

APPLIED SCIENCE AND MANAGEMENT
LEAD272
3 Credit Course
Fall, 2019



COURSE OUTLINE

LEAD 272

HUMAN RESOURCE MANAGEMENT

3 CREDITS

PREPARED BY: Gabor Gyorgy, Instructor

DATE: August 20, 2019

APPROVED BY: Stephen Mooney, A/Dean

DATE: August 20, 2019

APPROVED BY ACADEMIC COUNCIL:

RENEWED BY ACADEMIC COUNCIL:



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APPLIED SCIENCE & MANAGEMENT DIVISION
Human Resource Management
3 Credit Course
Fall 2019

HUMAN RESOURCE MANAGEMENT

INSTRUCTOR:	Gabor Gyorgy	OFFICE HOURS:	Wednesday, 11:30 - 12:30
OFFICE LOCATION:	A2420	CLASSROOM:	A2402
E-MAIL:	ggyorgy@yukoncollege.yk.ca	TIME:	8:30 - 11:30
TELEPHONE:	668-8754	DATES:	Wednesday

COURSE DESCRIPTION

In this interactive course students will be introduced to the key functions of the human resources field and their 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 through role play.

PREREQUISITES

None

RELATED COURSE REQUIREMENTS

None

EQUIVALENCY OR TRANSFERABILITY

This course has been 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 Business

and Leadership.

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. Develop, engage and enact a variety of challenging human resource tasks and processes through role play.
3. Communicate an unpopular decision and defend it against criticism.
4. Develop and engage a collective bargaining strategy.
5. Engage a variety of leadership and communication skills to resolve interpersonal conflict.
6. 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 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. 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

Students are responsible for five assignments in this course. Information about the assignments is found below. Late assignments will have 10% deducted for each day they are late, to a maximum of 50%. As the presentation and conflict simulation can only be evaluated in class, missing your presentation or conflict simulation will require you to present the following week, and therefore result in a penalty of 50% (5 school days x 10%/day). Missing the termination, negotiation or interview simulations will result in a failing grade as those simulations are entirely class and date dependent, and can only be done on the given dates in the calendar below.

Exam

There will be a final exam. It will cover material presented in class, simulations, and student presentations.

If you must miss the exam for a valid reason, it is your responsibility to 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.

Examples of acceptable (valid) reasons for missing a scheduled evaluation include personal illness (supported by a doctor's note) or absence required by your employer (supported by a letter from your employer). Only one such deferral is allowed per semester. If no valid reason is given, your mark on that evaluation will be "0." As with the assignments, if you miss the exam, there will be a 10% per day penalty applied, beginning immediately after the exam. A final grade for this course will be assigned on the following basis:

EVALUATION:

		VALUE
Class Participation and Professionalism	Success in this course requires active, positive and, professional engagement in class activities and discussions that reflects thoughtful consideration of course material.	20%
Termination Simulation	Terminate an employee	10%
Interview Simulation	Prepare an interview, and participate in an interview	10%
Conflict Simulation	Resolve conflict with a co-worker	10%
Negotiation Simulation	Negotiate the terms of a collective agreement	10%
Presentation and Discussion	Communicate and defend an unpopular decision	15%
Final Examination	Cumulative Review of <ol style="list-style-type: none">1. all class material/discussions2. all simulations3. presentations	25%

TEXT AND MATERIALS

There is no required text for LEAD272.

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.

Your learning experience depends on personal participation and involvement. Sharing perceptions and ideas with others is central to learning. 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 take notes, and to contribute to the class by actively participating in the discussions and exercises. Classes are three hours in length, and as class content is conveyed entirely through lectures/discussion (there is no accompanying text), missing a class means that you will have missed a great deal of material.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College 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 College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.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 College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

CALENDAR:

Date	Topics	Role Play	Presentations	Assignments
Sept. 4	Introduction to HRM ·HRM activities and roles ·Professionalism in a HRM context			
Sept. 11	Conflict in the Workplace ·Active listening techniques ·Conflict styles ·Collaborative approach			
Sept. 18	Recruitment and Selection - Day 1 ·shortlisting and screening			
Sept. 25	Turnover & Pension Administration ·Turnover impacts, calculations			
Oct. 2	Recruitment and Selection - Day 2	NO conflict or presentation		Interview Simulations
Oct. 9	Meeting Legal Requirements ·Canadian Charter of Human Rights ·Human Rights Act ·Employment Equity Act ·Employment Standards Act			
Oct. 16	Discipline and Termination			Termination Simulations
Oct. 23	The Union-Management Framework ·Union philosophy ·Formation of unions ·Criticism and defense of unions			
Oct. 30	Collective Agreements · The Collective Bargaining Process · Unions as organizations			
Nov. 6	Performance Management · Technological developments			
Nov. 13	Negotiations - Day 1	NO conflict or presentation		Negotiation Simulation
Nov. 20	Negotiations - Day 2 The Negotiator			
Nov. 27	Exam Review			
Dec. xx	<i>Comprehensive Final Examination</i>			

APPENDICES: COURSE ASSIGNMENTS AND RUBRICS

DAILY PROFESSIONALISM RUBRIC

As LEAD272 is offered through a professional program, it is incumbent on each student to behave professionally during class. Each student will be given a mark after each class for their professionalism and participation that day as per the rubric below.

	Excellent 10	Good 6-9	Average 2-5	Poor 1
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 i.e: excessive talking or using of a device while another is talking.

PRESENTATION, DEFENSE AND DISCUSSION

In this exercise you will assume the role of the Human Resources Director for an organization of your choosing, and will have to convey an unpopular and/or controversial decision to staff. During your presentation you will be required to briefly create the context for your organization, and then make your communication. Your classmates will be encouraged to role play staff who are upset with your decision. Your presentation will be followed by a minimum 10 minute discussion, which you will facilitate, where you will respond to the challenges of your classmates. The challenge here will be not only to respond to criticisms, but to turn the conversation so as to create positive dialogue around your message. Students are strongly encouraged to not rely on speaking notes. If students choose to use speaking notes at any time during their presentation, they will automatically lose 50% of their grade for the presentation.

For further information please see the rubric below.

Some topics chosen by students in previous years have included:

Restricting bonuses to management-tier employees only.

Making a case for increased compensation for front line staff with management.

Managing a subliminal brainwashing program to create a safety mindset with staff.

Introducing a mandatory termination policy for lateness.

Introducing mandatory “cuddle parties” at YTG.

Introducing a transparency and accessibility policy for management.

Introducing a strategy to undermine and bust our organization’s union.

Removing private office space and creating a communal office environment.

Hiring and promoting males only in a Bangladeshi sweatshop.

Introducing a 10 day on, 4 day off work schedule.

	Excellent 80% +	Good 70% +	Average 50%+	Poor - 0% +
Presentation				
Organization Context	Immersed class in a creative context that was engaging and realistic	Explained context of presentation	Somewhat unclear as to organizational context.	No creation of organizational context.
Organization Flow	Consistently clear, concise, well organized. Points were easy to follow because of the organization of speakers. Transitions smooth and coordinated, excellent flow.	Usually clear, concise, well organized. Most of the presentation was easy to follow. Transitions between sections clear.	Not always clear or concise. Organization was adequate, but occasionally wandered and was sometimes difficult to follow. Transitions between sections and speakers tenuous.	Often unclear and disorganized. The presentation was confusing and difficult to follow. Transitions between sections and speakers awkward.
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.
Body Language	Open, dynamic, presenting directly to audience, eye contact maintained throughout	Open, addressing the audience for the most part, generally good eye contact throughout	Some openness and direct communication and eye contact with class	Closed and indirect, little to any eye contact.
Professionalism	Formal and courteous throughout.	Generally formal and courteous.	Occasionally formal, presentation characterized by a casual approach.	Informal, far too casual.
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.
Timing	10 minutes	Over/under by one minute	Over/under by two minutes	Considerably over/under time
Responding to Class Critique				
Confidence and Poise	Responded to feedback with confidence and poise.	Responded to feedback clearly.	Responded to feedback, however at times unclearly.	Responses to feedback inconclusive.
Professional	Non adversarial,	Remained	Moments of	Adversarial and

Style	completely courteous and respectful throughout. Class mates concerns all acknowledged in a meaningful way.	courteous and respectful for the most part of the discussion.	frustration or defensive evident.	defensive.
Resolve	Did not waiver from position at all. Continued to defend position as presented. Commitment to represented group unwavering.	Defended position and remained committed to represented group for the greater part of the discussion.	Several movements away from original position that question resolve.	Wavered in their original position. Compromised integrity of represented group.
Re-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.
Fostered Discussion	Time filled with Positive discussion points. Facilitated conversation in a meaningful way.	Drew classmates into a discussion with questions to fill time.	Filled time with conversation that was largely mechanical.	Fostered little to no conversation with class.
Timing	Minimum 10 minutes	Under by one minute	under by two minutes	Considerably under time

COLLECTIVE BARGAINING EXERCISE

Negotiating collective agreements is often a key responsibility of Human Resources senior management in a unionized workplace. This exercise will expose students to the negotiation process through a simulated collective bargaining role play where students will represent the interests either of management or the union. The exercise will require students to form into teams, and execute a negotiation strategy based around key bargaining issues. As the issues will be weighted quantitatively, students will earn points by securing favorable numerical outcomes for their respective team. This will require strong negotiation skills and a well implemented negotiation strategy. The grade for this assignment will be determined as follows:

- 50% Based on outcome as determined by negotiation points earned
- 50% Based on subjective assessment completed by Instructor, as below:

		Excellent	Good	Average	Poor
25%	Team Work	All team members were actively, and equally engaged in supporting each other throughout entire exercise	Team members supported each other throughout	Some team members seemingly disengaged at some points of negotiation	Team often disorganized and disjointed.
25%	Role Play	All team members stayed within role throughout entire negotiation. Continually focused conversation through perspective of given side.	Team members stayed within role for the most part. Attempts to focus conversation made.	A few attempts to focus conversation. Some teams members behaved 'out of role'.	Little effort made to engage role or focus conversation accordingly.
25%	Research	Team demonstrated keen understanding of industry dynamics by referencing other collective agreements, labour practices and precedents throughout.	Team often referenced other collective agreements, labour practices and precedents.	Some referencing of other collective agreements, labour practices and precedents.	Little to no research into broader context provided.
25%	Style	Team engaged issues and negotiating strategy through a creative blend of energetic and vigorous approaches	Team demonstrated some 'out of the box' thinking across issues and negotiation strategy.	Some attempts made at creatively addressing issues or implementing negotiating strategy.	Team engaged issues mechanically and or absentmindedly.

CONFLICT ROLE PLAYS

All students will participate in a role play wherein they will be required to resolve a conflict situation with a colleague played by one of your classmates. Your classmate's behavior will challenge you to stay in role and maintain a professional demeanour throughout, while attempting to engage the conflict negotiation skills learned in class. A brief description of the role plays will be handed out to performing students one week in advance. Role players will be evaluated according to the rubric below by their student peers. After the role play there will be a class discussion wherein other students will get the opportunity to comment and offer feedback.

	4	3	2	1
	Excellent	Good	Average	Poor
EFFORT	Was completely committed to resolving conflict situation	Was committed to resolving conflict, but only up to a point	Lost heart, remaining attempt seemingly halfhearted.	Walked away from conflict or gave up
REALISM	Played role with full commitment and exacting confidence	Played role with commitment, but cracks did show.	Played role, but at times seemingly unconvincing	Did not take role seriously.
PROFESSIONALISM Courtesy + Respect Loyalty	Exhibited exemplary dedication to professionalism throughout	Displayed most professional characteristics.	Displayed some professional characteristics	Displayed few professional characteristics
CONFLICT SKILL SET	<p>Completely dedicated to Active listening.</p> <p>Discovered conflict style of partner, and engaged required strategy masterfully.</p> <p>Fully focused on the problem, with full intent to learn. Genuinely curious.</p>	<p>Some use of active listening techniques.</p> <p>Discovered conflict style of partner, used some facets of required strategy.</p> <p>Focused on problem, intent to learn/curiosity communicated.</p>	<p>Halfheartedly engaged active listening techniques.</p> <p>Attempt made to discover conflict style, however strategy perhaps halfhearted, or premature.</p> <p>Some attempt to learn, focus on problem wavering at times.</p>	<p>Did not employ Active Listening techniques.</p> <p>Did not attempt to discover partner's conflict style.</p> <p>Not focused, intention self serving.</p>
TOTAL	/16			

TERMINATION SIMULATION

In groups of four you will be required to research termination procedures and policies and enact a termination role play to the class that demonstrates the current best practice in the field. Team members will choose to role play different roles within the exercise, including the 1) employee about to be terminated, 2) the human resources manager, 3) a witness and a 4) moderator. All groups will be required to address the considerations listed in the rubric below, as well as drafting a termination letter.

	Excellent	Good	Average	Poor
Commitment	All team members entirely professional and committed to role. Carefully rehearsed.	Team members supported process. Generally well rehearsed and believable.	One or more team members occasionally “out of role.” Some signs of rehearsing, though disjointed at times.	Unrealistic, unprofessional. Few to no signs of rehearsing.
Process	Current best practice in field consulted and incorporated effectively into role play process.	Professional considerations evident in role play.	Some signs of professional attention evident in role play.	Little to no research evident in process. Best
Letter	Completely professional in tone and format. Includes all pertinent and relevant information. Consistent with role play.	Well crafted and largely professional letter. Some signs of research evident. Consistent with role play for the most part.	Few signs of editing and research evident. Some inconsistencies with role play	Incomplete, unprofessional in tone and formatting. Inconsistent with role play.
Total				/12

INTERVIEW SIMULATION

During this assignment students will be expected to play two roles. The first will be as a part of an interview team, and the second will be as an interviewee. As a team member, you will be required to draft three interview questions and a stress producing exercise, along with their respective scoring rubrics, for an administrative assistant position at Yukon College. You will be required to interview several candidates (your classmates), and manage the process professionally. 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.’ Your grade for this assignment will be determined partly (50%) by your performance as an interviewee, as determined by your classmate interviewers’ scoring rubrics, and partly (50%) by your performance as an interview team - also determined by your classmates.

The following rubric will be completed by all interviewees for their interviewers, as they continue to watch the interviews that follow their own.

RUBRIC TO EVALUATE INTERVIEW PANEL MEMBERS				
	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 YC.	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.
Interview Questions	Creative, original and allow for meaningful exchange.	Generally standard interview questions, with some evidence of creativity.	Some questions tenuous, or seemingly unrelated to job duties.	Did not provide for an adequate assessment of job qualifications.
Anchored Scoring	Well developed and directly applicable to all	Applicable to questions being asked.	Some questions poorly scored.	Largely unrelated to questions being asked.

	questions. Realistic and fair. A wide range of responses clearly described.	Realistic and far. Adequate range of responses provided.	At times unrealistic. Limited range of responses described	Unrealistic Range of responses very limited.
Stress Producing Exercise	Highly creative, original and professionally appropriate.	Original and appropriate.	Straightforward.	Missing. Inappropriate. Straightforward.
Responses to Questions	Responses to interviewee questions highly informed and professional.	Realistic and appropriate responses.	Some responses disjointed, or misinformed.	Misinformed. Confused. Disjointed. Unprofessional.
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.
TOTAL				/28

All interview teams will be required to create three interview questions that assess candidates across a range of qualifications. Teams will also be responsible for creating an anchored scoring rubric for each question, against which each of their interviewees will be assessed. In addition, each team will be responsible for creating an original stress producing exercise with its own rubric. After all the interviews are complete each team will review their notes and reach consensus around the scoring for each candidate, as well as choose the successful candidate.

In addition to evaluating interviewees across their anchored scoring rubrics, interview teams will also need to develop a rubric for two additional merits (ie: dress, professionalism, quality of questions asked, etc). All interview teams must have their questions and rubrics into me one week before the exercise so that I may assess them for fairness and offer feedback.