources and References			
	Other Resources noted in DC Connect.			
	Evaluation		Weighting	
	Assignment: Eight instructor-led in-classroom assignments; lowest dropped		14	

Week/ Module	Hours: 3	Delivery: In Class
2	Course Learning Outcomes CLO1, CLO2	
	Essential Employability Skills	
	Taught: EES5, EES6, EES7	Practiced: EES5, EES6, EES7, EES9
	Intended Learning Objectives/Topics The Strategic Role of Human Resources Management Understand the importance of HRM in the management process. Explore the evolution of HRM from past to present and future trends. Recognize the strategic tools used in HRM such as Strategy Map, HR Scorecard, and Digital Dashboard. Discuss the growing professionalism and ethical considerations in HRM. Analyze environmental influences on HRM including labor market issues and the impact of technology	
	Intended Learning Activities Review the transformation of HR roles over time Group discussions on the strategic importance of HR tools Activities to understand ethical dilemmas in HRM Explore current labor market trends affecting HRM Pre-read the assigned chapter for the Week 3 class	
	Resources and References Chapter 1 Other Resources noted in DC Connect.	
Evaluation Quiz: Eight weekly chapter-based activities.	Weighting 2	

Week/ Module	Hours:	3	Delivery:	In Class
3	Course Learning Outcomes			
	CLO1, CLO2			
	Essential Employability Skills			
	Taught:	EES5	Practiced:	EES5, EES9
	Intended Learning Objectives/Topics			
	<p>The Changing Legal Emphasis</p> <p>Comprehend the hierarchy of employment legislation in Canada. Define discrimination and understand human rights enforcement. Learn about employer responsibilities and harassment policies. Study the impact of employment equity and labor standards legislation. Examine case examples of discrimination and the duty to accommodate.</p>			
	Intended Learning Activities			
<p>Explore human rights related to Human Resources Discuss the balance between organizational needs and anti-discrimination laws Activities related to employment legislation hierarchy Pre-read the assigned chapter for the Week 4 class</p>				
Resources and References				
<p>Chapter 2 Other Resources noted in DC Connect.</p>				
Evaluation			Weighting	
<p>Online Activity: SALS Academic Integrity Module Quiz: Eight weekly chapter-based activities.</p>			5	

Week/ Module	Hours: 3	Delivery: In Class
4	Course Learning Outcomes CLO1, CLO6	
	Essential Employability Skills	
	Taught: EES5	Practiced: EES5, EES9
	Intended Learning Objectives/Topics Occupational Health and Safety Learn about occupational health and safety legislation and employer responsibilities. Understand the causes of workplace accidents and prevention strategies. Study the enforcement of health and safety laws and the role of safety committees. Explore the challenges of workplace toxins, stress, and violence. Discuss the importance of fostering a culture of safety and employee wellness programs.	
	Intended Learning Activities Review of a health and safety committee and its process Explore workplace safety and policy development Review employee wellness programs Pre-read the assigned chapter for the Week 5 class	
	Resources and References Chapter 14 Other Resources noted in DC Connect.	
	Evaluation Quiz: Eight weekly chapter-based activities. Assignment: Two Discussion Post assignments based on the chapters covered in the course.	Weighting 7

Week/ Module	Hours: 3	Delivery: In Class
5	Course Learning Outcomes CLO1, CLO2, CLO3	
	Essential Employability Skills	
	Taught: EES5	Practiced: EES5, EES9
	Intended Learning Objectives/Topics Human Resources Management and Technology Identify trends in work nature due to automation and ICT. Assess the strategic importance of technology in HRM. Understand the relationship between HRM and HRIS. Explore the components of an HRIS and its implementation phases. Discuss the precautions regarding electronic HR (e-HR).	
	Intended Learning Activities Review HRIS systems, implementations, and benefits Discuss HR technology strategies to support business objectives Consider data privacy and security in HRM Pre-read the assigned chapter for the Week 6 class	
	Resources and References Chapter 3 Other Resources noted in DC Connect.	
	Evaluation Quiz: Eight weekly chapter-based activities.	Weighting 2

Week/ Module	Hours: 3	Delivery: In Class
6	Course Learning Outcomes CLO1, CLO2, CLO4	
	Essential Employability Skills	
	Taught: EES5	Practiced: EES5, EES9
	Intended Learning Objectives/Topics Designing and Analyzing Jobs Grasp the concept of job analysis and its uses. Understand the evolution of jobs and job design. Learn about competency-based job analysis and job redesign. Compare traditional versus competency-based job analysis. Explore team-based job designs and their implications.	
	Intended Learning Activities Explore the job analysis process and programs Discuss the impact of job design on employee performance Analyze job redesign initiatives and benefits Pre-read the assigned chapter for the Week 7 class	
	Resources and References Chapter 4 Other Resources noted in DC Connect.	
	Evaluation Quiz: Eight weekly chapter-based activities.	Weighting 2

Week/ Module	Hours:	3	Delivery:	In Class	
7	Course Learning Outcomes				
	CLO1, CLO2, CLO3				
	Essential Employability Skills				
	Taught:		EES5	Practiced:	
				EES5, EES9	
	Intended Learning Objectives/Topics				
	<p>Human Resources Planning</p> <p>Understand the strategic importance of human resources planning (HRP). Learn the relationship between HRP and strategic planning. Study environmental scanning and forecasting HR needs. Explore quantitative and qualitative approaches to forecasting HR demand. Discuss planning and implementing HR programs to balance supply and demand.</p>				
Intended Learning Activities					
<p>Link Human Resources Planning to Strategic Business Planning Review a company's workforce data to forecast future HR needs Explore decision-making strategies in various labor markets Pre-read the assigned chapter for the Week 8 class</p>					
Resources and References					
<p>Chapter 5 Other Resources noted in DC Connect.</p>					
Evaluation			Weighting		
<p>Quiz: Eight weekly chapter-based activities. Assignment: Two Discussion Post assignments based on the chapters covered in the course.</p>			9		

Week/ Module	Hours:	3	Delivery:	In Class	
8	Course Learning Outcomes				
	CLO1, CLO2, CLO3, CLO5				
	Essential Employability Skills				
	Taught:		EES5	Practiced:	
				EES5, EES9	
	Intended Learning Objectives/Topics				
	<p>Onboarding and Training</p> <p>Understand the purpose and content of orientation programs. Learn about the psychological contract and its management. Explore the five-step training process and legal aspects of training. Discuss the importance of continuous learning and career management. Study the challenges and strategies for onboarding and training diverse workforces.</p>				
Intended Learning Activities					
<p>Explore onboarding programs for new employees Discuss the criteria for creating effective training modules Explore innovative training techniques Pre-read the assigned chapter for the Week 9 class</p>					
Resources and References					
<p>Chapter 8 Other Resources noted in DC Connect.</p>					
Evaluation			Weighting		
Quiz: Eight weekly chapter-based activities.			2		

Week/ Module	Hours:	3	Delivery:	In Class	
9	Course Learning Outcomes				
	CLO4				
	Essential Employability Skills				
	Taught:		EES5	Practiced: EES5, EES9	
	Intended Learning Objectives/Topics				
	Career and Management Development Explore the role of career planning and development in organizational change. Understand the concept of boundaryless careers and the gig economy. Learn about management and leadership development techniques. Study succession planning and its importance. Discuss the challenges of managing organizational change programs.				
	Intended Learning Activities				
Explore career development plans for companies and individuals Discuss leadership development techniques Investigate succession planning and skills planning					
Resources and References					
Chapter 9 Other Resources noted in DC Connect.					
Evaluation		Quiz: Eight weekly chapter-based activities.		Weighting 2	
Week/ Module	Hours:	3	Delivery:	In Class	
10	Course Learning Outcomes				
	CLO1, CLO2, CLO3				
	Essential Employability Skills				
	Taught:		EES2, EES5, EES9	Practiced: EES2, EES5	
	Intended Learning Objectives/Topics				
	Individual assignment overview Working Period w Support				
	Intended Learning Activities				
Individual cumulative assignment working period with support Open question and answer period with the professor during scheduled class time Work on the assignment during class time					
Resources and References					
All Chapters Other Resources noted in DC Connect.					
Evaluation		Assignment: Cumulative Individual Assignment		Weighting 15	

Week/ Module	Hours:	3	Delivery:	In Class	
11	Course Learning Outcomes				
	CLO1, CLO2, CLO4, CLO5, CLO6				
	Essential Employability Skills				
	Taught:		EES9	Practiced:	
				EES2, EES5, EES9	
	Intended Learning Objectives/Topics				
	Review project deliverables and outcomes Refine outline and progress to group assignment outline status Seek help and guidance from the professor				
Intended Learning Activities					
Groups schedule time to meet with the professor during scheduled class time Group assembly and outline preparation for Draft					
Resources and References					
All Chapters Other Resources noted in DC Connect.					
Evaluation		Assignment: Group Assignment Outline and discussion with Professor		Weighting	
				5	
Week/ Module	Hours:	3	Delivery:	In Class	
12	Course Learning Outcomes				
	CLO1, CLO2, CLO4, CLO5, CLO6				
	Essential Employability Skills				
	Taught:		EES9	Practiced:	
				EES2, EES5, EES9	
	Intended Learning Objectives/Topics				
	Review project deliverables and outcomes Refine outline and progress to assignment draft status Seek help and guidance from the professor Prepare for project presentation				
Intended Learning Activities					
Groups schedule time to meet with the professor during scheduled class time Group draft in preparation for Presentation					
Resources and References					
All Chapters Other Resources noted in DC Connect.					
Evaluation		Assignment: Group Assignment Draft and discussion with Professor		Weighting	
				10	

Week/ Module	Hours: 3	Delivery: In Class
13	Course Learning Outcomes CLO1, CLO5, CLO6	
	Essential Employability Skills	
	Taught:	Practiced: EES2, EES9
	Intended Learning Objectives/Topics Course Group Presentation - Week 1	
	Intended Learning Activities Group Project Presentations - Part 1	
	Resources and References All Chapters Other Resources noted in DC Connect.	
	Evaluation Presentation: Group Presentation	Weighting 12.5
Week/ Module	Hours: 3	Delivery: In Class
14	Course Learning Outcomes CLO1, CLO5, CLO6	
	Essential Employability Skills	
	Taught:	Practiced: EES2, EES9
	Intended Learning Objectives/Topics Course Group Presentation - Week 2	
	Intended Learning Activities Group Project Presentations - Part 2	
	Resources and References All Chapters Other Resources noted in DC Connect.	
	Evaluation Presentation: Group Presentation	Weighting 12.5