

Program Quality Self-Assessment

B408/418 Human Resources Management

Ontario College Graduate Certificate

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Part 1: Program Currency

As you embark on the Program Quality Self-Assessment process, the questions below will help you identify the overall status and needs of your program and your faculty team. These questions should also be helpful in facilitating discussions with your colleagues around what's working well, what might be improved and whether there are opportunities for professional development.

Your Program

Please *briefly* describe your program.

George Brown's Human Resources Management (B408) graduate certificate program comprehensively covers the key HR functions in this exciting field. Taught by seasoned HR professionals with industry experience, the program blends business-related theory and practical application to highlight how HR functions as a strategic partner to the organization. Students explore the role of the HR department and the key accountability requirements needed to demonstrate a high level of professionalism in a work-related setting.

Utilizing various interactive learning practices, students explore real-life business examples assessing case studies, conducting roleplays, as well as engaging in hands-on simulations and research projects where the students interact with industry experts. Classes are delivered face-to-face or online and eLearning is integrated into the curriculum. Students have the opportunity to utilize various HR-related technologies and a variety of learning principles are integrated across the curriculum.

Our students come from very diverse backgrounds with respect to culture, age, religion, educational background, etc. We also have a large number of international students enrolled in the program at any given time. The program provides students with the skills, knowledge and abilities to effectively work and communicate with various diverse groups to encourage respect, appreciation for ethics, diversity and inclusion with various groups.

On the recommendation of our Program Advisory Committee (PAC), a Project Management course is a required course in our program that sets us apart from many of our competitors. Project management skills are increasingly sought-after in today's workplace. The ability to plan out work activity, coordinate timelines, manage resources and lead projects to successful completion is extremely valuable no matter what industry or career endeavor students decide to pursue. This course introduces concepts, skills and tools that will allow students to coordinate and lead projects towards successful completion. Through combining traditional lecture with weekly-facilitated sessions, students not only enhance their understanding of textbook concepts in a team-based environment, but also develop the essential communication, negotiation, decision-making, teamwork and leadership skills that are critical to effective project management.

In order to graduate from the B408 program, students must successfully complete 13 mandatory courses and one work experience term. This work term offers students an opportunity to gain real-world experience, either working in a profit or not-for-profit organization in an HR capacity. Some examples of work term roles that students have held include Human Resources Generalist, Recruiter, Learning and Development Coordinator, Compensation Analyst and Human Resources Coordinator.

The B408 courses are approved and aligned with the Human Resources Professionals Association of Ontario (HRPA). The courses prepare students to write the comprehensive knowledge exams offered by the HRPA and to pursue the HRPA designations.

In addition, the B408 program offers an optional stream in Training and Development (TDS) for those students wishing to gain further knowledge and practical experience in training and development. The courses



in the stream are approved and aligned with the Institute for Performance and Learning of Canada (I4PL) and students may choose to pursue designations offered by them.

Why do students choose this program?

Reputation

First and foremost, our program has an excellent reputation with HR professionals. Our faculty have all worked in the industry and are highly regarded by their peers. In addition, we have graduated many successful HR professionals who are working in various HR jobs in many different industries and at different levels within the organization. Through their networks they have supported and recommended our program.

Field experience

We have a robust and comprehensive field experience component. The students have a work experience preparation course where they are supported by a field experience specialist. In this course, they practice interviewing and job search skills and utilize an internal job board to access and apply for HR jobs. During their 360-hour work experience semester, they work with experienced HR professionals in an industry setting. This experience is carefully managed by a GBC HR professor and a field experience officer to ensure students are receiving a quality experience.

Applied approach

Another reason students choose our program is due to its blended delivery of HR-related theories and real-world application of HR principles. It is taught by seasoned HR professionals who have worked in business in various industries for both profit and not-for-profit firms. Professors bring real-world examples and share their business experience with students, utilizing varied applied learning tools such as case studies, simulations and roleplays.

Relationships with accredited organizations (HRPA, IPL, SHRM)

Our HR courses are accredited by the Human Resources Professional Association of Ontario (HRPA) and the Institute for Performance and Learning of Canada (I4PL) and students may choose to pursue designations offered by them. Currently we are applying for accreditation from the international HR accreditation body Society of Human Resources Management (SHRM) which will further enhance our reputation within the HR sector, as well as offer students the opportunity to pursue an international HR designation.

How do you ensure that your program is providing students with the skills, knowledge and behaviours they will need to find work in their field?

There are several ways we do this:

Program Advisory Committee (PAC)

We have a diverse advisory council comprised of senior HR professionals from various industries. We meet two to three times a year where we discuss our curriculum, strategies, initiatives, employment in our sector, networking opportunities, work experience opportunities, HR awards, etc., for the School of HR. We also communicate with PAC members between meetings when their input would prove valuable with respect to current initiatives such as program reviews, curriculum changes, etc.

Alumni

Some of our alumni are members of our PAC. In addition, we regularly invite our alumni to speak to our students about skills, competencies, experiences, expertise, specific specializations, professionalism, etc., within our industry and to provide our students with an understanding of possible career paths after graduating from our program. This is integrated into classroom visits, alumni panels in our Seminar Series, networking events, etc.

Feedback from Students

Our students provide feedback about the program during the Key Performance Indicator Survey (KPI) which include details on program satisfaction, program integration, career applicability and preparation, feedback mechanisms, etc. For professor feedback, at the end of each term, students complete the professor feedback surveys which give an indication on student satisfaction with the assignments, materials and overall course, areas for improvement, career applicability, etc. In addition, some professors conduct interim semester surveys as well to gain information on satisfaction and areas for improvement midway through the term.

Feedback from Full- and Part-Time Professors

All of our professors have strong business backgrounds in addition to strong networks external to the college. During the year, we meet with all of our HR professors to discuss the currency of the program and the skills, knowledge and competencies that are important for our students to learn.

Currency of Course Materials

Annually, we review course materials and update accordingly.

Describe any significant challenges your program is facing.

Technology & Data Analytics

This is truly a significant challenge for our program. For example, automation and better process optimization allow HR to become more strategic and focus on their more important tasks like talent management, recruiting and human resource planning. In addition, the field of data analytics has grown substantively, as utilizing technology to provide meaningful information is an important skillset of a valued HR professional. Evidenced-based problem solving, predictive modelling and the ability to provide meaningful information to ensure organizational sustainability is tantamount today if HR is to be viewed as a valued business partner.

We do have a mid-level enterprise HRIS system (Dayforce) that the students practice with. However, we do not have a dedicated HR systems professor to teach this content, and due to the fast-tracking of our program, there is limited time to cover the necessary skills and knowledge needed. Students need a much greater understanding of HRIS systems; they need to be able to leverage the system capabilities in a more robust way and explore other leading edge HR technologies that are evolving within our field.

International Students

The ability of some students to speak, write and research in English can be problematic. We do not have an effective screening program to assess our students prior to acceptance within the B408 program. Some of our international students struggle significantly with ESL. As this is an HR program and HR requires exceptional communication skills, this can be significantly problematic.

In addition, some of our international students plan on returning to their home country and do not plan on writing certification exams from Ontario. We are currently exploring a more global certification that may be more applicable and of interest to those students.

During which year/semester does your program experience the highest attrition? Why? (Please describe any issues that may affect retention for this program, as well as your ideas for addressing the issues. If you are not sure where to find information about retention/attrition, your AE liaison can help with this.)

Program is not experiencing high attrition.

What quality monitoring process or data do you use?

Feedback Surveys: College-wide surveys are available to students at the end of the semester. In addition, professors may take an informal poll midway through the term to ask for feedback from the students. The results from the surveys are reviewed and changes made to the course based on the feedback.

Academic Excellence: Every five–seven years, AE works with the coordinators to review the B408 program formally.



In addition, the HR program team meets annually to discuss specifics as it relates to the program. We discuss overall impressions, what went well and what areas might need to be reviewed and revised and then changes are made. When the formal review is prepared, the professors review the Quality submission and offer their feedback. This is an iterative process.

Total program hours? (Based on 2019-01 and 2019-02 Block Reports)

Sem 1: 252 hrs

Sem 2: 280 hrs

Coop: 360 hrs

Total: 892 hrs

Your Program Curriculum

What is the process for curriculum review within your program?

The HR program team meets annually to discuss curriculum. We discuss overall impressions, what went well and what areas might need to be reviewed and revised and then changes are made. This is an iterative process.

What is the process for reviewing your textbooks, classroom and online resources to ensure these are up-to-date and accessible?

On an annual basis, all professors meet to discuss relevancy of course materials, etc., and which materials may need updates. Professors also meet with publisher representatives on an annual basis to determine the most current textbooks and course materials available. Feedback from students and PAC members are also factored into the decision making.

Thinking of the program as a whole, what proportion of course materials are available in formats that can be used by everyone (e.g., those using a screen reader, enlarged print, closed captioned, etc.)?

- None
- Some
- **Most**
- All

Most-to-all of the materials are available in alternative formats to meet the needs of our diverse learner population.

In which ways do faculty embed Universal Design for Learning (UDL) principles into their course design?

We use multiple means of representation, expression and engagement to give learners various ways of acquiring information and knowledge. We provide our students with alternatives for demonstrating what they know by tapping their interests, challenging them and motivating them. Classes are a blend of applied and theoretical. Examples include the utilization of case studies, podcasts simulations, roleplays, problem-based learning, educational videos, group work utilizing the learning management system (Blackboard), posting slides on Blackboard with subtitles when needed, etc. For example, when a podcast is assigned, this can be shown in-class with closed captioning, and also the written transcript is made available for the students. The students also can access the podcast in whatever form the student requires during the term. Professors might use polling in class using smart phones or using the survey function in

Blackboard to get feedback from students. Exams are multi-modal. We typically have a combination of multiple choice, short answer and case study, so that different modalities are tested. Students have assignments that are focused on business-related HR problems or issues. For example, they have the opportunity to engage external resources, meet with HR professionals from various industries and conduct assessments of various HR functions and/or learn more about that particular organization.

Which of the following high-impact pedagogical practices does your course curriculum incorporate?

All of the listed practices are embedded into our B408 courses:

1. First year seminars & experience, i.e., special activity such as field trip: We offer a course called HR Seminar Series HRM 4015. This course has guest speakers who are senior HR leaders from various industries. They discuss hot topics in HR. They do a case study with the students and they share their own career paths with the students and the possible career paths within their industry.
2. Learning communities, i.e., integration of learning across courses: Assignments graded by multiple professors across different courses. Seminar Series HRM 4015 is an excellent opportunity for students from the September intake and the January intake to work together as a learning community. Students work in teams that are diverse; some students are from Semester 1 and some from Semester 2. They form teams and assess the case studies provided by our guest speakers. The entire group then debriefs with the guest speaker.
3. Collaborative assignments and projects to build team and teamwork skills. This is a cornerstone of our program. All of our courses have teamwork built into the curriculum.
4. Writing-intensive courses (not limited to COMM courses). Many of our B408 students want to write certification exams through our professional association HRP. We are preparing them to do that by ensuring that when requirements from our professional association update or substantively change, we rewrite our courses to reflect this.
5. Research (can be as simple as having students research the careers they are preparing for) is a cornerstone of our program. For example in HRM 4003, students are given a current topic in HR such as diversity and inclusion and review using “peer reviewed journals” to explore best practices. In addition, these students are required to interview an external HR professional to find out how their company is managing this area and to compare the current best practices to what the company is doing and make recommendations accordingly.

Where within your program does advising/mentoring of students take place?

The coordinators as well as the professors themselves coach and mentor the students. In addition, the coordinators and professors encourage students to utilize college resources such as the Career Centre and peer counselling to support the students.

In addition, within the HR Seminar Series course, students listen to high-level HR-related presentations each week from HR professionals that include career advice, mentoring and tips for the real world of HR and business.

If your program has recently undergone an external accreditation process, were any curriculum issues identified at that time, and how have they been addressed?

N/A

Emerging Trends

If new trends are emerging in your program's field, what impact do you anticipate these trends will have on your current program or curriculum, including new course development?

Note that the trends directly relate to the challenges discussed earlier:

Technology & Data Analytics

Technology & Data Analytics has been a significant challenge for our program. For example, automation and better process optimization allow HR to become more strategic and focus on their more important tasks like talent management, recruiting and human resource planning. In addition, the field of data analytics has grown substantively, as utilizing technology to provide meaningful information is an important skillset of a valued HR professional. Evidenced-based problem solving, predictive modelling and the ability to provide meaningful information to ensure organizational sustainability is tantamount today if HR is to be viewed as a valued business partner.

We do have a mid-level enterprise HRIS system (Dayforce) that the students practice with. However, we do not have a dedicated HR systems professor to teach this content, and due to the fast-tracking of our program, there is limited time to cover the necessary skills and knowledge needed. Students need a much greater understanding of HRIS systems; they need to be able to leverage the system capabilities in a more robust way and explore other leading edge HR technologies that are evolving within our field.

- The impact should be a more robust budget for purchasing more up-to-date technological resources and planning to hire a dedicated HR systems professional to teach and manage this growing field.

Internationalization

We have many more international students and their level of English proficiency is varied.

- The impact should be to create a process or mechanism to interview/screen B408 students with respect to their speaking skills, written proficiency and ability to demonstrate some level of interpersonal communication and soft skills required in the business field. If not, then at a minimum, TOFL scores should not be accepted and instead an English test held at GBC should be made mandatory, as there are many international organizations that provide TOFL scores that are not properly attained (students are coached through the process to achieve a passing mark).

Your Program Pathways

Does your program have articulation or pathway agreements with other programs within or outside the college system? If so, please list them here. Do your program's graduates typically enroll in higher-level credential programs here at George Brown? Elsewhere? Are credit transfer agreements in place to facilitate this?

This is a postgraduate program and all students entering the program must have a bachelor's degree at a minimum. From an employer's perspective, many agree that completion of our B408 program is even more beneficial than a master's program since it includes work experience. However, there are students who choose to pursue a master's degree following our program. Some examples are Master of Industrial Relations, Master of Adult Education, Master of Business Administration, etc. Articulation agreements are not applicable as students already have their undergraduate degree.

As discussed earlier in this document, the courses offered within the B408 program are approved and aligned with the Human Resources Professional Association of Ontario (HRPA) and the Institute for Performance and Learning of Canada (I4PL). Students may choose to pursue designations offered by both of these institutions.

Does your program offer advanced standing entry to applicants who hold other credentials? If so, which credentials?

Students may apply for up to four course exemptions in the B408 program. Courses being considered must meet the course outcomes of the equivalent GBC courses, be at the university level with a grade of 70% or above and should be HRPA-approved where applicable.

Are your program's graduates eligible for advanced standing entry to other programs? If so, which programs?

Yes, graduates may receive advanced standing toward some certifications. For example, graduates of the B408 program are granted one year of work experience towards the training and development certification.

Your Program Team

Who are the current members of your program’s team (faculty/support staff)?

Elizabeth Speers, Director, Centre for Business
Lina Chandler, Administrative Assistant to the Director

Faculty Name	FT/PT status
Julie Bulmash	FT
Angie Gorassi	FT
Lynn Buckerfield	FT
Gordon Wang	FT
Judith Wine	FT
Anne Hardacre	FT
Joanne Badida	FT
Oxana Svergun	FT
Carla Moore	FT
Jackie Muhangi	FT

Professional Development

How does your program faculty maintain currency in your field/industry expertise (e.g., external or internal professional development opportunities)?

Both full-time and part-time HR professors have worked or continue working in the field of HR. Many of us have maintained our networks and frequently interact with external partners.

External conferences that are HR-specific and targeted at a more senior level would be useful for the teaching team. For example, the annual Society for Human Resources Management (SHRM) conference would support professors’ industry currency. This year’s conference will be held both virtually and face-to-face in September 2021.

How does your program faculty maintain currency in teaching and learning (e.g., external or internal professional development opportunities)?

B408 faculty enroll in George Brown’s internal Teaching and Learning Exchange (TLX) training sessions based on their developmental interests.

How does your program faculty maintain currency in:

- **developing accessible course curriculum (learning outcomes/materials/activities/evaluation tools/universal design for learning)?**
Through professional development offerings by George Brown's Teaching and Learning Exchange.
- **the use of education technology?**
Through professional development offerings by George Brown's Teaching and Learning Exchange.

Are there specific professional development opportunities that you think would be helpful to fill any identified gaps in your program (faculty knowledge/expertise, curriculum, teaching/learning)?

N/A

Strategy 2022 Emphasizes the Importance of Industry Partnerships.

How does your program connect with employers in your sector?

There are several ways we connect with employers in all sectors:

PAC

Our Program Advisory Committee comprises a diverse group of mid-level and senior HR professionals from several varied industries, both profit and not-for-profit. Graduates of our program are also members of the committee.

Guest Speakers

Presentations by guest speakers are arranged within our courses by many of the professors and field education officers. Also within our curriculum, we have a course called “HR Seminar Series” where we invite external speakers who speak about hot topics in HR, share their own career paths and discuss the opportunities in HR within their industry.

Professors External Networks

Both full-time and part-time HR professors have worked or are still working in the field of HR. Many of us have maintained our networks and frequently interact with external partners.

Alumni and Alumni Referrals

Every semester we invite several alumni to speak to our B408 students about their career path since graduating our program, their current job and advice regarding employment, additional skill development, etc. In addition, our alumni have their own networks and we often receive job postings, co-op opportunities, networking event information, etc., from them or their colleagues.

Does your program hold events at which students can meet professionals in their chosen field and/or potential employers?

Yes, we have a course called the HR Seminar Series (HRM 4015) which is a mandatory course within the program. Guest speakers are invited from all industries to discuss hot topics in HR, career paths, opportunities in their sectors, their own career history, etc. Students write reflection papers based on topics and conduct an assignment on HR research firms or attend the HRPAs trade show and analyze the service offerings and competitors within the HR field.

Also, there have been job fairs, networking events, case competition events and career success seminars offered yearly in conjunction with the student-run HR Society, Career Services, HRPAs and other associations.

Does your program have an active Program Advisory Committee (PAC)?

Yes.

How does the Program Advisory Committee (PAC) assist/influence your program?

The following is a summary of some of the main duties that our PAC members are involved with:

- Review curriculum and provide ongoing input
- Support field placement
- Guest speakers
- Strategy enhancement
- Quality review and accreditation process alignment
- Support HR awards
- Employer perspective on student competency requirements for the HR field

In which occupational areas do your program's graduates typically find employment?

Human Resources Management—some examples of specific titles include:

- Human Resources Generalist
- Recruiter
- Learning and Development Coordinator
- Compensation Analyst
- Human Resources Coordinator

Strategy 2022 Emphasizes the Importance of Innovation within the Curriculum.

How does your program promote innovation in curriculum design and delivery? Please describe any innovative curriculum or delivery methods within your program.

We have numerous forms of educational technology such as the use of the GBC learning management system Blackboard and Blackboard Collaborate, teaching through collaboration, creating virtual teams, using simulation applications to mirror real-world experiences, using tablets and smart phones to enable students to complete online surveys, creating virtual environments, and teaching through flipped classrooms/hybrid delivery and online classes. There are also extensive opportunities to apply the content in the real world, for example: research papers that require students to perform problem-based research, source external contacts, work on case studies about actual companies, partake in case competitions, contract negotiation scenarios, conduct interview roleplays, etc.

Strategy 2022 Emphasizes the Importance of Work-Integrated and Experiential Learning.

How does your program embed work integrated learning and experiential learning? Please describe (e.g., co-op, field or clinical placements, applied research, capstone courses, apprenticeship, labs, shops, simulations, sector-related projects, etc.).

Sector-related projects

Each course in the B408 program has applied projects, whether it be a research paper, an investigation of company practices, or an actual project using project management methodology. For example in the Human Resources Management class (HRM 4003), the students research a substantive HR topic such as Diversity and Inclusion in the research and then conduct interviews with an external HR professional in various industries (chemical, government, technology) to explore how their company is managing this particular area/function and they make recommendations based on best practice on what they think the organization might consider to enhance their function in the future.

Simulations

Several courses have hands-on simulations. For example, in the Compensation course (HRM 4009), there is an application program that the students use to create a salary structure with salary grades and ranges, they have a real-life business problem to solve various compensation-related issues, they practice creating a job evaluation system and conduct an analysis of salaries and alignment to the external market.

Field Education Checklist:

Attached as an Appendix of this report.

Describe the resources your program uses to link your students to Work-Integrated Learning/field education experiences.

Students take a mandatory field education preparatory course to enhance their career planning skills and apply these skills to effectively prepare for work experience terms. Skills such as cover letter and resume development, job search, researching, networking, letter writing and interviewing are developed and practiced. Additionally, students focus on “soft” skills such as self-awareness, goal setting, interpersonal communication, personal presentation and business etiquette. Active participation is required as students learn experientially, collaboratively and cooperatively in-class and online using Blackboard Collaborate.

Students have opportunities to apply for jobs posted through the field education office’s online job board or they can pursue a self-directed field education opportunity.

George Brown Strategic Initiatives: Internationalization and Sustainability

Internationalization

Has your program completed the Internationalization Framework?

Yes.

How does your program incorporate knowledge and skills relating to international and intercultural themes and practices? E.g.,

- **Curriculum content that addresses intercultural issues/develops cultural competency**
See below.
- **Field placement experiences that develop cultural competency**
See below.
- **Faculty development experiences that develop cultural competency**
See below.
- **Global partnerships, global citizenship**
See below.

The following are the ways our program incorporates knowledge and skills relating to international and intercultural themes and practices:

Course Content

We have several courses that address international practices and intercultural themes. Course outcomes in courses such as Organizational Effectiveness, Training and Development, and Human Resources Management have been updated to support the Internationalization Strategy. For example, HRM 4004 Organizational Effectiveness is a course on organizational behavior and organizational development. The students study theory on cultural competencies and dimensions and engage in case studies that they discuss as well as experiential exercises. Other course highlights include significant content on team building, leadership practices in a cultural context and conflict resolution methodology. In the Human Resources Management course (HRM 4003), international HRM practices are covered in detail and the role of the HR professional working internationally is discussed at length. There are research assignments focused on diversity and inclusion, for example.

Other courses, such as Recruitment and Selection (HRM 4005), have a detailed component on how organizations are managing their diverse workforce to meet their talent requirements, for example, the hiring of skilled immigrants. Also, cross-cultural interviewing techniques and question design is integrated into the course. The Hire Immigrants website is utilized and is in accordance with our agreement with the Toronto

Region Immigrant Employment Council (TRIEC) and its partners, Maytree, RBC and Employment and Social Development Canada. This website includes videos, webinars, research, training tools, cases and articles for professors to use to supplement the course material.

In addition overall, a focus on international HR management practices has been integrated into our curriculum and respective textbooks, for example:

- Hiring of skilled immigrants
- Cross-cultural interview techniques
- Precarious workforce
- Dealing with credentials from other countries
- Employment related soft skills
- Global talent management
- Designing and delivering training for an international audience
- Mutual respect in the workplace
- Global staffing perspectives
- International compensation practices
- Expatriate movement and support
- Repatriation of expatriates
- Cross-cultural dimensions and skills
- Short and long-term international assignments
- Visa requirements
- Field placement opportunities for global companies and overseas placements
- Hire Immigrants website is utilized
- HRIS software is utilized for talent management and workforce planning

Students are well prepared for entering a global workforce and engaging in cross-cultural teams to work effectively, as many courses have significant cross-cultural teams working together at an academic level and are evaluated accordingly.

Guest Speakers

As mentioned earlier, we have guest speakers. Every semester, we have topics on mental health, diversity and inclusion, relocation services, and global HRM. In addition, the students explore case studies with these speakers to further develop their knowledge and skillset with respect to cultural competencies.

Faculty Teaching Exchanges

Several professors to date have had an opportunity to collaborate with universities abroad and they have travelled to these universities to teach a course. In addition, professors from those universities have come to GBC; we have hosted them and they have taught our students. Napier University in Scotland and the Institute for Art, Design and Technology in Ireland are two such examples.



Faculty Development

Faculty have worked in industry and have specific applied experience managing in a multi-cultural setting and delivering HR-related services on an international level.

Global Partnerships, Global Citizenship

Several faculty members are involved in not-for-profit work with various organizations. They may sit on the Board of Directors and/or work for grass roots organizations.

Sustainability

How does your program incorporate knowledge and skills relating to sustainability themes and practices? E.g.,

- **Environmental sustainability (including materials procurement/use/disposal practices and conceptual/analytical learning)**
N/A
- **Social sustainability (including conflict resolution, human well-being, social equity and community building).**
Several courses have specific CLOs focusing on social sustainability. Examples: HRM4003 (two CLOs), HRM4011 (three CLOs) and HRM4013 (four CLOs).
- **Governance/economic sustainability (including opportunities for meaningful employment, achievement of sustainable economic growth, and fostering healthy local and national economies).**
Several courses have CLOs related to economic sustainability themes. For example HRM4003 (two CLOs), HRM4009 (one CLO) and HRM4013 (one CLO).

Sustainability is a hot topic within HR that is typically discussed in the HR Seminar Series (HRM 4015) by guest speakers. In addition, discussion relating to social sustainability topics is included in our Organizational Effectiveness and Human Resources Management course.

Support from other GBC Departments

Consider your program's experience receiving college-wide services and supports from other departments (such as Academic Excellence, Library and Learning Commons, Teaching and Learning Exchange, Finance, HR, Institutional Research, Marketing, ITS, ITAC, Registrar, Student Services, etc.). What is working well and what could be improved in order to better serve students and faculty in your program?

Library

From time to time we get emails from the librarian, however there is minimal interaction from the library. Having a meeting at a minimum of once a year to review the resources available and discuss additional resources would be most welcomed.

LLC checklist for B408 completed by Corinne Abba and appended to the PQSA report.

Teaching and Learning Exchange

The team in the Teaching and Learning Exchange has been instrumental in keeping the faculty up-to-date on the leading technological applications in the move to online learning environments. HR professors have



partaken in numerous webinars and training sessions to upgrade their skills. They also provide extensive resources for learning design and delivery and content accessibility options, etc.

Other

Professors refer students to Peer Connect for their workshops, the Student Association for extra-curricular activities, and to the Tutoring and Learning Centre for support and assistance with their studies.

Part 2: Curriculum

This “Curriculum” portion of the Program Quality Self-Assessment contains three components: a review of the program’s vocational learning outcomes, a review of the course outlines, and the creation of both a program curriculum map and an EES distribution table. Issues identified during the curriculum review may inform recommendations around curriculum renewal.

Program Vocational Learning Outcome Review

Do you feel the current Ministry-approved Program Vocational Learning Outcomes (PVLO) are up-to-date? If not, what should change? What is missing? (If changes to PVLO are needed, your AE liaison can assist with PVLO revision and with securing external validation.)

Remarks:

Ontario Program Standard (2008) for 70223. No updates or additions identified at this time.

Course Outline Review

Program Quality Review Self-Assessment includes review of a sample of course outlines. This is done by a curriculum specialist using a list of criteria for excellence in outcomes-based teaching and learning. Our criteria link to standards set by Ontario College Quality Assurance Service (OCQAS) and to identified George Brown strategic initiatives.

Remarks:

Based on analysis of 5 of 14 course outlines, B408/418 course outlines will benefit from revision to ensure course learning outcomes are clear, measurable and level-appropriate. Essential Employability Skills integration can be reviewed as part of this process to determine which EES this grad-certificate should focus on, and most appropriate distribution of the selected EES across the program.

Full Course Outline review results in Appendix C ([Click here](#))

Program Curriculum Map

Ontario's Ministry of Colleges and Universities requires that each program has an up-to-date curriculum map to verify alignment between course learning outcomes and Program Vocational Learning Outcomes. As part of the PQSA process, we will create a map linking your program's course outcomes with your program's vocational learning outcomes. The map will inform conversations about curriculum alignment and weighting in terms of course-level support for student achievement of program vocational learning outcomes. Mapping results may also inform conversations about the currency of program- and course-level learning outcomes.

Program Map:

Remarks:

Support appears low for PLO 3 (four CLOs aligned). Team can review and discuss whether additional course-level support for PLO 3 is required to ensure graduate preparation.

Full Program Curriculum map in Appendix C ([Click here](#))

Essential Employability Skills Distribution Map

Remarks:

Team opts to continue embedding the teaching, practice and evaluation of the 11 Ontario Essential Employability Skills. As a recommendation of this process, faculty will discuss/be surveyed on appropriate distribution of EES within courses across the program.

Part 3: Data Analysis

As part of this Program Quality Self-Assessment, you have the opportunity to review and comment on program quality data: Key Performance Indicator (KPI) Capstone data and KPI Detailed Reports.

KPI Results

Your AE liaison will provide comparative KPI Capstone scores for your program and for selected competitor programs:

- Table 1 allows you to compare the admission requirements of your program with those of its competitors.
- Table 2 shows you how the program and its competitors scored on key Capstone questions.

We will also provide up to three years' worth of KPI Detailed Reports.

Note: The impact of the pandemic is not captured in the KPI data included in this program review, however, other data will certainly be reflective of it.

Comparative Capstone Results

Table 1, below, compares admission requirements for George Brown’s program with those of identified competitor programs.

Table 1

Program	School	Admission Requirements
70223 Human Resources Management	George Brown	<ul style="list-style-type: none"> • Bachelor’s Degree in any field of study • English proficiency (Per GB Website August 2020)
70223 Human Resources Management	Seneca	<ul style="list-style-type: none"> • Ontario university or college degree or three-year college diploma or equivalent. Applicants with an equivalent combination of partial postsecondary and/or three to five years related work experience may be considered for admission • A relevant resumé and references must be provided • English proficiency (Per Seneca Website August 2020)

Based on the admission requirements in Table 1 above, how does your program compare with its competitors? If there are differences in admission requirements, might the differences affect students’ experience of their program?

Program Coordinators’ response:

George Brown’s HR Management program accepts degree holders only, while some competitors accept advanced diploma holders as well as degree holders. This is a deliberate choice. B408/418’s admission requirements address a specific target market and serve to differentiate us from the competition. The textbooks we adopt and our expectations with respect to assignments, application of theories, etc., are all directed at a higher level of readings, research ability and academic rigor. These standards are made clear to students through examples, instruction and rubrics. As a faculty we strive for consistency with this approach.

In addition, for students who choose to pursue the CHRL (Certified Human Resources Leader) designation offered through the HRPA (Human Resources Professional Association), a bachelor’s degree is required. Therefore, our B408/B418 program is aligned with this designation and many of our students choose this path.

Table 2

Comparative KPI Capstone data: 2018–19 results. George Brown’s HRM program compared with Seneca’s HRM program.

Program	Institution	Capstone 1 (Q13)	Capstone 2 (Q24)	Capstone 3 (Q39)	Capstone 4 (Q49)
70223/B408	George Brown (2018–19)	84%	71%	56%	55%
70223 HRM	Seneca (2018–19)	91%	83%	68%	79%

Q13: Overall, your program is giving you knowledge and skills that will be useful in your future career

Q24: The overall quality of the learning experiences in this program

Q39: The overall quality of the facilities/resources in the college

Q49: The overall quality of the services in the college

Based on the Capstone scores in Table 2 above, how does your program compare with its competitors?

Program Coordinators’ response:

We do not think that this data can be viewed in isolation. With respect to both Question 13 and Question 24, we suggest that this is directly related to the professors who have been assigned to teach the courses—their teaching ability, familiarity with teaching post-graduate students, knowledge, experience, skillset and experience in teaching international students is considerable. Furthermore, our program expectations are high-level and students that do not work hard to meet our expectations may receive a lower grade and the ratings may reflect this.

Questions 39 and 49 are related to facilities, resources and services at the college for which George Brown College has typically scored low for many programs. Even though improvements have been made in this area, there is more to do to improve these ratings. Also, our competitor, Seneca College, has more up-to-date, expansive facilities and resources for students.

Based on fall 2019 data, on time graduation rate for B408/418 at George Brown is 84%.

The image below shows B408/B418's KPI Capstone results (light green highlight, bottom row) for 2019–2020, 2018–19 and 2017–18. Please comment below on what you feel may have contributed to this increase in the B408/418 KPI Capstone scores.

	Change in KPI* 2020 vs 2019	KPI 2020	KPI 2019	KPI 2018	Results 2020						Results 2019					Results 2018				
					Q13 Knowledge and Skills	Q24 Learning Experiences	Q39 Quality of Services	Q49 Facilities/Resources	KPI 2020	N	Q13 Knowledge and Skills	Q24 Learning Experiences	Q39 Quality of Services	Q49 Facilities/Resources	KPI 2019	Q13 Knowledge and Skills	Q24 Learning Experiences	Q39 Quality of Services	Q49 Facilities/Resources	KPI 2018
College	-1.0	72.0	72.9	71.5	84.2	75.2	59.6	68.9	72.0	10,297	84.7	76.2	61.3	69.5	72.9	82.0	73.0	60.4	70.6	71.5
Centre for Business ²	-0.6	66.9	67.5	70.1	77.5	69.7	57.4	63.1	66.9	1,734	79.6	69.5	57.2	63.7	67.5	79.6	71.5	60.6	68.7	70.1
School of Human Resources	1.9	69.3	67.3	73.9	85.0	73.7	60.1	58.4	69.3	293	83.6	70.0	56.5	59.2	67.3	87.9	73.7	68.3	65.6	73.9
B134 Business - Human Resources	-2.3	68.3	70.6	70.2	81.3	72.0	57.3	62.7	68.3	75	83.7	72.1	62.8	64.0	70.6	82.3	66.1	66.1	66.1	70.2
B144/B154 Business Administration - Human Resources	-2.1	64.7	66.8	61.7	80.9	68.4	56.6	52.9	64.7	136	83.0	67.9	54.1	62.3	66.8	80.9	58.3	56.5	51.3	61.7
B408/B418 Human Resources Management	11.4	77.7	66.3	84.4	95.1	84.1	68.3	63.4	77.7	82	83.9	70.9	55.8	54.8	66.3	95.5	88.3	77.9	76.0	84.4

Program Coordinators' response:

The data are interesting. We believe what has contributed to these incredible scores is our HR team: their commitment to providing a quality education, dedication to the field of HR, mentoring of our students and the technical expertise that our faculty have with respect to our discipline. In addition to our experienced full-time professors, there is a dedicated pool of part-time professors that have consistently taught courses at the postgraduate level and excel at doing so.

KPI Detailed Reports

Your Academic Excellence liaison will provide Detailed KPI Reports from the past three years. Data from 2017–18 are excluded due to labour disruption.

Date range: 2016–17, 2018–19, 2019–20

Program team's comments on Detailed KPI Reports:

Program Coordinators' response:

For 2019–20, B408 HR Management scores above both the George Brown average and the provincial average for MTCU code 70223. As well, the 2019–20 student satisfaction score of 78% is higher than the program's 2018–19 and the 2016–17 scores (both at 66%). This is a significant increase.

As noted earlier, one of the areas of improvement relates to the professors teaching the specific courses and reflects their expertise and ability to connect to the postgraduate student demographic. In addition, another important point is who administers the KPIs: the professors' enthusiasm, key messages and their own understanding of the KPI data.

Our B408/B418 program is highly applied and prepares students for their HR career. The assignments are based on real-world cases, roleplays, presentations, simulations, etc. There is much opportunity for students to participate in-class and receive valuable feedback. This enables students to feel confident that they will be

able to contribute effectively in their HR role within an organization. The greater confidence they have, the greater satisfaction they experience.

Part 4: Summary and Recommendations

Please summarize what you have discovered through the PQSA process. Next to “Strengths” and “Challenges,” please describe and emphasize your programs’ strengths—things that are working well, are innovative, etc.—as well as your program’s particular challenges.

Please list as “Opportunities” specific things you feel could be of benefit to your students, industry partners, or faculty, but do not wish to consider as a full recommendation at this time.

Please list as “Recommendations” any change-oriented actions you feel have the potential to offer clear and immediate benefit to the program and its stakeholders. Each recommendation requires an implementation plan outlining projected resource requirements and timelines to completion.

Recommendations are placed into a college-wide accountability chain to ensure follow-through

Student Experience

STRENGTHS

- STUDENTS ARE PROVIDED WITH A FAST-TRACKING OPPORTUNITY TO PURSUE A CAREER IN HUMAN RESOURCES IN ONE YEAR.
- STUDENTS HAVE A GOOD BLEND OF THEORY AND PRACTICAL APPLICATION TO ENABLE THEM TO EXCEL IN THEIR FIELD PLACEMENTS AND CAREER.
- ALL STUDENTS HAVE A FIELD PLACEMENT OPPORTUNITY.

CHALLENGES

- MAINTAINING A VAST NUMBER OF GOOD QUALITY AND GOOD VARIETY OF PAID FIELD PLACEMENTS. MANY OPPORTUNITIES ARE NON-PAID.
- NO GLOBAL CERTIFICATION OPTIONS.
- NO INTERNATIONAL FIELD PLACEMENT OPTIONS. STUDENTS ARE REQUIRED TO SECURE THEIR OWN SELF-DIRECTED INTERNATIONAL FIELD PLACEMENT IF THEY DESIRE TO WORK INTERNATIONALLY.

OPPORTUNITIES

- INCREASE B408 FIELD PLACEMENT DOMESTIC AND INTERNATIONAL OFFERINGS FOR GOOD QUALITY AND VARIETY OF PAID FIELD PLACEMENTS. MAINTAIN FIELD PLACEMENT ADVANTAGE BY ENSURING STUDENTS ARE DEPLOYED INTO PLACEMENTS WHERE THEY CAN PRACTICE MEANINGFUL SKILLS. STUDENTS SHOULD RECEIVE PAY OR AT MINIMUM AN HONORARIUM FOR THEIR PLACEMENT. FIELD PLACEMENT OPPORTUNITIES SHOULD BE REVIEWED BY FACULTY FAMILIAR AND CURRENT WITH THE HR DISCIPLINE.
- CONSIDER A SHIFT TO NO-COST OER RESOURCES, WHERE APPROPRIATE AND POSSIBLE, ESPECIALLY DURING REMOTE ONLINE TEACHING WHICH REDUCES ACCESS TO PRINT MATERIALS SUCH AS RESERVE TEXTBOOKS. OPTIONS MIGHT INCLUDE: *HUMAN RESOURCE MANAGEMENT* BY LAURA DIAS. THE PROGRAM IS ENCOURAGED TO CONTACT THE LIBRARIAN FOR SUPPORT.

RECOMMENDATIONS

1. EXPLORE GLOBAL CERTIFICATION OPTIONS INCLUDING CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT (CIPD), HUMAN CAPITAL INSTITUTE CERTIFICATION, STRATEGIC HR BUSINESS PARTNER CERTIFICATION (SHRBP), PEOPLE ANALYTICS FOR HR CERTIFICATION (PAHR), CERTIFIED HUMAN RESOURCES PROFESSIONAL (CHRP), AND OTHERS AS IDENTIFIED WITH THE GOAL OF OFFERING THESE IN B408.

IMPLEMENTATION PLAN

WHO IS RESPONSIBLE FOR ADVANCING THIS RECOMMENDATION: DIRECTOR, B408 PROGRAM COORDINATORS.

RESOURCES REQUIRED TO ACHIEVE RECOMMENDATION: PROGRAM COORDINATORS WILL UNDERTAKE RESEARCH IN SPRING 2021 TO DETERMINE APPROPRIATENESS OF VARIETY OF CERTIFICATIONS AND IDENTIFY WHAT IS INVOLVED TO ACHIEVE CERTIFICATION IN A PROPOSAL TO THE DIRECTOR. FOLLOWING THIS, SELECTED CERTIFICATIONS WILL BE PURSUED.

TIMELINE TO COMPLETE RECOMMENDATION: END OF 2023.

2. TO IMPROVE B408/B418 SFQ RESPONSE RATE, PROFESSORS WILL PROVIDE STUDENTS APPROXIMATELY 15 MINUTES TO COMPLETE THE SFQ'S ON THEIR MOBILE PHONES DURING CLASS TIME.

- PROFESSORS WILL BE ASKED TO PROVIDE STUDENTS WITH IN-CLASS TIME TO USE OWN MOBILE PHONE TO COMPLETE SFQ.

IMPLEMENTATION PLAN

WHO IS RESPONSIBLE FOR ADVANCING THIS RECOMMENDATION: DIRECTOR, B408 PROGRAM COORDINATORS.

RESOURCES REQUIRED TO ACHIEVE RECOMMENDATION: DIRECTOR WILL REQUEST VERBALLY AND IN WRITING TO FACULTY TO GIVE THE 15 MINUTES IN CLASS TIME.

TIMELINE TO COMPLETE RECOMMENDATION: BEGINNING IN FALL 2021.

Faculty Experience

STRENGTHS

- STRONG NETWORKS, STRONG BUSINESS EXPERIENCE, SIGNIFICANT BREATH OF KNOWLEDGE, INDUSTRY CONNECTIONS.

CHALLENGES

- SOME STUDENTS HAVE STRUGGLED BASED ON ESL CHALLENGES.
- PROGRAM TECHNOLOGY LIMITATIONS—HR TECHNOLOGY/SYSTEMS NOT LEADING EDGE.
- PANDEMIC-RELATED CHANGES TO BUDGET HAVE PAUSED AVAILABILITY OF FUNDING FOR FACULTY ATTENDANCE AT EXTERNAL PROFESSIONAL AND ACADEMIC CONFERENCES. PROFESSIONAL DEVELOPMENT FUNDING FOR THESE ACTIVITIES, AS WELL AS TO OFFSET COSTS ASSOCIATED WITH MAINTAINING CURRENCY IN THE HR FIELD, TO BE RE-INSTATED WHEN PANDEMIC BUDGET CONSTRAINTS ARE LIFTED.
- IN THE PAST, A PORTION OF THE FULL-TIME FACULTY PD BUDGET WENT UNUSED BECAUSE TOO FEW FACULTY APPLIED. TO ENSURE THE FUNDS REMAIN AVAILABLE, FULL-TIME FACULTY WILL BE ENCOURAGED TO APPLY FOR PD FUNDS WHEN THEY BECOME AVAILABLE ONCE PANDEMIC CONSTRAINTS ARE LIFTED.

OPPORTUNITIES

- ENHANCE B408 TEAM'S BENCH STRENGTH BY BUILDING A TEAM WITH DIFFERENT AND COMPLEMENTARY STRENGTHS AND SKILLSETS, INCLUDING HR TECHNOLOGY. B408 FACULTY NEED TO BE ABLE TO CONNECT WITH, DESIGN CURRICULUM FOR (INCLUDING ADVANCED TEACHING AND LEARNING ACTIVITIES), AND ADEQUATELY SUPPORT LEARNERS AT THE GRADUATE CERTIFICATE LEVEL.
- DEVELOP A BUDGET FOR PURCHASING UP-TO-DATE TECHNOLOGICAL RESOURCES ALONGSIDE A PLAN TO HIRE A DEDICATED HR SYSTEM PROFESSIONAL TO TEACH AND MANAGE THIS GROWING FIELD.
 - CURRENTLY CERIDIAN SOFTWARE IS IN USE AND ALL DIPLOMA STUDENTS TAKE HRM 2004.
 - IN B408 ONLY TWO CLASSES IN THE PLANNING COURSE (NEED TO CONFIRM) STILL DOING IT.
 - PAC SUGGESTED POTENTIAL SOFTWARE/TECHNOLOGY CANDIDATES INCLUDING THE FOLLOWING
 - WORKDAY
 - CORNERSTONE
 - ORACLE
 - SAP
 - TABLEAU
 - BAMBOO HR
 - LINKED-IN
 - EXPLORE APPROACHES FOR INCORPORATING DIGITIZATION/ANALYTICS INTO COURSES.
- THERE IS A POOL OF PART-TIME FACULTY THAT THE PROGRAM CAN DRAW FROM TO TEACH SPECIALIZED HR COURSES; HOWEVER, THIS POOL HAS TO BE REPLENISHED YEARLY. OPPORTUNITY TO CREATE AN UPDATED LIST OF HR PART-TIME FACULTY AND THEIR SPECIALITIES. NEED TO IDENTIFY SPECIALITY AREAS WHERE STAFFING CHALLENGES MAY ARISE.
- CURRENTLY, PART-TIME PROFESSORS RECEIVE WORK ASSIGNMENTS FOUR–SIX WEEKS AHEAD OF SEMESTER START DATE, BASED ON ENROLMENT. TO ENSURE FULL-TIME FACULTY TEAM IS IN THE LOOP, DIRECTOR WILL RELAY INFORMATION ABOUT CONFIRMED PART-TIME ASSIGNMENTS SO THAT FULL-TIME TEAM CAN BE IN CONTACT WITH PART-TIME PROFESSORS AHEAD OF SEMESTER START.

- TEAM CAN CONSIDER CREATING MASTER BLACKBOARD DEVELOPMENTAL SHELLS FOR EACH HR COURSE. SHELLS CAN BE UPDATED YEARLY BY FACULTY TEAM AND SHARED WITH PART-TIME/PARTIAL LOAD HIRES WHO THEN UPDATE TO SUPPORT THEIR TEACHING STYLE. THIS WOULD BE IN ADDITION TO THE COURSE OUTLINE AND POLICY DOCUMENTS. APPROACH IS IN USE IN MARKETING WHERE IT IS WORKING WELL.

RECOMMENDATIONS

1. MEET ANNUALLY WITH LIBRARY LIAISON TO REVIEW AVAILABLE RESOURCES AND ENSURE LIBRARIAN IS APPRISED OF PAC MEETINGS AND OTHER INITIATIVES THAT FALL OUTSIDE THE SPECIFIC PROGRAM AREA NEEDS.

IMPLEMENTATION PLAN

WHO IS RESPONSIBLE FOR ADVANCING THIS RECOMMENDATION: B408 PROGRAM COORDINATORS, IN CONSULTATION WITH LIBRARY LIAISON AND FACULTY TEAM.

RESOURCES REQUIRED TO ACHIEVE RECOMMENDATION: N/A

TIMELINE TO COMPLETE RECOMMENDATION: END OF 2021.

Curriculum

STRENGTHS

- COMPREHENSIVE, ACCREDITED CURRICULUM WITH HUMAN RESOURCES PROFESSIONAL ASSOCIATION OF ONTARIO (HRPA) AND INSTITUTE FOR PERFORMANCE AND LEARNING (I4PL), WIDELY REGARDED AS PROVIDING A BALANCED CURRICULUM WITH RESPECT TO APPLIED AND THEORETICAL APPLICATION.

CHALLENGES

- DOES NOT NECESSARILY APPEAL TO ALL INTERNATIONAL STUDENTS, AS THE COURSES ARE GEARED TOWARDS CANADIAN CERTIFICATIONS.
- MINIMAL FOCUS ON HR TECHNOLOGIES, BOTH APPLICATION AND THEORY.

OPPORTUNITIES

- OFFER MORE TARGETED PROGRAM SEGMENTATION FOR INTERNATIONAL STUDENTS OR ANYONE NOT WANTING TO TAKE THE CANADIAN ACCREDITATION STREAMS.
- IMPROVE B408'S COMPETITIVENESS WITH OTHER COLLEGES AND UNIVERSITIES.
- ENHANCE STUDENTS' HR TECHNOLOGY SKILLS SO THEY CAN BE MORE MARKETABLE.

RECOMMENDATIONS

1. DEVELOP AN HR TECHNOLOGY AND DATA ANALYTICS COURSE TO PROVIDE THE STUDENTS WITH MARKETABLE SKILLS.
 - HR SEMINAR SERIES COURSE COULD BE SHORTENED TO SEVEN WEEKS AND THIS NEW SEVEN-WEEK HR TECHNOLOGY AND DATA ANALYTICS COURSE COULD FOLLOW IT.
 - PAC PROVIDED INPUT ON CURRICULUM INCLUDING POSSIBLE CONTENT AND SPECIFIC LEARNING OUTCOMES AT 12 MAY MEETING.

IMPLEMENTATION PLAN

WHO IS RESPONSIBLE FOR ADVANCING THIS RECOMMENDATION: DIRECTOR.

RESOURCES REQUIRED TO ACHIEVE RECOMMENDATION: FACULTY LEADS WILL BE IDENTIFIED BY DIRECTOR & COORDINATORS; SOFTWARE REQUIREMENTS WILL BE IDENTIFIED.

TIMELINE TO COMPLETE RECOMMENDATION: END OF 2022.

2. PARTNER WITH THE CANADIAN EMPLOYEE RELOCATION COUNCIL (CERC), THE LEADING PROVIDER OF INFORMATION, RESEARCH AND EXPERTISE ON GLOBAL WORKFORCE MOBILITY AND EMPLOYEE RELOCATION, TO OFFER B408 STUDENTS ACCESS TO THEIR SERIES OF ONLINE COURSES AND DESIGNATIONS.

IMPLEMENTATION PLAN

WHO IS RESPONSIBLE FOR ADVANCING THIS RECOMMENDATION: DIRECTOR.

RESOURCES REQUIRED TO ACHIEVE RECOMMENDATION: FACULTY WILL BE IDENTIFIED TO DOCUMENT AND OUTLINE A PROCESS FOR THIS WORK TO FOLLOW.

TIMELINE TO COMPLETE RECOMMENDATION: END OF 2022.

3. EXPLORE THE POTENTIAL OF DIFFERENT PROGRAM DELIVERY MODALITIES, FOR EXAMPLE, INTENTIONALLY DESIGNED FULLY ONLINE PROGRAM VERSIONS AND FULLY COMPRESSED (E.G., SIX MONTHS' DURATION INSTEAD OF 12 MONTHS) PROGRAM VERSIONS.

IMPLEMENTATION PLAN

WHO IS RESPONSIBLE FOR ADVANCING THIS RECOMMENDATION: DIRECTOR

RESOURCES REQUIRED TO ACHIEVE RECOMMENDATION: FACULTY TO BE IDENTIFIED DURING TO DRAFT A PLAN FOR APPROVAL IN SPRING 2021.

TIMELINE TO COMPLETE RECOMMENDATION: END OF 2023.

4. WITH SUPPORT FROM ACADEMIC EXCELLENCE, COURSE OUTLINES CAN BE IMPROVED TO ENSURE THE FOLLOWING STANDARDS ARE MET:
 - CLEAR, SPECIFIC AND MEASURABLE LEARNING OUTCOMES.
 - NUMBER OF CLOS PER COURSE ALIGNS WITH COURSE INSTRUCTIONAL HOURS (E.G., 7–10 INSTRUCTIONAL HOURS PER CLO, OR 4–6 CLOS IN A 42-HR COURSE).

IMPLEMENTATION PLAN: WITH SUPPORT FROM A CURRICULUM SPECIALIST, FACULTY CAN UPDATE COURSE OUTLINES TO REFLECT ABOVE STANDARDS. PROGRAM CHAIR WILL BOOK TIME FOR TEAM IN SPRING TO JOIN KICK OFF MEETING TO DO THIS WORK.

TIMELINE TO COMPLETION: MID-2021.

5. WITH SUPPORT FROM ACADEMIC EXCELLENCE, GAIN FACULTY INPUT THROUGH SURVEY AND/OR DISCUSSION TO GUIDE ESSENTIAL EMPLOYABILITY SKILLS INTEGRATION AND DISTRIBUTION WITHIN APPROPRIATE COURSES ACROSS THE PROGRAM.

IMPLEMENTATION PLAN

WHO IS RESPONSIBLE FOR ADVANCING THIS RECOMMENDATION: B408 COORDINATORS WITH SUPPORT FROM OAE.

RESOURCES REQUIRED TO ACHIEVE RECOMMENDATION: CURRICULUM SPECIALIST CAN PROVIDE AN ONLINE SURVEY AND FACILITATE TEAM TO REFLECT ON EES SELECTION AND INTEGRATION.

TIMELINE TO COMPLETE RECOMMENDATION: END OF 2021.

Graduate Success

STRENGTHS

- GRADUATES HAVE BEEN VERY SUCCESSFUL IN THE HR FIELD AND HAVE BEEN PROFILED BY OUR GEORGE BROWN MARKETING TEAM. IN ADDITION, MANY HAVE WON AWARDS, VOLUNTEER ON COMMITTEES, MENTOR, ATTEND NETWORKING EVENTS, PARTAKE IN ALUMNI PANELS, ETC., AT GEORGE BROWN, PROFESSIONAL ASSOCIATIONS AND OTHER ORGANIZATIONS. FOR EXAMPLE, WE HAVE GRADUATES ON OUR PROGRAM ADVISORY COMMITTEE, ALUMNI PANELS IN OUR HR SEMINAR SERIES AND MANY EVENTS WHERE GRADUATES ARE INVOLVED.

CHALLENGES

- THERE IS NO ALUMNI DATABASE SPECIFIC TO THE CENTRE FOR BUSINESS THAT WOULD MAKE IT EASY TO CONNECT WITH GRADUATES ON A REGULAR BASIS. VERY FEW GRADUATES JOIN THE OVERALL GEORGE BROWN COLLEGE ALUMNI DATABASE.

OPPORTUNITIES

- BUILD STRONGER TIES TO GRADUATES FOR PARTNERING ON EVENTS, MENTORING OPPORTUNITIES, FIELD PLACEMENT OPPORTUNITIES, AWARD SPONSORSHIP, GUEST SPEAKING AND MARKETING OPPORTUNITIES.

RECOMMENDATIONS

1. CREATE AND MAINTAIN AN ALUMNI DATABASE WITHIN THE CENTRE FOR BUSINESS TO SPECIFICALLY TARGET GRADUATES FROM THE BUSINESS PROGRAMS FOR INVOLVEMENT IN EVENTS, MENTORING OPPORTUNITIES, FIELD PLACEMENT OPPORTUNITIES, AWARD SPONSORSHIP, GUEST SPEAKING AND MARKETING OPPORTUNITIES.

IMPLEMENTATION PLAN

WHO IS RESPONSIBLE FOR ADVANCING THIS RECOMMENDATION: DEAN, DIRECTOR.

RESOURCES REQUIRED TO ACHIEVE RECOMMENDATION: CHAIR TO ASSIGN AND SCHEDULE.

TIMELINE TO COMPLETE RECOMMENDATION: END OF 2023.

College Services and Supports

STRENGTHS

SAIFUL HAQUE, E-LEARNING TECHNICAL SUPPORT SPECIALIST IN ELTI, HAS BEEN A STRONG SUPPORT FOR FACULTY USE OF BLACKBOARD.

CHALLENGES

- HAVE NOT BEEN ABLE TO AUTOMATE THE EXEMPTION/EXCEPTIONS PROCESS FOR NEW STUDENTS, WHICH MEANS B408 FACULTY HAVE TO MANUALLY ENSURE THE FOLLOWING:
 - FOUR MAXIMUM EXEMPTIONS ALLOWED PER STUDENT
 - EXEMPTIONS ARE GRANTED ONLY TO STUDENTS WHOSE DEGREE GPA MEETS B408 MINIMUM REQUIREMENT OF 70%

OPPORTUNITIES

N/A

RECOMMENDATIONS

N/A

Appendix A

Field Education Best Practices Self Audit Checklist

B408/418 Human Resources Management

Please indicate the extent to which the field education experience in your program incorporates each of the following best practices. If the practice is partially implemented or not implemented please include a brief explanatory note in the far-right column.

Best Practices	Fully Implemented	Partially Implemented	Not Implemented	Comments
1. The minimum number of field education courses per program is established at one course per program.	x			
2. The minimum standard for a field education course at GBC is established at 100 hours in length.	x			
3. Teaching and learning methods are primarily experiential and involve students having direct and indirect contact and interaction with clients and community members/stakeholders.	x			
4. Minimum prerequisite levels of student knowledge, skills, abilities, proficiencies, competencies in relevant areas are specified and related to the requirements of the course (e.g. Pre-placement English language skills benchmarks (including speaking & listening) established.	x			
5. Students are required to complete their pre-placement requirements. (Health record, police check, course work etc.).	x			
6. A written evaluation tool/guideline provided for evaluating student performance is structured from the knowledge, skills and competencies identified in the course outline learning outcomes.	x			
7. Methods of evaluation are outlined and include a minimum of one written evaluation. (To be completed by the supervising field placement staff or GBC staff)	x			
8. Student assignments include a reflective self-assessment component which may be paper based, online, or occur in a concurrent integrative seminar course.	x			
9. Every student and employer has contact a minimum of three times during the experience: onset; mid-experience, and the end of the experience.	x			

Best Practices	Fully Implemented	Partially Implemented	Not Implemented	Comments
10. Final evaluation of student performance results in awarding an academic credit of either a Pass/Fail or Letter Grade.	x			
11. Field education coordination (FEC) are assigned within job descriptions with the minimum number of hours TBD. FEC duties might include: <ul style="list-style-type: none"> • Preparation of course materials such as course outlines and evaluation tools • Recruitment of employer placements • Processing student applications • Matching students with employers • Supervision of students in a variety of locations • Facilitating on-line discussions • <i>Evaluation</i> of the course 	x			
12. Annually recognize the important contribution made by each employer to student learning (e.g., thank you letter; social event; student award to selected employers).			x	In progress for current business plan
13. Field placement selection is based on identified student knowledge and skill, and employer-identified opportunities.	x			
14. The placement is committed to training and supervising students and supports the goal of the field learning experience.	x			
15. The employer provides an adequate number of appropriate staff to support students	x			
16. The employer understands what the students are supposed to learn based on outcomes identified by the college program and may identify the minimum knowledge and skill they expect of a student placed in their setting.	x			
17. The employer provides written feedback on every student's performance and on the field education experience.	x			
18. The program has a well-developed set of policies and procedures that addresses issues related to the early termination and removal of the student from the field placement.	x			

Appendix B

Library Learning Commons (LLC) Program Review for Certificate, Diploma, Advanced Diploma, and Graduate Certificate Programs

Program Under Review: Human Resources Management (B408)

**Dean, Centre for Business: Ian Austin Director,
Centre for Business: Elizabeth Speers**

Liaison Librarian: Corinne Abba

The LLC delivers research support, develops collections and services to facilitate learning and teaching by:

- providing research help in various formats (e.g., chat, in-person drop in, and customized programs) and delivering formal research instruction
- collaborating with programs to support faculty teaching and scholarship
- developing and sustaining quality collections and services
- providing well equipped learning spaces (technology, furniture, etc.)
- developing a robust technology infrastructure and technical support

This review provides evidence of the collaboration between the program and the LLC related to the areas above and identifies gaps in these areas

Library Research Instruction Librarians provide instruction regarding research strategies and the use of subject and general resources to support course work.

CourseCode
HRM4005
Course Name
Recruitment and Selection
Comments
Advanced session for HRM research: Journals by Title; Advanced Search Skills; ArticleDatabases; Canadian Content: Govt Resources & Conference Board of Canada

Recommendation: The librarian is happy with the current instruction schedule for this program and will respond to any additional requests, as needed.

Program Collaboration with the LLC

The program involves the Librarian in curriculum development and other relevant activities, to ensure that the library resources and services reflect teaching and learning needs. The following activities provide evidence of this collaboration:

1. The Librarian is included in faculty meetings, PAC meetings, curriculum development and other program academic initiatives.

X Yes

No

Recommendation: The librarian is included in Centre for Business meetings but is not always invited to PAC or curriculum development meetings. It is recommended that the department keep the librarian apprised of PAC meetings and other initiatives that fall outside the specific program area needs, as needed.

Developing and sustaining quality collections and services

The following assesses communication regarding collections and the quality and depth of collections to identify gaps

1. The program provides the Librarian with book lists and identifies reserve materials in advance with sufficient lead time for purchase and processing.

X Yes

No

Recommendation: The program actively responds to liaison librarian's call for textbook purchases and provides the librarian with a purchase list and/or other in-demand titles in advance. The liaison librarian recommends a shift to OER resources, where appropriate and possible, especially during remote online teaching which reduces access to print materials such as reserve textbooks. Options might include Human Resource Management by Laura Dias. The program is encouraged to contact the librarian for support.

2. The program consults with the Liaison Librarian via various channels to share information about collection needs.

X Yes

No

Recommendation: The liaison librarian and the program coordinators discuss collection needs on an ad hoc basis.

3. The program collaborates with the Librarian to keep the collection current by regularly reviewing titles and recommending items for discard.

X Yes

No

Recommendation: The library is continuing to weed older and unused materials from the collection, under the direction of library management. The librarian continues to consult with the program area to assess impact, as needed.

4. Faculty are aware of and use library applications in Blackboard such as Reading List Builder and CLEAR to make course readings accessible.

X Yes

No

Recommendation: The librarian has presented CLEAR/Reading List Builder at past Centre for Business meetings.

Technology and Learning Space

1. The program makes the LLC aware of technology needs and space requirements so that the library can make software/hardware available and designs learning spaces to accommodate coursework.

X Yes

No

Recommendation: The librarian encourages the program area to follow up when any additional programs/needs arise.

Suggestions for Continued Collaboration

Please list any additional comments or recommendations that could improve the collaboration between the program and the library.

N/A

Signatures below indicate that the LLC has reviewed program collaboration and assessed collection, services and other provisions.

Date: November 6th, 2020

Corinne Abba--*Liaison Librarian*

Signature:



Date: November 9th, 2020

Colin Fitzsimons--*Director, Academic Services and Learning Resources*

Signature:



Appendix C

Curriculum Documents

B408/418 Human Resources Management

Curriculum Map

Level Legend

Semester 1
Semester 2

PLO 1 - Contribute to the development, implementation, and evaluation of employee recruitment, selection, and retention plans and processes.					Number of Aligned CLOs	Remarks
PLO Number	Level	Course Code	Course Name	Course Learning Outcomes	16 CLOs	
1	1	ACCT4005	FINANCIAL & MANAGERIAL ACCTG.	CLO5. Explain the benefits of budgeting and the impact that budgets have on future financial performance. Describe the process of budget administration. Discuss the operating budget and the process of preparing it. Prepare each component of a master budget and link to the budgeting process. Describe how operating and capital expenditure budgets link to budgeted financial statements. Analyze expense planning using zero-based budgeting. Explain how HR contributes to the budgeting process.		
1	1	BUS4017	PROJECT MANAGEMENT	CLO4. Properly plan out activities and forecast effort.		
1	1	BUS4017	PROJECT MANAGEMENT	CLO8. Allocate an optimal number of resources to deliver against commitments.		
1	1	HRM4003	HUMAN RESOURCES MANAGEMENT	CLO2. Explain how organizations identify their human resource requirements and the various approaches used to recruit and select the best employees for the organizations. Discuss the various approaches to conducting job analysis and steps required to create job description. Explain the planning process and the how to effectively balance supply and demand. Explain the relationship between planning, recruitment and selection. Describe the recruitment process. Explain the strategic significance of the selection function and process required to successfully select the appropriate candidate. Explain international staffing perspectives		

1	1	HRM4005	RECRUITMENT & SELECTION	<p>CLO1. Evaluate the procedures for recruiting and selecting employees, taking into account constraints imposed by the organization and legislation. Discuss how recruitment and selection fits into the human resources planning process and aligns with the overall business strategy of the firm. Identify internal and external factors that influence an organization's recruitment and selection strategy. Explain the integration of recruitment and selection to organizational, process and job analyses. Design recruitment and selection action plans based on workplace scenarios. Illustrate how human rights and employment equity legislation impact recruitment and selection policies and procedures. Differentiate between discriminatory and non-discriminatory job ads, employment applications and interview questions. Formulate methods for non-discriminatory hiring practices. Discuss how organizations are managing their diverse workforce to meet their talent requirements, for example, the hiring of skilled immigrants.</p> <p>Analyze the key legal concepts affecting recruitment and selection: direct discrimination, adverse effect discrimination, adverse impact, bona fide occupational requirement, reasonable accommodation, individual accommodation, reasonable alternative, undue hardship and sufficient risk.</p>
1	1	HRM4005	RECRUITMENT & SELECTION	<p>CLO2. Devise plans to search for and obtain applicants through traditional and new venues. Explain methods to identify job specifications and competencies to be used in recruitment advertisements. Design an ideal job advertisement for a particular job. Compare and contrast the advantages and disadvantages of internal and external recruitment. Distinguish among the different recruitment methods and tools available. Formulate recruitment strategies that create accurate candidate expectations and assist in achieving a person-organization fit. Obtain price quotes for various recruitment mediums. Compile and defend your classification of a collection of effective/ineffective and compliant/non-compliant job recruitment advertisements.</p>
1	1	HRM4005	RECRUITMENT & SELECTION	<p>CLO3. Develop strategies for the process of screening and selecting candidates. Compare and contrast the advantages and disadvantages of using the various screening tools and techniques. Distinguish between screening/unstructured interviews and structured interviews. Explain how human resource professionals can educate line managers about their human rights and employment equity responsibilities. Identify the strengths and weaknesses of different types of performance rating systems. Illustrate how to develop and use scientifically sound measures of performance in selection and assessment. Differentiate among the various decision-making models used in candidate selection</p>
1	1	HRM4005	RECRUITMENT & SELECTION	<p>CLO4. Utilize interviewing techniques fluently. Differentiate among the different types of interviews and interview questions. Develop effective structured interview questions for particular jobs. Design scoring guides to accompany structured interview questions. Conduct interviews through role play. Identify the benefits associated with an exit interview and discuss questions that could be utilized.</p>

1	1	HRM4005	RECRUITMENT & SELECTION	<p>CLO5. Assess the usefulness of the various testing methods used in the selection process.</p> <p>Compare and contrast the advantages and disadvantages of the various types of testing procedures.</p> <p>Explain how work samples, simulations and assessment centres can be effectively utilized in the selection process.</p> <p>Discuss how reliability and validity measures can be used to evaluate testing effectiveness.</p> <p>Outline the steps to consider in selecting a test.</p> <p>Describe the professional and legal standards that govern the use of employment tests.</p> <p>Select the appropriate tests for various workplace scenarios.</p>
1	1	HRM4005	RECRUITMENT & SELECTION	<p>CLO6. Plan a reference/employment check procedure. Distinguish between reference checks and background checks.</p> <p>Design questions to be used in a reference check form.</p> <p>Outline the reference check process.</p> <p>Discuss validity issues related to personal and business references.</p>
1	2	HRM4009	COMPENSATION	<p>CLO2. Differentiate between the basic components of a compensation system and assess the mix and level of the various options.</p> <p>Define the fundamental components of the compensation mix, differentiate between the components, and assess their relationship to managerial strategies</p> <p>Determine the methods for establishing base pay.</p> <p>Discuss the advantages and disadvantages of the components</p> <p>Identify the key design features of a performance and indirect pay plan</p>
1	2	HRM4009	COMPENSATION	<p>CLO5. Differentiate between the various types of compensation mechanisms used to compensate different employee groups.</p> <p>Identify the major employee groups</p> <p>Determine the most appropriate mix and level of compensation</p> <p>Explain the trends in employee compensation</p>
1	2	HRM4011	EMPLOYMENT & HUMAN RIGHTS LAW	<p>CLO1. Explain the legal framework that governs the workplace and determines the nature of the employment relationship.</p> <p>Explore the Canadian Constitution and Charter of Rights and Freedoms and its application to employment</p> <p>Differentiate between areas of provincial and federal jurisdiction</p> <p>Distinguish between statutes and common law and how they impact on employment</p> <p>Explain how Ontario's judicial and administrative systems operates</p> <p>Identify common law issues related to hiring, including negligent misrepresentation</p> <p>Examine the nature of the relationship between the individual being hired and the organization</p> <p>Explore the importance of clearly written employment contracts and the terms that they frequently contain</p>

1	2	HRM4011	EMPLOYMENT & HUMAN RIGHTS LAW	<p>CLO2. Examine how the workplace is bound by legislation designed to ensure that it operates in an equitable and non-discriminatory way. Identify key features and provisions of human rights legislation Explain the concepts of bona fide occupational requirement, duty to accommodate and undue hardship Examine what constitutes harassment and the employer's obligation to provide a harassment-free workplace Discuss the options employees have to address human rights complaints and the various resolution processes Differentiate between equal pay for equal work, pay equity and employment equity Explain the key elements of federal employment equity legislation Discuss employers' obligations under the Accessibility for Ontarians with Disabilities Act.</p>
1	2	HRM4011	EMPLOYMENT & HUMAN RIGHTS LAW	<p>CLO5. Assess policies, practices and procedures to determine compliance with legislation and their effectiveness in addressing employer liability. Determine the appropriateness of employment systems and processes in relation to human rights legislation Analyze employment contracts to ascertain their effectiveness in articulating important elements of the employment relationship Discuss how documented policies and procedures can support an employer's legal position Determine the means by which employers can monitor and evaluate their progress in meeting employment and pay equity obligations Examine workplace situations to determine if employer responsibilities and liabilities under health and safety legislation are being met Examine the effectiveness of workplace programs and procedures that identify and resolve performance problems and issues of employee conduct</p>
1	2	HRM4012	HUMAN RESOURCES PLANNING	<p>CLO2. Forecast staffing needs based on supply and demand issues. Apply forecasting techniques to project staffing shortages and surpluses. Explain how internal supply programs are used in effective human resources planning. Determine when human resources activities should be outsourced. Devise career management techniques to retain talent. Describe approaches to management development and explain how these contribute to effective human resources planning. Develop succession plans for critical positions.</p>

PLO 2 - Administer and contribute to the design and evaluation of the performance management program.					8 CLOs
PLO Number	Level	Course Code	Course Name	Course Learning Outcomes	
2	1	BUS4017	PROJECT MANAGEMENT	CLO6. Estimate and manage project budgets.	
2	1	BUS4017	PROJECT MANAGEMENT	CLO7. Schedule resources, work activity, and timelines.	
2	1	HRM4003	HUMAN RESOURCES MANAGEMENT	<p>CLO4. Differentiate between the current practices in performance appraisal, training and development and the role HRM plays in building and sustaining intellectual capital.</p> <p>Identify the various performance appraisal methods and how the results of a performance appraisal can affect HRM.</p> <p>Differentiate between performance appraisal and performance management</p> <p>Distinguish between onboarding, orientation and socialization</p> <p>Explain the training and development process and HR's role in contributing to organizational sustainability</p> <p>Describe the characteristics of a learning organization.</p> <p>Explain the relationship between career planning and development</p>	
2	1	HRM4005	RECRUITMENT & SELECTION	<p>CLO3. Develop strategies for the process of screening and selecting candidates.</p> <p>Compare and contrast the advantages and disadvantages of using the various screening tools and techniques.</p> <p>Distinguish between screening/unstructured interviews and structured interviews.</p> <p>Explain how human resource professionals can educate line managers about their human rights and employment equity responsibilities.</p> <p>Identify the strengths and weaknesses of different types of performance rating systems.</p> <p>Illustrate how to develop and use scientifically sound measures of performance in selection and assessment.</p> <p>Differentiate among the various decision-making models used in candidate selection</p>	
2	1	HRM4008	TRAINING AND DEVELOPMENT	<p>CLO3. Apply the training and development process to an organizational performance issue.</p> <p>Explain the relationship between learning theory and organizational effectiveness.</p> <p>Outline the importance of various theories of human motivation for training within organizations.</p> <p>Compare and contrast the efficacy of T&D models for improving organizational performance.</p> <p>Identify performance issues that are appropriate for training and development solutions.</p> <p>Outline the steps required to produce an effective training or development solution.</p>	

2	2	HRM4009	COMPENSATION	<p>CLO3. Formulate a compensation and reward strategy that best fits the organization.</p> <p>Differentiate between the various managerial strategies.</p> <p>Identify the key determinants which influence the appropriate strategy determining the structural, managerial and contextual variables.</p> <p>Outline the compensation strategy formulation process</p> <p>Assess the constraints on compensation</p> <p>Determine the relationship between performance appraisal process and compensation</p> <p>Determine the appropriate compensation mix and level</p> <p>Describe the key considerations when managing compensation from an international perspective</p>		
2	2	HRM4011	EMPLOYMENT & HUMAN RIGHTS LAW	<p>CLO5. Assess policies, practices and procedures to determine compliance with legislation and their effectiveness in addressing employer liability.</p> <p>Determine the appropriateness of employment systems and processes in relation to human rights legislation</p> <p>Analyze employment contracts to ascertain their effectiveness in articulating important elements of the employment relationship</p> <p>Discuss how documented policies and procedures can support an employer's legal position</p> <p>Determine the means by which employers can monitor and evaluate their progress in meeting employment and pay equity obligations</p> <p>Examine workplace situations to determine if employer responsibilities and liabilities under health and safety legislation are being met</p> <p>Examine the effectiveness of workplace programs and procedures that identify and resolve performance problems and issues of employee conduct</p>		
2	2	HRM4012	HUMAN RESOURCES PLANNING	<p>CLO3. Evaluate the role that human resources management systems (HRMS) play in facilitating the human resources planning process.</p> <p>Differentiate among commonly used human resources management systems applications.</p> <p>Apply HR knowledge to the specific uses of a human resources management system for functions such as staffing, training and development, compensation and payroll, pensions and benefits, performance management and occupational health and safety.</p> <p>Practice human resource management system tasks in the computer lab.</p> <p>Discuss the confidentiality/privacy issues related to employee information maintained in a human resources management system.</p>		

PLO 3 - Develop, implement, and evaluate employee orientation, training, and development programs.					4 CLOs	Support for PLO#3 appears to be low
PLO Number	Level	Course Code	Course Name	Course Learning Outcomes		
3	1	HRM4003	HUMAN RESOURCES MANAGEMENT	<p>CLO4. Differentiate between the current practices in performance appraisal , training and development and the role HRM plays in building and sustaining intellectual capital.</p> <p>Identify the various performance appraisal methods and how the results of a performance appraisal can affect HRM.</p> <p>Differentiate between performance appraisal and performance management</p> <p>Distinguish between onboarding, orientation and socialization</p> <p>Explain the training and development process and HR's role in contributing to organizational sustainability</p> <p>Describe the characteristics of a learning organization.</p> <p>Explain the relationship between career planning and development</p>		
3	1	HRM4008	TRAINING AND DEVELOPMENT	<p>CLO1. Analyze the position of a training and development function within an organization.</p> <p>Explain the organizational, societal and individual costs and benefits of workplace training and development.</p> <p>Describe the interests and roles of stakeholders in staff training and development.</p> <p>Explain the advantages and disadvantages of the strategic training and development model and the instructional systems design model of training and development.</p> <p>Evaluate the relationship between the training and development function's structure and management and organizational effectiveness.</p>		
3	1	HRM4008	TRAINING AND DEVELOPMENT	<p>CLO4. Design a training or development program to address performance concerns.</p> <p>Conduct an analysis of organizational, job and individual needs.</p> <p>Identify four alternatives organizations use in place of the formal needs analysis process.</p> <p>Prepare learning objectives.</p> <p>Select the most appropriate delivery method.</p> <p>Produce content, instructional/learning and evaluation activities and materials.</p>		
3		HRM4008	TRAINING AND DEVELOPMENT	<p>CLO5. Evaluate alternative approaches to staff development using cost benefit and cost effectiveness analyses techniques.</p> <p>Prioritize organizational learning needs.</p> <p>Forecast costs of alternative approaches for addressing learning needs.</p> <p>Identify opportunities to maximize benefits while reducing costs.</p> <p>Apply techniques to evaluate training or development effectiveness.</p>		

PLO 4 - Facilitate and support effective employee and labour relations in both non-union and union environments.					12 CLOs
PLO Number	Level	Course Code	Course Name	Course Learning Outcomes	
4	1	HRM4003	HUMAN RESOURCES MANAGEMENT	<p>CLO6. Explain the concept of employee relations, the union management framework and the role that managers and HR play to ensure a positive work environment.</p> <p>Explain how to effectively manage employee relations and the major dimensions to consider.</p> <p>Discuss the main concepts of Health and Safety legislation and the role of HR and management in enduring a health and safe workplace.</p> <p>Describe the structure of Canadian unions, the major reasons why employees join unions and how an organizing campaign is carried out.</p> <p>Summarize the core legal principles related to collective bargaining.</p> <p>Describe how unions affect the HRM environment and the role played by HR and management.</p>	
4	1	HRM4004	ORGANIZATIONAL EFFECTIVENESS	<p>CLO1. Outline the key components which impact organizational effectiveness.</p> <p>Define organizational behaviour and explain its influence on organizational effectiveness.</p> <p>Explain the role of the HR professional and how effective HR practices contribute to organizational sustainability.</p> <p>Describe the key individual, group and organizational processes and their relationships to organizational effectiveness.</p> <p>Explore the various cultural models and the impact culture has on organizations</p> <p>Describe the role that leadership plays utilizing leadership theory.</p> <p>Apply the concepts of motivation to the organizational effectiveness.</p> <p>Describe the main processes within an organization and the influence these processes have on organizational effectiveness.</p> <p>Examine the impact that organizational structure and design has on organizational effectiveness.</p> <p>Define the relationship of organizational development to organizational effectiveness</p> <p>Apply decision making theory.</p>	
4	1	HRM4004	ORGANIZATIONAL EFFECTIVENESS	<p>CLO3. Determine the interventions, activities and programs required to increase organizational effectiveness.</p> <p>Explain the impact of change on employees, processes, and systems.</p> <p>Describe the various types of interventions from a human resource, techno structural , human process and strategic perspective.</p> <p>Determine how OD process intervention skills may be applied.</p> <p>Identify how the various interpersonal, team and intergroup development techniques fit into an OD change program.</p> <p>Explain the importance of employee empowerment and the types of programs required to ensure employee involvement.</p> <p>Assess the effects of stress on employees and the various types of stress management strategies available.</p> <p>Identify various strategies for managing conflict.</p> <p>Develop strategies for collaborative intergroup relations and examine the most effective ways for interpersonal skills.</p>	

4	2	HRM4009	COMPENSATION	<p>CLO1. Explain the purpose of an effective compensation system and how it contributes to organizational success.</p> <p>Outline the goals of a compensation system Differentiate between intrinsic and extrinsic rewards Examine what is meant by total rewards strategy Characterize the various types of behavior required and its relationship to managerial strategies</p>
4	2	HRM4010	LABR. RELAT. COLLECTIVE AGREEM	<p>CLO1. Explain the nature of the labour-management relationship and how it is impacted by environmental factors. Assess the environmental context within which the labour relations system operates. Examine theoretical models of labour relations. Identify the impact of the economy, globalization and the various forces for change on union formation. Examine management strategies to union organizing activity. Explore the history of the Canadian labour movement up to its current challenges. Outline union membership, structure, actions and impacts. Explain the differences in union density between Canada and the U.S. Discuss safeguards and limitations to union democracy.</p>
4	2	HRM4010	LABR. RELAT. COLLECTIVE AGREEM	<p>CLO2. Apply the principles of common law, employment law and labour relations legislation to workplace situations. Discuss how the employment contract impacts on both employees and employers. Contrast the protections offered to employees in a unionized versus non-unionized environment. Differentiate among the rights and responsibilities of workers, unions and management. Describe the implications of key pieces of legislation like human rights, employment standards, occupational health and safety and the Canadian Charter of Rights and Freedoms on labour relations. Examine the functions and key features of labour relations legislation. Discuss the process by which a union can be certified or lose its right to represent employees. Explain what would be considered unfair labour practices during a certification campaign and what recourse is available to address them. Explain the importance and distinctive features of public sector bargaining. Compare public and private sector bargaining. Discuss the issues and challenges of public sector bargaining.</p>
4	2	HRM4010	LABR. RELAT. COLLECTIVE AGREEM	<p>CLO3. Integrate labour relations concepts, strategies and skills in the negotiation of a collective agreement. Identify bargaining structures and their impacts on collective bargaining. Outline industry bargaining patterns and union decision-making processes. Explain the different types of bargaining models. Discuss how both the union and management prepare for bargaining and how they set their bargaining goals. Explain the factors that affect bargaining power. Illustrate the rights and responsibilities of management and labour during the process of negotiations. Develop different negotiation and collective bargaining strategies. Discuss possible outcomes of contract negotiation, such as impasse, conciliation and legal strike. Examine recent developments that impact on the labour relations system and recommendations for their resolution.</p>

4	2	HRM4010	LABR. RELAT. COLLECTIVE AGREEM	<p>CLO4. Assess key collective agreement provisions and methods for resolving work disruptions and collective bargaining disputes. Explain the reasons behind the increasing length and complexity of collective agreements. Identify common collective agreement provisions. Identify the significance and causes of strikes. Examine when strikes or lockouts are considered legal. Discuss the applicable dispute resolution mechanisms for work stoppages. Analyze collective bargaining disputes. Apply relevant legislation, regulations and third party procedures to case scenarios.</p>
4	2	HRM4010	LABR. RELAT. COLLECTIVE AGREEM	<p>CLO5. Develop strategies and arguments to resolve workplace disputes. Explain the significance of grievances and the typical steps in the grievance procedure. Outline the arbitration process. Discuss criticisms and alternatives to conventional arbitration. Identify those issues and situations that require referral to arbitration. Assess grievances and make recommendations for their resolution.</p>
4	2	HRM4011	EMPLOYMENT & HUMAN RIGHTS LAW	<p>CLO2. Examine how the workplace is bound by legislation designed to ensure that it operates in an equitable and non-discriminatory way. Identify key features and provisions of human rights legislation Explain the concepts of bona fide occupational requirement, duty to accommodate and undue hardship Examine what constitutes harassment and the employer's obligation to provide a harassment-free workplace Discuss the options employees have to address human rights complaints and the various resolution processes Differentiate between equal pay for equal work, pay equity and employment equity Explain the key elements of federal employment equity legislation Discuss employers' obligations under the Accessibility for Ontarians with Disabilities Act.</p>
4	2	HRM4011	EMPLOYMENT & HUMAN RIGHTS LAW	<p>CLO3. Explore the legal safeguards in place to ensure that employees receive a minimum standard of treatment as well as protection for their well-being and privacy. Outline the major provisions of the Employment Standards Act and the protections it offers to employees Examine the legislation in place to safeguard the privacy rights of employees Explore evolving privacy issues relating to employee surveillance and monitoring</p>
4	2	HRM4011	EMPLOYMENT & HUMAN RIGHTS LAW	<p>CLO4. Examine the various ways an employer can dismiss an employee and their respective legal ramifications. Differentiate between dismissal with cause and dismissal without cause Explain the concept of constructive dismissal Outline the statutory provisions upon termination from the Employment Standards Act Examine how the conduct of the employer during dismissal can have legal consequences Discuss the actions employees can take who feel they have been unjustly dismissed Examine the trends in severance packages and awards determined by the courts Explore what employers can do to reduce the potential of dismissal claims</p>

PLO 5 - Research and support the development and communication of the organization's total compensation plan.					9 CLOs
PLO Number	Level	Course Code	Course Name	Course Learning Outcomes	
5	1	ACCT4005	FINANCIAL & MANAGERIAL ACCTG.	<p>CLO4. Examine how costs are classified to assist in managerial decision-making. Describe the different ways of classifying costs, for example, fixed versus variable, and identify typical HR-related costs, for example, payroll and related reporting requirements. Define product and period costs and explain how they impact financial statements. Explain differences in the balance sheet/income statements of manufacturing and merchandising companies. Discuss break-even analysis as a measurement tool and compute it. Discuss applications of cost-benefit analysis. Explain what activity-based costing is and its advantages.</p>	
5	1	ACCT4005	FINANCIAL & MANAGERIAL ACCTG.	<p>CLO5. Explain the benefits of budgeting and the impact that budgets have on future financial performance. Describe the process of budget administration. Discuss the operating budget and the process of preparing it.</p> <p>Prepare each component of a master budget and link to the budgeting process. Describe how operating and capital expenditure budgets link to budgeted financial statements. Analyze expense planning using zero-based budgeting. Explain how HR contributes to the budgeting process.</p>	
5	1	ACCT4005	FINANCIAL & MANAGERIAL ACCTG.	<p>CLO6. Utilize key accounting concepts to make effective management decisions. Describe the importance of relevant costs for short-term decisions. Evaluate short-term management decisions using financial-related measures. Explain the process for long-term decision-making. Determine all the financial-related implications that need to be considered when submitting a bargaining proposal. Discuss how human resource planning can be optimized.</p>	
5	1	HRM4003	HUMAN RESOURCES MANAGEMENT	<p>CLO5. Explore how strategic pay plans are established, the various types of compensation and the concept of total rewards. Explain the objectives of effective compensation management.</p> <p>Describe how wages and salaries are determined. Describe the various types of incentive plans and the advantages and disadvantages. Identify the major issues affecting compensation management.</p> <p>Describe the various government sponsored benefit programs and the types of employer sponsored benefits that can be offered to employees.</p>	

5	2	HRM4009	COMPENSATION	<p>CLO1. Explain the purpose of an effective compensation system and how it contributes to organizational success. Outline the goals of a compensation system Differentiate between intrinsic and extrinsic rewards Examine what is meant by total rewards strategy Characterize the various types of behavior required and its relationship to managerial strategies</p>
5	2	HRM4009	COMPENSATION	<p>CLO3. Formulate a compensation and reward strategy that best fits the organization. Differentiate between the various managerial strategies. Identify the key determinants which influence the appropriate strategy determining the structural, managerial and contextual variables. Outline the compensation strategy formulation process Assess the constraints on compensation Determine the relationship between performance appraisal process and compensation Determine the appropriate compensation mix and level Describe the key considerations when managing compensation from an international perspective</p>
5	2	HRM4009	COMPENSATION	<p>CLO4. Determine the key technical processes necessary to develop a compensation system and assess how to effectively design the system. Describe what is meant by internal vs. external equity Identify the major job evaluation methods and determine the appropriate process Conduct a job evaluation process Determine a base pay structure Define the relevant labor markets and establish the appropriate comparators within the market. Conduct a market survey</p>
5	2	HRM4009	COMPENSATION	<p>CLO6. Ascertain what is required to effectively implement, manage and adapt a compensation system. Outline the mechanics of compensation administration Identify key performance indicators and determine applicable compensation strategies Determine how to effectively monitor and adapt the system to change Diagnose the key elements which can contribute to change</p>
5	2	HRM4011	EMPLOYMENT & HUMAN RIGHTS LAW	<p>CLO3. Explore the legal safeguards in place to ensure that employees receive a minimum standard of treatment as well as protection for their well-being and privacy. Outline the major provisions of the Employment Standards Act and the protections it offers to employees Examine the legislation in place to safeguard the privacy rights of employees Explore evolving privacy issues relating to employee surveillance and monitoring</p>

PLO 6 - Collaborate with others, in the development, implementation, and evaluation of organizational health and safety policies and practices.					9 CLOs
PLO Number	Level	Course Code	Course Name	Course Learning Outcomes	
6	1	HRM4003	HUMAN RESOURCES MANAGEMENT	<p>CLO6. Explain the concept of employee relations, the union management framework and the role that managers and HR play to ensure a positive work environment. Explain how to effectively manage employee relations and the major dimensions to consider. Discuss the main concepts of Health and Safety legislation and the role of HR and management in enduring a health and safe workplace. Describe the structure of Canadian unions, the major reasons why employees join unions and how an organizing campaign is carried out. Summarize the core legal principles related to collective bargaining. Describe how unions affect the HRM environment and the role played by HR and management.</p>	
6	2	HRM4011	EMPLOYMENT & HUMAN RIGHTS LAW	<p>CLO1. Explain the legal framework that governs the workplace and determines the nature of the employment relationship. Explore the Canadian Constitution and Charter of Rights and Freedoms and its application to employment Differentiate between areas of provincial and federal jurisdiction Distinguish between statutes and common law and how they impact on employment Explain how Ontario's judicial and administrative systems operates Identify common law issues related to hiring, including negligent misrepresentation Examine the nature of the relationship between the individual being hired and the organization Explore the importance of clearly written employment contracts and the terms that they frequently contain</p>	
6	2	HRM4011	EMPLOYMENT & HUMAN RIGHTS LAW	<p>CLO5. Assess policies, practices and procedures to determine compliance with legislation and their effectiveness in addressing employer liability. Determine the appropriateness of employment systems and processes in relation to human rights legislation Analyze employment contracts to ascertain their effectiveness in articulating important elements of the employment relationship Discuss how documented policies and procedures can support an employer's legal position Determine the means by which employers can monitor and evaluate their progress in meeting employment and pay equity obligations Examine workplace situations to determine if employer responsibilities and liabilities under health and safety legislation are being met Examine the effectiveness of workplace programs and procedures that identify and resolve performance problems and issues of employee conduct</p>	
6	2	HRM4011	EMPLOYMENT & HUMAN RIGHTS LAW	<p>CLO6. Develop strategies to address the legal obligations and challenges faced by employers. Explain how policies and procedures can be changed to ensure compliance with legislation Determine how an employer can effectively prevent, as well as address, harassment complaints and violations Identify ways that an employer can address the challenges of maintaining pay equity Determine the means by which an employment contract can be changed Explore strategies to address health and safety liability and minimize workplace accidents and injuries Assess the options available to employers to dismiss an employee and their associated risks and liabilities Examine the actions employers can pro-actively take to limit their liability through all phases of the employment process.</p>	

6	2	HRM4013	OCCUPATIONAL HEALTH & SAFETY	<p>CLO1. Integrate occupational health and safety into organizational decision-making.</p> <p>Outline the need to link health and safety with overall corporate strategy.</p> <p>Analyze direct and indirect costs of accidents in relation to the organization's bottom line.</p> <p>Formulate strategies to communicate the benefits associated with occupational health and safety initiatives.</p> <p>Explain how a cost benefit analysis can be utilized to justify expenditures on health and safety prevention and control measures.</p> <p>Devise methods to overcome barriers to occupational health and safety implementation.</p>
6	2	HRM4013	OCCUPATIONAL HEALTH & SAFETY	<p>CLO2. Assess due diligence and compliance with all applicable occupational health and safety legislation, standards and codes.</p> <p>Interpret the Occupational Health and Safety Act and Regulations.</p> <p>Identify joint responsibilities of management and workers for occupational health and safety issues through an Internal Responsibility System.</p> <p>Differentiate among the duties, responsibilities and rights of the workplace parties.</p> <p>Discriminate between areas of provincial and federal jurisdiction.</p> <p>Conduct a workplace inspection and hazard analysis with emphasis on the recognition, assessment and control of chemical, biological, physical, ergonomic, health and safety hazards.</p> <p>Evaluate an organization's health and safety policies, practices and programs.</p> <p>Discuss health and safety records.</p>
6	2	HRM4013	OCCUPATIONAL HEALTH & SAFETY	<p>CLO3. Develop recommendations for organizational policies, practices and programs to reflect a higher priority and accountability for occupational health and safety.</p> <p>Analyze information from a variety of sources and mediums.</p> <p>Illustrate the key features of an emergency preparedness procedure for crisis management.</p> <p>Design strategies for health promotion, wellness and employee assistance programs.</p> <p>Outline the necessary components of policies focusing on accident and incident investigations, workplace inspections and job hazard analyses.</p> <p>Detail worker orientation sessions for administrative practices and safe use of equipment.</p> <p>Explain the requirements needed for sector specific policies and programs on topics such as violence, ergonomics and stress.</p>
6	2	HRM4013	OCCUPATIONAL HEALTH & SAFETY	<p>CLO4. Facilitate a preventative approach to providing a healthy and safe work environment.</p> <p>Differentiate among the roles of the different occupational health and safety professionals.</p> <p>Identify resources and services available from occupational health and safety organizations.</p> <p>Formulate strategies to liaise with other organizations to determine best health and safety practices.</p> <p>Integrate primary prevention techniques into proposals for health and safety policies, practices and programs.</p> <p>Conduct research of the latest health and safety trends and issues.</p>
6	2	HRM4013	OCCUPATIONAL HEALTH & SAFETY	<p>CLO5. Plan strategies to effectively manage compensation insurance issues arising from health and safety injuries and illnesses.</p> <p>Explain how an organization would comply with the Workplace Safety and Insurance Act.</p> <p>Identify accident and injury trends.</p> <p>Compare and contrast different strategies for decreasing compensation costs.</p> <p>Outline the steps involved in the claims and appeals process for workers' compensation insurance.</p> <p>Distinguish between the different rebate programs available through the Workplace Safety and Insurance Board.</p> <p>Illustrate a modified return to work process for accommodation of an injured worker.</p>

PLO 7 - Research and analyze information needs and apply current and emerging information technologies to support the human resources function.					10 CLOs
PLO Number	Level	Course Code	Course Name	Course Learning Outcomes	
7	1	ACCT4005	FINANCIAL & MANAGERIAL ACCTG.	<p>CLO1. Create financial statements utilizing basic accounting principles. Explain the accounting cycle. Analyze business transactions utilizing the accounting equation. Explain the content and reporting aims of financial statements. Define debits and credits and explain their role in double-entry accounting. Describe a chart of accounts and its relationship to the ledger. Analyze the impact of transactions on accounts.</p>	
7	1	ACCT4005	FINANCIAL & MANAGERIAL ACCTG.	<p>CLO2. Analyze external financial information to evaluate organizational performance. Describe financial statement analysis and identify its focus, standards of comparison and tools. Discuss the integration of financial and non-financial measures in evaluating performance. Identify the components of the financial statements most impacted by HR-related decisions. Apply methods of horizontal and vertical analysis. Utilize ratio analysis to analyze financial statements. Determine how specific ratios influence HR-related decisions.</p>	
7	1	ACCT4005	FINANCIAL & MANAGERIAL ACCTG.	<p>CLO3. Differentiate between managerial and financial accounting. Compare and contrast financial accounting with managerial accounting. Describe commonly used lean business practices, for example, just-in-time, total quality management, and theory of constraints. Identify the principal reports that are generated with a particular emphasis on reports likely to be used by HR. Explain ethical responsibility and the need for ethical standards</p>	
7	1	HRM4004	ORGANIZATIONAL EFFECTIVENESS	<p>CLO1. Outline the key components which impact organizational effectiveness. Define organizational behaviour and explain its influence on organizational effectiveness. Explain the role of the HR professional and how effective HR practices contribute to organizational sustainability. Describe the key individual, group and organizational processes and their relationships to organizational effectiveness. Explore the various cultural models and the impact culture has on organizations Describe the role that leadership plays utilizing leadership theory. Apply the concepts of motivation to the organizational effectiveness. Describe the main processes within an organization and the influence these processes have on organizational effectiveness. Examine the impact that organizational structure and design has on organizational effectiveness. Define the relationship of organizational development to organizational effectiveness Apply decision making theory.</p>	

7	1	HRM4004	ORGANIZATIONAL EFFECTIVENESS	<p>CLO4. Identify the strategies and techniques utilized to enhance organizational performance. Describe the key elements of high performing organizations, with a specific focus on Canadian organizations. Differentiate "best practices" relating to organizational sustainability. Explain the relationship between triple bottom line and employee satisfaction eg. environmental sustainability. Determine key managerial competencies and describe the role of the HR professional. Describe the key competencies of an HR professional and apply these competencies utilizing a variety of case related material. Utilize data analytics to ascertain organizational effectiveness</p>		
7	1	HRM4005	RECRUITMENT & SELECTION	<p>CLO2. Devise plans to search for and obtain applicants through traditional and new venues. Explain methods to identify job specifications and competencies to be used in recruitment advertisements. Design an ideal job advertisement for a particular job. Compare and contrast the advantages and disadvantages of internal and external recruitment. Distinguish among the different recruitment methods and tools available. Formulate recruitment strategies that create accurate candidate expectations and assist in achieving a person-organization fit. Obtain price quotes for various recruitment mediums. Compile and defend your classification of a collection of effective/ineffective and compliant/non-compliant job recruitment advertisements.</p>		
7	1	HRM4015	HR SEMINAR SERIES	<p>CLO4. Examine current trends in HR research and identify available internal and external resources. Identify HR consulting firms with significant research capabilities. Understand the various types of HR-related research. Discuss how research can be utilized to enhance productivity. Explore various internal resources, for example, GBC library services, mentoring services, career and alumni services.</p>		
7	1	HRM4015	HR SEMINAR SERIES	<p>CLO5. Develop an understanding of HR technologies and how the various systems can enable effective organizational decision-making. Differentiate between stand-alone and enterprise-wide systems. Identify the different functionalities of the various systems. Determine reporting capabilities. Discuss how technology can enable effective decision-making.</p>		
7	2	HRM4009	COMPENSATION	<p>CLO4. Determine the key technical processes necessary to develop a compensation system and assess how to effectively design the system. Describe what is meant by internal vs. external equity Identify the major job evaluation methods and determine the appropriate process Conduct a job evaluation process Determine a base pay structure Define the relevant labor markets and establish the appropriate comparators within the market. Conduct a market survey</p>		
7	2	HRM4009	COMPENSATION	<p>CLO6. Ascertain what is required to effectively implement, manage and adapt a compensation system. Outline the mechanics of compensation administration Identify key performance indicators and determine applicable compensation strategies Determine how to effectively monitor and adapt the system to change Diagnose the key elements which can contribute to change</p>		

PLO 8 - Develop, implement, and evaluate organizational development strategies aimed at promoting organizational effectiveness.					12 CLOs
PLO Number	Level	Course Code	Course Name	Course Learning Outcomes	
8	1	ACCT4005	FINANCIAL & MANAGERIAL ACCTG.	<p>CLO4. Examine how costs are classified to assist in managerial decision-making. Describe the different ways of classifying costs, for example, fixed versus variable, and identify typical HR-related costs, for example, payroll and related reporting requirements. Define product and period costs and explain how they impact financial statements. Explain differences in the balance sheet/income statements of manufacturing and merchandising companies. Discuss break-even analysis as a measurement tool and compute it. Discuss applications of cost-benefit analysis. Explain what activity-based costing is and its advantages.</p>	
8	1	BUS4017	PROJECT MANAGEMENT	<p>CLO1. Understand why effective project management and skilled project managers are so crucial to an organization.</p>	
8	1	HRM4003	HUMAN RESOURCES MANAGEMENT	<p>CLO1. Explore the strategic role that the HR function plays in an organization and the impact of effective HRM practices on the company bottom line. Identify the challenges facing Canadian organizations. Discuss the meaning of strategic human resource management Explain the objectives of HRM and describe the role of the HR professional Differentiate between line and staff functions Explain the impact of the HR function on the bottom line Characterize how the HR professional utilizes best practices methods to continually improve Discuss International HRM and how it differentiates from local HRM practices</p>	
8	1	HRM4003	HUMAN RESOURCES MANAGEMENT	<p>CLO3. Explain the major employment related legal requirements in Canada and the various ways that organizations have moved beyond legal compliance to valuing diversity. Explain the major forms of employment legislation in Canada and distinguish between Federal and Provincial legislation Define harassment and explain what is meant by creating an environment of "mutual respect". Discuss the major provisions under the Human Rights and Employment Standards Act. Determine what is meant by wrongful and constructive dismissal Outline the major components of an employment equity program. Define diversity management and the strategic importance of managing diversity from a cross cultural perspective. Discuss the challenges facing org today in the context of diversity management and the current industry practices.</p>	

8	1	HRM4004	ORGANIZATIONAL EFFECTIVENESS	<p>CLO1. Outline the key components which impact organizational effectiveness. Define organizational behaviour and explain its influence on organizational effectiveness. Explain the role of the HR professional and how effective HR practices contribute to organizational sustainability. Describe the key individual, group and organizational processes and their relationships to organizational effectiveness. Explore the various cultural models and the impact culture has on organizations Describe the role that leadership plays utilizing leadership theory. Apply the concepts of motivation to the organizational effectiveness. Describe the main processes within an organization and the influence these processes have on organizational effectiveness. Examine the impact that organizational structure and design has on organizational effectiveness. Define the relationship of organizational development to organizational effectiveness Apply decision making theory.</p>		
8	1	HRM4004	ORGANIZATIONAL EFFECTIVENESS	<p>CLO2. Diagnose organizational problems to ensure the problems are identified and the applicable strategies and techniques selected. Assess the impact of individual, group and organizational behaviour on organizational performance. Explain the various theories of planned change and the role of the OD consultant and HR professional. Describe the major diagnostic model for diagnosing organizational systems, citing the major factors which influence organizational effectiveness at the organizational, group and individual levels. Diagnose the forces within individuals and organizations causing acceptance for and resistance to change programs. Describe the characteristics of a high performing team. Identify problems of intergroup conflict.</p>		
8	1	HRM4004	ORGANIZATIONAL EFFECTIVENESS	<p>CLO3. Determine the interventions, activities and programs required to increase organizational effectiveness. Explain the impact of change on employees, processes, and systems. Describe the various types of interventions from a human resource, techno structural , human process and strategic perspective. Determine how OD process intervention skills may be applied. Identify how the various interpersonal, team and intergroup development techniques fit into an OD change program. Explain the importance of employee empowerment and the types of programs required to ensure employee involvement. Assess the effects of stress on employees and the various types of stress management strategies available. Identify various strategies for managing conflict. Develop strategies for collaborative intergroup relations and examine the most effective ways for interpersonal skills.</p>		
8	1	HRM4004	ORGANIZATIONAL EFFECTIVENESS	<p>CLO4. Identify the strategies and techniques utilized to enhance organizational performance. Describe the key elements of high performing organizations, with a specific focus on Canadian organizations. Differentiate "best practices" relating to organizational sustainability. Explain the relationship between triple bottom line and employee satisfaction eg. environmental sustainability. Determine key managerial competencies and describe the role of the HR professional. Describe the key competencies of an HR professional and apply these competencies utilizing a variety of case related material. Utilize data analytics to ascertain organizational effectiveness</p>		

8	1	HRM4015	HR SEMINAR SERIES	<p>CLO2. Describe the accountability of the HR department and its contribution to organizational effectiveness through the use of metrics.</p> <p>Differentiate between the various types of measures that are used to support the business. Characterize the requirements of different industries and size of companies with respect to HR accountabilities.</p> <p>Explain how various HR departments evaluate their ability to deliver a high quality, value-added service.</p> <p>Describe HR's accountability with respect to corporate social responsibility.</p>		
8	2	HRM4010	LABR. RELAT. COLLECTIVE AGREEM	<p>CLO5. Develop strategies and arguments to resolve workplace disputes.</p> <p>Explain the significance of grievances and the typical steps in the grievance procedure.</p> <p>Outline the arbitration process.</p> <p>Discuss criticisms and alternatives to conventional arbitration.</p> <p>Identify those issues and situations that require referral to arbitration.</p> <p>Assess grievances and make recommendations for their resolution.</p>		
8	2	HRM4011	EMPLOYMENT & HUMAN RIGHTS LAW	<p>CLO6. Develop strategies to address the legal obligations and challenges faced by employers.</p> <p>Explain how policies and procedures can be changed to ensure compliance with legislation</p> <p>Determine how an employer can effectively prevent, as well as address, harassment complaints and violations</p> <p>Identify ways that an employer can address the challenges of maintaining pay equity</p> <p>Determine the means by which an employment contract can be changed</p> <p>Explore strategies to address health and safety liability and minimize workplace accidents and injuries</p> <p>Assess the options available to employers to dismiss an employee and their associated risks and liabilities</p> <p>Examine the actions employers can pro-actively take to limit their liability through all phases of the employment process.</p>		
8	2	HRM4012	HUMAN RESOURCES PLANNING	<p>CLO1. Devise strategies to integrate human resources planning with the strategic initiatives of the organization.</p> <p>Outline how effective human resources planning contributes to overall organization strategy.</p> <p>Analyze internal and external challenges that influence organizational and human resources management strategy development and implementation.</p> <p>Assess the impact of other functional areas on the human resources planning process.</p> <p>Determine how human resources planning impacts organizational structure, business operations and the role and function of the human resources department.</p> <p>Diagnose human resource management challenges and opportunities.</p> <p>Formulate recommendations to resolve organizational planning impacts.</p> <p>Develop a project plan using project planning techniques as outlined in BUS 4017 (Project Management).</p>		

PLO 9 - Present and evaluate communication messages and processes related to the human resources function of the organization.					12 CLOs
PLO Number	Level	Course Code	Course Name	Course Learning Outcomes	
9	1	BUS4017	PROJECT MANAGEMENT	CLO11. Close-out a project and carry "lessons learned" forward to the next challenge.	
9	1	BUS4017	PROJECT MANAGEMENT	CLO12. Demonstrate the "soft-skills" necessary to successfully lead a project.	
9	1	HRM4003	HUMAN RESOURCES MANAGEMENT	CLO6. Explain the concept of employee relations, the union management framework and the role that managers and HR play to ensure a positive work environment. Explain how to effectively manage employee relations and the major dimensions to consider. Discuss the main concepts of Health and Safety legislation and the role of HR and management in enduring a health and safe workplace. Describe the structure of Canadian unions, the major reasons why employees join unions and how an organizing campaign is carried out. Summarize the core legal principles related to collective bargaining. Describe how unions affect the HRM environment and the role played by HR and management.	
9	1	HRM4005	RECRUITMENT & SELECTION	CLO1. Evaluate the procedures for recruiting and selecting employees, taking into account constraints imposed by the organization and legislation. Discuss how recruitment and selection fits into the human resources planning process and aligns with the overall business strategy of the firm. Identify internal and external factors that influence an organization's recruitment and selection strategy. Explain the integration of recruitment and selection to organizational, process and job analyses. Design recruitment and selection action plans based on workplace scenarios. Illustrate how human rights and employment equity legislation impact recruitment and selection policies and procedures. Differentiate between discriminatory and non-discriminatory job ads, employment applications and interview questions. Formulate methods for non-discriminatory hiring practices. Discuss how organizations are managing their diverse workforce to meet their talent requirements, for example, the hiring of skilled immigrants. Analyze the key legal concepts affecting recruitment and selection: direct discrimination, adverse effect discrimination, adverse impact, bona fide occupational requirement, reasonable accommodation, individual accommodation, reasonable alternative, undue hardship and sufficient risk.	
9	1	HRM4008	TRAINING AND DEVELOPMENT	CLO5. Evaluate alternative approaches to staff development using cost benefit and cost effectiveness analyses techniques. Prioritize organizational learning needs. Forecast costs of alternative approaches for addressing learning needs. Identify opportunities to maximize benefits while reducing costs. Apply techniques to evaluate training or development effectiveness.	
9	1	HRM4015	HR SEMINAR SERIES	CLO1. Explore the various requirements for professional conduct and the code of ethics as it pertains to the HR discipline. Identify the various professional bodies and their codes of conduct. Understand the requirements for pursuing various HR-related designations. Discuss career path options and consider the potential fit with one's career aspirations	

9	2	HRM4009	COMPENSATION	<p>CLO6. Ascertain what is required to effectively implement, manage and adapt a compensation system.</p> <p>Outline the mechanics of compensation administration</p> <p>Identify key performance indicators and determine applicable compensation strategies</p> <p>Determine how to effectively monitor and adapt the system to change</p> <p>Diagnose the key elements which can contribute to change</p>		
9	2	HRM4010	LABR. RELAT. COLLECTIVE AGREEM	<p>CLO3. Integrate labour relations concepts, strategies and skills in the negotiation of a collective agreement.</p> <p>Identify bargaining structures and their impacts on collective bargaining.</p> <p>Outline industry bargaining patterns and union decision-making processes.</p> <p>Explain the different types of bargaining models.</p> <p>Discuss how both the union and management prepare for bargaining and how they set their bargaining goals.</p> <p>Explain the factors that affect bargaining power.</p> <p>Illustrate the rights and responsibilities of management and labour during the process of negotiations.</p> <p>Develop different negotiation and collective bargaining strategies.</p> <p>Discuss possible outcomes of contract negotiation, such as impasse, conciliation and legal strike.</p> <p>Examine recent developments that impact on the labour relations system and recommendations for their resolution.</p>		
9	2	HRM4010	LABR. RELAT. COLLECTIVE AGREEM	<p>CLO5. Develop strategies and arguments to resolve workplace disputes.</p> <p>Explain the significance of grievances and the typical steps in the grievance procedure.</p> <p>Outline the arbitration process.</p> <p>Discuss criticisms and alternatives to conventional arbitration.</p> <p>Identify those issues and situations that require referral to arbitration.</p> <p>Assess grievances and make recommendations for their resolution.</p>		
9	2	HRM4011	EMPLOYMENT & HUMAN RIGHTS LAW	<p>CLO2. Examine how the workplace is bound by legislation designed to ensure that it operates in an equitable and non-discriminatory way.</p> <p>Identify key features and provisions of human rights legislation</p> <p>Explain the concepts of bona fide occupational requirement, duty to accommodate and undue hardship</p> <p>Examine what constitutes harassment and the employer's obligation to provide a harassment-free workplace</p> <p>Discuss the options employees have to address human rights complaints and the various resolution processes</p> <p>Differentiate between equal pay for equal work, pay equity and employment equity</p> <p>Explain the key elements of federal employment equity legislation</p> <p>Discuss employers' obligations under the Accessibility for Ontarians with Disabilities Act.</p>		

9	2	HRM4011	EMPLOYMENT & HUMAN RIGHTS LAW	<p>CLO4. Examine the various ways an employer can dismiss an employee and their respective legal ramifications. Differentiate between dismissal with cause and dismissal without cause Explain the concept of constructive dismissal Outline the statutory provisions upon termination from the Employment Standards Act Examine how the conduct of the employer during dismissal can have legal consequences Discuss the actions employees can take who feel they have been unjustly dismissed Examine the trends in severance packages and awards determined by the courts Explore what employers can do to reduce the potential of dismissal claims</p>		
9	2	HRM4013	OCCUPATIONAL HEALTH & SAFETY	<p>CLO1. Integrate occupational health and safety into organizational decision-making. Outline the need to link health and safety with overall corporate strategy. Analyze direct and indirect costs of accidents in relation to the organization's bottom line. Formulate strategies to communicate the benefits associated with occupational health and safety initiatives. Explain how a cost benefit analysis can be utilized to justify expenditures on health and safety prevention and control measures. Devise methods to overcome barriers to occupational health and safety implementation.</p>		

PLO 10 - Manage own professional development and provide leadership to others in the achievement of ongoing competence in human resources professional practice.				23 CLOs	Support appears highly likely an artifact of alignment to this PLO of both BUS4000 and COOP4003
PLO Number	Level	Course Code	Course Name	Course Learning Outcomes	
10	1	ACCT4005	FINANCIAL & MANAGERIAL ACCTG.	<p>CLO6. Utilize key accounting concepts to make effective management decisions. Describe the importance of relevant costs for short-term decisions. Evaluate short-term management decisions using financial-related measures. Explain the process for long-term decision-making. Determine all the financial-related implications that need to be considered when submitting a bargaining proposal. Discuss how human resource planning can be optimized.</p>	
10	1	BUS4000	WORK EXPERIENCE PREPARATION	<p>CLO1. Network to establish contacts in your field. Develop questions for an information interview. Practice conducting an information interview. Demonstrate knowledge about various industries and challenges. Develop and practice a targeted personal introduction. Explore LinkedIn, Twitter, and the job search potential of online social networking. Explore different program-related professional associations and events. Source government and job-related information (online job postings, cover letter and resume assistance, etc.).</p>	
10	1	BUS4000	WORK EXPERIENCE PREPARATION	<p>CLO2. Prepare for initial application to secure a first interview with a potential employer. Utilize inventory tools to conduct a self-assessment. Differentiate between functional, hybrid and chronological resumes. Create a resume and cover letter to highlight your key competencies and skills. Develop cover letters and resumes to target specific industry sectors/employers. Research companies and jobs and apply to jobs on your own.</p>	
10	1	BUS4000	WORK EXPERIENCE PREPARATION	<p>CLO3. Utilize the internal processes offered by the Field Education Office in order to effectively secure a work term position. Describe the support services available at George Brown College. Utilize websites and online systems (including GBCareers Field Education) to search for and apply to work term positions. Practice the guiding principles established by the Field Education Office and documented in the Work Experience Education Student Handbook. Research organizational culture, structure and leadership practices to ensure appropriate fit with a work term position.</p>	

10	1	BUS4000	WORK EXPERIENCE PREPARATION	<p>CLO4. Develop skills to be effective in a variety of styles of interviews. Identify commonly used interview questions in structured and unstructured interviews. Practice responding to interview questions. Design structured interview questions for positions relevant to your program. Develop targeted responses to interview questions. Role play the candidate/applicant. Utilize different structured interviewing techniques (behavioural questions, situational questions, etc.). Interact with diverse groups in order to hone interviewing skills.</p>		
10	1	BUS4000	WORK EXPERIENCE PREPARATION	<p>CLO5. Develop skills to be successful on a work term. Identify tips of how to make the most of your work term opportunity. Describe the Work Experience process during a work term. Identify proper business acumen and work place etiquette (dress, verbal/non-verbal communications and e-mail).</p>		
10	1	BUS4017	PROJECT MANAGEMENT	<p>CLO3. Appreciate the perspectives of different project team members and manage the human factors associated with working in teams.</p>		
10	1	BUS4017	PROJECT MANAGEMENT	<p>CLO5. Better negotiate and recognize project conflict.</p>		
10	1	BUS4017	PROJECT MANAGEMENT	<p>CLO9. Control projects and take action if projects fall off schedule.</p>		
10	1	BUS4017	PROJECT MANAGEMENT	<p>CLO12. Demonstrate the "soft-skills" necessary to successfully lead a project.</p>		
10	1	HRM4003	HUMAN RESOURCES MANAGEMENT	<p>CLO1. Explore the strategic role that the HR function plays in an organization and the impact of effective HRM practices on the company bottom line. Identify the challenges facing Canadian organizations. Discuss the meaning of strategic human resource management Explain the objectives of HRM and describe the role of the HR professional Differentiate between line and staff functions Explain the impact of the HR function on the bottom line Characterize how the HR professional utilizes best practices methods to continually improve Discuss International HRM and how it differentiates from local HRM practices</p>		
10	1	HRM4004	ORGANIZATIONAL EFFECTIVENESS	<p>CLO5. Characterize the importance of leadership in managing organizational challenges. Describe the various ethical considerations and discuss the ethical challenges facing leaders today. Describe the various styles of leadership and leadership theories. Examine the characteristics of effective change leaders. Explain the influence of Power and Politics. Differentiate between the various leadership theories and apply these theories to case related examples.</p>		
10	1	HRM4008	TRAINING AND DEVELOPMENT	<p>CLO2. Discuss the concepts of the learning organization and organizational learning. Outline the important principles in the creation and maintenance of a learning organization. Describe intellectual capital and explain its significance to organizational performance. Define knowledge management and outline four popular knowledge management practices. Explain how training and development and organizational learning are related.</p>		

10	1	HRM4015	HR SEMINAR SERIES	<p>CLO1. Explore the various requirements for professional conduct and the code of ethics as it pertains to the HR discipline. Identify the various professional bodies and their codes of conduct. Understand the requirements for pursuing various HR-related designations. Discuss career path options and consider the potential fit with one's career aspirations</p>
10	1	HRM4015	HR SEMINAR SERIES	<p>CLO3. Demonstrate effective networking techniques. Understand the various types of networking opportunities and how to effectively leverage these opportunities. Describe what constitutes professionalism in the field of HR. Discuss the key competencies required in order to effectively develop one's career.</p>
10	2	COOP4003	WORK EXPERIENCE (COOP)	CLO1. Apply classroom knowledge to actual work situations
10	2	COOP4003	WORK EXPERIENCE (COOP)	CLO2. Effectively communicate verbally and in writing
10	2	COOP4003	WORK EXPERIENCE (COOP)	CLO3. Apply professional and ethical responsibility
10	2	COOP4003	WORK EXPERIENCE (COOP)	CLO4. Identify contemporary business/corporate issues
10	2	COOP4003	WORK EXPERIENCE (COOP)	CLO5. Use discipline specific tools, techniques, and skills
10	2	COOP4003	WORK EXPERIENCE (COOP)	CLO6. Develop professional contacts
10	2	COOP4003	WORK EXPERIENCE (COOP)	CLO7. Receive and apply professional feedback constructively
10	2	HRM4011	EMPLOYMENT & HUMAN RIGHTS LAW	<p>CLO6. Develop strategies to address the legal obligations and challenges faced by employers. Explain how policies and procedures can be changed to ensure compliance with legislation Determine how an employer can effectively prevent, as well as address, harassment complaints and violations Identify ways that an employer can address the challenges of maintaining pay equity Determine the means by which an employment contract can be changed Explore strategies to address health and safety liability and minimize workplace accidents and injuries Assess the options available to employers to dismiss an employee and their associated risks and liabilities Examine the actions employers can pro-actively take to limit their liability through all phases of the employment process.</p>

PLO 11 - Facilitate and communicate the human resources component of the organization's business plan.					12 CLOs
PLO Number	Level	Course Code	Course Name	Course Learning Outcomes	
11	1	ACCT4005	FINANCIAL & MANAGERIAL ACCTG.	<p>CLO5. Explain the benefits of budgeting and the impact that budgets have on future financial performance. Describe the process of budget administration.</p> <p>Discuss the operating budget and the process of preparing it.</p> <p>Prepare each component of a master budget and link to the budgeting process. Describe how operating and capital expenditure budgets link to budgeted financial statements. Analyze expense planning using zero-based budgeting. Explain how HR contributes to the budgeting process.</p>	
11	1	BUS4017	PROJECT MANAGEMENT	<p>CLO11. Close-out a project and carry "lessons learned" forward to the next challenge.</p>	
11	1	HRM4003	HUMAN RESOURCES MANAGEMENT	<p>CLO1. Explore the strategic role that the HR function plays in an organization and the impact of effective HRM practices on the company bottom line. Identify the challenges facing Canadian organizations. Discuss the meaning of strategic human resource management</p> <p>Explain the objectives of HRM and describe the role of the HR professional</p> <p>Differentiate between line and staff functions</p> <p>Explain the impact of the HR function on the bottom line</p> <p>Characterize how the HR professional utilizes best practices methods to continually improve</p> <p>Discuss International HRM and how it differentiates from local HRM practices</p>	
11	1	HRM4004	ORGANIZATIONAL EFFECTIVENESS	<p>CLO1. Outline the key components which impact organizational effectiveness. Define organizational behaviour and explain its influence on organizational effectiveness. Explain the role of the HR professional and how effective HR practices contribute to organizational sustainability. Describe the key individual, group and organizational processes and their relationships to organizational effectiveness. Explore the various cultural models and the impact culture has on organizations</p> <p>Describe the role that leadership plays utilizing leadership theory.</p> <p>Apply the concepts of motivation to the organizational effectiveness.</p> <p>Describe the main processes within an organization and the influence these processes have on organizational effectiveness.</p> <p>Examine the impact that organizational structure and design has on organizational effectiveness.</p> <p>Define the relationship of organizational development to organizational effectiveness</p> <p>Apply decision making theory.</p>	

11	1	HRM4008	TRAINING AND DEVELOPMENT	<p>CLO1. Analyze the position of a training and development function within an organization. Explain the organizational, societal and individual costs and benefits of workplace training and development. Describe the interests and roles of stakeholders in staff training and development.</p> <p>Explain the advantages and disadvantages of the strategic training and development model and the instructional systems design model of training and development.</p> <p>Evaluate the relationship between the training and development function's structure and management and organizational effectiveness.</p>
11	1	HRM4008	TRAINING AND DEVELOPMENT	<p>CLO2. Discuss the concepts of the learning organization and organizational learning. Outline the important principles in the creation and maintenance of a learning organization. Describe intellectual capital and explain its significance to organizational performance. Define knowledge management and outline four popular knowledge management practices. Explain how training and development and organizational learning are related.</p>
11	1	HRM4015	HR SEMINAR SERIES	<p>CLO2. Describe the accountability of the HR department and its contribution to organizational effectiveness through the use of metrics. Differentiate between the various types of measures that are used to support the business. Characterize the requirements of different industries and size of companies with respect to HR accountabilities. Explain how various HR departments evaluate their ability to deliver a high quality, value-added service. Describe HR's accountability with respect to corporate social responsibility.</p>
11	2	HRM4009	COMPENSATION	<p>CLO1. Explain the purpose of an effective compensation system and how it contributes to organizational success. Outline the goals of a compensation system Differentiate between intrinsic and extrinsic rewards Examine what is meant by total rewards strategy Characterize the various types of behavior required and its relationship to managerial strategies</p>

11	2	HRM4011	EMPLOYMENT & HUMAN RIGHTS LAW	<p>CLO1. Explain the legal framework that governs the workplace and determines the nature of the employment relationship.</p> <p>Explore the Canadian Constitution and Charter of Rights and Freedoms and its application to employment</p> <p>Differentiate between areas of provincial and federal jurisdiction</p> <p>Distinguish between statutes and common law and how they impact on employment</p> <p>Explain how Ontario's judicial and administrative systems operates</p> <p>Identify common law issues related to hiring, including negligent misrepresentation</p> <p>Examine the nature of the relationship between the individual being hired and the organization</p> <p>Explore the importance of clearly written employment contracts and the terms that they frequently contain</p>		
11	2	HRM4012	HUMAN RESOURCES PLANNING	<p>CLO1. Devise strategies to integrate human resources planning with the strategic initiatives of the organization.</p> <p>Outline how effective human resources planning contributes to overall organization strategy.</p> <p>Analyze internal and external challenges that influence organizational and human resources management strategy development and implementation.</p> <p>Assess the impact of other functional areas on the human resources planning process.</p> <p>Determine how human resources planning impacts organizational structure, business operations and the role and function of the human resources department.</p> <p>Diagnose human resource management challenges and opportunities.</p> <p>Formulate recommendations to resolve organizational planning impacts.</p> <p>Develop a project plan using project planning techniques as outlined in BUS 4017 (Project Management).</p>		
11	2	HRM4013	OCCUPATIONAL HEALTH & SAFETY	<p>CLO1. Integrate occupational health and safety into organizational decision-making.</p> <p>Outline the need to link health and safety with overall corporate strategy.</p> <p>Analyze direct and indirect costs of accidents in relation to the organization's bottom line.</p> <p>Formulate strategies to communicate the benefits associated with occupational health and safety initiatives.</p> <p>Explain how a cost benefit analysis can be utilized to justify expenditures on health and safety prevention and control measures.</p> <p>Devise methods to overcome barriers to occupational health and safety implementation.</p>		
11	2	HRM4013	OCCUPATIONAL HEALTH & SAFETY	<p>CLO3. Develop recommendations for organizational policies, practices and programs to reflect a higher priority and accountability for occupational health and safety.</p> <p>Analyze information from a variety of sources and mediums.</p> <p>Illustrate the key features of an emergency preparedness procedure for crisis management.</p> <p>Design strategies for health promotion, wellness and employee assistance programs.</p> <p>Outline the necessary components of policies focusing on accident and incident investigations, workplace inspections and job hazard analyses.</p> <p>Detail worker orientation sessions for administrative practices and safe use of equipment.</p> <p>Explain the requirements needed for sector specific policies and programs on topics such as violence, ergonomics and stress.</p>		

PLO 12 - Conduct research, produce reports, and recommend changes in human resources practices.					14 CLOs
PLO Number	Level	Course Code	Course Name	Course Learning Outcomes	
12	1	ACCT4005	FINANCIAL & MANAGERIAL ACCTG.	<p>CLO6. Utilize key accounting concepts to make effective management decisions. Describe the importance of relevant costs for short-term decisions. Evaluate short-term management decisions using financial-related measures. Explain the process for long-term decision-making. Determine all the financial-related implications that need to be considered when submitting a bargaining proposal. Discuss how human resource planning can be optimized.</p>	
12	1	BUS4017	PROJECT MANAGEMENT	<p>CLO2. Select the best project to pursue by assessing risk and evaluating criteria.</p>	
12	1	BUS4017	PROJECT MANAGEMENT	<p>CLO10. Create reports to satisfy the needs of internal and client stakeholders.</p>	
12	1	HRM4004	ORGANIZATIONAL EFFECTIVENESS	<p>CLO2. Diagnose organizational problems to ensure the problems are identified and the applicable strategies and techniques selected. Assess the impact of individual, group and organizational behaviour on organizational performance. Explain the various theories of planned change and the role of the OD consultant and HR professional. Describe the major diagnostic model for diagnosing organizational systems, citing the major factors which influence organizational effectiveness at the organizational, group and individual levels. Diagnose the forces within individuals and organizations causing acceptance for and resistance to change programs. Describe the characteristics of a high performing team. Identify problems of intergroup conflict.</p>	
12	1	HRM4004	ORGANIZATIONAL EFFECTIVENESS	<p>CLO3. Determine the interventions, activities and programs required to increase organizational effectiveness. Explain the impact of change on employees, processes, and systems. Describe the various types of interventions from a human resource, techno structural , human process and strategic perspective. Determine how OD process intervention skills may be applied. Identify how the various interpersonal, team and intergroup development techniques fit into an OD change program. Explain the importance of employee empowerment and the types of programs required to ensure employee involvement. Assess the effects of stress on employees and the various types of stress management strategies available. Identify various strategies for managing conflict.</p> <p>Develop strategies for collaborative intergroup relations and examine the most effective ways for interpersonal skills.</p>	
12	1	HRM4004	ORGANIZATIONAL EFFECTIVENESS	<p>CLO4. Identify the strategies and techniques utilized to enhance organizational performance. Describe the key elements of high performing organizations, with a specific focus on Canadian organizations. Differentiate "best practices" relating to organizational sustainability. Explain the relationship between triple bottom line and employee satisfaction eg. environmental sustainability. Determine key managerial competencies and describe the role of the HR professional. Describe the key competencies of an HR professional and apply these competencies utilizing a variety of case related material. Utilize data analytics to ascertain organizational effectiveness</p>	

12	1	HRM4005	RECRUITMENT & SELECTION	<p>CLO1. Evaluate the procedures for recruiting and selecting employees, taking into account constraints imposed by the organization and legislation. Discuss how recruitment and selection fits into the human resources planning process and aligns with the overall business strategy of the firm. Identify internal and external factors that influence an organization's recruitment and selection strategy. Explain the integration of recruitment and selection to organizational, process and job analyses. Design recruitment and selection action plans based on workplace scenarios. Illustrate how human rights and employment equity legislation impact recruitment and selection policies and procedures. Differentiate between discriminatory and non-discriminatory job ads, employment applications and interview questions. Formulate methods for non-discriminatory hiring practices. Discuss how organizations are managing their diverse workforce to meet their talent requirements, for example, the hiring of skilled immigrants. Analyze the key legal concepts affecting recruitment and selection: direct discrimination, adverse effect discrimination, adverse impact, bona fide occupational requirement, reasonable accommodation, individual accommodation, reasonable alternative, undue hardship and sufficient risk.</p>
12	1	HRM4008	TRAINING AND DEVELOPMENT	<p>CLO5. Evaluate alternative approaches to staff development using cost benefit and cost effectiveness analyses techniques. Prioritize organizational learning needs. Forecast costs of alternative approaches for addressing learning needs. Identify opportunities to maximize benefits while reducing costs. Apply techniques to evaluate training or development effectiveness.</p>
12	1	HRM4015	HR SEMINAR SERIES	<p>CLO2. Describe the accountability of the HR department and its contribution to organizational effectiveness through the use of metrics. Differentiate between the various types of measures that are used to support the business. Characterize the requirements of different industries and size of companies with respect to HR accountabilities. Explain how various HR departments evaluate their ability to deliver a high quality, value-added service. Describe HR's accountability with respect to corporate social responsibility.</p>
12	1	HRM4015	HR SEMINAR SERIES	<p>CLO4. Examine current trends in HR research and identify available internal and external resources. Identify HR consulting firms with significant research capabilities. Understand the various types of HR-related research. Discuss how research can be utilized to enhance productivity. Explore various internal resources, for example, GBC library services, mentoring services, career and alumni services.</p>
12	1	HRM4015	HR SEMINAR SERIES	<p>CLO6. Investigate the challenges organizations are facing with respect to globalization and the impact on the HR role. Explore the implications related to international employee assignments. Understand the HR competencies needed when companies globalize. Describe the talent management strategies that various organizations engage in to maximize global talent.</p>

12	2	HRM4009	COMPENSATION	<p>CLO3. Formulate a compensation and reward strategy that best fits the organization. Differentiate between the various managerial strategies. Identify the key determinants which influence the appropriate strategy determining the structural, managerial and contextual variables. Outline the compensation strategy formulation process Assess the constraints on compensation Determine the relationship between performance appraisal process and compensation Determine the appropriate compensation mix and level Describe the key considerations when managing compensation from an international perspective</p>		
12	2	HRM4012	HUMAN RESOURCES PLANNING	<p>CLO4. Assess emerging issues influencing the field of strategic human resources planning. Evaluate the complexities of restructuring decisions and human resources' role in managing processes such as downsizing. Outline how mergers and acquisitions affect human resources planning, selection, compensation, performance management, training and development and labour and employee relations. Analyze global issues and trends in business and human resources planning. Examine best practices in human resources planning. Develop strategies for international human resources management.</p>		
12	2	HRM4013	OCCUPATIONAL HEALTH & SAFETY	<p>CLO3. Develop recommendations for organizational policies, practices and programs to reflect a higher priority and accountability for occupational health and safety. Analyze information from a variety of sources and mediums. Illustrate the key features of an emergency preparedness procedure for crisis management. Design strategies for health promotion, wellness and employee assistance programs. Outline the necessary components of policies focusing on accident and incident investigations, workplace inspections and job hazard analyses. Detail worker orientation sessions for administrative practices and safe use of equipment. Explain the requirements needed for sector specific policies and programs on topics such as violence, ergonomics and stress.</p>		

Curriculum Analysis Summary

B408/418 Human Resources Management

PROGRAM CODE:	B408/418 / MTCU70223
PROGRAM NAME:	Human Resources Management
OAE LIAISON:	Sandra Néill
DATE:	April 2020

Analysis Breakdown

Number of courses in program: 14

Number of outlines reviewed: 5

General Remarks

Based on analysis of 5 of 14 course outlines, B408/418 course outlines will benefit from revision to ensure course learning outcomes are clear, measurable and level-appropriate. Essential Employability Skills integration can be reviewed as part of this process to determine which EES this grad-certificate should focus on, and most appropriate distribution of the selected EES across the program.

Course outline review is based on criteria set out by Ontario's College Quality Assurance Audit Process (CQAAP).

Specific Remarks

Course Descriptions

Criteria for course description review: clear & succinct (3-5 sentences summarizing course purpose, content and what students will learn/do); student focused

- Suggestions made on 4/5 course outlines to ensure course descriptions are student-focused and succinct. HRM4003 contains a well-written course description and can be used as a model for other course descriptions.

Course Learning Outcomes

Criteria for CLO review: clear & measurable; appropriate number based on 6-10 hours per learning outcome formula; appropriate level of complexity; presence of criteria for performance assessment; current to program outcomes.

- Suggestions made on 4/5 course outlines to ensure CLOs are clear, specific, level appropriate and measurable/observable.
- CLOs should begin with a measurable & level-appropriate verb, follow with a learning statement that specifies the skill, knowledge or behaviour to be learned, and end with criteria for performance (context or purpose of the skill/knowledge/behaviour OR the required level of performance of the skill/knowledge/behaviour).
- In a 42hr course, professors have time to teach 4-6 outcomes. Rule of thumb for number of CLOs per course is time based: allow 6-10 instructional hours for each course learning outcome.
- CLOs must be unique in each course. In cases where second semester courses are continuing to build skills taught in first semester courses, raise level of CLOs in second semester course by using slightly higher-level verb, or slightly higher-level criteria for performance.

Essential Employability Skills

Criteria for Essential Employability Skills review per Minister's Binding Policy Directive--Framework for Programs of Instruction: *supported by evaluation and learning activities; reasonable scope (e.g., 2-4 EES evaluated in a 42hr course).*

- As B408/418 is a graduate certificate, we have the option to select only those EES that are most relevant for B408/418 graduate success and focus on teaching, practicing and evaluating just the selected EES.
- A survey or online discussion to gain faculty input into B408/418 EES selection, integration, distribution and evaluation may result in helpful changes to the way B408/418 embeds EES.
- Typically, a 42-hour course allows time to teach and evaluate 1-4 EES.

Delivery Methods

Criteria for delivery methods review: *variety of methods; consistent with program focus; consistent with course learning outcomes; experimentation with new teaching methods.*

- Where Blackboard is in use, this can be mentioned in the Delivery Methods section.

Test/Assignment Policies

Criteria for test/assignment policy review: *clear, fair and reasonable; consistent across program; consistent with George Brown College academic policies. The following guidance is geared toward all George Brown programs.*

- Fair, inclusive Test/Assignment Policies should be standardized across academic programs. Standardized policies aid student comprehension and compliance.
- Policy should be adult-education oriented and conducive to an outcomes-based learning environment.
- Sample policy statements available upon request.

Evaluation

Criteria for evaluation review: evaluation is linked to and appropriate for measurement of outcome/s; evaluation standards are clearly specified for each component of course; variety of evaluation tools; reasonable distribution of grades per assignment; balanced spread of assessment dates across course and across program.

- 3/5 outlines reviewed were missing some or all information in Assessment Tool column. Outlines should specify the type of evaluation tool (e.g., multichoice test, case study, research paper, etc.) in the Evaluation table.
- Where mid-terms and finals are heavily weighted (30% or higher) and quizzes are low (e.g., 5%), consider moving some weight off the mid-term or final onto the low-weighted item.
- Instances and weighting of evaluation should typically be about equal for each course outcome (e.g., avoid situation in which outcome A is evaluated just once for a total of 10% weighting while outcome B is evaluated four times for a total of 60%)

Topical Outlines

Criteria for topical outline review: standard table is used and is complete; timing of learning accords with assessment of outcomes; includes sufficient detail to be helpful to students.

- Topical outlines contain sufficient information and detail.

Prior Learning Assessment Request

Criterion for PLAR per Minister's Binding Policy Directive--Framework for Programs of Instruction: eligibility for PLAR must be fair and reasonable.

- All courses reviewed are eligible for PLAR.

Pre/Co-Requisite Information

Accuracy of information—please review observations below to verify accuracy.

- Semester 1 course HRM4003 lists semester 2 course HRM4015 as a co-requisite.
- All semester 2 courses except BUS4000 list HRM4003 (only) as a pre-requisite.

Strategic Initiatives

Evidence in course learning outcomes of themes relating to social, environmental and/or economic sustainability

- Learning outcomes addressing social sustainability themes were identified in three courses: HRM4003 (2 CLOs), HRM4011 (3 CLOs) and HRM4013 (4 CLOs). Nine CLOs in all.

- Learning outcomes addressing economic sustainability themes were identified in two courses: HRM4003 (2 CLOs), HRM4009 (1 CLO) and HRM4013 (1 CLO). Four CLOs in all.
- No learning outcomes appear to address environmental sustainability themes.

Each review category above, with the exception of 'Strategic Initiatives', aligns with one or more requirement of the Ontario College Quality Assurance Service (OCQAS) Standards 2015.

Human Resources Management, MTCU 70223

Program Purpose (Preamble from Program Standard)

Graduates of Human Resources Management Programs carry out human resources functions within the domestic and international business environments. Graduates have therefore demonstrated achievement of vocational learning outcomes which relate to both business in general and human resources in particular.

As this is a post-diploma program, students will have completed a college diploma or university degree program or have acquired substantial relevant employment experience prior to acceptance into the program. Upon successful completion of the Human Resources Management Program graduates are prepared to facilitate and guide staffing, performance management, training, employee and labour relations, health and safety, and benefits and compensation administration functions.

They are also able to contribute to communication, information technology, teamwork, and organizational development strategies to support the human resources activities of an organization. In addition, graduates are able to employ a number of more complex functions supporting organizational effectiveness, including applying principles of financial analysis and control, supporting the design of an organization's human resources plan, and collaborating in the preparation of an organization's business plan. Graduates are prepared to apply research competencies to the assessment, analysis, and solving of human resources problems.

Graduates of Human Resources Management Programs are employed in a broad range of private, public, and not-for-profit sectors of business and industry including manufacturers, retailers, banks and other financial institutions, medical facilities, government offices, human resources consulting firms, and other large and small businesses. There are opportunities for graduates to pursue further post graduate educational qualifications. Students should contact individual colleges for further details of a college's articulation agreements with universities and other degree-granting institutions.

The graduate has reliably demonstrated the ability to:

1. Contribute to the development, implementation, and evaluation of employee recruitment, selection, and retention plans and processes.
2. Administer and contribute to the design and evaluation of the performance management program.
3. Develop, implement, and evaluate employee orientation, training, and development programs.
4. Facilitate and support effective employee and labour relations in both non-union and union environments.
5. Research and support the development and communication of the organization's total compensation plan.
6. Collaborate with others in the development, implementation, and evaluation of organizational health and safety policies and practices.
7. Research and analyze information needs and apply current and emerging information technologies to support the human resources function.
8. Develop, implement, and evaluate organizational development strategies aimed at promoting organizational effectiveness.

9. Present and evaluate communication messages and processes related to the human resources function of the organization.
10. Manage own professional development and provide leadership to others in the achievement of ongoing competence in human resources professional practice.
11. Facilitate and communicate the human resources component of the organization's business plan.
12. Conduct research, produce reports, and recommend changes in human resources practices.

Admission Requirements

College advanced diploma, degree (college or university) or demonstrated experience

Last Revised

2008

Current Curriculum

<i>SEMESTER 1</i>	
Code	Course Name
ACCT 4005	Financial and Managerial Accounting
BUS 4017	Project Management
HRM 4003	Human Resource Management
HRM 4004	Organizational Effectiveness
HRM 4005	Recruitment and Selection
HRM 4008	Training and Development
<i>SEMESTER 2</i>	
Code	Course Name
HRM 4009	Compensation
HRM 4010	Labor Relations and Collective Agreements
HRM 4011	Employment and Human Rights Law
HRM 4012	Human Resources Planning
HRM 4013	Occupational Health and Safety
HRM 4015	HR Seminar Series

SEMESTER 3	
Code	Course Name
COOP 4003 or INTN 4003	Work Experience (Coop) / Work Experience (Internship)