



## COURSE OUTLINE

### **FNGA 208 Human Resources Management**

**3 CREDITS**

PREPARED BY: Glenna Dureau-Sargsyan, Instructor  
DATE: January 8, 2021

APPROVED BY: Ernie Prokopchuk, Interim Dean  
DATE: January 8, 2021

APPROVED BY SENATE: Click or tap to enter a date  
RENEWED BY SENATE: Click or tap to enter a date



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## FNGA 208 Human Resources Management

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**INSTRUCTOR:** Glenna Dureau-Sargsyan  
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**TELEPHONE:** (1 345) 938 3643 (WhatsApp)  
N.B. I am 2 hours ahead of students

**OFFICE HOURS:** By appointment  
**CLASSROOM:** Zoom  
**TIME:** Tuesdays 2:30 – 3:55 pm  
**DATES:** January 12 – April 13, 2021

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### COURSE DESCRIPTION

In this interactive course, students will be introduced to the key cycles and responsibilities of human resources, and their overall role in supporting organizational strategy. Communication and professional skill building will be emphasized as students develop and engage a variety of challenging human resources tasks and processes.

### PREREQUISITES

None

### RELATED COURSE REQUIREMENTS

FNGA 208 is a fully online course; therefore, students must have their own computer and internet connection, or regular access to both, and be able to navigate current word-processing, email, and web conferencing software. Students must have the ability to transmit video.

### EQUIVALENCY OR TRANSFERABILITY

This course is new/newly developed/recently re-developed, and its transferability is still being evaluated. Receiving institutions always determine course transferability. Further information and assistance with transfers may be available from the School of Applied Science and Management.

## **LEARNING OUTCOMES**

Upon successful completion of the course, students will be able to:

1. Describe the role that human resource functions play in helping support and shape organizational strategy.
2. Engage in a variety of human resource responsibilities, from planning and recruitment to termination and retirement.
3. Ensure a fair interview process for a new position in the company and initiate a comprehensive on-boarding programme for a newly recruited employee.
4. Engage a variety of leadership and communication skills to resolve interpersonal conflict, including communicating an unpopular decision and defend it against criticism.
5. Model the professional conduct required of human resource managers across a variety of circumstances in a multi-nations context.

## **COURSE FORMAT**

Content will be driven primarily through one e-textbook and on-line class interaction. This program that has the word 'human' in it – get ready to interact and embrace the *resource* that unites us all. Role plays, simulations, small group 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. 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 thought about class material and any assigned readings, and to contribute to the class by actively participating in role plays, discussions and simulations.

**ASSESSMENTS:**

**Assignments**

There are three assignments and information on each assignment is found below. The assignments have a due date of Friday, to encourage rest and relaxation on the weekends. If you wish to complete the assignment during the weekend, based on your personal schedule, that is perfectly acceptable. In view of COVID19, there will be no penalties for late submissions. Due dates are established and highly recommended for the flow of the class and gaining knowledge, however should a family emergency or complex situation arise, students will not be penalized for late submissions. In this case, please reach out to me for an on-line meeting so that we can work together on achieving success.

**Exam**

The final exam will consist of a written essay during the last class. The class will start as usual with a discussion, and then you will be receive two questions to answer. Questions will cover material presented in class.

If you must miss the exam for a valid reason, kindly let me know in advance that you will be unable to write and to arrange an alternate test time with me before the scheduled test.

**EVALUATION:**

<b>Topic</b>		<b>Value</b>
Class Participation and Professionalism	Active and professional engagement.	10%
Assessment 1:	Prepare an Interview Questionnaire & Rubric. Practice an Interview.  Group Work in Teams of 4	20%
Assessment 2:	Prepare a comprehensive briefing agenda for a newly recruited employee.	20%

	Individual Work	
Assessment 3:	Oral Presentation and Role Playing on Conflict in Performance Evaluation  Group Work in Teams of 3	25%
Assessment 4:	In Class Final Exam  2 written essay questions	25%

## **REQUIRED TEXTBOOKS AND MATERIAL**

Managing Human Resources (8th Canadian Edition) – eBook available for \$12.

<https://collegestudenttextbook.org/product/managing-human-resources-8th-canadian-edition-pdf/>

## **ACADEMIC AND STUDENT CONDUCT**

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

## **PLAGIARISM**

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive

a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the University.

### **YUKON FIRST NATIONS CORE COMPETENCY**

Yukon University recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukonu.ca/yfnccr](http://www.yukonu.ca/yfnccr).

### **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, they should contact the Learning Assistance Centre (LAC): [lac@yukonu.ca](mailto:lac@yukonu.ca).

### **SYLLABUS FNGA 208 Human Resources**

<b>Class</b>	<b>Date</b>	<b>Topics</b>	<b>Text &amp; Assignments</b>
1	Jan. 12	Introduction to the Course Human Resources Planning & Budgeting <ul style="list-style-type: none"> <li>- Cycles of Human Resources</li> <li>- Roles and Activities</li> </ul>	Text Ch 1 p 4 - 32 (28 pages) Text Ch 2 p 41 - 77 (36 pages)
2	Jan. 19	Legal Frameworks <ul style="list-style-type: none"> <li>- Canadian Charter of Human Rights</li> <li>- Human Rights Act</li> <li>- Employment Equity Act</li> <li>- Employment Standards Act</li> </ul>	Text Ch 3 p 89-120 (31 pages)
	Jan. 26	Recruitment <ul style="list-style-type: none"> <li>- Job Description</li> <li>- Advertisement</li> <li>- Selection (Short-list, Exam,</li> </ul>	Text Ch 4 p 129 - 155 (26 pages) Text Ch 6 p 209 - 239 (30 pages) Assessment 1:

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Class	Date	Topics	Text & Assignments
3		Interview) - Reference Checks - Hire - On-boarding	Make an Interview Questionnaire and Rubric for grading. <i>Due: Friday 5 Feb</i>
4	Feb. 2	Compensation and Benefits - Salary setting - Pay Incentives - Benefits required by Law (Pension, EI, Compensation, Medical) - Safety & Health	Text Ch 9 p 347 -352 (5 pages) Text Ch 10 p 359 - 382 (skim 23 pages) Text Ch 11 p 389 - 412 (23 pages) Text Ch 12 p 419 - 447 (skim 28 pages)
5	Feb. 9	Career Development - Flexible Work Schedules - Training & Development - Retention	Text Ch 5 p 163 - 194 (31 pages) Text Ch 7 p 247 - 277 (30 pages)  Assessment 2: Prepare an agenda for a newly onboarded employee. <i>Due: Friday 19 Feb</i>
6	Feb. 16	Performance Management - Setting SMART Objectives - Discussions & Improvement Targets - In times of COVID or hardships	Text Ch 8 p 285 - 320 (35 pages)
<b>FEB 22 - 26 - READING WEEK</b>			
7	Mar 2	Conflict & Communication in the Workplace	
8	Mar 9	Discipline, Ethics, and Termination	Text Ch 13 p 453 - 478 (25 pages)
9	Mar 16	The Union-Management Framework - Union philosophy - Formation of unions - Criticism and Defense of unions	Text Ch 14 p 485 - 509 (24 pages)
	Mar. 23		



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Class	Date	Topics	Text & Assignments
10		Oral Presentations	Assessment 3: Oral presentation: Conflict
11	Mar 30	Oral Presentations	
<b>APRIL 2 &amp; 5 GOOD FRIDAY &amp; EASTER MONDAY</b>			
12	Apr. 6	Future of Human Resources - COVID - Digitalization - First Nations Context - Globalization	Text Ch 15 p 517 - 550 (33 pages)
13	Apr. 13	Written In Class Essay	Assessment 4: In Class Written Essay

**APPENDICES: COURSE ASSIGNMENTS AND RUBRICS**

**DAILY PROFESSIONALISM RUBRIC**

As FNGA 208 is offered through a professional program, it is incumbent on each student to behave professionally during class. Each student will be given a mark for their professionalism and engagement as per the rubric below.

	<b>Excellent 10</b>	<b>Good 6-9</b>	<b>Average 2-5</b>	<b>Poor 1</b>
Contributions	Made substantive contributions to class discussions/presentations. Contributions respectful towards peers, and the learning environment. Did not dominate discussion.	Made contributions to class discussion.	Made a contribution to class.  May dominate discussion with irrelevant comments.	Did not participate in class.  Comments disrespectful or discourteous.
Teamwork	Makes obvious and significant contributions to class activities. Makes genuine effort to work effectively with others and provides valuable, creative, competent skills to the team, often takes leadership role.	Takes an active, supportive role during team activities.	Minimal contribution to group work.  Inconsistent engagement.	Does not contribute in a meaningful way to group work.
Punctual and Committed	On time for class and after break, stays for entire class.			Late either before class/break, does not stay for entire class.
Professionalism and Commitment	Courteous and respectful. Completely committed to class.			Discourteous, disrespectful or distracted ie: excessive talking or using of a device while another is talking.

**Assessment 1: Interview Questionnaire, Rubric for Grading, and Interview Simulation**

During this assignment students will be expected to play two roles. The main role is as part of an interview team, and the second will be as an interviewee. As an interview team member, you will be required to draft four interview questions along with your four team members prepare an answer key of main responses required, and collectively select a respective scoring rubric. A job description will be provided to base your work on.

The interview panel will comprise of three members, and you will be required to interview several candidates (your classmates) on a rotational basis. In other words, once you have conducted your interviews, you will then transition from an interviewer to an interviewee, and participate in the same process but ‘on the other side of the table.’

After all the interviews are complete, each team will review their notes and scoring for each candidate, and make a decision on choosing the successful candidate.

Your mark for this assignment will be determined by your performance as a Human Resources interview team member.

Rubric for Questionnaire, Answer Key, Rubric and Interview Simulation				
	Excellent -4	Good - 3	Average - 2	Poor - 1
Developed Rapport	Interviewee warmly welcomed, put at ease before interview. Developed rapport before and after formal questions.	Interviewee put at ease. Attempts at rapport building made.	Interviewee put at ease, though attempts at rapport building in general halfhearted.	Little to no attempt made to develop rapport with interviewee.
Professionalism	Respectful and courteous throughout. All members served as capable ambassadors of the organization.	Team members well prepared and professional.	One or more team members occasionally “out of role” or exhibited unprofessional behavior.	One or more team members far too casual or unprofessional in approach.
Questionnaire & Answer Key	Completely professional in tone and format. Includes all pertinent and relevant	Well-crafted and largely professional questionnaire. Some signs of research evident.	Few signs of editing and research evident.  Some inconsistencies	Incomplete, unprofessional in tone and formatting.  Inconsistent with

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	information. Consistent with role play.	Consistent with role play for the most part.	with role play.	role play.
Anchored Scoring	Well-developed and directly applicable to all questions.  Realistic and fair.  A wide range of responses clearly described.	Applicable to questions being asked.  Realistic and fair.  Adequate range of responses provided.	Some questions poorly scored.  At times unrealistic.  Limited range of responses described	Largely unrelated to questions being asked.  Unrealistic  Range of responses very limited.
Management	All candidates allotted equal time. All aspects of Interview process effectively managed.	All interviews completed on time and schedule for the most part. Most of interview process generally well managed.	Some deviation from schedule. Some hiccups in the process.	Team members lost track of time, did not abide by schedule.
<b>TOTAL</b>	<b>20 marks</b>			

### Assessment 2: Agenda for Onboarding Newly Recruited Employee

A key business strategy is to retain qualified staff and a good welcome foundation is a key step to onboarding and retaining a new employee. Based on the material reviewed in class, class discussions, and personal experience and knowledge, prepare a comprehensive agenda for on-boarding a newly recruited employee.

The agenda will be provided to both the new employee and members of the organization. It should cover the time frame from the first day in the office and include the first three months. It should also include a wide spectrum of elements, from basic administration (email, ID badge) to higher level organizational structure and strategy.

#### Rubric for On-Boarding Agenda:

	Excellent -4	Good - 3	Average - 2	Poor - 1
Identification of the organization's main contacts	Identifies & understands all of the main contacts in house to receive briefing from.	Identifies and understands most of key contacts.	Identifies and understands some of the key contact	Identifies and understands few of the contacts.
Spectrum of coverage	Insightful and thorough analysis of onboarding elements.	Thorough analysis of majority of onboarding.	Limited analysis and inclusion of key onboarding.	Incomplete inclusion of key onboarding.
Time Frame	Well documented and reasoned time frame.	Appropriate, well thought out time frame.	Superficial or inappropriate time frame.	Little or no action suggested
Links to Course, Discussions, and personal experience and knowledge	Excellent research into the issues and links to experience and discussion.	Good research and documented links.	Limited research and documented links.	Incomplete research and documented links.
Presentation of Document	Easy for anyone to read and follow. High level yet with required details. Nice documented style.	Relatively easy to follow, but with some links no readily available, such as time or contact person.	Intensive formatting style and info , or gaps, making it difficult to follow.	Overall difficult format to grasp follow.
<b>TOTAL</b>				<b>/20</b>

**Assessment 3: Presentation on Performance Evaluation and Related Conflict**

In this exercise you will assume the roles of the i) Human Resources expert, ii) a Supervisor of an employee, and iii) an employee. Further to discussion and role playing with your team, each team member will select a particular role to play.

You will be discussing a performance evaluation report covering the period of 2019 and will be establishing a performance evaluation form for 2020. The challenge here will be not only to respond to challenges of 2019, but to turn the conversation so as to create positive dialogue around moving forward into 2020 and incorporating lessons learned.

For further information please see the rubric below.

	Excellent -5	Good - 4	Average - 3	Poor - 2 & 1
<b>Presentation</b>				
Oral Presentation	Engaging, strong and varied voice, well-rehearsed with smooth delivery that holds audience attention.	Good voice, varied intonation, rehearsed with a fairly smooth delivery that usually holds audience attention.	Delivery seemingly unrehearsed, voice quiet, monotone or unvaried, but able to hold audience attention most of the time. Reading from slides.	Audience attention lost.
Team work	Group shares tasks evenly and all performed responsibly and professionally	Group shares tasks and performed professionally most of the time.	Group shares tasks and performs professionally some of the time.	Group often is not effective in sharing tasks and/or sharing responsibility.
Professional Style	Non adversarial, completely courteous and respectful throughout. Class mates concerns all acknowledged in a meaningful way.	Remained courteous and respectful for the most part of the discussion.	Moments of frustration or defensive evident.	Adversarial and defensive.
Focusing	Completely focused on opportunities and benefits. Moved dialogue into positive territory whenever possible.	Several attempts made to refocus conversation.	Few attempts made to refocus conversation.	Made no attempts to re-focus or re-direct negative comments from class.
Conflict Skill Set	Completely dedicated to Active listening.  Discovered conflict style of partner,	Some use of active listening techniques.  Discovered conflict style of	Halfheartedly engaged active listening techniques.  Attempt made to	Did not employ Active Listening techniques.  Did not attempt to discover partner's

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	<p>and engaged required strategy masterfully.</p> <p>Fully focused on the problem, with full intent to learn. Genuinely curious.</p>	<p>partner, used some facets of required strategy.</p> <p>Focused on problem, intent to learn/curiosity communicated.</p>	<p>discover conflict style, however strategy perhaps halfhearted, or premature.</p> <p>Some attempt to learn, focus on problem wavering at times.</p>	<p>conflict style.</p> <p>Not focused, intention self-serving.</p>
Total	25 points			