



COURSE OUTLINE

BUS 281

HUMAN RESOURCE MANAGEMENT

45 HOURS
3 CREDITS

PREPARED BY: Gabor Gyorgy DATE: _____
Instructor

APPROVED BY: Shelagh Rowles DATE: _____
Dean

YUKON COLLEGE

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Course Outline prepared by, Gabor Gyorgy, August 2011.

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Human Resource Management

INSTRUCTOR: Gabor Gyorgy

OFFICE HOURS:

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COURSE OFFERING

DAYS & TIMES: Friday, September 9 to December 16;
9:00am – 12:00pm p.m., RM 2402

COURSE DESCRIPTION

Of all the resources available to human endeavor, it is perhaps ironically the ‘human resource’ which most often presents the greatest perplexities to managers. Just as some business leaders might argue that it is the organization’s most important resource, others may assert that it is also its most nebulous. As organizations today continuously strive to keep abreast of their rapidly changing business environments they are coming to understand that human resource management (HRM) must assume an increasingly important role within their operations and planning.

This course will attempt to take a broad view on Human Resources while introducing the current theories that inform the discipline. It will introduce the student to current HRM concepts, skills, and practices and will detail both hands-on HR applications, and high level strategic thinking within the field. Topics are listed below in the calendar.

LEARNING OUTCOMES:

Students will

1. develop a clear and meaningful understanding of human resource management theory, functions and practices;
2. understand and defend the role and value of strategic human resource management in the success of modern organizations;
3. apply human resource management concepts and skills across a variety of contexts, situations and incidents

DELIVERY METHODS/FORMAT:

Content will be driven primarily through class room learning and interaction. As this course is the only offering in the Business Administration program that has the word ‘Human’ in it – get ready to interact, and embrace the resource that unites us all 😊

Case analysis, simulations, small group plenary discussions and whole group class discussions will be used to demonstrate and apply human resource management concepts. Attendance and full participation are equally essential for students to fully benefit from the learning process.

Examination content will be driven by lecture material, in-class discussions and activities, assigned readings, and supplementary materials.

COURSE REQUIREMENTS:

Attendance and Participation

Your learning experience depends on personal participation and involvement. Sharing perceptions and ideas with others is central to learning. **You should be prepared to take some risks and to be supportive of others’ efforts to do the same.**

You will be expected to attend class, to have read and thought about any assigned readings, and to contribute to the class by actively participating in discussions and exercises. As such, marks for participation will be assigned based on observed participation in class that demonstrates a careful study of, and willingness to engage, our subject matter.

Classes are three hours in length, and missing a class means that you will have missed a lot of material. Please email beforehand if you plan to be late, or if you cannot make it to class on a given day.

Assignments

Written assignments must be submitted in hard copy by the class start time on the due date unless the instructor indicates otherwise. Late assignments will have 5% deducted for each day they are late, to a maximum of 50%.

STUDENTS WITH DISABILITIES OR CHRONIC CONDITIONS:

Reasonable accommodations are available for students with a documented disability or chronic condition. It is the student's responsibility to seek these accommodations. If a student has a disability or chronic condition and may need accommodation to fully participate in this class, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

EVALUATION

A final grade for this course will be assigned on the following basis:

CRITERIA	ASSIGNMENT	VALUE
Class Participation	This includes attending class, conducting oneself in a professional demeanour, participating in exercises and simulations, demonstrating an understanding of readings, questioning, active listening, and supporting class members.	10%
Mid Term	Review of: 1. class lectures and discussions	20%
Negotiation Simulation		10%
Performance Document		10%
Recruitment Document		10%
Debate		15%
Final Examination	Cumulative Review of 1. all class lectures/discussions 2. all assignments 3. team debates 4. any assigned readings	25%

REQUIRED MATERIALS

There is no required text for BUS281. However, the texts listed below will serve as a valuable resource to the interested student. These texts are available on short term loan at the library.

Schwind, Herman F., Das, Hari & Wagar, Terry H. (2010). **Canadian Human Resource Management - A Strategic Approach, 9th Edition**. McGraw-Hill Ryerson, 594 pp.

Godard, John. **Industrial Relations, The Economy and Society, 2nd ed.** Captus Press Inc, Concord. 2005.

McShane, Steven; Steen, Sandra. **Canadian Organizational Behaviour, 7th ed.** McGraw Hill Ryerson, 2009.

SYLLABUS:

Chapter references refer to the Schwind, Das & Wagar text, 9th Edition. All other references to texts are indicated by author's surname.

Class Date	Week	Topics	Resources	Assignments
Sept 9	1	Introduction to HRM ·HRM activities and roles ·Professionalism in a HRM context	·Ch. 1 ·www.chrp.ca	
Sept 16	2	Objectives and metrics of HRM ·HR across management structures, and orientations Development of HR through history	·Ch. 1 ·Godard, Ch.5 ·McShane, p7-8; 141-145	
Sept 23	3	Turnover ·Turnover impacts, calculations	·handouts	<i>Debates Commence</i>
Sept 30.	4	Meeting Legal Requirements ·Canadian Charter of Human Rights ·Employment Equity Act ·Employment Standards Act	·Ch. 4	
Oct 7	5	Human Resource Policy ·Effective Policy Writing	·handouts	
Oct 14	6	Recruitment and Selection ·Selection process ·Interview types/process ·Effective want ads	·Ch.5 + 6	
Oct 21	7	Mid-Term Examination		
Oct 28	8	Performance Management ·360 Reviews		
<i>Last Day to Withdraw from Yukon College Courses Without Academic Penalty</i>				
Nov 4	9	Managing Employee Relations ·Positive/Progressive discipline ·Terminations	·Ch. 11	<i>Recruitment Document Due</i>
Nov 11		Remembrance Day – No Class		
Nov 18	10	The Union-Management Framework ·Philosophy of Unionism ·Functions of Unions	·Ch.14 ·Godard, Ch.6,7,8	
Nov 25	11	Collective Agreements · The Collective Bargaining Process Union as organizations ·	·Ch.14 continued ·Godard, Ch.12 + 15	<i>Performance Document Due</i>
Dec 2	12	Negotiation Simulation		
Dec 9	13	·The Negotiator ·The Future of HRM	·handout	

Class Date	Week	Topics	Resources	Assignments
Dec 16 <i>tentative</i>		Comprehensive Final Examination		

HR RECRUITMENT AD ASSIGNMENT

You have decided to begin recruiting for a personal assistant. To develop the HR file for this position you will create a want ad for the position and draft 10 interview questions for screened applicants that assess qualifications described in the want ad.

Your want ad and interview questions will be graded as per the rubric provided below. Ensure that you use the requirements of the rubric to guide you as you prepare your Want Ad and Interview questions. Added background will be provided by the Instructor in class.

WANT AD RUBRIC

	Throughout	Frequently	Sometimes	Rarely
STYLISTIC CRITERIA				
Ad is highly professional and projects a favorable 'corporate image'				
Ad uses short sentences and familiar words that are action oriented				
Shows flawless editing for grammar, syntax and punctuation, spelling.				
Content is sequenced logically and in an engaging manner				
Ad has exemplary creative appeal that sets it apart from other advertisements with good copy layout, visual balance, visual tension, and contrast				
	Clear, Concise and Creative	Somewhat Clear, Concise and Creative	Vague, not fully developed	Missing
CONTENT RELATED CRITERIA				
Ad contains all relevant information about the position and organization, including:				
• Job title				
• Working conditions				
• a clear description of the job				
• your 'organizational and work' culture				
• major skills, competencies, and educational requirements				
• training offered				
• career and personal requirements				
• career and personal development possibilities				
• location of the job				
• salary, benefits, and other incentives				
• travel and/or other requirements				
• other "selling" points				

INTERVIEW QUESTIONS

Questions relevant , elicit applicant's ability to meet requirements of position as identified in ad	Clearly and directly - Highly Creative Throughout	Generally Clear, Direct, Creative	Somewhat vague, indirect on occasion	Unrelated at times, indirectly
3 Behavioral questions				
3 situational questions				
3+ personal questions				

360 PERFORMANCE APPRAISAL ASSIGNMENT

Recognized as a human resources expert in the performance management area, you have been asked by a family-coaching organization to develop a 360 degree performance appraisal for families. Applying the same principles and approach used in performance appraisals for the employees of an organization, create a 360 degree performance appraisal document that assesses the performance of parents.

PREAMBLE

Ensure that you provide detailed instructions and guidelines for completion for all family members participating in the survey. Assume that none of your respondents have participated in a 360 performance appraisal before, so ensure that your preamble **includes the rationale for the assessment and why family members' participation is important**. Ensure that you note whether your assessment is anonymous as well, and **explain your reasoning**. Refer to the rubric provided for detailed guidelines.

APPRAISAL

The process of designing the feedback document will require you to

1. build it from the "role's" *key skill areas*,
2. break these down into *elements* and,
3. measure each element via *carefully worded questions*

Your assessment should have a minimum of 10 key skill areas, with at least two elements in each. Your assessment should have no fewer than 25 questions. Refer to the rubric provided for detailed guidelines.

		80%-100%	70%-80%	60%-70%	50%-60%
PREAMBLE	Instructions/Guidelines	Clear, straightforward, detailed	Generally clear, straightforward	Somewhat vague or unclear on some points	Missing, or unclear
	Family “Mission and Vision” Stated	Clear, straightforward	Straightforward	Somewhat unclear	Missing or unclear
	Nature of Assessment	The value of 360 performance appraisal is clearly explained in context	Value of 360 performance appraisal explained	Value of 360 performance appraisal explained, however somewhat unclearly	Missing, or largely unclear
	Rationale	Clearly explains why appraisal is occurring, and how feedback will be used.	Explains why appraisal is occurring.	Explains rationale, however unclearly on occasions	Missing, or largely unclear.
APPRAISAL	Key Skill Areas	All relevant and widely applicable to <i>all</i> respondents	Most relevant and widely applicable to respondents	Some areas seemingly unrelated to parenting	Several areas unrelated to parenting
	Elements	All relevant and widely applicable to <i>all</i> respondents	Most relevant and widely applicable to respondents	Some elements seemingly unrelated to key skill areas	Several elements unrelated to key skill area
	Questions	Clear, relevant, pointed, and applicable to <i>all</i> respondents	Questions generally seeking to elicit relevant information from all respondents	Questions generally good, however several seem irrelevant or unclear at times, not relevant to all respondents	Majority of questions unclear or seemingly irrelevant

	Ratings	Very practical, allow for straightforward quantifiable results throughout	Generally allow for good quantifiable feedback	Rating criteria sometimes unclear or not related question	Do not adequately allow for quantifiable feedback for question
OTHER	25+ questions	25+	22-24	20-22	Less than 20
	Conventions	Shows flawless editing for grammar, syntax and punctuation, spelling.	Grammar, syntax, punctuation, spelling all show signs of editing, however some errors exist.	Generally good but either shows a regular pattern of errors or several problems. Some signs of careful crafting.	Mechanical errors distract reader, and impede reading. Shows carelessness, lack of editing and proofreading.
	Professional Format	Document completely professional in tone and format.	Document is generally professional in format and tone	Document occasionally demonstrates a professional tone/format, however could benefit from significant revisions.	Document unprofessional in tone and format, and is not suitable as an HR document.
	Functionality	Appraisal easy to use and understand, consistent in its structure, transparent in its logic, good flow	Appraisal generally straightforward and easy to complete	Appraisal has difficult sections, disjointed at times	Appraisal generally awkward, difficult to follow, disjointed

TEAM PRESENTATION AND DEBATE

HR professionals are constantly required to articulate and defend their ideas and initiatives. This assignment will require you to take a side on a Human Resources issue, present an argument on the issue, and then defend your position from scrutiny. Students will be asked to form into groups of two, prepare a presentation outlining their arguments, and then defend these same arguments after a group with an opposing viewpoint has outlined their arguments. After both teams have presented and offered rebuttals, the “floor” will be opened up to class discussion. The assignment will be graded as per the attached rubric, and possible debate topics are listed below.

If Executive’s bonuses were instead distributed evenly amongst staff, the organization would generally be more successful.

Performance appraisals do not deliver value, and actually do more harm than good.

Drug and alcohol testing should be mandatory for all positions that have a bearing on the safety of others.

Employee benefits packages should be paid out annually in cash payments.

There is much that can be criticized about Canadian employment standards legislation.

The notion of ‘professionalism’ has never really changed.

The traditional situational / behavioral interview does not present a true reflection of a candidate’s ability to excel in a(ny) position.

Organizations should ban the use of social media in the workplace.

Unions have eroded management’s ability to effectively discipline.

Strong trade unions are essential to a thriving modern democracy.

The Human Resources function is largely an afterthought in most companies, and will never truly occupy a front and center role in organizational strategic decision making.

...or any other HR related topic that might interest you.

	EXCELLENT	GOOD	AVERAGE	POOR
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<p>OPENING</p> <p>Initial position is presented clearly</p> <p>Presentation of relevant issues; facts and examples are given to provide support for position</p>	<p>A clear position is stated and fully articulated.</p> <p>Main issues presented clearly, logically, succinctly with a strong, highly effective delivery.</p> <p>Support for initial position is clearly presented and reasoned based on strong evidence. Many relevant supporting examples and facts given, all are relevant.</p> <p>A variety of HR + OB models/theories and concepts effectively applied.</p>	<p>A clear position is stated.</p> <p>Main issues presented clearly, logically, succinctly.</p> <p>Support for initial position is presented and reasoned based on evidence. Sufficient examples and facts given to substantiate argument, most are relevant.</p> <p>HR + OB concepts and theories applied to issues.</p>	<p>Position is recognized, but only clarified as presentation progresses.</p> <p>Main issues are only somewhat clear, some logic in presentation structure.</p> <p>Support for initial position is somewhat clear and reasoned based on some evidence. Some relevant examples and facts given.</p> <p>Some HR + OB models or concepts applied to issue, though some not necessarily fully or are completely relevant.</p>	<p>Position not clearly stated.</p> <p>Main issues are not clearly identified, not presented in a logical manner.</p> <p>Support for initial position is unclear; little or no evidence is used. Few or no relevant supporting examples and facts.</p> <p>Few or no course concepts or theories used.</p>
<p>REBUTTAL</p> <p>Effective refutation of opposition's main arguments. Clear re-articulation of viewpoints; effective critique of opposing positions; summarizes argument effectively.</p>	<p>Case restated with favorable precision. Viewpoints creatively reviewed</p> <p>Many effective counter-arguments made with solid evidence, and good flow.</p> <p>Argument summarized conclusively and creatively.</p>	<p>Case restated. Viewpoints reviewed.</p> <p>Some effective counter arguments made with adequate evidence.</p> <p>Argument summarized.</p>	<p>Case restated, however uncertainly.</p> <p>Few effective counter arguments made with little evidence. Somewhat scattered.</p> <p>Attempt at summary, however, left largely inconclusive</p>	<p>Case not restated</p> <p>No effective counter-arguments made.</p> <p>Summary not present.</p>
<p>COMMUNICATION</p> <p>Clear, and ordered.</p> <p>Body language, eye contact</p> <p>Professionalism and level of enthusiasm are convincing to audience.</p>	<p>Clear, forceful, with excellent flow and organization.</p> <p>Addresses class directly throughout.</p> <p>Highly professional and enthusiastic throughout.</p>	<p>Clear and organized.</p> <p>Addresses class directly often.</p> <p>Courteous and energetic for greater part of presentation.</p>	<p>Somewhat clear, thought disjointed at times</p> <p>Addresses class sometimes.</p> <p>Occasionally professional and/or enthusiastic.</p>	<p>Disordered, often unclear.</p> <p>Little to no direct contact with class</p> <p>Lack of professionalism and/or enthusiasm</p>
<p>MEDIA</p> <p>Effective use of supporting media. Reinforces and strengthens team's</p>	<p>The content is written clearly and concisely with a logical format and progression of</p>	<p>Most information is organized in a clear, logical way.</p>	<p>Some information is logically sequenced and vaguely supports main line of argumentation.</p>	<p>There is no plan or organization of information or points of argument.</p>

argument.	ideas supporting main argument.			
TEAM WORK	Group shares tasks evenly and all performed responsibly and strategically all of the time.	Group shares tasks and performed responsibly most of the time.	Group shares tasks and performs responsibly some of the time.	Group often is not effective in sharing tasks and/or sharing responsibility.
TIMING				
Opening	Opening 8 – 10 minutes.	Under/over by one minute	Under/over by two minutes	Considerably under/over time
Rebuttal	Used full 5 minutes for rebuttal.	Used most of rebuttal time.	Only used fraction of rebuttal time	Rebuttals brief.