DALHOUSIE UNIVERSITY
College of
Continuing Education

Human Resource Management

Description of the course

This course will explore the principal ways in which human resource management touches local administrators, as managers. It is not intended to be a definitive and exhaustive examination of the details needed by human resource professionals, but rather will explore the key concepts, best practices and major challenges in managing human resources today.

This course will delve into the issues and concepts that underlie human resource management and into the workings, the challenges and unique elements of local government in this regard. It consists of six modules, each dealing with a different element of the field.

Learning Objectives

- Identify the challenges faced by public organizations, and local governments in particular
- Explain the link between human resource management and a municipality's overall strategy
- Discuss the human resource responsibilities of municipal managers
- Describe the key elements of the strategic human resource management model as it relates to local government
- Identify the functions and activities of human resource management
- Discuss the key challenges and opportunities in recruiting talent, particularly in a municipal context
- Explain the constraints under which the recruitment process occurs
- Identify the appropriate methods for finding and attracting different types of recruits
- Describe how to evaluate the effectiveness of the recruitment function
- Explain the main steps in the selection process
- Participate effectively in planning and conducting employment interviews
- Discuss the importance of evaluating recruitment and selection processes
- Describe the scope and impact of an employee orientation program
- Explain approaches and strategic reasons for designing learning and development programs
- Describe major learning principles
- List the components of development strategies
- Identify the major corporate advantages and elements of career planning and development
- Discuss the importance of feedback in organizations
- Describe commonly used appraisal methods

- Explain the benefits and key features of mentoring and coaching
- Explain the objectives of compensation management, including indirect compensation
- Discuss the consequences of mismanaged compensation programs
- Identify the major issues that influence compensation management
- Describe the advantages and disadvantages of incentive systems and their application in local government settings
- Identify policies that minimize benefits costs
- Describe the main types and features of pension plans
- Identify the implications of employee security programs
- Discuss how alternate work arrangements and flexible staff affect staff retention
- Relate the expectancy theory model of motivation to human resource management
- Discuss the importance of downward and upward communication in organizational settings
- Describe employee counselling and progressive discipline
- Discuss key issues regarding dismissal and employee rights
- Explain different techniques available to improve quality of work life
- Outline the major issues relating to downsizing the workforce, and their implications for strategic human resources management
- Explain the main impacts and challenges of legislation on human resource management
- Describe the types of discrimination that are prohibited by the *Canadian Human Rights Act*
- Define harassment and explain what is meant by the term sexual harassment
- Describe the *Hazardous Products Act* as it relates to occupational health and safety
- Describe how occupational health and safety issues impact the human resource function
- Describe on and off job situations that are primary contributors to stress, and some initiatives that organizations can implement to help employees deal with them
- Outline the main issues and strategies with respect to diversity
- Describe strategies for meeting continuing human resource challenges
- Describe the major Canadian laws relating to occupational health and safety
- Explain new thinking with regard to occupational health and safety issues

Course Outline

Module 1 This module sets the stage for our study of human resource management and includes both a broad overview of the subject and an exploration of human resource planning. In the first unit, we begin with a brief review of human resource management as a topic of study and professional practice followed by an examination of challenges faced by public sector organizations in general and municipal governments in particular. The module then discusses strategic planning in an organization and in human resource management.

Unit 2 complements this initial overview by reviewing key elements and features of human resource planning. At the conclusion of this module, the ground work will be in place to examine the primary functions and roles of human resource management in local administration.

Module 2 This module will first discuss recruitment and the main factors that affect it. It will examine the processes and constraints of attracting the personnel needed to fulfill the needs of local governments. This module will also review the selection process and outline the steps of the process that ultimately selects an employee. The central part of this process, the interview, will be discussed in detail. The module will conclude by pointing out the importance of evaluating recruitment and selection procedures.

Module 3 This module will discuss a number of elements of the performance appraisal process: the measures and standards that shape it; the characteristics necessary for the process to be effective; the methods commonly used and the implications of performance appraisal for the employee and the human resource department. This module will also explore coaching and mentoring, two approaches that are being recognized for their effectiveness in supporting employee growth and development.

Module 4 This module examines significant aspects of pay and benefits. The principal ways and information sources used to evaluate a job's relative worth and assign a monetary value are discussed, as well as the internal and external considerations and constraints. Once seen as a fringe benefit, indirect compensation is becoming more and more a factor in job choice and employee satisfaction. This module will outline typical employment benefits including insurance, employment security, retirement and paid time off, as well as government-imposed programs.

Module 5 The scope of this unit is broad—as is the topic of employee relations itself. This Module will begin by looking at how organizations can achieve the goals of good employee relations. It will then examine how multi-faceted, effective two-way communication systems work. It will also discuss the contribution of counselling and disciplining of employees. The criteria for, and handling of, the ultimate disciplinary measure— dismissal—are explained. We will also look at the protection and rights of employees. Finally, this unit will explore more innovative approaches for engaging employees in making organizations effective and satisfying, and the implications of employment security and downsizing.

The second unit of this module will look at the more formal approach for dealing with represented employees. Since most local administrations have unions, it is important to explore the fundamentals of collective bargaining and contract administration. Both managers and human resource professionals have important roles in creating and maintaining effective relationships with unions. In this regard, this unit will also examine some of the recent trends and innovations affecting the union–management relationship.

Module 6 The final module of this course will look more broadly at the complex human resource challenges confronting municipal governments now and in the future. In doing this, it is important from the outset to review the legislative environment that both guides and constrains local administrators in their choices and actions. Therefore, while previous modules have referred to particular laws and regulations related to specific areas such as selection, pensions or collective bargaining, one intent in this module will be to develop an appreciation for the overall legal context.

With this foundation, the module then will look at two examples that reflect the scope of human resource challenges that will face local administrators. In the first of these, the critical area of workplace health and safety will be explored. For local administrators across Canada,

health and safety presents both significant risks and opportunities. The examination of health and safety will combine both the practical matters of meeting legislative requirements as well as the strategic opportunities to use health and safety as a vehicle for engaging and building employee commitment.

Required Readings

Textbook:

Schwind, H., Das, H., & Wagar, T. (2013). *Canadian Human Resource Management: A Strategic Approach*, *10th ed*. Toronto: McGraw-Hill Ryerson

Additional Required Readings (On Brightspace):

Module 1

Klingner, D.,& Bradshaw Lynn, D. (1997).Beyond Civil Service: The Changing Face of Public Personnel Management. *Public Personnel Management*, *26 (2)*, 157–173.

Wright, P., & Rudolph, J. (1994). HRM Trends in the 1990s: Should Local Government Buy In?. *The International Journal of Public Sector Management*, *7(3),* 27–43.

Tindal, C., & Tindal, S. (1990). *Local Government in Canada, 3rd ed. (302- 326)*. Scarborough: Nelson Thomson Learning., 1990.

Module 2

Zhao, J., & Kleiner, B. (2003). New Developments Concerning Negligent Hiring in Municipal Government. *Management Research News*, *26 (2-4),* 27–35. Retrieved from https://search.proquest.com/docview/223544102/fulltext/52C763AF22684C08PQ/1?account id=10406

Module 3

Theurer, J. (1998). Seven Pitfalls to Avoid when Establishing Performance Measures. *PM Public Measurement, 80(7)*, 21–24.

Moduel 4

Ellickson, M. (2002). Determinants of Job Satisfaction of Municipal Government Employees. *Public Personnel Management, 31(3)*, 343–358.

Graded Assignments

Discussion Boards:

Grade Value: 5%

Students are required to participate in all 6 online discussions. Each online discussion will consist of an initial posting on the discussion topic and response postings (comments) either in

response to a classmate's posting or as an augmentation of your initial posting. Students will have approximately one week to meet the requirements of each discussion board. Focused online discussions allow students to express their understanding of information that is covered in each of the modules, to discuss that information with classmates and their instructor, and to integrate the results of those discussions into their own learning.

Essay 1:

> **Grade Value:** 15%
> **Requirements:** 1000-1200 words, double spaced and 12 pt. font.

Essay 2:

> **Grade Value:** 20%
> **Requirements:** 1500-2000 words, double spaced and 12 pt. font.

Final Assignment:

> **Grade Value:** 35%

> The final assignment is cumulative. Students are given one week to complete the assignment.

Evaluation Criteria

Essays

Essays in all courses are evaluated according to the following criteria:

Thesis (Grade Weight = 20%)

Excellent (A: 86–100)	Good (B: 72–85)	Satisfactory (C: 60–71)	Poor (D–F: 0–59)
• Thesis is clearly stated, creative, original and insightful • Presents a Point of View (POV) based on a critical analysis of factual evidence and relevant theory	• Thesis is clearly stated and insightful • Presents a POV based on an assessment of factual evidence and may refer to relevant theory	• Thesis is lacking in clarity and precision • Presents a POV based on a limited assessment of factual evidence and on common knowledge, generalizations and some theory	• Thesis is poorly stated, ambiguous or absent • Fails to present a POV or presents a POV that is not based on analysis of factual evidence relevant theory or any other viable form of support

Background and Course Content (Grade Weight = 20%)

Excellent (A: 86–100)	Good (B: 72–85)	Satisfactory (C: 60–71)	Poor (D–F: 0–59)
• Elaboration of the thesis is concise, focused explicitly situated (relevant to the community of learners and practitioners), contextualized (related to real life scenarios for practitioners) and draws on the student's personal experiences	• Elaboration of the thesis is clear and somewhat situated and contextualized • The essay contains some background information that is not central to the thesis so the focus on the thesis sometimes waivers	• Elaboration of the thesis is somewhat clear, but too much time is given to contextualizing and situating the thesis • The extra emphasis on the background and context tends to draw the focus of the essay away from the central thesis	• The thesis is neither situated nor contextualized in terms of practical professional experiences and/or situations • Focus on the thesis is poor or absent

Research, Supporting Data and Analysis (Grade Weight = 25%)

Excellent (A: 86–100)	Good (B: 72–85)	Satisfactory (C: 60–71)	Poor (D–F: 0–59)
• Demonstrates a clear grasp of the complexity of the issues arising from the thesis • Refers to a full range of relevant current resources (course materials, external sources), and contemporary research findings • Uses relevant data, analyses and conclusions to conduct a thoroughly and objective examination of the validity of the thesis • Includes a critical analysis of the sources used	• Demonstrates an understanding of the central issues arising from the thesis • Refers to current sources, including contemporary research findings • Draws on related analyses and conclusions that support the thesis • Uses a somewhat uncritical analysis of this information to examine the validity of the thesis	• Demonstrates an appreciation for some of the issues arising from the thesis • Refers to current sources, research, opinions, and observations that support the thesis • The resources, evidence, and analyses used are somewhat limited in scope • Information is used in an uncritical way to examine the validity of the thesis	• Fails to indicate an appreciation or understanding of issues that arise from the thesis • Makes limited or no reference to current sources, contemporary research or other forms of factual evidence, opinions or analyses to support the thesis • Does not use the information that is presented to assess the validity of the thesis

Conclusions (Grade Weight = 15%)

Excellent (A: 86–100)	Good (B: 72–85)	Satisfactory (C: 60–71)	Poor (D–F: 0–59)
• Conclusions are clear, creative and insightful • Contain a clear, cogent reiteration of and support for the central points of the thesis • Thorough careful analysis confirms the superiority of this POV over other POVs. • The conclusions are based on arguments that are developed throughout the essay and offer a convincing defense of thesis and a compelling, insightful closure	• Conclusions are clear and valid • Contain a cogent reiteration of the central points of the thesis • A careful analysis tends to support the superiority of this POV over a competing POV • The conclusions support the main hypothesis of the essay and provide a convincing sense of closure	• Conclusions are offered but in a disorganized way • The central points of the thesis are reiterated • Analysis supports the thesis but little consideration is given to other POVs. • The thesis defense is somewhat successful but there is only a limited sense of closure	• Conclusions are vague or absent • There is little or no reiteration of the central points of the thesis • Analysis is weak and offers limited support for the thesis and does not consider alternative POVs • Fails to defend the thesis adequately and provides no sense of closure

Writing Style and Essay Structure (Grade Weight = 10%)

Excellent (A: 86–100)	Good (B: 72–85)	Satisfactory (C: 60–71)	Poor (D–F: 0–59)
• Essay is very well organized • Central ideas are presented very clearly, cogently and effectively • Thesis is insightful and creative and functions as a unifying factor throughout the paper • There is a critical analysis and integration of ideas throughout the paper	• Essay is well organized • Central ideas are presented clearly, and effectively • Thesis is sound and imaginative and is referred back to frequently throughout the paper • Paper is analytical and relationships between ideas are clearly developed	• Some parts of the essay are less well organized • Central ideas are fairly clear, but could be presented more effectively and consistently • Thesis is generally sound but utilized inconsistently as a unifying factor in the paper • Paper presents some analysis and integration of ideas	• Essay lacks organization • Central ideas are unclear and poorly presented • Thesis is unclear and lacking in insight, creativity and soundness • Paper is neither analytical nor integrative

Grammar and Mechanics (Grade Weight = 10%)

Excellent (A: 86–100)	Good (B: 72–85)	Satisfactory (C: 60–71)	Poor (D–F: 0–59)
• All sources are cited accurately • Minimal spelling, punctuation, and grammatical errors • Essay submitted on time (or delayed, with instructor permission)	• Most sources are cited correctly • A few spelling, punctuation, and grammatical errors • Essay submitted late (marks deducted at instructor's discretion)	• Some sources are cited incorrectly or inappropriately • Some spelling, punctuation, and grammatical errors • Essay submitted late (marks deducted at instructors discretion)	• Sources not cited or cited incorrectly or inappropriately • Excessive spelling, punctuation, and grammatical errors • Essay submitted very late

Thesis   (Grade Weight = 20%)
Background and Course Content   (Grade Weight = 20%)
Research, Supporting Data and Analysis   (Grade Weight = 25%)
Conclusions   (Grade Weight = 15%)
Writing Style and Essay Structure   (Grade Weight = 10%)
Grammar and Mechanics   (Grade Weight = 10%)

Discussion Boards

Discussion Postings (includes initial and response postings) in all courses are evaluated according to the following criteria:

1. Demonstrates an understanding of a course concept. This applies to your initial and response posts, and includes the following elements:

   a. Are your posts relevant to the assigned topic and question?
   b. Do your posts demonstrate accurate understanding of course material?
   c. Does the subject field convey the essence of your post (in less than 10 words)?

Important Note for Quality Posts: While your posts will often draw on past experiences and informed opinions, the most successful posts will support personal opinions with reference to the course material.

2. Advances the discussion by adding new knowledge. This applies to your response posts, in which you should try to broaden the perspective presented in another post by building on their ideas or pushing those ideas in a new direction. Some possible ways to do this are:

   a. Apply references to course material/theoretical concepts.
   b. Provide a comparable example from your own work experience thereby extending the original idea, but with a new 'twist'.
   c. Provide a counter-example based on personal experiences that refute or weaken the position taken by the initial author (e.g. I hear you say this...., but my experience suggests this...)
   d. Apply a related concept from the course that the initial post did not refer to.
   e. Apply a related example from current events or some other resource.

Basic Requirements for Course Assignments

File Types: assignments must be submitted on the Course Site in MS Word .doc, .docx, or in .rft format.(These files types can be opened in Brightspace and receive comments; other formats such as .wpd cannot).

All assignments should be in 12 Times New Roman (TNR) font, double-spaced with a 1" margin on each side. Each assignment should be approximately 10 pages in length.

Each page should include the student's name and page numbers in the header or footer.

Each assignment should have a cover sheet as part of the document that has the following: course name, student's full name, instructor's name and essay title (ie. Essay Assignment #1).

Software and Technology Requirements

This course will use Brightspace learning management system for class communications, content distribution, and assessments.

Log on to: **dal.brightspace.com**

To access the course:

Username: Your College of Continuing Education username cXXXX.cce

Initial Password: Your College of Continuing Education password (it is recommended that you change this password and keep it in a safe place as we are unable to reset it at the College).

For this course, you will need a reliable and frequent access to a computer and to the Internet. You might also need a headset with a microphone or speakers and a microphone to be able to listen to online resources and conduct other activities in the course (not needed in all courses).

Brightspace supports the most common operating systems:

PC: Windows 8, Windows 7, Windows Vista

Mac: Mac OS X Mavericks

Note: computers using Windows XP, Windows 8 RT and OS X 10.6 or lower are no longer supported. Also please ensure that you have the most recent Adobe program downloaded to be able to access certain types of files on Brightspace.

Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.

Help Desk Information

For technology or computer issues, you should contact the Help Desk at Dalhousie University.

Phone: 902-494-2376   Toll-free: 1-800-869-3931   Email: helpdesk@dal.ca

Operating Hours
Fall & Winter Hours	**Summer Hours (May – Aug)**
08:00am - 12:00am Monday - Friday	08:00am - 09:00pm Monday - Friday
10:00am - 12:00am Saturday - Sunday	08:00am - 06:00pm Friday
	10:00am - 06:00pm Saturday – Sunday

You will find tutorials online under 'Student Supports' that will familiarize you with various aspects of Brightspace.

For issues related to course content and requirements, please contact your instructor.

Student Instructor Interaction

Instructors are committed to providing a learning experience through thoughtful planning, implementation and assessment of course activities. They are committed to being readily available to students throughout the course by:

1. Replying to emails within 24-48 hours.
2. Returning graded course work with feedback within 7-10 days of each assignment due date.

Brightspace and Privacy

While connected to Dalhousie University's Learning Management System (Brightspace), students may be tracked for their use of the features and tools. For the life of the online course/program, all administrators and instructors with access to the course can request full or partial reports of tracked data for any student(s). Instructors may use tracked information to help determine grades−specifically date stamps on discussion postings and assignment file uploads are used to determine if activities were completed by a specific deadline, and to calculate late penalties if applicable.

Aggregate class and data is used by administrators to study usability, access, and pedagogical issues in the online learning environment.

Brightspace tracks each student's use of all course tools and features, including:
- Entry time into each tool and feature
- Exit time from each tool and feature
- Time spent in each tool and feature per session
- Time spent in each tool and feature during the entire course
- Total time in Brightspace
- Number of Brightspace sessions
- Discussion messages read
- Discussion messages posted
- Mail messages read

- Mail messages sent
- Calendar entries viewed
- Calendar entries added
- Assignments read
- Assignments submitted
- Content files viewed
- Web links viewed
- Media library collections viewed
- Media library entries viewed

Academic Integrity

The commitment of the College of Continuing Education is to graduate future leaders of business, government and society who manage and lead with integrity. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under Dalhousie University's Academic Integrity Policies. Dalhousie offers many ways to learn about academic writing and presentations; so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through online tutorials. See guides and tutorials at http://www.dal.ca/dept/university_secretariat/academic-integrity/student-resources.html

Do not plagiarize any materials for this course. Further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, *please see* http://plagiarism.dal.ca/Student%20Resources/

Furthermore, the University's Senate has affirmed the right of any instructor to require that student papers be submitted in both written and computer readable format, and to submit any paper to a check such as that performed by Safe Assign anti-plagiarism software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand.

Diversity and Nondiscrimination

Dalhousie University is committed to maintaining a community that recognizes and values the worth and dignity of every person. The University recognizes the diversity of its students and is committed to providing a learning experience in which students are able to participate, without discrimination on grounds prohibited by the Nova Scotia Human Rights Act. In particular, the University is committed to facilitating students' access to the University's academic programs, activities, facilities and services.

The University seeks to develop and nurture diversity and encourages each individual to reach his or her own potential. Dalhousie University prohibits discrimination against any member of the university community on the basis of race, religion, color, age, gender, ethnic, national or aboriginal origin, marital status, parental status, disability, source of income, political belief and sexual orientation.

The University is obliged to make every reasonable effort short of undue hardship to take substantial, timely and meaningful measures to eliminate or reduce the discriminatory effects of the learning and community environment.

Course Evaluation

At the end of each course, you will be invited and encouraged to complete a formal course evaluation. Evaluations provide an opportunity to provide honest and anonymous feedback on course content and instruction quality. Your feedback contributes to continuous improvement of our courses. We would appreciate hearing your thoughts and opinions on the course/program. Thank you for engaging in this process. All responses will be held in strictest confidence.

Special Needs and Accommodation

It is the student's responsibility to self-identify and make a request for accommodation. The request for accommodation must be made reasonably in advance of the course or program in relation to which accommodation is being sought so that a decision can be made. The University will consider a request for accommodation made by a third party (physician, family member, caregiver, advocate or other representative) only where the student has provided prior written consent.

A request for accommodation must include the reasons for the accommodation, supporting documentation, the accommodation being requested and suggestions as to how the accommodation can be achieved, copies of medical reports (if applicable) to substantiate the request and where the request relates to a learning disability, a report describing the nature of the disability.

Disability Statement

In an effort to create a classroom environment that maximizes the success of all students, we encourage you to make us aware of any barriers that may inhibit your learning. Please feel free to ask any time about concerns or questions you may have about assignments, activities, or examinations.

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