

Business Human Resources Programs

Human Resources Management Certificate
Business Human Resources Diploma



Candidate Guide

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The Business Human Resources programs are dedicated to removing barriers and broadening the access to programs at SIAST. We believe that adults acquire knowledge and skills through life and work experience that may align with courses within our programs.

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Revised		June 2008	October 2011	
Web ready – PLAR office		September 2009	December 2011	

Please take note of the following information

Human Resources Management Certificate

Effective July 1, 2008, the Human Resources Management Certificate will replace the current Human Resources Certificate and the Advanced Human Resources Certificate programs. Students enrolled in the HR and Advanced HR Certificates prior to this change will be “grandfathered” and allowed to complete their current program. They will have until June 30, 2011, to accomplish this. If they require further clarification, students can contact Rick Wagman, program head, Business Human Resources at 306 694-3299 or Wagman@siast.sk.ca

The new Human Resources Management Certificate will provide highly practical and specialized training in the human resources profession.

The Human Resource Management Certificate is designed to help you acquire academic knowledge to prepare for the Certified Human Resources Professional (CHRP) designation and the International Personnel Management Association – Certified Professional (IPMA – CP) designation.

It is highly recommended that you take HR 120 at the beginning of your course of study.

Human Resources Management Certificate requirements:

Required courses:

ADMN 220	Organizational Behaviour
ADMN 255	Managing Conflict in the Workplace
BCOM 120	Business Communications I
FIN 121	Finance for Non-Financial Managers
HR 120	Introduction to Human Resource Management
HR 230	Recruitment and Selection
HR 231	Compensation & Benefits
HR 232	Training & Development
HR 233	Labour Relations
HR 234	Employee Relations
HR 237	Wellness in the Workplace

Plus one elective:

BCOM 121	Business Communications II
HR 235	Collective Bargaining & Interest Based-Negotiations
HR 236	Organizational Effectiveness

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Why consider a PLAR assessment?

PLAR refers to the combination of flexible ways of evaluating people's lifelong learning, both formal and informal against a set of established standards. You can receive academic credit for your relevant lifelong learning. The Business Human Resources programs recognize prior learning in a number of ways.

We recognize:

- Previous formal learning from an accredited training institution through transfer of credit.
- Previous informal learning or experiential learning through a comprehensive prior learning and recognition process.

What are the PLAR options?

To be eligible for PLAR, an applicant must first register or already be registered as a SIAST student.

Option A: Individual course challenge

If you have 2 years of successful experience in the human resource field, and have learned the skills and knowledge for **one or more** of the Human Resource courses, you may apply to be assessed for each applicable course.

Fees:

- There will be a charge for each individual course assessment.
- For a listing of the specific PLAR fees, check the [PLAR database](#) or call SIAST and ask to speak to the PLAR advisor/counsellor assigned to the Human Resource program at: 1-866-467-4278 or 1-866-goSIAST.

How many courses can be challenged through PLAR in the Business Human Resources program?

There are 18 courses with PLAR challenges available. There is no limit. You may challenge as many of these courses as you are able to prove prior skills and knowledge through assessment.

Which courses are PLAR-ready?

* **Note:** this chart lists the courses that are PLAR-ready for all existing Business Human Resources programs prior to the July 1, 2008 change to the Human Resources Management certificate. Although the program profiles will change, the PLAR challenges in this guide for the courses in the Human Resources Management certificate program are current.*

Business Human Resources program profiles			
COURSE CODE	COURSE NAME	PLAR Challenge(s) available through program	PLAR Challenge(s) not available
Human Resources Management Certificate program			
ADMN 220	Organizational Behaviour	✓	
ADMN 255	Managing Conflict in the Workplace	✓	
BCOM 120	Business Communications I	✓	
BCOM 121	Business Communications II	✓	
FIN 121	Finance for Non-financial Managers		X
HR 120	Intro to Human Resource Management	✓	
HR 230	Recruitment and Selection	✓	
HR 231	Compensation and Benefits	✓	
HR 232	Training and Development	✓	
HR 233	Labour Relations	✓	
HR 234	Employee Relations	✓	
HR 235	Collective Bargaining & Interest-Based Negotiations	✓	
HR 236	Organizational Effectiveness	✓	
HR 237	Wellness in the Workplace	✓	
Business Human Resources Diploma			
ACCT 225	Managerial Accounting	✓	
ADMN 220	Organizational Behaviour	✓	
ADMN 255	Managing Conflict in the Workplace	✓	
COOP 100	Co-operative Work Term		X
COOP 200	Co-operative Work Term		X
COOP 300	Co-operative Work Term		X
HR 230	Recruitment and Selection	✓	
HR 231	Compensation and Benefits	✓	

Business Human Resources program profiles			
COURSE CODE	COURSE NAME	PLAR Challenge(s) available through program	PLAR Challenge(s) not available
HR 232	Training and Development	✓	
HR 233	Labour Relations	✓	
HR 234	Employee Relations	✓	
HR 235	Collective Bargaining & Interest-Based Negotiations	✓	
HR 236	Organizational Effectiveness	✓	
HR 237	Wellness in the Workplace	✓	
LAW 220	Commercial Law	✓	

For assistance call SIAST and ask to speak to the PLAR advisor/[counselor](#) assigned to the Business Human Resources Advanced certificate program at: 1-866-467-4278 or 1-866-goSIAST.

Is PLAR available at any time of the year?

PLAR challenges will only be offered in August and December.

Is it *easier* to challenge a course through PLAR - OR - take the course?

Neither is easier. By using PLAR you may reduce the repetition of studying information that you already know. The PLAR process allows you to demonstrate knowledge you already have.

PLAR is not an easy way to certification, rather a “different” way to obtain certification. Your personal level of skill and experience will dictate which courses you choose to challenge. The self-audit section found later in this guide will help you decide if you have a good match of skill and knowledge for a specific course.

Methods of assessing prior learning

Assessment methods measure an individual’s learning against course learning outcomes. The assessment methods listed below are the ones most commonly used, but other forms of flexible assessment may be considered. These assessments may include one or a combination of the following assessment tools:

- product validation & assessment
- challenge exam
- standardized tests
- performance evaluations (including skill demonstrations, role plays, clinical applications, case studies)
- interviews and oral exams
- equivalency (evaluations of learning from non-credit training providers)
- evidence or personal documentation files (providing evidence of learning from life and work experiences and accomplishments)

If I live out of town, do I have to travel to a main campus to do PLAR?

There will be times that you will need to meet with the program on campus. However, every attempt will be made to keep travel to a minimum through the use of distance communication mediums such as conference calling and email if appropriate and practical.

What if I have a disability & need equity accommodations?

At SIAST, we understand that sometimes services must be provided to students in a variety of ways to achieve the goals of fair representation. Therefore, the range of services provided for education equity students is as diverse as the needs of those students. We strive for equity (not uniformity) and provide varied services for students with differing needs. If more information is required, please contact a SIAST counsellor at a campus closest to you or refer to the SIAST Web site: <http://www.siastr.sk.ca/stuservices/>

Are there other methods to gain SIAST course credits for prior learning?

Transfer credit

Yes, SIAST will grant credit for previous training that is similar in content, objectives, and evaluation standards to SIAST training. Transfer of credit is different from the PLAR process.

Transfer Credit guidelines may be found at:

http://www.siastr.sk.ca/stuservices/plar/transfer_credit.shtml

It is the student's responsibility to check with [Registration Services](#) for specific campus procedures on this policy. For specific information and guidelines regarding transfer of credit, contact a SIAST educational counsellor.

An online provincial transfer credit guide is now available at www.saskcat.ca

Note: *If you are a recent high school graduate, check the Saskatchewan Learning Web site for any articulated agreements that may apply for Computer Courses or Practical and Applied Arts Courses.*

Equivalency credit

Equivalency credit refers to the application of credit you may have earned in a previously taken SIAST course to your current SIAST course. Apply at registration services for *equivalency credit*. This process should also be completed prior to your PLAR challenge. If these credits cannot be used for *equivalency credit*, you may use these accredited courses as part of your evidence for your PLAR challenge.

Contact us

If more information is required, please contact a designated PLAR counsellor at a campus closest to you.

Kelsey Campus, Saskatoon, SK

1-866-goSIAST or 1-866-467-4278

Palliser Campus, Moose Jaw, SK

1-866-goSIAST or 1-866-467-4278

Wascana Campus, Regina, SK

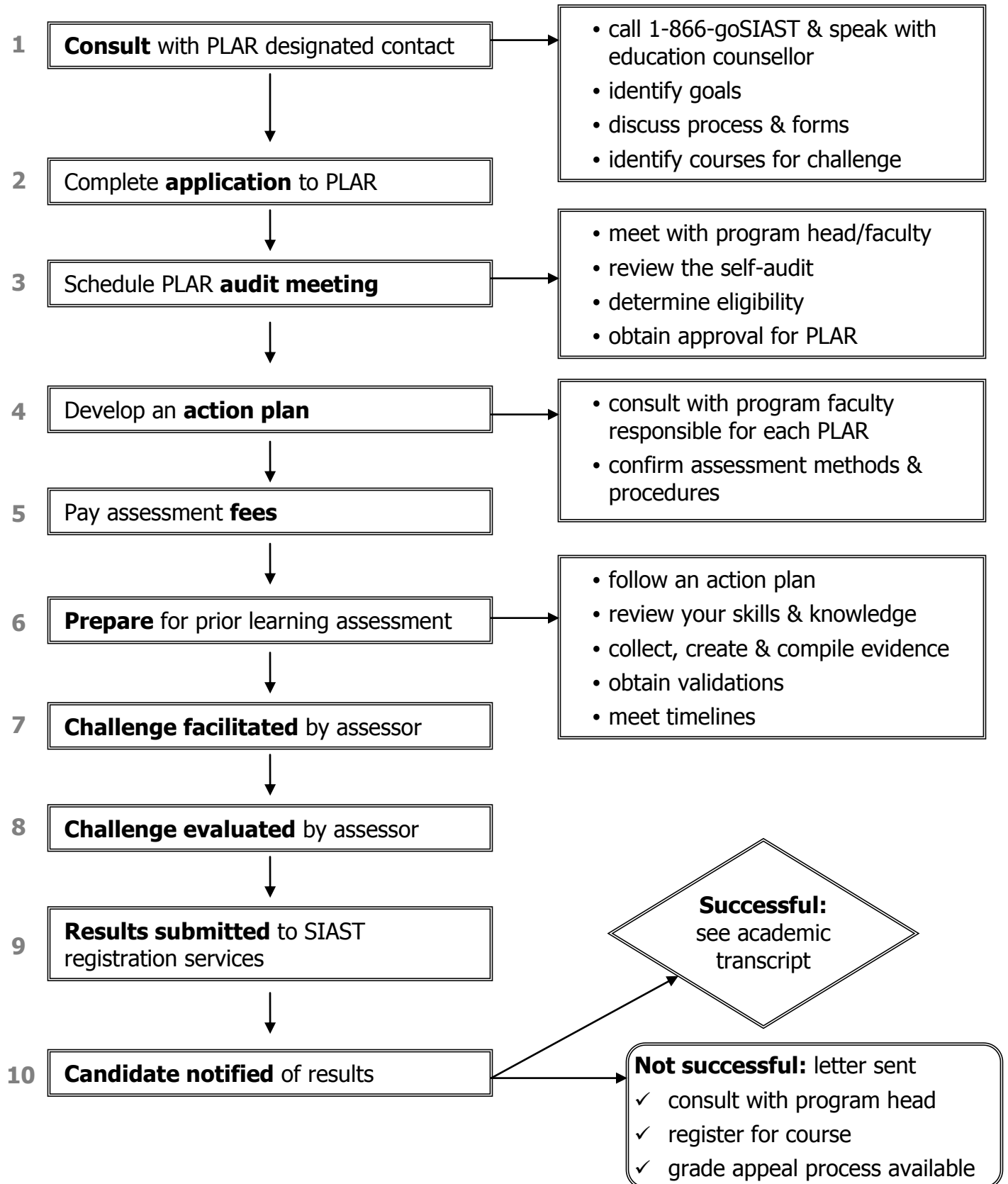
1-866-goSIAST or 1-866-467-4278

Woodland Campus, Prince Albert, SK

1-866-goSIAST or 1-866-467-4278

Prior Learning Assessment and Recognition Process

PLAR is available to individuals registered in a SIAST course or program, including unclassified students who seek course/block assessment or program level certification.



Guiding principles for developing a PLAR evidence file

1. As you begin the PLAR process you will be advised if any evidence is required. This will be identified in your [action plan](#). Check with the PLAR designated contact **before** you begin to gather evidence.
2. Evidence must be valid and relevant. Your evidence must match the learning outcomes identified for each course.
 - It is your responsibility to create, collect and compile relevant evidence – if required.
3. Learning must be current (within the last 5 years).
4. The evidence should demonstrate the skills and knowledge from your experiences.
5. The learning must have both a theoretical and practical component.

Types of evidence

There are three types of evidence used to support your PLAR request:

1. Direct evidence – what you can demonstrate for yourself.
2. Indirect evidence – what others say or observe about you.
3. Self-evidence – what you say about your knowledge and experience.

Ensure that you provide full evidence to your Business Human Resources Advanced Certificate faculty assessor so that your prior learning application is assessed appropriately. Well organized, easy to track evidence will also ensure that none of the evidence is missed or assessed incorrectly.

Here are some examples of evidence that you may be requested to submit as part of your evidence file (if required):

- resource lists
- written descriptions and analysis
- work or job descriptions
- human resource plans
- training and development plans
- OHS committee development
- performance management process
- experience (activity) outlines
- mission/vision statements
- philosophy statement
- observations
- workplace validations
- work samples
- photos of environments
- videotapes/DVDs/CDs
- prop boxes

All documents that are submitted to SIAST may be returned to the student after the final results have been given and the grade appeal deadline of seven days has passed. A copy of transcripts and certificates may be included in your evidence file, but be prepared to show original documents at the PLAR audit meeting for validation.

How long will it take to prepare evidence for PLAR?

Since the requirements are different for each course, and each candidate has different experiences, the amount of time it takes to prepare your evidence will vary.

Steps to complete a self-audit

1. Read through the levels of competence as listed below.

Mastery: I am able to demonstrate the learning outcome well enough to teach it to someone else.

Competent: I can work independently to apply the learning outcome.

Functional: I need some assistance in using the outcome.

Learning: I am developing skills and knowledge for this area.

None: I have no experience with the outcome.

Learning Outcomes

For each learning outcome listed, please self-evaluate your competency levels and record in the appropriate column

2. Take a few minutes and read through the following self-audit for each course you are interested in as a PLAR candidate.
3. Check your level of competence as you read through each of the learning outcomes for each course. The information will help you in your decision to continue with your PLAR application.
4. In order to be successful in a PLAR assessment, your abilities must be at the competent or mastery level for the majority of the learning outcomes. Some things to consider when determining your level of competence are:
 - How do I currently use this outcome?
 - What previous training have I had in this outcome: workshops, courses, on-the-job?
 - What personal development or volunteer experience do I have in this area?

Be prepared to explain the reason you chose this level if asked by an assessor.
5. Bring the completed self-audit to a consultation meeting with the program head or faculty member in [step 3 – PLAR process](#) of the candidate process for prior learning assessment.

Self-audit guide(s)

Human Resources Management certificate program

ADMN 220 – Organizational Behaviour

You will study human behaviour in organizations and develop the skills needed to deal with people at work. The course content includes individual behaviour, values, interpersonal relationships and communications, groups and team dynamics, organizational culture, leadership, and change. All topics are dealt with in the context of diverse formal organizations.

Credit unit(s): 4.0

ADMN 220 – Organizational Behaviour Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe organizational behaviour.					
▪ Describe an organization					
▪ Explain challenges in the workplace at the individual, group, and organizational level					
▪ Define efficiency and effectiveness					
▪ Explain why organizational behaviour is not merely common sense					
2. Explain how our perceptions, personalities, and emotions shape our behaviour.					
▪ Define perception					
▪ Discuss the impact of perceptual errors					
▪ Describe the self-fulfilling prophecy and its impact on behaviour					
▪ Define personality and explain how it is determined					
▪ Explain how the dimensions of personality type (as determined by a Myers-Briggs or similar test) influence behaviour					
▪ Explain the major personality attributes that are predictors of behaviour					
▪ Explain the dimensions of emotional intelligence					
3. Explain how values influence behaviour.					
▪ Define values					
▪ Describe differences in generational values					
▪ Describe the cultural values of Francophones, Anglophones, Canadian Aboriginals, and Asians					

ADMN 220 – Organizational Behaviour Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
4. Apply various motivational models to improve performance.					
▪ Define motivation					
▪ Use needs theories to explain how individual motivation is affected by needs					
▪ Use expectancy theory of motivation to explain whether or not individuals will be motivated in different situations.					
▪ Use expectancy theory to provide specific actions to improve motivation					
▪ Use equity theory to explain how individuals respond to rewards and specify actions which can be taken to improve motivation					
5. Develop effective teambuilding skills.					
▪ Describe types of teams in organizations					
▪ Explain roles, role expectations, role ambiguity, and role conflict					
▪ Define norms and explain how they develop and how they are enforced					
▪ Use the five-stage model to describe team development					
▪ Discuss factors to be considered in creating effective teams					
6. Explain how power and organizational politics relate to performance.					
▪ Define power					
▪ Describe the bases of power in organizations and how these bases can be used to influence others					
▪ Explain the dependency factors that affect the level of power					
▪ Explain the relationship between power and harassment					
▪ Define organizational politics and discuss types of political activity					
7. Explain conflict management.					
▪ Define conflict					
▪ Explain functional and dysfunctional outcomes of conflict					
▪ Describe sources of organizational conflict					
▪ Determine the appropriate conflict handling strategies for different situations					
▪ Define negotiation and bargaining strategies					
8. Describe organizational culture.					
▪ Define organizational culture					

ADMN 220 – Organizational Behaviour Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> Explain how stories, rituals, material symbols, and language indicate an organization’s culture 					
<ul style="list-style-type: none"> Explain how organizations maintain and strengthen their culture 					
9. Determine the appropriate leadership style in a situation using leadership theory					
<ul style="list-style-type: none"> Define leadership 					
<ul style="list-style-type: none"> Explain the major differences between trait theories, behavioural theories, and contingency theories of leadership 					
<ul style="list-style-type: none"> Use the path-goal theory to determine the appropriate leadership style in a situation 					
<ul style="list-style-type: none"> Explain the major differences between transactional and transformational leaders 					
10. Explain the benefits of, and the challenges faced with group decision making.					
<ul style="list-style-type: none"> Explain the strengths and weaknesses of group decision making 					
<ul style="list-style-type: none"> Explain the difference between groupthink and groupshift 					
<ul style="list-style-type: none"> Discuss the symptoms and the prevention techniques for groupthink 					
<ul style="list-style-type: none"> Explain the different group decision-making techniques 					
<ul style="list-style-type: none"> Explain the criteria for determining ethical decisions 					
11. Explain organizational change and strategies to overcome resistance to change.					
<ul style="list-style-type: none"> Explain Lewin’s three-step change model 					
<ul style="list-style-type: none"> Discuss individual and organizational resistance to change 					
<ul style="list-style-type: none"> Discuss strategies for overcoming resistance to change 					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

Please include any work samples, validations, letters of reference, and documentation that demonstrates your knowledge and skills of this course’s learning outcomes. The following must be submitted:

- Employer Validation
- Resume

- Relevant work based training or workshops – please include any certificates, statements of attendance, agendas or workshop outlines you may have.
- Statement of work value – include a 350 word paragraph that describes the importance of your work and what gives you satisfaction in your work.

2. Assignment

This assignment will be completed at the nearest SIAST test center. Distance candidates can make arrangements with the program to complete this assignment at their home location (please refer to [Appendix A](#) for [assignment](#) instructions). The assignment will consist of 10 multiple choice questions and the remainder of the assignment will be discussion or scenario based questions (case studies) related to organizational behaviour. You may bring your resource text into the assignment.

Resources

Robbins, Langton (2003). *Organizational Behaviour, Fourth Edition*. Toronto: Pearson

ADMN 255 – Managing Conflict in the Workplace

This course focuses on an introduction to conflict resolution, designed to provide you with interest-based conflict resolution models and primary interpersonal skills to handle workplace conflicts. The learner will obtain insights and be educated in conflict theory, negotiation strategy, needs grounding in basic interpersonal communication and management skills, such as rapport building, empathic listening, behaviour modeling, reframing, problem solving, and decision making

Credit unit(s): 4.0

Equivalent course(s): DRCP 221

ADMN 255 – Managing Conflict in the Workplace	Mastery	Competent	Functional	Learning	None
Mastery: I am able to demonstrate it well enough to teach it to someone else.					
Competent: I can work independently to apply the outcome.					
Functional: I need some assistance in using the outcome.					
Learning: I am developing skills and knowledge for this area.					
None: I have no experience with the outcome.					
1. Describe conflict.					
2. Describe environmental conditions that minimize conflict.					
3. Select the appropriate strategic approaches for managing conflict.					
4. Describe different approaches to managing conflict.					
5. Use active listening skills.					
6. Respond to the key elements of a message.					
7. Demonstrate responses to individuals at places on the response continua.					
8. Determine the ability of affected individuals to negotiate resolution to conflict.					
9. Prepare to resolve a conflict (process).					
10. Apply the elements of the collaborative discussion model.					
11. Apply appropriate strategies to conduct interest-based negotiation.					
12. Use communication skills to overcome barriers in integrative negotiation.					
13. Use mediation skills.					
14. Demonstrate decision-making skills in a conflicted situation.					
15. Apply the basic confrontation model to manage and diffuse direct conflict.					

Note: Please refer to [Appendix F](#) for a complete listing of course learning outcomes and steps for [ADMN 255](#).

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

You will be required to produce an evidence file and/or participate in an interview.

The evidence file must include documents that demonstrate the skills and knowledge related to the learning outcomes above. These will require verification/validation by present and/or past employers.

You will be required to participate in an interview with an instructor where you will be asked to demonstrate your knowledge in the above areas.

Resources

ADMN 255 Course pack

Fisher, R., Ury, W., *Getting to Yes: Negotiating Agreement Without Giving In*, Second Edition, 1991, Penguin Books, New York, NY

Teplitsky, M., *Making a Deal-The Art of Negotiating*, 1992, Lancaster House, Toronto, ON

Lewicki, R. J., Saunders, D. M., Minton, J. W., *Negotiation*, Third Edition, 1999, Irwin McGraw-Hill, Toronto, ON

Lewicki, R. J., Saunders, D. M., Barry, B., Minton, J. W., *Essentials of Negotiation*, Third Edition, 2004, Irwin McGraw-Hill, Toronto, ON

Dubrin, A. J., Geerinck, T., *Human Relations-interpersonal, job-oriented skills*, Second Canadian Edition, 2006, Pearson Prentice Hall, Toronto, ON

Ury, W., *Getting Past No Negotiating Your Way From Confrontation to Cooperation*, Revised Edition, 1993, Bantam Books, New York, NY

Handy, C., *Inside Organizations: Twenty-One Ideas for Managers*, 1999, Penguin Books, London, GB

BCOM 120 – Business Communications 1

You will develop fundamental employability skills by studying the principles of communication. The course content includes developing effective writing skills. You will apply the principles and skills by writing letters and memorandums for routine and negative purposes. You will develop teamwork employability skills and examine ways to apply communication skills to team and cross-cultural situations.

Credit unit(s): 3.0

Equivalent course(s): BCOM 104, COMM 141

BCOM 120 – Business Communications 1 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Explain the process of communication.					
▪ Examine the elements of the communication model					
▪ Explain the role of each element					
▪ Recognize the barriers to effective communication					
▪ Illustrate by example various ways to overcome the barriers					
▪ Interpret the flow of information within an organization					
▪ Define internal and external communication functions					
2. Discuss communication techniques in interpersonal and workplace situations.					
▪ Identify the characteristics of successful teams					
▪ Explain effective teamwork skills					
▪ Explain the techniques of effective listening					
▪ Describe how information is transmitted through non-verbal messages					
▪ Recognize non-verbal messages					
3. Review the importance of cultural awareness in communications.					
▪ Define culture					
▪ Explain how cultural differences affect communication					
▪ Discuss communication techniques					
4. Compose effective sentences and paragraphs.					
▪ Discuss the basic elements that distinguish business writing					
▪ Review the purposes of business messages					

BCOM 120 – Business Communications 1 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> Describe audience analysis and adapting of messages to suit the audience 					
<ul style="list-style-type: none"> Describe informal research methods for routine tasks 					
<ul style="list-style-type: none"> Compare direct and indirect organization of ideas 					
<ul style="list-style-type: none"> Write sentences using techniques for effective writing 					
<ul style="list-style-type: none"> Describe three classic paragraph plans 					
<ul style="list-style-type: none"> Use highlighting techniques (lists, bullets, headings, etc.) to emphasize important items 					
<ul style="list-style-type: none"> Write sentences and paragraphs using appropriate tone and pattern for the situation 					
5. Use standard format when writing business messages.					
<ul style="list-style-type: none"> Discuss appropriate choices of paper, and general appearance and layout of business letters 					
<ul style="list-style-type: none"> Recognize the conventional sequence of standard business letters 					
<ul style="list-style-type: none"> Examine the content and organization of each part of a standard business letter 					
<ul style="list-style-type: none"> Examine additional parts which are commonly used in business letters 					
<ul style="list-style-type: none"> Use full block, modified block and simplified letter styles 					
<ul style="list-style-type: none"> Use open punctuation and mixed punctuation styles 					
<ul style="list-style-type: none"> Demonstrate use of standard letter format 					
<ul style="list-style-type: none"> Discuss variations of standard memorandum forms and format 					
<ul style="list-style-type: none"> Demonstrate use of standard memorandum format 					
<ul style="list-style-type: none"> Identify the differences and similarities between e-mail format and memorandum format 					
6. Write routine business messages.					
<ul style="list-style-type: none"> Discuss the purposes of business correspondence 					
<ul style="list-style-type: none"> Discuss the importance of clarity and goodwill in business messages 					
<ul style="list-style-type: none"> Explain the use of audience analysis to determine appropriate message content and tone 					
<ul style="list-style-type: none"> Discuss the special requirements of tone when writing internal organization messages 					
<ul style="list-style-type: none"> Analyze the purpose of a message to determine appropriate message content 					
<ul style="list-style-type: none"> Describe the direct pattern used for most routine business messages 					

BCOM 120 – Business Communications 1 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Compare and contrast letters with memos and e-mail messages 					
<ul style="list-style-type: none"> ▪ Discuss effective e-mail practices, including “netiquette” 					
7. Write negative business messages.					
<ul style="list-style-type: none"> ▪ Describe the goals of a message delivering a refusal/bad news 					
<ul style="list-style-type: none"> ▪ Recognize ways to avoid exposing yourself and your employer to legal liability when writing negative messages 					
<ul style="list-style-type: none"> ▪ Explain the components of an indirect negative/bad news message 					
<ul style="list-style-type: none"> ▪ Identify situations which require refusal or bad news messages delivered in a (sensitive) indirect approach 					
<ul style="list-style-type: none"> ▪ Identify circumstances which warrant using a direct approach to deliver bad news 					
<ul style="list-style-type: none"> ▪ Describe strategies for tactful refusal messages 					
<ul style="list-style-type: none"> ▪ Write indirect negative letters and memos 					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

The evidence file and documented evidence of presentation and evaluation skills are PLAR requirements for BCOM 121. If a candidate is unable to meet these requirements, an appropriate combination of assessment methods will be used in addition to the evidence file.

1. Evidence file ** AND/OR

- 2 routine business memos
- 2 routine business e-mails
- 1 letter of application to PLAR
- 2 routine business letters
- 2 negative business letters
- Validation letter(s) from employer(s)
- Performance checklist to validate communication skills

** Please refer to [Appendix C](#) for more information about the evidence file.**

2. Assignments AND/OR

Memos, emails, and/or letters may be assigned if the evidence file is incomplete.

3. Challenge exam

- Passing mark of 60%
- Learning outcomes 1 – 4 are weighted at 20% of the exam
- Critical learning outcome 6 is weighted at 40% of the exam
- Critical learning outcome 7 is weighted at 40% of the exam

Resources

Note: A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

Business Communication: Process and Product, 4th Canadian Edition, Mary Ellen Guffey et al

Study Guide

CD

BCOM 121 – Business Communications 2

You will continue to develop effective business writing skills and employability skills. The course focuses on writing business reports in informal and formal styles. Your classroom study and experience will help prepare you for a business career by developing your presentation skills.

Credit unit(s): 4.0

Prerequisite(s): BCOM 120

BCOM 121 – Business Communications 2 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Conduct research for a report.					
<ul style="list-style-type: none"> ▪ Define a research topic, considering the audience and purpose of the report 					
<ul style="list-style-type: none"> ▪ Research a topic using print sources 					
<ul style="list-style-type: none"> ▪ Research a topic using Internet sources 					
<ul style="list-style-type: none"> ▪ Describe primary research methods 					
2. Create documentation notes and bibliographies.					
<ul style="list-style-type: none"> ▪ Explain the purpose of crediting resources 					
<ul style="list-style-type: none"> ▪ Discuss standard documentation and bibliography formats 					
<ul style="list-style-type: none"> ▪ Select the appropriate format for documentation within a report 					
<ul style="list-style-type: none"> ▪ Write in-text citations 					
<ul style="list-style-type: none"> ▪ Create a bibliography using MLA format 					
3. Organize business reports.					
<ul style="list-style-type: none"> ▪ Choose the appropriate format for an informal report 					
<ul style="list-style-type: none"> ▪ Choose an appropriate sequence for report content 					
<ul style="list-style-type: none"> ▪ Use transition techniques 					
4. Use graphics to illustrate reports and presentations.					
<ul style="list-style-type: none"> ▪ Identify the purpose of adding graphic aids to reports 					
<ul style="list-style-type: none"> ▪ Choose the appropriate graphic aids for a report considering the data, objective, report content, and audience 					
<ul style="list-style-type: none"> ▪ Develop graphic aids 					
<ul style="list-style-type: none"> ▪ Incorporate graphic aids into reports 					
5. Write informal short reports.					

BCOM 121 – Business Communications 2 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> Compare types of information reports 					
<ul style="list-style-type: none"> Identify the major differences between informational and analytical reports 					
<ul style="list-style-type: none"> Discuss conventional content for informal business proposals 					
<ul style="list-style-type: none"> Analyze report situations to determine whether organization should be direct or indirect 					
<ul style="list-style-type: none"> Analyze report data/findings 					
<ul style="list-style-type: none"> Write informal reports 					
6. Write formal reports.					
<ul style="list-style-type: none"> Describe the components of formal reports 					
<ul style="list-style-type: none"> Choose language, style and format appropriate to the purpose and audience of a report. 					
<ul style="list-style-type: none"> Examine data to justify the report's conclusions 					
<ul style="list-style-type: none"> Write an executive summary for a report 					
<ul style="list-style-type: none"> Generate an informative introduction for a formal report 					
<ul style="list-style-type: none"> Prepare prefatory (front) and supplementary (end) parts for a report 					
7. Deliver effective oral presentations.					
<ul style="list-style-type: none"> Classify presentations according to purpose 					
<ul style="list-style-type: none"> Review audience analysis 					
<ul style="list-style-type: none"> Discuss methods of adapting material for listening comprehension 					
<ul style="list-style-type: none"> Describe the major elements of an introduction and techniques for achieving these goals 					
<ul style="list-style-type: none"> Discuss effective and appropriate conclusions 					
<ul style="list-style-type: none"> Review the use of graphic/visual aids and their place in presentations 					
<ul style="list-style-type: none"> Discuss delivery techniques 					
<ul style="list-style-type: none"> Apply techniques for reducing stage fright 					
<ul style="list-style-type: none"> Develop presentations 					
<ul style="list-style-type: none"> Deliver oral presentations 					
8. Evaluate oral presentations.					
<ul style="list-style-type: none"> Recognize effective use of delivery techniques 					

BCOM 121 – Business Communications 2					
Mastery: I am able to demonstrate it well enough to teach it to someone else.					
Competent: I can work independently to apply the outcome.					
Functional: I need some assistance in using the outcome.					
Learning: I am developing skills and knowledge for this area.					
None: I have no experience with the outcome.					
	Mastery	Competent	Functional	Learning	None
▪ Recognize effective presentation content					
▪ Appraise oral presentations					
▪ Show concern and respect for speakers					
▪ Support speakers					
▪ Provide balanced feedback in speaker evaluations					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file **

- Formal report/formal research paper
- 1 analytical report (memo or letter format)
- 2 informational reports (memo or letter format)
- Graphics used in at least one of the above reports
- Letter(s) of validation from employer(s)
- Employer validation of presentation skills
- Testimony from Toastmasters International (or similar organization) to validate presentation and evaluation skills

Please refer to [Appendix C](#) for more information about the evidence file.

2. Assignments

- 1 formal report
- 1 analytical assignment
- 2 short informational reports
- 2 presentations which may be pre-recorded
- 1 evaluation of a pre-recorded presentation

3. Challenge exam

- Passing mark of 60%
- Critical learning outcome 5 is weighted 60% of the exam
- Critical learning outcome 7 is weighted 40% of the exam

Resources

Note: A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

Business Communication: Process and Product, 4th Canadian Edition, Mary Ellen Guffey et al

Study Guide

CD

HR 120 – Introduction to Human Resource Management

This course focuses on an overview of human resource management and practices. An individual will learn the impact of systems analysis, job analysis, recruiting processes, compensation, training and development, performance appraisals and unions.

Credit unit(s): 4.0

Equivalent course(s): ADMN 222

HR 120 – Introduction to Human Resource Management Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe how an organization utilizes various systems and the management of Human Resources to achieve its objectives.					
2. Explain the legal and ethical responsibilities of an organization to its employees.					
3. Explain the concept of job analysis.					
4. Design a job based upon job analysis.					
5. Describe the recruiting and selection processes.					
6. Explain how training can impact an organization's effectiveness.					
7. Explain how performance appraisals may affect the efficiency and effectiveness of an organization.					
8. Describe the characteristics of incentives for organizations to provide superior employee relations.					
9. Discuss the role of benefits and services as part of employees' compensation.					
10. Describe the effects of a unionized work force on human resource management.					
11. Explain the contributions and effectiveness of human resource management on a high-performance organization.					

Note: Please refer to [Appendix F](#) for a complete listing of course learning outcomes and steps for [HR 120](#).

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

You will be required to produce an evidence file and/or participate in an interview.

The evidence file must include documents that demonstrate the skills and knowledge related to the learning outcomes above. These will require verification/validation by present and/or past employers.

You will be required to participate in an interview with an instructor where you will be asked to demonstrate your knowledge in the above areas.

Resources

HR 120 Coursepack

Noe, R. A., Hollenback, J. R., Gerhart B., Wright P. M., Steen S., *Fundamentals of Human Resource Management*, Canadian Edition, 2006, McGraw-Hill Ryerson, Toronto, ON

Scwind H., Das H., Wagar T., *Canadian Human Resource Management – A Strategic Approach*, Seventh Edition, 2005, McGraw-Hill Ryerson, Hong Kong

Conference Board of Canada: <http://www.conferenceboard.ca/humanresource/default.htm>

HR Council for the Voluntary/Non-Profit Sector: <http://www.hrcouncil.ca/projects/council-projects.cfm>

Service Canada-HR for Employers:
<http://www.hrmanagement.gc.ca/gol/hrmanagement/site.nsf/en/index.html>

HR 230 – Recruitment and Selection

Your studies will focus on the role and functions of the staffing component of human resource management. You will develop an appreciation for professional recruitment and selection practices that meet Canadian legal standards. You will understand the essential role of sound staffing practices in relation to organizational productivity. You will recognize the constraints under which an organization operates and how it relates to the staffing process.

Credit unit(s): 4.0

Equivalent course(s): ADMN 230

HR 230 – Recruitment and Selection Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe the staffing function.					
2. Explain how scientifically derived information is used in the selection and recruitment process.					
3. Describe the legal issues that affect the practice of recruitment and selection in Canada.					
4. Demonstrate the process of job analysis.					
5. Recognize the importance of the measurement of job-related performance as an integral part of the recruitment and selection process.					
6. Demonstrate the recruitment process.					
7. Demonstrate the screening process.					
8. Discuss selection tests and the technical, ethical, and legal requirements governing them.					
9. Practice the interview process.					
10. Apply the selection decision-making process.					
11. Discuss the evaluation of decision-making procedures.					

Note: Please refer to [Appendix F](#) for a complete listing of course learning outcomes and steps for HR 230.

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

You will be required to produce an evidence file and/or participate in an interview.

The evidence file must include documents that demonstrate the skills and knowledge related to the learning outcomes above. These will require verification/validation by present and/or past employers.

You will be required to participate in an interview with an instructor where you will be asked to demonstrate your knowledge in the above areas.

Resources

HR 230 Coursepack

Catano V., M., Wiesner W. H., Hackett R. D., Methot L. L., *Recruitment and Selection in Canada*, Third Edition, Nelson Series in Human

HR Council for the Voluntary/Non-Profit Sector: <http://www.hrcouncil.ca/projects/council-projects.cfm>

Service Canada-HR for Employers:
<http://www.hrmanagement.gc.ca/gol/hrmanagement/site.nsf/en/index.html>

HR 231 – Compensation and Benefits

This course focuses on a general understanding of the processes, techniques and issues human resource professionals encounter in developing and administering a compensation program. It will help the learner understand the strategic importance of compensation and how compensation issues can impact other areas of human resources. Also, the participant will gain an understanding of the impact of contemporary social trends and legislative developments that affect compensation decision making.

Credit unit(s): 4.0

Equivalent course(s): ADMN 231

HR 231 – Compensation and Benefits Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Identify the key elements of a pay model.					
2. Explain how compensation is integrated with a company's strategic objectives.					
3. Discuss how compensation can support a company's internal structure.					
4. Explain job analysis.					
5. Explain how jobs are evaluated to assist in the development of pay schedules.					
6. Explain how pay structures can be linked to skills or competencies.					
7. Explain pay structure competitiveness.					
8. Explain how companies determine pay levels and structures.					
9. Explain employee benefits.					
10. Explain the nature of pay for performance systems.					
11. Describe the role of governments and unions in compensation.					

Note: Please refer to [Appendix F](#) for a complete listing of course learning outcomes and steps for [HR 231](#).

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

You will be required to produce an evidence file and/or participate in an interview and/or a challenge exam.

The evidence file must include documents that demonstrate the skills and knowledge related to the learning outcomes above. These will require verification/validation by present and/or past employers.

You will be required to participate in an interview with an instructor where you will be asked to demonstrate your knowledge in the above areas.

You may be asked to complete a comprehensive exam which will demonstrate your knowledge and skills related to the learning outcomes of this program.

Resources

HR 231 Coursepack

Milkovich G. T., Newman J. M., Cole N., *Compensation*, First Canadian Edition, 2005, Series in Human Resource Management, McGraw-Hill Ryerson, Toronto, ON

HR Council for the Voluntary/Non-Profit Sector: <http://www.hrcouncil.ca/projects/council-projects.cfm>

Service Canada-HR for Employers:
<http://www.hrmanagement.gc.ca/gol/hrmanagement/site.nsf/en/index.html>

HR 232 – Training and Development

The course provides an overview of the scope and importance of the training and employee development function within public and private sector organizations. The participant will learn how to design, develop and deliver a training program that focuses on needs assessment, learning objectives and measuring results. The learner will also gain a conceptual understanding of the diverse role of the training consultant during organizational change and development.

Credit unit(s): 4.0

Equivalent course(s): ADMN 232

HR 232 – Training and Development Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Discuss the strategic considerations of the training and development process.					
2. Discuss the theoretical dimensions of organizational learning.					
3. Illustrate the major considerations in positioning, managing and marketing the training function.					
4. Perform a needs analysis in response to any given organizational concern to determine what intervention is appropriate.					
5. Design training objectives and lesson plans.					
6. Apply off-the-job training methods.					
7. Apply on-the-job training methods.					
8. Select technology-based methods for existing training courses.					
9. Select transfer methods to support the transfer of newly-trained skills to the workplace.					
10. Perform a non-monetary training program evaluation for any given training initiative.					
11. Perform a financial cost benefit analysis for any given training program for presentation to management.					

Note: Please refer to [Appendix F](#) for a complete listing of course learning outcomes and steps for HR 232.

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

You will be required to produce an evidence file and/or participate in an interview.

The evidence file must include documents that demonstrate the skills and knowledge related to the learning outcomes above. These will require verification/validation by present and/or past employers.

You will be required to participate in an interview with an instructor where you will be asked to demonstrate your knowledge in the above areas.

Resources

HR 232 Coursepack

Canadian Policy Research Network: <http://www.jobquality.ca/>

HR Council for the Voluntary/Non-Profit Sector: <http://www.hrcouncil.ca/projects/council-projects.cfm>

Service Canada-HR for Employers:
<http://www.hrmanagement.gc.ca/gol/hrmanagement/site.nsf/en/index.html>

Belcourt M., Wright, P., Saks, A. M., *Managing Performance through Training & Development*, Second Edition, 2000, Nelson Series in Human Resources Management, Nelson Thomson Learning, Scarborough, ON

HR 233 – Labour Relations

The course provides an overview of all facets of labour relations. These include union history and philosophy, certification, collective bargaining, dispute resolution mechanisms, applicable legislation that affects labour relations, structuring agreements and legal requirements, interpretation, the environment in which labour relations operates and recent developments.

Credit unit(s): 4.0

Equivalent course(s): ADMN 233

HR 233 – Labour Relations Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe the Canadian Industrial Relations (I.R.) environment.					
2. Describe the importance of Canada’s labour history to its current labour movement.					
3. Explain why “organizing” is one of the major challenges for unions.					
4. Analyze the structure and composition of Canadian unions.					
5. Describe methods of strategically managing unionized workplaces.					
6. Assess the impact of current economic issues on organized labour					
7. Recognize how effective labour legislation leads to a healthy labour relations environment.					
8. Identify key components of collective bargaining in a unionized workplace.					
9. Describe labour relations in the public sector with those in the private sector.					
10. Describe the role of strikes in a labour relations environment.					
11. Describe how effective grievance-handling leads to a healthy labour relations environment.					

Note: Please refer to [Appendix F](#) for a complete listing of course learning outcomes and steps for [HR 233](#).

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

You will be required to produce an evidence file and/or participate in an interview and/or a challenge exam.

The evidence file must include documents that demonstrate the skills and knowledge related to the learning outcomes above. These will require verification/validation by present and/or past employers.

You will be required to participate in an interview with an instructor where you will be asked to demonstrate your knowledge in the above areas.

You may also be asked to complete a comprehensive exam based on the learning outcomes for this course.

Resources

HR 233 Coursepack

Peirce, J. Canadian Industrial Relations, 2000, Pearson Prentice Hall, Toronto, ON

HR Council for the Voluntary/Non-Profit Sector: <http://www.hrcouncil.ca/projects/council-projects.cfm>

Service Canada-HR for Employers:
<http://www.hrmanagement.gc.ca/gol/hrmanagement/site.nsf/en/index.html>

Scwind H., 5. Das H., Wagar T., *Canadian Human Resource Management – A Strategic Approach*, Seventh Edition, 2005, McGraw-Hill Ryerson, Hong Kong

HR 234 – Employee Relations

You will examine coaching, counselling, equity, and fairness from an organization and employee point of view. The course emphasizes the major influences on employee relations and the impact on individual managers and the organization. You will examine the importance of sound employee relationship practices in the role of reaching organizational objectives. The course content includes inter/cross-cultural issues, harassment, employee/family assistance programs, equity, early retirement, wellness and fitness, and health and safety. You will develop a training proposal management can implement to enhance employee relations.

Credit unit(s): 4.0

Equivalent course(s): ADMN 234

HR 234 – Employee Relations Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe the major influences on the quality of employee relations and the relationship of employee relations to the achievement of organizational goals.					
2. Describe the influence of organizational culture and ways that management can create and support a healthy organizational culture.					
3. Describe the perceptions of employee motivation and their relationship to employee relations.					
4. Discuss the influence of job design on employee relations, and the maximization of the achievement of organizational goals.					
5. Explain the importance of employee relations and strategies to achieve fair and equitable relationships with employees.					
6. Explain the importance of needs analysis in the management of organizational change.					
7. Discuss the role and importance of effective communication and interpersonal skills.					
8. Identify the influence of self concept and identity in the development and maintenance of interpersonal relationships.					
9. Describe the factors responsible for the communication/relationship climate.					
10. Develop a training proposal management can implement to enhance employee relations.					

Note: Please refer to [Appendix F](#) for a complete listing of course learning outcomes and steps for HR 234.

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

You will be required to produce an evidence file and/or participate in an interview.

The evidence file must include documents that demonstrate the skills and knowledge related to the learning outcomes above. These will require verification/validation by present and/or past employers.

You will be required to participate in an interview with an instructor where you will be asked to demonstrate your knowledge in the above areas.

Resources

ADMN 234 Coursepack

Conference Board of Canada: <http://www.conferenceboard.ca/humanresource/default.htm>

Canadian Policy Research Network: <http://www.jobquality.ca/>

HR Council for the Voluntary/Non-Profit Sector:
<http://www.hrcouncil.ca/projects/council-projects.cfm>

Service Canada-HR for Employers:
<http://www.hrmanagement.gc.ca/gol/hrmanagement/site.nsf/en/index.html>

Johnson, D. W., Johnson, F. P., *Joining Together: Group Theory and Group Skills*, Eighth Edition, 2003, New York, NY

Adler, R. B., Towne, N., Rolls, J. A., *Looking Out Looking In*, Second Canadian Edition, 2004, Thomson Nelson, Scarborough, ON

Dubrin, A. J., Geerinck, T., *Human Relations-interpersonal, job-oriented skills*, Second Canadian Edition, 2006, Pearson Prentice Hall, Toronto, ON

Whetten, D. A., Cameron, K. S., *Developing Management Skills*, Sixth Edition, 2005, Pearson, Prentice Hall, Upper Saddle River, NJ

HR 235 – Collective Bargaining and Interest-Based Negotiations

Through intensive simulations and experiential exercises, you will develop practical skills and abilities necessary to reach a collective agreement. The course includes an introduction to the collective bargaining process, where you will gain an awareness of the theory, models, and legal framework.

Credit unit(s): 5.0

Equivalent course(s): ADMN 235

HR 235 – Collective Bargaining and Interest-Based Negotiations Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Use key elements of the collective bargaining process.					
2. Describe the legal framework of the Canadian collective bargaining process.					
3. Explain commonly bargained elements of a collective agreement.					
4. Discuss the necessity of strong contract administration practices.					
5. Differentiate Principled Negotiations from Positional Bargaining.					
6. Interpret the results of the preparation for and the process of bargaining.					

Note: Please refer to [Appendix F](#) for a complete listing of course learning outcomes and steps for [HR 235](#).

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

You will be required to produce an evidence file and/or participate in an interview.

The evidence file must include documents that demonstrate the skills and knowledge related to the learning outcomes above. These will require verification/validation by present and/or past employers.

You will be required to participate in an interview with an instructor where you will be asked to demonstrate your knowledge in the above areas.

Resources

ADMN 235 Coursepack

Fisher, R., Ury, W., *Getting to Yes: Negotiating Agreement Without Giving In*, Second Edition, 1991, Penguin Books, New York, NY

Teplitsky, M., *Making a Deal-The Art of Negotiating*, 1992, Lancaster House, Toronto, ON

HR Council for the Voluntary/Non-Profit Sector:
<http://www.hrcouncil.ca/projects/council-projects.cfm>

Service Canada-HR for Employers:
<http://www.hrmanagement.gc.ca/gol/hrmanagement/site.nsf/en/index.html>

Lewicki, R. J., Saunders, D. M., Minton, J. W., *Negotiation*, Third Edition, 1999, Irwin McGraw-Hill, Toronto, ON

HR 236 – Organizational Effectiveness

You will develop strategies and processes of how to create and foster an evolving workplace culture that supports innovation, change, quality, and learning to result in harmony between the organization's needs and employee's expectations while remaining consistent with the organization's business plan. The course content includes business planning overview, understanding corporate culture, quality management, emerging role of the employer and human resource support systems.

Credit unit(s): 4.0

Equivalent course(s): ADMN 236

Prerequisite(s): ADMN 220, minimum grade of 60

HR 236 – Organizational Effectiveness Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Explain the concept of organizational effectiveness and its relationship to organizational development and behaviour.					
2. Describe the environmental influences that caused organizations to adopt traditional organizational structures.					
3. Identify the impact of organizational failure.					
4. Explain how increasingly unstable business environments are impacting the nature of work.					
5. Describe the purpose of leadership in traditional and contemporary organizations.					
6. Discuss the impact of a high employee involvement on an organization.					
7. Implement a workplace intervention.					
8. Illustrate the impact of interpersonal and group intervention on an organization					
9. Discuss the impact of organizational process interventions on an organization.					
10. Describe the impact of human resource management interventions on an organization.					
11. Describe the impact of strategic organizational development interventions on an organization.					
12. Illustrate the impact of human resource management interventions on an organization.					
13. Describe the effective organizational development in an international marketplace.					
14. Discuss the need for organizational development interventions in the non-profit organizations.					
15. Explain how organizational development interventions affect the ethics of an organization and its stakeholders.					

Note: Please refer to [Appendix F](#) for a complete listing of course learning outcomes and steps for [HR 236](#).

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

You will be required to produce an evidence file and/or participate in an interview and/or challenge exam.

The evidence file must include documents that demonstrate the skills and knowledge related to the learning outcomes above. These will require verification/validation by present and/or past employers.

You will be required to participate in an interview with an instructor where you will be asked to demonstrate your knowledge in the above areas.

You may be required to complete a comprehensive exam based on the learning outcomes of this course.

Resources

HR 236 Coursepack

Cummings, T. G., Worley, C. G. *Organization Development and Change*, Seventh edition, 2005, Thomson South-Western, Mason, OH

Jones, G. R., Mills, A. J., Weatherbee, T. G., Mills, J. H., *Organizational Theory, Design, and Change*, Canadian Edition, 2006, Pearson Prentice Hall, Toronto, ON

Langton, N., Robbins, S. P., *Fundamentals of Organizational Behaviour*, Third Canadian Edition, 2007, Pearson Prentice Hall, Toronto, ON

Noe, R. A., Hollenback, J. R., Gerhart B., Wright P. M., Steen S., *Fundamentals of Human Resource Management*, Canadian Edition, 2006, McGraw-Hill Ryerson, Toronto, ON

Handy, C., *Inside Organizations: Twenty-One Ideas for Managers*, 1999, Penguin Books, London, GB

Handy, C., *Understanding Organizations*, 1993, Fourth Edition, Penguin Books, London, GB

HR 237 – Wellness in the Workplace

Your studies will focus on an overview of occupational health and safety systems as it relates to Human Resources responsibility. You will examine societal and organizational aspects, core principles, essential elements, a variety of legislation, psychological hazards, probability and severity of risk, disability management, duty to accommodate, and Saskatchewan Workers' Compensation Board.

Credit unit(s): 4.0

HR 237 – Wellness in the Workplace Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Examine the historical progression of occupational health and safety systems development.					
<ul style="list-style-type: none"> ▪ Identify the history of the Canadian Labour Code 					
<ul style="list-style-type: none"> ▪ Describe the environmental health act development 					
<ul style="list-style-type: none"> ▪ Review key elements of successful health and safety management (British) 					
<ul style="list-style-type: none"> ▪ Compare the 1966 Canada Labour (Safety) Code with the current Labour Code (Part 1) 					
<ul style="list-style-type: none"> ▪ Recognize the positive impact of International Steel Workers movement on occupational health and safety 					
<ul style="list-style-type: none"> ▪ Discuss Saskatchewan occupational health and safety history 					
2. Outline core principles of a world class occupational health and safety system.					
<ul style="list-style-type: none"> ▪ Define safety climate 					
<ul style="list-style-type: none"> ▪ Identify the purpose of written safety beliefs or values 					
<ul style="list-style-type: none"> ▪ Explain fundamental general beliefs about safety 					
<ul style="list-style-type: none"> ▪ Explain fundamental beliefs about safety management 					
<ul style="list-style-type: none"> ▪ Recognize specific safety practices and the beliefs that underlie them 					
<ul style="list-style-type: none"> ▪ Discuss safety management practices 					
3. Recognize the components of an internal responsibility system.					
<ul style="list-style-type: none"> ▪ Explain the external responsibility system 					
<ul style="list-style-type: none"> ▪ Define internal responsibility system/workplace responsibility system 					
<ul style="list-style-type: none"> ▪ State historical development steps of the internal/workplace responsibility system 					
<ul style="list-style-type: none"> ▪ Review Ham's four principles of internal responsibility 					

HR 237 – Wellness in the Workplace Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> Describe the historical components and opposing views of the internal/workplace responsibility system and adversarial employer-employee relationships 					
<ul style="list-style-type: none"> Explain the goal of an internal/workplace responsibility system 					
<ul style="list-style-type: none"> Summarize the philosophy of the internal/workplace responsibility system 					
4. Interpret the rights and responsibilities of workers, employers, and occupational health and safety committees.					
<ul style="list-style-type: none"> Identify the rights and responsibilities/duties of employers 					
<ul style="list-style-type: none"> Identify the rights and responsibilities/duties of workers 					
<ul style="list-style-type: none"> Identify the rights and responsibilities/duties of contractors 					
<ul style="list-style-type: none"> Identify the rights and responsibilities/duties of owners 					
<ul style="list-style-type: none"> Identify the rights and responsibilities/duties of suppliers 					
<ul style="list-style-type: none"> Identify the rights and responsibilities/duties of occupational health and safety committees 					
<ul style="list-style-type: none"> Identify the rights and responsibilities/duties of occupational health and safety representatives 					
<ul style="list-style-type: none"> Identify the rights and responsibilities of supervisors 					
5. Explain the concept of due diligence.					
<ul style="list-style-type: none"> Define reasonably practicable 					
<ul style="list-style-type: none"> Define due diligence 					
<ul style="list-style-type: none"> Define duty of care 					
<ul style="list-style-type: none"> Review Canadian Society of Safety Engineers obligations and liabilities of an occupational health and safety professional 					
<ul style="list-style-type: none"> Discuss the four principles of due diligence 					
6. Review pertinent Canadian occupational health and safety legal requirements.					
<ul style="list-style-type: none"> Define national codes, standards, and acts 					
<ul style="list-style-type: none"> Identify fire protection and prevention acts 					
<ul style="list-style-type: none"> Review legislation in regards to WHMIS 					
<ul style="list-style-type: none"> Review legislation in regards to transfer of dangerous goods 					
<ul style="list-style-type: none"> Discuss Bill C45 					
<ul style="list-style-type: none"> Define actus reus 					

HR 237 – Wellness in the Workplace Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
7. Describe Saskatchewan’s occupational health and safety legal requirements.					
▪ Define the three essential rights for individual workers					
▪ Identify steps to utilize the OH & S Act and regulations					
▪ Review the Notice of Contravention (Part V) process					
▪ Recognize specific Regulations and Codes of Practice (Part VII) of the OH & S					
▪ Identify appeals process (Part VIII) of the OH & S Act					
▪ List offences and penalties (Part IX) of the OH & S Act					
▪ Review medical examinations and treatment requirements (Part X) of the OH & S Act					
▪ Identify key administration elements (Part IX) of the OH & S Act					
▪ Define General requirements (Part XII) of the OH & S Act					
▪ Describe Repeal, Transitional, Consequential Amendments and Coming into Force (PART XIII) of the OH & S Act					
▪ Review the notice requirements (Part II) of the OH& S Regulations					
8. Describe psychological hazards.					
▪ Define occupational stress					
▪ Identify signs and symptoms of stress					
▪ Describe adverse effects of shift work					
▪ Review legislation requirements for violence					
▪ Review legislation requirements for harassment					
▪ Participate in a mock harassment or violence investigation					
▪ Review the nature and structure of employee assistance programs					
9. Identify probability and severity of risk.					
▪ Review accident theory					
▪ Describe risk					
▪ Describe probability					
▪ Describe severity					
▪ Describe risk analysis					

HR 237 – Wellness in the Workplace	Mastery	Competent	Functional	Learning	None
Mastery: I am able to demonstrate it well enough to teach it to someone else.					
Competent: I can work independently to apply the outcome.					
Functional: I need some assistance in using the outcome.					
Learning: I am developing skills and knowledge for this area.					
None: I have no experience with the outcome.					
▪ Describe risk analysis from case studies					
10. Describe disability management.					
▪ Define disability management					
▪ Review legislation in regards to duty to accommodate					
11. Describe duty to accommodate.					
▪ Define duty to accommodate					
▪ Review legislation requirements for duty to accommodate					
12. Describe Worker’s Compensation Board policy and procedures.					
▪ Describe the goals and methods of the Worker’s Compensation Board (WCB)					
▪ Review Workers’ Compensation Legislation					
▪ Describe the assessment methods the WCB utilize for injury claims					
▪ Describe the methods utilized by the WCB for calculating injury frequency and severity cases					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

Please include any work samples, validations, letters of reference, and documentation that demonstrates your knowledge and skills of this course’s learning outcomes. The following must be submitted:

- Employer letter of validation (Refer to [Appendix B](#) for a sample of an employer validation request letter)
- Resume
- Relevant work based training or workshops – please include any certificates, statements of attendance, agendas or workshop outlines you may have (i.e. WHIMIS certificate)
- Work samples that demonstrate knowledge of critical outcomes and steps bolded in the above self-audit

2. Clarification interview

Assessor may contact candidate for explanation or verification of submitted evidence

3. Workplace study

Describe your workplace and work team. List and explain the responsibilities you each have to ensure safety in the work place. Employ Hamm's four principles of internal responsibility when describing your work team.

4. Web research – Work place assignment

Knowledge of Employee Assistance Programs (EAP) and The Workers' Compensation Board (WCB) are important for all workers.

- If you have an EAP, research it and write up a description of its benefits and why EAPs are important in the workplace. If you do not have an EAP at your place of work, you may describe the generic benefits and values from an EAP internet search.
- Research the WCB on the internet and list its benefits and your responsibilities as a worker.

5. Complete an occupational stress inventory

You will be given this inventory to complete after you have completed a PLAR application for HR 237.

Resources

Kelloway, E.K., Francis L., and Montgomery, J. (2008). Management of Occupational Health and Safety (4th ed.) Scarborough ON: Thompson Learning

Saskatchewan Labour OH&S Act and Relations

Saskatchewan Labour OH&S Committee Manual

Workers Compensation Board Website: <http://www.wcbask.com/>

Sample of an EAP website: http://www.familyseviceseap.com/home/index_e.html

Business Human Resources Diploma program

ACCT 225 – Managerial Accounting

Your studies will provide an introduction to the fundamentals of managerial accounting. You will examine cost concepts, pricing strategies, manufacturing accounting, cost allocation, and budgeting processes, and you will be able to select appropriate managerial accounting techniques for decision making.

Credit unit(s): 5.0

Prerequisite(s): ACCT 122, minimum grade 60%

ACCT 225 – Managerial Accounting Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Explain the nature and role of managerial accounting in a business environment.					
<ul style="list-style-type: none"> ▪ Define managerial accounting 					
<ul style="list-style-type: none"> ▪ Compare managerial accounting and financial accounting 					
<ul style="list-style-type: none"> ▪ Identify different decision-making structures in the business environment 					
2. Apply appropriate cost terms and classifications for costs incurred by a business organization.					
<ul style="list-style-type: none"> ▪ Apply appropriate cost terms, concepts and classifications to costs incurred by a business concern 					
<ul style="list-style-type: none"> ▪ Identify fixed, variable and mixed costs incurred by an organization 					
<ul style="list-style-type: none"> ▪ Use the high-low method to determine variable and fixed components of a mixed cost 					
<ul style="list-style-type: none"> ▪ Use the scattergraph method to determine variable and fixed components of a mixed cost 					
3. Use cost flow information to prepare financial schedules.					
<ul style="list-style-type: none"> ▪ Describe the flow of costs for a business organization 					
<ul style="list-style-type: none"> ▪ Identify costs that can be inventoried 					
<ul style="list-style-type: none"> ▪ Prepare statements for cost of manufacturing, cost of goods sold, and income 					
<ul style="list-style-type: none"> ▪ Compute predetermined overhead rates 					
<ul style="list-style-type: none"> ▪ Apply job-order costing techniques in a business organization 					
<ul style="list-style-type: none"> ▪ Describe proper treatments for over-applied and under-applied overhead costs 					

ACCT 225 – Managerial Accounting Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
4. Use cost flow information to prepare budget documents.					
▪ Explain the budgeting process					
▪ Prepare a master budget and supporting schedules for a business					
▪ Prepare a cash budget					
▪ Prepare a flexible budget					
5. Use cost information for planning in a business environment.					
▪ Explain the standard setting process					
▪ Calculate standard costs for manufacturing concerns					
▪ Use variance analysis and management by exception techniques					
▪ Prepare detailed analysis of variances for direct labour, direct materials, fixed overhead costs and variable overhead costs					
▪ Interpret variances for possible causes					
6. Use cost information to control purposes in a business environment.					
▪ Prepare income statements in contribution margin format					
▪ Calculate margin of safety and degree of operating leverage using contribution margin					
▪ Use contribution margin and operating leverage to determine net income given changes in prices, costs or volume					
▪ Use contribution margin for cost-volume-profit analysis					
7. Use cost-volume-profit information for decision making in a business environment.					
▪ Prepare segmented income statements					
▪ Interpret segmented income statements for decision making					
▪ Identify relevant costs for decision making					
▪ Evaluate options using relevant costs					
8. Select appropriate managerial accounting techniques for decision making in a business environment.					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

Please include any work samples, validations, letters of reference, and documentation that demonstrates your knowledge and skills of this course's learning outcomes. The following must be submitted:

- Employer Validation
- Resume
- Relevant workbased training or workshops – please include any certificates, statements of attendance, agendas or workshop outlines you may have.
- Work samples including:
 - financial schedules – statements for cost of manufacturing, cost of goods sold, and income
 - budget documents – master budget, cash budget, flexible budget
 - income statements – contribution margin format, segmented income statements
 - Master budget for an organization/business

2. Clarification interview

Assessor may contact candidate for explanation or verification of submitted evidence.

3. Challenge exam

If the evidence submitted is complete or missing some skills and knowledge, candidates may be asked to write a short answer exam.

Resources

Garrison, Noreen, Kalagnanam, Vaidyanathan (2005). *Introduction to Managerial Accounting, Canadian Edition*. Toronto: McGraw Hill Ryerson.

Please click the links for the self-audits

ADMN 220	Organizational Behaviour
ADMN 255	Managing Conflict in the Workplace
HR 120	Intro to Human Resource Management
HR 230	Recruitment and Selection
HR 231	Compensation and Benefits
HR 232	Training and Development
HR 233	Labour Relations
HR 234	Employee Relations
HR 235	Collective Bargaining & Interest-Based Negotiations
HR 236	Organizational Effectiveness
HR 237	Wellness in the Workplace

LAW 220 – Commercial Law

Your studies will focus on the field of commercial law. You will examine in detail the concepts of contract law and how these concepts are influenced by various legislative acts and common law. Particular attention will be focused on: tort law, negotiable instruments, secured transactions, insurance, bailments, agency, real property law, employment, sale of goods, and the various forms of business organizations.

Credit unit(s): 4.0

Equivalent course(s): ACP 170, LAW 240

LAW 220 – Commercial Law Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe how laws have evolved to facilitate our society.					
▪ Describe the nature of law					
▪ Describe the role of law					
▪ Describe the theory of law					
▪ Describe the sources of law					
▪ Describe the structure of the judicial system					
▪ Describe how laws are enforced					
▪ Describe the categories of laws					
2. Explain the law of torts and its impact upon a society and its members.					
▪ Describe the purpose of tort law					
▪ Describe the various forms of intentional torts					
▪ Describe the various forms of unintentional torts					
▪ Explain the remedies available to a victim of a tort					
▪ Explain how the standard of care may vary between individuals					
▪ Describe how the burden of proof may vary between individuals					
3. Explain the elements that an agreement must contain to be an enforceable contract.					
▪ Describe the purpose of the element of intention					
▪ Explain the impact of an offer					
▪ Explain the element of acceptance					

LAW 220 – Commercial Law Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Describe the element of consideration 					
<ul style="list-style-type: none"> ▪ Explain how a gratuitous promise may be enforceable 					
<ul style="list-style-type: none"> ▪ Explain how the lack of capacity may impact a contract 					
<ul style="list-style-type: none"> ▪ Describe the element of legality 					
<ul style="list-style-type: none"> ▪ Explain the impact of the Statute of Frauds 					
4. Explain the impact of the various flaws in a contract.					
<ul style="list-style-type: none"> ▪ Identify the laws that can impact a contract 					
<ul style="list-style-type: none"> ▪ Explain how mistakes may impact a contract 					
<ul style="list-style-type: none"> ▪ Explain how misrepresentation may impact a contract 					
<ul style="list-style-type: none"> ▪ Explain how undue influence may impact a contract 					
<ul style="list-style-type: none"> ▪ Explain how duress may impact a contract 					
<ul style="list-style-type: none"> ▪ Describe the remedies available to a victim of a flaw 					
5. Describe the extent of contractual rights on parties associated with a contract.					
<ul style="list-style-type: none"> ▪ Describe the concept of privity of a contract 					
<ul style="list-style-type: none"> ▪ Identify the exceptions to the privity of contract rule 					
<ul style="list-style-type: none"> ▪ Describe the purpose of assigning contractual rights 					
<ul style="list-style-type: none"> ▪ Describe the differences between an ordinary assignment and a statutory assignment 					
6. Describe how a contract may be brought to an end.					
<ul style="list-style-type: none"> ▪ Describe the nature of performance 					
<ul style="list-style-type: none"> ▪ Describe the methods a contract may be brought to an end by agreement 					
<ul style="list-style-type: none"> ▪ Explain the impact of the Doctrine of Frustration 					
<ul style="list-style-type: none"> ▪ Describe how an operation of the law may bring a contract to an end 					
<ul style="list-style-type: none"> ▪ Explain how a breach of a contract would bring it to an end 					
7. Explain the remedies available for victims of a breach of contract.					
<ul style="list-style-type: none"> ▪ Identify the remedies available for a victim of a breach of contract 					
<ul style="list-style-type: none"> ▪ Explain how damages are utilized by a victim of breach 					

LAW 220 – Commercial Law Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Explain how the special or equitable remedies may be utilized by a victim of a breach 					
<ul style="list-style-type: none"> ▪ Describe how mitigation of loss impacts the parties to a breached contract 					
8. Describe the impact of the law of agency on society and its participants.					
<ul style="list-style-type: none"> ▪ Explain the nature of an agent/principal relationship 					
<ul style="list-style-type: none"> ▪ Describe how an agency relationship can be created 					
<ul style="list-style-type: none"> ▪ Describe the duties of an agent 					
<ul style="list-style-type: none"> ▪ Describe the duties of a principal 					
<ul style="list-style-type: none"> ▪ Explain the scope of liability of an agent 					
<ul style="list-style-type: none"> ▪ Explain the scope of liability of a principal 					
9. Describe how the Sale of Goods Acts affects the buyer and seller of goods.					
<ul style="list-style-type: none"> ▪ Describe the purpose of the Sale of Goods Act 					
<ul style="list-style-type: none"> ▪ Describe the duties of a seller 					
<ul style="list-style-type: none"> ▪ Describe the duties of a buyer 					
<ul style="list-style-type: none"> ▪ Identify the remedies of a seller 					
<ul style="list-style-type: none"> ▪ Identify the remedies of a buyer 					
10. Describe the obligations that the law of bailments places on the parties to a bailment contract.					
<ul style="list-style-type: none"> ▪ Explain the nature of a bailment 					
<ul style="list-style-type: none"> ▪ Identify the various types of bailments 					
<ul style="list-style-type: none"> ▪ Identify the level of liability for each of the various types o bailments 					
<ul style="list-style-type: none"> ▪ Describe the remedies available to the parties in a bailment contract 					
11. Apply the law of insurance in the protection of society and its members.					
<ul style="list-style-type: none"> ▪ Describe the purpose of insurance contracts 					
<ul style="list-style-type: none"> ▪ Describe the various types of insurance contracts 					
<ul style="list-style-type: none"> ▪ Explain the rights of an insurer 					
<ul style="list-style-type: none"> ▪ Apply the co-insurance formula to a specific case situation 					
12. Describe how employment laws facilitate society.					

LAW 220 – Commercial Law Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Describe the nature of an employment relationship 					
<ul style="list-style-type: none"> ▪ Explain how a contract of employment may be terminated 					
<ul style="list-style-type: none"> ▪ Describe the duties of an employer 					
<ul style="list-style-type: none"> ▪ Describe the duties of an employee 					
<ul style="list-style-type: none"> ▪ Explain the scope of liability of the parties in an employment contract 					
<ul style="list-style-type: none"> ▪ Describe the impact on society and its members caused by collective bargaining in the work place 					
13. Explain how the law of negotiable instruments facilitates trade.					
<ul style="list-style-type: none"> ▪ Describe the intent of the Bills of Exchange Act 					
<ul style="list-style-type: none"> ▪ Describe how each of the various bills of exchange function 					
<ul style="list-style-type: none"> ▪ Describe the different types of endorsement 					
<ul style="list-style-type: none"> ▪ Describe the deficiencies under the Bill of Exchange Act 					
14. Describe how the law of real property impacts society.					
<ul style="list-style-type: none"> ▪ Describe what real property is 					
<ul style="list-style-type: none"> ▪ Explain how interests in land are registered 					
<ul style="list-style-type: none"> ▪ Describe the nature of mortgages 					
<ul style="list-style-type: none"> ▪ Explain the duties of a mortgagor and mortgagee 					
<ul style="list-style-type: none"> ▪ Explain the rights of a mortgagor and the mortgagee 					
<ul style="list-style-type: none"> ▪ Explain the major interests in land 					
<ul style="list-style-type: none"> ▪ Explain the minor interests in land 					
<ul style="list-style-type: none"> ▪ Explain the types of leases and their impact 					
15. Explain the purpose of the various lead structures that a business may adopt.					
<ul style="list-style-type: none"> ▪ Describe the nature of a partnership 					
<ul style="list-style-type: none"> ▪ Describe how a partnership may be formed 					
<ul style="list-style-type: none"> ▪ Explain the duties, liabilities, and rights of a partner 					
<ul style="list-style-type: none"> ▪ Describe the nature of a limited partnership 					
<ul style="list-style-type: none"> ▪ Describe the differences between a partnership and a joint venture 					
<ul style="list-style-type: none"> ▪ Describe the nature of a corporation 					

LAW 220 – Commercial Law	Mastery	Competent	Functional	Learning	None
Mastery: I am able to demonstrate it well enough to teach it to someone else.					
Competent: I can work independently to apply the outcome.					
Functional: I need some assistance in using the outcome.					
Learning: I am developing skills and knowledge for this area.					
None: I have no experience with the outcome.					
▪ Describe how a corporation may be created					
▪ Describe the scope of liability of the parties of a corporation					
▪ Describe the management structure of a corporation					
16. Explain the impact of debtor-creditor relationships on society and its members.					
▪ Describe each of the security instruments used to secure debt					
▪ Describe the differences between a consensual security instrument and a non-consensual security process					
▪ Describe the rights of a secured creditor					
▪ Explain the nature of bankruptcy					
▪ Describe the acts of bankruptcy					
▪ Describe the bankruptcy processes					
▪ Explain how the creditors are treated in a bankruptcy					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

Please include any work samples, validations, letters of reference, and documentation that demonstrates your knowledge and skills of this course's learning outcomes. The following must be submitted:

- Employer validation checklist (Refer to [Appendix E](#) for checklist)
- Resume
- Relevant work based training or workshops – please include any certificates, statements of attendance, agendas or workshop outlines you may have
- Work samples that demonstrate knowledge of critical outcomes and steps bolded in the above self-audit.

2. Clarification interview

Assessor may contact candidate for explanation or verification of submitted evidence.

3. Challenge exam

The candidate may be required to write a multiple choice exam if the evidence file work samples and relevant training do not sufficiently demonstrate knowledge and skills of the bolded critical outcomes and steps.

Resources

The Law and Business Administration in Canada, 11th Edition. Smyth, Soberman, and Easson (2006). Pearson, Prentice-Hall.

Pearson, Prentice - Hall has a student web sight for candidates that purchase new text books.

Business Human Resources programs



Appendices

Appendix A: ADMN 220 – Organizational Behaviour documents

**On Employers letterhead*

Employer/validator information sheet for evidence: ADMN 220 – Organizational Behaviour

I have actually seen _____ complete the tasks
(Candidate's name)
that I have signed for on the PLAR employer validation checklist for the
ADMN 220 Organizational Behaviour course. I am confident that he/she can perform the
identified factors at the skill level indicated.

Name of validator: _____

Employer: _____

Job title: _____

Telephone: _____

Fax: _____

Email: _____

General comments regarding the candidate's performance (optional):

Signature: _____

Date: _____

Employer validation checklist: ADMN 220 – Organizational Behaviour

Employer instructions: Review each of the skills and knowledge factors that are listed in the table below. Indicate with a checkmark whether the PLAR candidate can perform the factor at a “Satisfactory”, “Unsatisfactory”, or “Not Applicable” level. Add any comments that you might have to clarify your responses in the comment area. Provide your signature at the bottom of this form and complete the validator information sheet

Skills and knowledge	Satisfactory	Unsatisfactory	Not Applicable	Optional comments
Determines goals and sets priorities				
Plans and schedules activities				
Completes tasks within an established deadline				
Solves problems and makes thoughtful and reasonable decisions, even if unpopular				
Effectively uses verbal skills				
Effectively uses non-verbal skills				
Leads discussion groups				
Prepares presentations				
Delivers presentations				
Understands and works well in a diverse workplace (gender, age, race, other)				
Negotiates work tasks and assignments				
Functions as an effective team member				
Effectively manages conflict				
Maintains good relations with others				
Encourages and motivates others to accomplish tasks				
Monitors the performance of others when required				



Exam invigilator form for Prior Learning Assessment

Please fill in and return the following information with exams to your SIAST contact (Rick Wagman, SIAST Palliser Campus, PO Box 1420, Moose Jaw SK, S6H 4R4).

The exam supervisor should be a professional (teacher, RCMP, RN, secretary, clergy, etc.) and must be a non-relative.

EXAM SUPERVISOR

Name: _____

Address: _____

Postal code _____

Occupation: _____

Place of employment: _____

Business phone: _____

Home phone: _____

Student's name: (please print) _____

Note: Please validate student's identity. After validation, please enter your signature.

Signature of exam supervisor

List course

ADMN 220 - PLAR assignment

Instruction sheet for candidate

Note to candidates:

Please take careful note of the marks assigned to each of the following questions and plan your time and answers according to the value of each question. As well, when given a choice of questions, please only answer one as you will only be marked on one (refer below to number 3).

This information is included in the candidate guide so you will have more information about the assignment. You will receive the actual assignment from the program area once you have made your PLAR application.

1. Candidates are to complete the following questions:
 - a) **Either Question 1 OR Question 2**
 - b) Questions 3, 4, 5, and 6. Note that question 4 has **two** choices. Your assignment will be graded depending on the choice you have made.
 - c) **Either Question 7 OR Question 8**

2. Questions 1 and 2 can be done directly into the assignment booklet. The other questions must be done on the paper that has been supplied to you. Please ensure that your writing is neat and legible.

3. Assessors will only mark the first response in questions where candidates are given a choice.

4. This assignment has been developed so that candidates who have had organizational experience would be able to complete it without reference to a textbook. However you are allowed to use your textbooks.

Appendix B: HR 237 – Wellness in the Workplace documents

A Sample letter you may use to request Employer validation of your skills and knowledge for HR 237. Candidates, you may change this letter to reflect your work situation.

Date

Ms. Jill McKee

Star Trucking
Regina, Sask.
S4P 2B6

Dear Sir/Madame:

As we discussed on the telephone, I am writing to ask you for a letter to validate the knowledge, skills and attitudes I developed while working with your company.

I am in the process of seeking credit recognition in a SIAST program for some of the skills, knowledge and attitudes I developed and demonstrated while working with your organization. Your letter will assist me by providing evidence that I have successfully performed the tasks outlined in the HR 237 self-audit which I have attached to this letter.

Please provide me with a letter indicating the term of my employment with your company, my position there, and a general statement about my role, and the scope of my responsibilities.

The subject matter of some of the courses I am seeking recognition for may require me to provide evidence of issues involving employees. Due to the sensitive nature of human resource management, I would like to assure you that any examples of my work that I share as part of my portfolio or as evidence to demonstrate my competency will not disclose any personal information of an employee past or present or any materials considered confidential to the organization.

If you require clarification, please contact me at (306) _____

Thank you for assisting me in achieving recognition for the skills, knowledge and attitudes I developed while working for your company.

Yours truly,

Appendix C: BCOM 120 and BCOM 121 documents

Sample letter for employer

Date

Ms. Jill McKee

Star Trucking
Regina, Sask.
S4P 2B6

Dear Sir/Madame:

As we discussed on the telephone, I am writing to ask you for a letter to validate the knowledge, skills and attitudes I developed while working with your company.

I am in the process of seeking credit recognition in a SIAST program for some of the skills, knowledge and attitudes I developed and demonstrated while working with your organization. Your letter will assist me by providing evidence that I have successfully performed the tasks outlined in the attached PLAR Employer validation checklist. If I can provide evidence that I have successfully performed tasks and demonstrated skills, knowledge and attitudes in the areas outlined in the attached checklist I will receive credit for the course(s)

in the **Business Human Resources program/Human Resources Advanced certificate program/Human Resources certificate program.**

Please provide me with a letter indicating the term of my employment with your company, my position there, and a general statement about my role, and the scope of my responsibilities. Also, please complete the attached checklist by indicating those areas I have carried out. I may be eligible to receive credit for those areas in which you indicate a yes rating.

The subject matter of some of the courses I am seeking recognition for may require me to provide evidence of issues involving employees. Due to the sensitive nature of human resource management, I would like to assure you that any examples of my work that I share as part of my portfolio or as evidence to demonstrate my competency will not disclose any personal information of an employee past or present or any materials considered confidential to the organization.

If you require clarification, please contact me at (306) _____

Thank you for assisting me in achieving recognition for the skills, knowledge and attitudes I developed while working for your company.

Yours truly,

**On Employers letterhead*

**Employer/validator information sheet for evidence:
BCOM 120 & BCOM 121**

I have actually seen _____ complete the tasks
(Candidate's name)
that I have signed for on the PLAR employer validation checklist for the
BCOM 120 and/or BCOM 121 communication courses. I am confident that he/she can perform
the identified factors at the skill level indicated.

Name of validator: _____

Employer: _____

Job title: _____

Telephone: _____

Fax: _____

Email: _____

General comments regarding the candidate's performance (optional):

Signature: _____

Date: _____

List course(s): _____

BCOM 120

Detailed information and validation checklists for evidence file

The following terms are used in **BCOM 120**

Routine business emails, memos, and letters

"Routine" business messages are typical business messages and take the form of memos, emails, or letters:

- Memos are internal messages; that is, they are sent to employees in the business for which the writer is working.
- Emails may be either internal or external messages.
- Letters are external messages, which are sent to organizations other than the business for which the writer is working.

Routine business messages describe procedures and distribute information. The reader is expected to be pleased, mildly interested, or possibly neutral.

Routine messages use the direct organizational pattern. The three parts are:

- the purpose of the message
- explanations, details, or evidence in the next paragraph.
- action information including dates or deadlines, a summary of the message, or a closing thought

Negative Business Letters

Negative business letters deliver bad news. The reader is expected to receive the news with displeasure or even hostility.

"Bad news" letters are written using an indirect organizational pattern. The four parts are:

- a neutral statement
- an explanation of the causes of the bad news
- an understated announcement of the bad news
- a pleasant statement that focuses on the future

Feedback sheet

*Please use this feedback sheet as a guide when completing a **direct memo/letter for BCOM 120***

Key: E: Excellent G: Good A: Average U: Unacceptable

The PLAR candidate must achieve at least an "A" rating in each category.

TRAITS & EXPECTATIONS	RATING			
CONTENT/ORGANIZATION	E	G	A	U
Subject Line and Opening Paragraph				
<input type="checkbox"/> Summarizes main idea in the subject line (as applicable)				
<input type="checkbox"/> Restates and amplifies main idea in the opening paragraph				
<input type="checkbox"/> States purpose clearly				
<input type="checkbox"/> Opens with a question or polite command if applicable				
General Explanation	E	G	A	U
<input type="checkbox"/> Provides reader with adequate background to understand the writer's needs and interests				
Specific Details	E	G	A	U
<input type="checkbox"/> Includes all relevant information				
<input type="checkbox"/> Asks open-ended questions and clarifies as needed				
<input type="checkbox"/> Organizes information effectively (like items grouped; most important to least important etc.)				
Closing Paragraph	E	G	A	U
<input type="checkbox"/> Includes clear, dated action with an explanation if applicable				
<input type="checkbox"/> Expresses appreciation if applicable				
<input type="checkbox"/> Provides closure				
WRITING STYLE	E	G	A	U
Includes effective writing techniques such as:				
<input type="checkbox"/> "You" focus/Reader benefit				
<input type="checkbox"/> Positive attitude				
<input type="checkbox"/> Active verbs				
<input type="checkbox"/> Concise language				
<input type="checkbox"/> No trite expressions				
<input type="checkbox"/> Ideas expressed fluently				
<input type="checkbox"/> Parallel construction				

TRAITS & EXPECTATIONS	RATING			
<input type="checkbox"/> Original thought				
GRAMMAR/SPELLING/PUNCTUATION/MECHANICS	E	G	A	U
Correct:				
<input type="checkbox"/> Grammar				
<input type="checkbox"/> Punctuation				
<input type="checkbox"/> Numbers				
<input type="checkbox"/> Spelling				
<input type="checkbox"/> Abbreviations				
<input type="checkbox"/> Word Usage				
FORMAT	E	G	A	U
All parts:				
<input type="checkbox"/> Correct order				
<input type="checkbox"/> Correct spacing				
<input type="checkbox"/> Consistent letter & punctuation style OR				
<input type="checkbox"/> Correct memo set-up including initials at the FROM line				
<input type="checkbox"/> Complete information				

Feedback sheet

*Please use this feedback sheet as a guide when completing an
indirect memo/letter for BCOM 120*

Key: E: Excellent G: Good A: Average U: Unacceptable

The PLAR candidate must achieve at least an "A" rating in each category.

TRAITS & EXPECTATIONS	RATING			
CONTENT/ORGANIZATION	E	G	A	U
Buffer				
<input type="checkbox"/> Neutral				
<input type="checkbox"/> On topic				
<input type="checkbox"/> Logical transition to explanation				
Explanation	E	G	A	U
<input type="checkbox"/> Complete				
<input type="checkbox"/> Believable				
<input type="checkbox"/> Explanation presented before the refusal				
<input type="checkbox"/> Reader benefit				
Refusal	E	G	A	U
Softened using several of the following techniques:				
<input type="checkbox"/> Imbedded placement				
<input type="checkbox"/> Longer sentence				
<input type="checkbox"/> Alternative suggestion				
<input type="checkbox"/> Passive voice				
<input type="checkbox"/> Dependent clause				
<input type="checkbox"/> Implied refusal				
Close	E	G	A	U
<input type="checkbox"/> Positive look forward				
<input type="checkbox"/> Action if appropriate				
<input type="checkbox"/> No mention of bad news				
WRITING STYLE	E	G	A	U
Includes effective writing techniques such as:				
<input type="checkbox"/> "You" focus/Reader benefit				
<input type="checkbox"/> Positive attitude				
<input type="checkbox"/> Concise language				
<input type="checkbox"/> No trite expressions				

TRAITS & EXPECTATIONS	RATING			
<input type="checkbox"/> Fluent expression of ideas				
<input type="checkbox"/> Original				
<input type="checkbox"/> Parallel construction				
GRAMMAR/SPELLING/PUNCTUATION/MECHANICS	E	G	A	U
Correct:				
<input type="checkbox"/> Grammar				
<input type="checkbox"/> Punctuation				
<input type="checkbox"/> Numbers				
<input type="checkbox"/> Spelling				
<input type="checkbox"/> Abbreviations				
<input type="checkbox"/> Word usage				
FORMAT	E	G	A	U
All parts:				
<input type="checkbox"/> Correct order				
<input type="checkbox"/> Correct spacing				
<input type="checkbox"/> If letter, consistent letter & punctuation style				
<input type="checkbox"/> If memo, correct memo set-up				
<input type="checkbox"/> Complete information				

Direct memo/letter

Please have form filled out by your employer or direct supervisor

(On Employers Business Letterhead)

_____ (candidate's name) has satisfactory knowledge of how to compose e-mails, memos, and letters to send the following business messages:

Routine business messages. The candidate composes effective sentences and paragraphs and uses standard format when writing routine messages. Examples are e-mails and memos that relate to the daily operation of an organization and letters that request information or reply to customer's queries.

Negative business messages. The candidate composes effective sentences and paragraphs and uses standard format for writing messages which may contain bad news. Examples are refusing requests, declining invitations, and delivering negative news to employees and customers.

Name of validator: _____

Employer: _____

Job title: _____

Telephone: _____

Fax: _____

Email: _____

General comments regarding the candidate's performance (optional):

Signature: _____

Date: _____

BCOM 121

Detailed information and validation checklists for evidence file

The following terms are used in **BCOM 121**.

This appendix includes an explanation of the terms "informal report," "informational report," "analytical report," and "formal report" as they are used in the PLAR validation checklist for BCOM 121.

Informal report

An informal report is a short report of ten pages or less. It presents the information in either memo or letter format, according to whether the report is needed inside or outside the writer's organization.

Informational report

The main purpose of an informal informational report is to present information (data) without analyzing it or making recommendations. The writer collects and organizes the data.

Examples are periodic reports such as sales reports; trip, convention, and conference reports; progress reports; and investigative reports.

Analytical report

The main purposes of an analytical report are not only to present information, but also to analyze the information and provide conclusions. If requested, the writer will also make recommendations.

Examples of analytical reports are justification/recommendation reports, feasibility reports, and yardstick reports (which examine problems with two or more solutions so they compare/contrast criteria).

Formal report

A formal report may be either informational or analytical. It is similar to an informal report except that it is longer and it is formatted differently. Written in response to a request from the decision makers in an organization, a formal report contains the following parts:

- Cover
- Title page
- Letter or Memo of transmittal
- Table of contents
- List of figures
- Executive summary
- Introduction
- Body
- Conclusions
- Recommendations (if applicable)
- Appendix (if applicable)
- Works cited

Examples of formal reports are an organization's annual report, a report to an outside agency, which provides funding to the writer's organization, or a long report, which presents information to a decision maker

Feedback sheet

*Please use this feedback sheet as a guide when completing an **informal informational report for BCOM 121***

Key: E: Excellent G: Good A: Average U: Unacceptable

The PLAR candidate must achieve at least an "A" rating in each category.

TRAITS & EXPECTATIONS	RATING			
CONTENT/ORGANIZATION	E	G	A	U
Introduction				
· Explains authorization/purpose of the report				
· Describes sources & methodology (if appropriate)				
· Provides necessary background information for readers				
· Previews the organization of the report				
Findings	E	G	A	U
· Groups facts or findings into 3 to 5 subtopics				
· Supports findings with facts/evidence				
· Uses clear headings				
· Chooses appropriate degree of formality				
· Enhances readability with graphic highlighting				
· Uses logical order to present information				
· Provides appropriate in-text citations				
Visuals	E	G	A	U
· Introduces & explains graphics				
· Uses appropriate format (number & caption)				
· Provides appropriate in-text citations				
Summary/Conclusion	E	G	A	U
· Reviews main points				
· Discusses what action will follow (if appropriate)				
· Offers a concluding thought				
· Facilitates quick response				
WRITING STYLE	E	G	A	U
Includes effective writing techniques such as:				
· Precise/concise language				
· Reader oriented				

TRAITS & EXPECTATIONS	RATING			
· Active verbs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Consistent verb tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Transitional devices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Fluent expression of ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Parallel construction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GRAMMAR/SPELLING/PUNCTUATION/MECHANICS	E	G	A	U
Correct:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Punctuation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Abbreviations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Word Usage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FORMAT	E	G	A	U
· Places all parts of document in the correct order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Provides appropriate spacing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Includes Works Cited page in appropriate documentation style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Applies consistent letter & punctuation style OR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Uses correct memo set-up including initials at the FROM line	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Feedback sheet

*Please use this feedback sheet as a guide when completing an **informal analytical report for BCOM 121***

Key: E: Excellent G: Good A: Average U: Unacceptable

The PLAR candidate must achieve at least an "A" rating in each category.

TRAITS & EXPECTATIONS	RATING			
CONTENT/ORGANIZATION	E	G	A	U
Introduction				
· Explains the authorization/purpose of the report				
· Previews the organization of the report				
· Summarizes conclusions & recommendations (receptive audiences)				
Findings	E	G	A	U
· Describes the problem or need if not in Introduction				
· Establishes criteria (if applicable)				
· Uses clear headings				
· Discusses & evaluates alternatives, pros & cons etc.				
· Supports findings with facts/evidence				
· Enhances readability with graphic highlighting				
· Provides appropriate in-text citations				
· Organizes findings for logic and readability				
Visuals	E	G	A	U
· Introduces & explains graphics				
· Uses appropriate format (number & caption)				
· Provides appropriate in-text citations				
Conclusions & Recommendations	E	G	A	U
· Draws reasonable conclusions from the findings				
· Justifies conclusions with highlights from findings				
· Makes recommendations if asked; based on the conclusions				
· Enumerates & explains needed actions				
· Writes recommendations as commands				
WRITING STYLE	E	G	A	U
Includes effective writing techniques such as:				
· Precise/concise language				

TRAITS & EXPECTATIONS	RATING			
· Reader oriented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Active verbs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Consistent verb tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Transitional devices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Fluent expression of ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Parallel construction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GRAMMAR/SPELLING/PUNCTUATION/MECHANICS	E	G	A	U
Correct:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Punctuation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Abbreviations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Word Usage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FORMAT	E	G	A	U
· Places all parts of document in the correct order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Provides appropriate spacing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Includes Works Cited page in appropriate documentation style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Uses consistent letter & punctuation style OR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Uses correct memo set-up including initials at the FROM line	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Feedback sheet

*Please use this feedback sheet as a guide when completing a
formal report for BCOM 121*

Key: E: Excellent G: Good A: Average U: Unacceptable

The PLAR candidate must achieve at least an "A" rating in each category.

TRAITS & EXPECTATIONS	RATING			
CONTENT/ORGANIZATION	E	G	A	U
Introduction				
· Identifies the purpose of the report				
· Explains the significance/background of the study				
· Includes scope, limitations, sources & methodology				
· Previews the organization of the report				
Findings	E	G	A	U
· Discusses topic thoroughly and objectively				
· Supports findings with facts/evidence				
· Enhances readability with graphic highlighting				
· Uses clear headings				
· Uses logical order to present information				
· Provides appropriate in-text citations				
Visuals	E	G	A	U
· Chooses appropriate charts/graphs/illustrations				
· Introduces & explains graphics				
· Uses appropriate format (number & caption)				
· Provides appropriate in-text citations				
Summary/Conclusion	E	G	A	U
· Reviews main points				
· Explains what the findings mean in relation to the problem				
· Makes recommendations that suggest action (if requested)				
· Enumerates & explains actions; writes actions as commands				
WRITING STYLE	E	G	A	U
Includes effective writing techniques such as:				
· Precise/concise language				
· Reader oriented				
· Active verbs				

TRAITS & EXPECTATIONS	RATING			
· Appropriate degree of formality				
· Transitional devices				
· Fluent expression of ideas				
· Parallel construction				
GRAMMAR/SPELLING/PUNCTUATION/MECHANICS	E	G	A	U
Correct:				
· Grammar				
· Punctuation				
· Numbers				
· Spelling				
· Abbreviations				
· Word Usage				
FORMAT	E	G	A	U
· Places all parts of document in the correct order				
· Includes appropriate preliminary parts in correct format: Cover, Title page, Transmittal Document, Table of Contents/List of Illustrations, Executive Summary				
· Includes supplemental parts: Appendix & Works Cited				
· Uses appropriate documentation style for Works Cited page				
· Uses appropriate spacing & pagination				

Feedback sheet

*Please use this feedback sheet as a guide when completing
presentation skills for BCOM 121*

Key: E: Excellent G: Good A: Average U: Unacceptable

The PLAR candidate must achieve at least an "A" rating in each category.

TRAITS & EXPECTATIONS	RATING			
CONTENT & ORGANIZATION	E	G	A	U
Topic				
· Appropriate for the audience				
· Stayed on topic—no digressions				
Introduction	E	G	A	U
· Introduced himself/herself				
· Established credibility				
· Gained listeners attention & interest				
· Previewed main topic areas				
Body	E	G	A	U
· Stated main ideas clearly				
· Provided supporting details				
· Used examples, humour etc. to create audience rapport				
· Provided adequate information				
· Organized speech logically				
· Defined unfamiliar terms				
· Interested audience				
Conclusion	E	G	A	U
· Restated central theme/purpose				
· Provided closure (summary, quotation)				
PRESENTATION & DELIVERY	E	G	A	U
Preparation				
· Used jot notes				
· Rehearsed speech				
· Showed good command of the material				
Visuals	E	G	A	U
· Made effective eye contact				

TRAITS & EXPECTATIONS	RATING			
· Displayed animated facial expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Used natural mannerisms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Showed natural posture & movement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aids	E	G	A	U
· Well prepared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Easy to read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Attractive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Enhanced presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocal	E	G	A	U
· Pronounced words correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Demonstrated well-regulated pacing/fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Maintained adequate volume	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Used effective expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Included few vocalized pauses (ahs, ums)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Direct memo/letter

Please have form filled out by your employer or direct supervisor

(On Employers Business Letterhead)

_____ (candidate's name) has satisfactory knowledge of how to compose both informal short reports and formal reports, how to deliver effective oral presentations, and how to evaluate oral presentations.

Informal reports include knowledge of:

Informational reports. Informational reports present information without analyzing it or making recommendations. Examples are sales reports; trip, convention, and conference reports; progress reports; and investigative reports.

Analytical reports. Analytical reports present information, analyse it, and provide conclusions. They may include recommendations. Examples are recommendation reports, feasibility reports and yardstick reports (which compare/contrast criteria).

A formal report may be informational or analytical. It contains the following parts: cover, title page, letter or memo of transmittal, table of contents, list of figures, executive summary, introduction, body, conclusions, appendix, and bibliography.

An oral presentation might take the form of a short presentation to a staff meeting, a sales pitch to a customer, or a speech before a professional gathering. An evaluation of a presentation involves encouraging the speaker and making helpful suggestions.

Name of validator: _____

Employer: _____

Job title: _____

Telephone: _____

Fax: _____

Email: _____

General comments regarding the candidate's performance (optional):

Signature: _____

Date: _____

Appendix D: ADMN 126 – Introduction to Management documents

Employer validation checklist: ADMN 126 – Introduction to Management

Employer instructions: Review each of the skills and knowledge factors that are listed in the table below. Indicate with a checkmark whether the PLAR candidate can perform the factor at a “Satisfactory”, “Unsatisfactory”, or “Not Applicable” level. Add any comments that you might have to clarify your responses in the comment area. Provide your signature at the bottom of this form and complete the validator information sheet

Skills and knowledge	Satisfactory	Unsatisfactory	Not Applicable	Optional comments
Applies effective management skills in the workplace.				
<ul style="list-style-type: none"> ▪ Provides timely feedback to employees 				
<ul style="list-style-type: none"> ▪ Provides employee encouragement and recognition to boost staff productivity and morale 				
<ul style="list-style-type: none"> ▪ Takes corrective action when needed 				
<ul style="list-style-type: none"> ▪ Involves people in such a way that their natural concerns and energies are tapped 				
Incorporates different levels of management as needed in the workplace				
Applies knowledge of environmental factors that impact an organization’s success to the work environment				
<ul style="list-style-type: none"> ▪ general environment 				
<ul style="list-style-type: none"> ▪ internal/task environment (i.e. employers, employees, supplies, customers) 				
Compensates for the impact of environmental factors on an industry’s operations.				
Utilizes boundary-spanning and gate-keeping to protect an organization.				
Employs effective decision making processes to organizational problems.				
Explores all alternatives prior to making decisions.				
Illustrates when needed the application of satisfying decisions as opposed to optimizing decisions.				

Skills and knowledge	Satisfactory	Unsatisfactory	Not Applicable	Optional comments
Demonstrates application of different decisions in the work environment.				
<ul style="list-style-type: none"> ▪ Satisfying decisions as opposed to optimizing decisions 				
<ul style="list-style-type: none"> ▪ Programming decisions as opposed to non-programming decisions 				
Gathers complete information prior to making a decision.				
Objectively eliminates possible thought and personal biases that may lead to a poor decision.				
Applies group decision making by the work team when appropriate.				
Utilizes and demonstrates the importance of the planning process.				
<ul style="list-style-type: none"> ▪ Sees the need for planning 				
<ul style="list-style-type: none"> ▪ Employs the mission statement 				
<ul style="list-style-type: none"> ▪ Employs the vision statement 				
Incorporates the steps in the planning process.				
<ul style="list-style-type: none"> ▪ Identify organization's purpose (mission) 				
<ul style="list-style-type: none"> ▪ Select organization's goals to meet purpose 				
<ul style="list-style-type: none"> ▪ Identify approaches and strategies 				
<ul style="list-style-type: none"> ▪ Identify specific action plans 				
<ul style="list-style-type: none"> ▪ Identify any strengths, weaknesses, opportunities and threats. 				
<ul style="list-style-type: none"> ▪ Monitor and update plan 				
Relates the following functional organizational structure to the workplace.				
<ul style="list-style-type: none"> ▪ Centralization versus decentralization of authority 				
<ul style="list-style-type: none"> ▪ Functional structure 				
<ul style="list-style-type: none"> ▪ Matrix structure 				
Appropriately applies managerial power in the workplace.				

Skills and knowledge	Satisfactory	Unsatisfactory	Not Applicable	Optional comments
Demonstrates effective leadership in the work environment.				
▪ Communicates well with others				
▪ Is passionate about work				
▪ Good interpersonal skills				
▪ Effective organizer				
▪ Creative				
▪ Has a personal business vision that matches the organization's vision				

Comments:

Signature: _____

Date: _____

Appendix E: LAW 220 – Commercial Law documents

Employer validation checklist: LAW 220 – Commercial Law

Employer instructions: Review each of the skills and knowledge factors that are listed in the table below. Indicate with a checkmark whether the PLAR candidate can perform the factor at a “Satisfactory”, “Unsatisfactory”, or “Not Applicable” level. Add any comments that you might have to clarify your responses in the comment area. Provide your signature at the bottom of this form and complete the validator information sheet

Skills and knowledge	Satisfactory	Unsatisfactory	Not Applicable	Optional comments
1. Demonstrates working knowledge of the following characteristics of the law of torts.				
▪ the purpose of tort law				
▪ various forms of intentional torts				
▪ various forms of unintentional torts				
▪ remedies available to a victim of a tort				
▪ the standards of care may vary between individuals				
▪ the burden of proof may vary between individuals				
2. Applies the following elements that an agreement must contain to be an enforceable contract				
▪ the element of intention				
▪ impact of an offer				
▪ element of acceptance				
▪ element of consideration				
▪ a gratuitous promise may be enforceable				
▪ the lack of capacity may impact a contract				
▪ element of legality				
▪ impact of the Statute of Frauds				

Skills and knowledge	Satisfactory	Unsatisfactory	Not Applicable	Optional comments
3. Demonstrates working knowledge of the impact various flaws in a contract such as:				
▪ Misrepresentation may impact a contract				
▪ Undue influence may impact a contract				
▪ Duress may impact a contract				
▪ The remedies available to a victim of a flaw				
▪ Applies the concept of privity to a contract				
▪ Applies the exceptions to the privity of contract rule				
▪ Assignment of contractual rights				
4. Demonstrates working knowledge of the following methods to end a contract.				
▪ agreement				
▪ doctrine of frustration				
▪ operation of the law				
▪ breach of a contract				
5. Applies the following remedies for victims of a breach of contract.				
▪ damages that are utilized by a victim of a breach				
▪ the impact of mitigation or minimization of the breach on the victim				
6. Applies the law of insurance in the protection of society and its members.				
▪ demonstrates knowledge of the various types of insurance contracts				
▪ employs the rights of an insurer in the law of insurance				
7. Illustrates working knowledge of how the law of negotiable instruments facilitates trade.				
▪ applies the intent of the Bills of exchange Act to trade				

Skills and knowledge	Satisfactory	Unsatisfactory	Not Applicable	Optional comments
<ul style="list-style-type: none"> ▪ employs the different types of endorsement 				
<ul style="list-style-type: none"> ▪ recognizes the deficiencies under the Bills of exchange Act 				
<p>8. Demonstrates the following factors on the impact of debtor-creditor relationships on society and its members.</p>				
<ul style="list-style-type: none"> ▪ security instruments used to secure debt 				
<ul style="list-style-type: none"> ▪ knows the differences between consensual security instrument and a non-consensual security process 				
<ul style="list-style-type: none"> ▪ the rights of a secured creditor 				
<ul style="list-style-type: none"> ▪ the nature of bankruptcy 				
<ul style="list-style-type: none"> ▪ the acts of bankruptcy 				
<ul style="list-style-type: none"> ▪ the bankruptcy processes 				
<ul style="list-style-type: none"> ▪ the treatment of creditors in a bankruptcy 				

**On Employers letterhead*

**Employer/validator information sheet for evidence:
LAW 220 – Commercial Law**

I have actually seen _____ complete the tasks
(Candidate's name)
that I have signed for on the PLAR employer validation checklist for the
LAW 220 – Commercial Law. I am confident that he/she can perform the identified factors at
the skill level indicated.

Name of validator: _____

Employer: _____

Job title: _____

Telephone: _____

Fax: _____

Email: _____

General comments regarding the candidate's performance (optional):

Signature: _____

Date: _____

Appendix F: Detailed learning outcomes and learning steps for HR 120, ADM 255, HR 230, 231, 232, 233, 234, 235 and 236

HR 120 - Introduction to Human Resource Management

- 1.** Describe how an organization utilizes various systems and the management of Human Resources to achieve its objectives.
 - Discuss the roles and activities of a company's human resource management function
 - Summarize areas in which human resource management can support organizational strategies
 - Identify the skills, certification, and ethical requirements of human resource professionals
 - Identify the characteristics of the workforce and how they influence human resource management
 - Identify a brief description of the practices of human resource management

- 2.** Explain the legal and ethical responsibilities of an organization to its employees.
 - Describe the legal framework for Canadian Human Resource Management
 - Summarize the major federal and provincial laws impacting Human Resource Management
 - Identify and describe the role of the agencies that enforce employment equality and privacy legislation
 - Describe the ways employers can meet the duty to accommodate
 - Define harassment and how employers can minimize it
 - Explain the context of Occupational Health and Safety regulations and the rights and responsibilities of the employee

- 3.** Explain the concept of job analysis.
 - Analyze a work-flow process, identifying the output, activities, and inputs in the production of a product or service
 - Relate the importance of job analysis in strategic and human resource management
 - Choose the right job-analysis technique for a variety of human resource activities

4. Design a job based upon job analysis.

- Explain the different approaches to job design
- Analyze the trade-offs among the various approaches to designing jobs

5. Describe the recruiting and selection processes.

- Describe how the particular characteristics of a job, organization, or applicant affect the utility of any test
- List the common methods used in selecting human resources
- Describe the degree to which each of the common methods used in selecting human resources meets the demands of reliability, validity, generalizability, utility, and legality
- Describe how to align a company's strategic direction with its human resource planning
- Describe the advantages and disadvantages of various ways of eliminating a labour surplus or avoiding a labour shortage
- Describe the various recruitment policies organizations adopt to make job vacancies more attractive
- List the various sources from which job applicants can be drawn, their relative advantages and disadvantages and the methods for evaluating them
- Explain the recruiter's role in the recruitment process, the limits the recruiter faces and the opportunities available
- Identify and explain the various elements of a selection decision

6. Explain how training can impact an organization's effectiveness.

- Explain the role of the manager in identifying training needs and supporting the use of training on the job
- Explain a needs assessment
- Describe the strengths and weaknesses of presentation, hands-on, and group training methods
- Explain the potential advantages of e-learning for training
- Choose an appropriate evaluation design based on training objectives and analysis of constraints
- Describe the current trend in using formal education for development
- Describe how assessment of personality type, work behaviours, and job performance can be used for employee development
- Explain how job experience can be used for skill development
- Explain how to train managers to coach employees
- Explain what companies are doing for management development issues including succession planning, eliminating the glass ceiling, and helping dysfunctional managers

7. Explain how performance appraisals may affect the efficiency and effectiveness of an organization.
 - Identify the major determinants of individual performance
 - Describe the three general purposes of performance management
 - Identify the five criteria for effective performance-management systems
 - Identify the four approaches to performance management, the specific techniques used in each approach, and the way these approaches compare with the criteria for effective performance-management systems
 - Describe the advantages and disadvantages of the different sources of performance information
 - Distinguish types of rating errors and explain how to minimize each in a performance evaluation
 - Identify the characteristics of a performance measurement system that follows legal guidelines
 - Summarize ways to achieve performance improvement

8. Describe the characteristics of incentives for organizations to provide superior employee relations.
 - Describe the pay programs for recognizing employees' contributions to the organization's success
 - List the advantages and disadvantages of pay programs
 - List the major factors to consider in matching the pay strategy to the organization's strategy
 - Explain the importance of process issues such as communication in compensation management
 - List the major decision areas and concepts in employee compensation management
 - Summarize the types of employee benefits and services offered by employers
 - Explain the importance of competitive labour-market forces in compensation decisions
 - Differentiate between expectancy theory and equity theory

9. Discuss the role of benefits and services as part of employees' compensation.
 - Discuss the growth in benefits costs and the underlying reasons for that growth
 - Explain the major provisions of employee benefits programs
 - Describe the effects of benefits management on cost and work-force quality
 - Explain the importance of effectively communicating the nature and value of benefits to employees
 - Describe the impact creating a positive employment climate on an organization

- 10.** Describe the effects of a unionized work force on human resource management.
 - Describe what is meant by collective bargaining and labour relations
 - Identify the labour relations, goals of management, labour unions, and society
 - Describe the major labour-management interactions: organizing, contract negotiations, and contract administration
 - Summarize the laws and regulations that affect labour relations
 - Explain how changes in competitive challenges (i.e., product-market competition and globalization) are influencing labour-management interactions

- 11.** Explain the contributions and effectiveness of human resource management on a high-performance organization.
 - Define high-performance work systems
 - Summarize the outcomes of a high-performance work system
 - Explain how human resource management can contribute to a high-performance work system

HR 230 – Recruitment and Selection

1. Describe the staffing function.
 - Define recruiting and selection.
 - Describe the relevance of recruitment and selection to Canadian organizations
 - Discuss how staffing contributes to organizational goals
 - Describe how the human resource organizations in Saskatchewan link to provincial and national organizations
 - List the requirements to gain the CHRP designation
 - Describe the basic ethical issues in recruitment and selection

2. Explain how scientifically derived information is used in the selection and recruitment process.
 - Describe the basic components that make up a traditional personnel selection model
 - Describe the concepts of reliability and validity
 - Identify common strategies that are used to provide evidence on the reliability and validity of measures used in personnel selection
 - Discuss the requirement for measures used in personnel selection to evaluate applicants fairly and in an unbiased fashion

3. Describe the legal issues that affect the practice of recruitment and selection in Canada.
 - Discuss how relevant human rights and employment equity legislation and policies affect recruitment and selection
 - Discuss labour legislation as it relates to recruitment and selection
 - Give an example of adverse effect (indirect) discrimination
 - Give an example of a bonafide occupational requirement
 - Discuss reasonable accommodation, undue hardship, and individual accommodation
 - Describe the practice of non-discriminatory recruiting

4. Demonstrate the process of job analysis.
 - Describe the purpose of job analysis
 - Describe the various ways of gathering job analysis information
 - Illustrate the documents that result from job analysis
 - Apply the standard tools and techniques to conduct a job analysis
 - Describe the role competencies play in recruitment and selection

- 5.** Recognize the importance of the measurement of job-related performance as an integral part of the recruitment and selection process.
 - Discuss how organizational goals influence both individual and group performance
 - Define the difference between task, contextual, and counterproductive work behaviours
 - Describe the importance of developing and using scientifically sound measures of job performance in selection and assessment
 - Describe the relationship between individual performance measures, criteria, and performance dimensions related to a job
 - Discuss the technical aspects of measuring job performance
 - Discuss the strengths and weaknesses of different types of performance rating systems
 - Define the characteristics that a performance appraisal system should have in place to satisfy human rights concerns

- 6.** Demonstrate the recruitment process.
 - Describe the link between recruitment and selection
 - Discuss how the characteristics of the job and organization influence the attraction of job applicants
 - Discuss the role that accurate expectations play in developing a fit between a person and an organization
 - Discuss why a realistic job preview may benefit both the job seeker and the organization
 - Describe the internal and external factors that influence an organization's recruitment strategy
 - Demonstrate how to design and implement a recruitment action plan
 - Describe different methods that can be used to recruit internal and external job applicants
 - Recognize the increasingly important role played by the Internet in recruiting
 - Discuss the need to evaluate the effectiveness of different recruitment methods

- 7.** Demonstrate the screening process.
 - Explain how the screening process fits into the staffing process
 - Apply the common screening devices
 - Explain the legal and psychometric status of the common screening devices
 - Discuss an effective multi-phase screening program for a given position

- 8.** Discuss selection tests and the technical, ethical, and legal requirements governing them.
 - Describe psychological testing
 - Discuss the professional and legal standards that govern the use of employment tests
 - Discuss advantages and disadvantages of selection testing procedures
 - Describe cognitive ability testing
 - Describe personality tests and their validity
 - Discuss how test validity and utility can be used to evaluate testing effectiveness
 - Discuss how job applicants may view the use of employment test

- 9.** Practice the interview process.
 - Identify the purpose of interviews
 - Discuss the phases of the employment interview
 - Describe the selection errors associated with traditional approaches to employment interviewing
 - Illustrate the structured interview
 - Demonstrate effective interview questions
 - Use a scoring guide
 - State four typical unstructured interview questions
 - Describe an unstructured interview
 - Describe the validity and reliability of unstructured interviews
 - Describe a behavioural description interview
 - Conduct a situational interview
 - Conduct a stress-producing interview

- 10.** Practice the selection decision-making process.
 - Discuss the complexity in the employee selection process
 - Discuss common decision-making errors
 - Illustrate approaches to the collection and combination of applicant data
 - Describe the different decision-making models
 - Describe cut-off scores

- 11.** Discuss the evaluation of decision-making procedures.
 - Identify issues involved with group decision-making
 - Explain utility analysis as a method to evaluate selection systems
 - Describe the benefits of using best practices in recruitment and selection

HR 231 – Compensation and Benefits

1. Identify the key elements of a pay model.
 - Describe how compensation is viewed differently by society, stakeholders, managers, and employees in Canada
 - Discuss major components of total returns for work
 - Describe the four strategic policies in the pay model
 - Discuss the objectives of compensation in the pay model

2. Explain how compensation is integrated with a company's strategic objectives.
 - Explain the four steps to develop a total compensation strategy
 - Explain why managers should tailor their pay systems to support the organization's strategy
 - Describe the tests used to establish if a pay strategy is a source of competitive advantage
 - Discuss the "best fit / best practices" perspective on compensation

3. Discuss how compensation can support a company's internal structure.
 - Explain where internal alignment fits into the pay structure
 - Describe the factors that affect internal pay structures
 - Explain the strategic choices involved in designing internal pay structures
 - Describe seven organizational outcomes of an internally aligned pay structure
 - Explain four theoretical approaches to determining which pay structure is best for an organization

4. Demonstrate the practice of job analysis.
 - Practice gathering the information that must be collected for job analysis
 - Explain recent changes in how job analysis information is collected
 - Demonstrate the differences between job descriptions and job specifications
 - Discuss the four outcomes of a job analysis
 - Discuss the benefits of job analysis
 - Discuss the drawbacks of job analysis

- 5.** Construct a job hierarchy and pay structure using job evaluation techniques
 - Define job evaluation.
 - Demonstrate the ranking method of job evaluation
 - Explain the classification method of job evaluation
 - Discuss how benchmark jobs are used
 - Assemble a job hierarchy using the point method
 - Discuss who should be involved in job evaluation

- 6.** Develop pay structures linked to skills or competencies.
 - Create person-based structures: skill plans
 - Create person-based structures: competencies

- 7.** Illustrate the concept of pay structure competitiveness.
 - Describe external competitiveness
 - Demonstrate the practices of external competitiveness
 - Discuss the major factors that shape external competitiveness
 - Discuss three labour demand theories
 - Discuss three supply side theories
 - Explain the three competitive pay policy alternatives

- 8.** Differentiate pay levels and structures in diverse organizations.
 - Describe the seven decisions involved in setting externally competitive pay and designing the corresponding pay structure
 - Explain the steps involved in survey design
 - Compare updated survey data
 - Demonstrate the difference between a market pay line and a pay policy line
 - Demonstrate how pay grades are created
 - Differentiate pay ranges to pay grades
 - Experiment with the concept of broadbanding
 - Demonstrate how to adjust a pay structure to balance internal and external pressures

- 9.** Explain employee benefits.

 - Explain why employee benefits are such a significant component of total compensation
 - Discuss key issues in benefits planning, design, and administration
 - Describe three important functions in benefits administration
 - Discuss the legal required benefits in Canada
 - Discuss how a defined benefits pension plan works
 - Discuss how a defined contribution pension plan works
 - Describe the two general strategies for controlling medical benefit costs

- 10.** Explain the nature of pay for performance systems.

 - Explain the three factors on which employee performance depends
 - Discuss motivation theories
 - Discuss the ways in which compensation motivates behaviour
 - Describe five common errors in the appraisal process
 - Explain three strategies to and measure job performance
 - Discuss the key elements of an effective performance appraisal process
 - Explain the three factors that determine the effectiveness of a pay-for-performance plan
 - Describe pay-for-performance plans
 - Discuss the causes of problems with team compensation systems
 - Explain the key issues in designing a gain-sharing plan
 - Discuss company ownership plans

- 11.** Describe the role of governments and unions in compensation.

 - Explain the role of government in compensation
 - Describe the major compensation-related provision of employment standards legislation
 - Explain the impact of human rights legislation on compensation
 - Discuss the situation regarding gender discrimination in pay
 - Explain what pay equity legislation is intended to accomplish
 - Describe four ways in which unions have an impact on wage determination
 - Explain why union attitudes regarding pay-for-performance have gradually become more favourable

HR 232 – Training and Development

1. Discuss the strategic considerations of the organizational training and development process.
 - Discuss how T&D activities relate to performance management
 - Describe how T&D benefits the organization, the individual, and society
 - Describe the relationship between environment, organization strategy, and training
 - Describe the Instructional Systems Design model of T&D (ADDIE model)

2. Discuss the theoretical dimensions of organizational learning.
 - Describe a learning organization
 - Discuss organizational knowledge and knowledge management practices
 - Describe what organizations can do to facilitate informal learning
 - Explain the relationship between training and a learning organization

3. Explain how learning and motivation theory impact training effectiveness.
 - Define Learning
 - Consider the implications of different learning styles in training design
 - Discuss the implications for learning and training of several learning theories
 - Discuss the implication for learning and training of different motivation theories

4. Perform a needs analysis in response to any given organizational concern to determine what intervention is appropriate.
 - Describe the needs analysis process
 - Describe the organizational factors which should be considered in every needs analysis
 - Discuss why and how a task analysis is performed in a needs assessment
 - Discuss why and how a performance analysis is performed in a needs assessment
 - Explain the importance of conducting a needs assessment before training is designed
 - Explain different methods for conducting a needs assessment

- 5. Design the blueprint to guide the development of instruction.**
 - Explain how to use each of the commonly used training methods
 - Discuss the criteria that should be considered when selecting training methods
 - Select effective, efficient, and practical off-the-job training methods when appropriate for any given training objective and target audience

- 6. Apply off-the-job training methods.**
 - Explain how to use each of the commonly used training methods
 - Discuss the criteria that should be considered when selecting training methods
 - Select effective, efficient, and practical off-the-job training methods when appropriate for any given training objective and target audience

- 7. Apply on-the-job training methods.**
 - Compare structured and unstructured on-the-job training
 - Describe the steps to provide effective job instruction training
 - Describe performance aids, job rotation and apprenticeship programs
 - Explain the role of coaching and mentoring in organizations
 - Discuss the advantages and disadvantages of off-the-job versus on-the job training methods

- 8. Select technology-based training methods.**
 - Describe a lesson plan
 - Describe the characteristics of an effective trainer
 - Discuss training issues including materials, equipment, site, scheduling, administration
 - Describe the elements of a positive learning climate
 - Discuss Gagne's nine events of instruction
 - Discuss some of the problems and solutions of training delivery

- 9. Prepare materials to deliver and implement training.**
 - Describe a lesson plan
 - Describe the characteristics of an effective trainer
 - Discuss training issues including materials, equipment, site, scheduling, administration
 - Describe the elements of a positive learning climate
 - Discuss Gagne's nine events of instruction
 - Discuss some of the problems and solutions of training delivery

- 10.** Select appropriate transfer methods to support the transfer of new skills to the workplace.
 - Define transfer of training as well as positive, negative, zero, far, near, horizontal and vertical
 - Describe the major barriers to the transfer of training
 - Describe the activities managers, trainers and trainees can do
 - before, during, and after training to improve the transfer of training
 - Explain what a transfer of training intervention is
 - Select appropriate, effective, and practical transfer methods to ensure or maximize transfer and maintenance of KSA's from any training initiative to the work environment

- 11.** Perform a training program evaluation for any given training initiative.
 - Describe the main reasons for conducting training evaluations
 - Explain Kirkpatrick's four levels of evaluation
 - Define non-experimental, quasi-experimental and experimental training evaluation design
 - Explain the approach and limitations of each of the evaluation designs used to evaluate training
 - Apply all four levels of Kirkpatrick's evaluation model to any given training program
 - Design an appropriate evaluation procedure for any given training program

- 12.** Perform a financial cost benefit analysis for any given training program for presentation to management.
 - Explain the need and benefits of doing a cost benefit analysis of training activities
 - Explain the difficulty in calculating the benefits of T&D
 - Explain the degree to which indirect costs and benefits should be included in a cost benefit analysis
 - Perform a cost benefit analysis for any given training program

HR 233 – Labour Relations

1. Describe the Canadian Industrial Relations (IR) environment.
 - Discuss common union perceptions
 - Discuss common motivations behind workers' unionization decision
 - Describe the basic steps to forming a union
 - Define Industrial Relations
 - Describe perspectives on Industrial Relations
 - Identify major players in a Labour Relations system
 - Describe major players' interdependent relationship
 - Contrast Human Resource Management and Labour Relations Management
 - Describe the unique features of Canadian Labour Relations

2. Describe the importance of Canada's labour history to its current labour movement.
 - Describe early roots of Canada's labour movement
 - Contrast "Craft Unionism" and "Industrial Unionism"
 - Explain why American unions established in Canada
 - Analyze today's labour movement relative to past significant legislation
 - Analyze today's labour movement relative to major historical events
 - Describe the significance of the "Rand Formula" to today's unions
 - Describe how unions were impacted by industrial downsizing, privatization, and globalization

3. Explain why "organizing" is one of the major challenges for unions.
 - Describe the "Regular Certification Process" for unions
 - Discuss common employer tactics to counter unionization
 - Identify determinations Labour Relations Boards can use in dealing with a certification application
 - Contrast the use of a "Pre-hearing Vote" with the "Regular Certification Process"
 - Identify some common unfair labour practices that can occur during organizing drives
 - Define common organization terms

4. Analyze the structure and composition of Canadian unions.
 - Contrast the twentieth century growth of Canadian unions with that of United States' unions
 - Identify the "typical" Canadian union member
 - Identify issues of concern arising from labour statistics
 - Describe the interdependence of key players in the Canadian union structure
 - Identify roles of local union members
 - Describe "union democracy"
 - Identify safeguards members have to ensure union democracy

5. Describe the methods of strategically managing unionized workplaces.
 - Explain the effect of significant influences on the labour movement in the 1990's
 - Describe the developments in labour relations management from the pre-industrial era to the 1970's
 - Identify the five possible "challenge-response" relationship that evolve between union and management in day-to-day functioning
 - Explain tools that assist labour relations managers
 - Describe how to strategically manage unions
 - Describe the differences among strategic management tactics

6. Assess the impact of current economic issues on organized labour.
 - Describe the effects of aging "baby boomers" on unions
 - Describe how the increased percentage of female workers has changed traditional collective bargaining issues
 - Identify issues for which unions might lobby on behalf of visible minorities and workers with disabilities
 - Assess the impact of an increasing rate of part-time employment on organized labour
 - Assess the impact of an increasing occurrence of atypical work situations on unions
 - Explain how unions are affected by a shift in jobs from primary and secondary sectors to service sectors
 - Tell why unions tend to be anti-globalization and anti-free trade
 - Assess the impact of an increasing rate of youth unemployment rate on the labour movement

7. Recognize how effective labour legislation leads to a healthy labour relations environment.
 - Explain the significance of the Wagner Act
 - Focusing on the Saskatchewan Trade Union Act, describe the rights of the employer and employees

8. Identify key components of collective bargaining in a unionized workplace.
 - Define “collective bargaining”
 - Describe union and management’s responsibility under the “good faith requirement”
 - Describe “surface bargaining”, “concession bargaining”, and “pattern bargaining”
 - Identify common collective bargaining issues
 - Describe the importance of “bargaining power”
 - Describe typical stages of the bargaining process
 - Identify essential tasks and activities in bargaining preparation and in bargaining.
 - Describe “interest-based bargaining”

9. Describe labour relations in the public sector with those in the private sector.
 - Define “public sector worker”
 - Identify significant issues faced by public sector unions in the late 20th century
 - Describe public and private sector unions
 - Describe dispute resolution options available to public sector unions

10. Describe the role of strikes in a labour relations environment.
 - Define “strike”
 - Describe the conditions required for a legal strike
 - Identify the advantages and disadvantages of a strike
 - Using strike statistics, review characteristics of Canadian strike activity using strike statistics
 - Explain common strike causes
 - Review common dispute resolution methods

- 11.** Describe how effective grievance-handling leads to a healthy labour relations environment.
- Define "grievance"
 - Identify common grievance types
 - Describe the steps in the grievance procedure
 - Explain the purpose of the grievance procedure
 - Describe what happens at an arbitration hearing
 - Define arbitration terms
 - Identify the factors an arbitrator might use in making a decision

HR 234 – Employee Relations

1. Describe the major influences on the quality of employee relations and the relationship of employee relations to the achievement of organizational goals.
 - Define an organization
 - Explain what employee relations is generally about and why management should care about it
 - Identify those factors that directly relate to the quality of employee relations
 - Describe programs/activities management can undertake to support and enhance good employee relations
 - Explain the core and critical importance of good interpersonal relationship skills on the part of management to the development of good employee relations

2. Describe the influence of organizational culture and ways that management can create and support a healthy organizational culture.
 - Define culture and organizational culture
 - Explain the process of socialization and how it takes place
 - Explain the incentive employees have to accept the values and norms of the organizational culture
 - Define a healthy organizational culture
 - Explain what (HR) management can do to create and support a healthy culture

3. Describe the perceptions of employee motivation and their relationship to employee relations.
 - Explain the basis of all motivation
 - In basic terms, explain what organizations must do to motivate employees
 - Explain the two basic types of motivation and identify which is generally more powerful to sustain the employment of hearts and minds
 - Describe strategies that management can use to motivate employees
 - Describe the terms satisficing, maximum sustainable and maximum levels of employee effort, and their relationship to the notion of control

4. Discuss the influence of job design on employee relations, and the maximization of the achievement of organizational goals.
 - Explain how or why job design is important to employee relations
 - Identify the two major considerations in job design and explain why each is important
 - Define a job cycle and identify the advantages and disadvantages of both long and short job cycles
 - Identify and explain the two efficiency considerations in job design
 - Identify and explain the five job characteristics/behavioural elements that create job satisfaction
 - Explain what “ergonomics” refers to and how it relates to employee relations
 - Explain why a trade off must be made between efficiency and job satisfaction and define the optimum trade off
 - Explain four approaches that can be used to improve the design of jobs which are overly specialized (to increase job satisfaction)

5. Explain the importance of employee relations and strategies to achieve fair and equitable relationships with employees.
 - Explain how or why employees’ perceptions of equity and fairness are important to employee relations
 - Explain the concept of transparency, how it contributes to employee relations, and what management should make “transparent”
 - Identify and explain five major aspects of a good (effective and fair) disciplinary system
 - Identify the two major types of discipline and how each is approached
 - Identify four major restrictions on corrective discipline
 - Explain and give an example of progressive discipline and forgiveness
 - Explain the concept of Due Process
 - Explain how clearly defining rules and consequences, combined with Due Process, acts to give employees rights, constrain corrective discipline and enhance employee relations
 - Explain the need for the documentation of disciplinary actions
 - Explain the “Termination at Will” doctrine
 - Explain the duties of employees with regard to the provision of reasonable notice or severance pay in employee dismissals
 - Explain the concept of constructive dismissal including why it occurs and the employer’s obligation when it has been shown to occur

6. Explain the importance of needs analysis in the management of organizational change.
 - Explain how change within an organization affects employee relations
 - Explain why change should not be avoided
 - Explain three management practices that should be avoided in the management of change and explain why
 - Explain the role of professionally conducted needs analysis in change management
 - Identify and explain three major benefits and three major costs of employee participation in workplace decisions (or decisions which affect them)
 - Recognize the cost/benefit of employee participation in decision making

7. Discuss the role and importance of effective communication and interpersonal skills.
 - Briefly explain the relationship between communication and identity, social needs and practical goals
 - Explain the communication barriers or problems created by psychological noise and differing environments
 - Define communication
 - Explain four principles of communication
 - Explain five communication misconceptions
 - Define impersonal and interpersonal communications (quantitatively and qualitatively)
 - Explain six characteristics of (qualitatively) interpersonal communications
 - Explain the need for balance between impersonal and interpersonal communications
 - Explain the two basic dimensions of communication
 - Explain three types of relational messages
 - Explain two types of control
 - Explain three ways that control can be distributed
 - Define effective communication
 - Explain how communication is situational and relational
 - Explain six characteristics of competent communicators

8. Identify the influence of self concept and identity in the development and maintenance of interpersonal relationships.

- Explain how the self concept is formed
- Explain two ways in which shaping of the self concept occurs
- Explain two types of social comparison
- Explain how the self concept is subjective
- Explain four reasons why distorted evaluations occur
- Explain the effect of self esteem on communication and relationships
- Explain why the self concept resists change
- What two choices do people have when faced with data that contradicts their self concept?
- How is contradictory information refuted?
- Explain how language and culture affects the self concept
- Define a self fulfilling prophecy
- Explain two types of self fulfilling prophecies
- Give four suggestions for changing the self concept
- Define identity management
- Differentiate the private (or perceived) self from the public (or presenting) self (i.e. define both)
- Explain three characteristics of identity management
- Explain the major advantage and disadvantage that is characteristic to the communications of high self monitors, and also of low self monitors
- Explain two major reasons why we manage identities
- Explain three ways that we manage identities
- Explain if identity management is inherently dishonest

9. Describe the factors responsible for the communication/relationship climate.

- Define a communication climate and describe its nature
- Define and discuss confirming and disconfirming communications and discuss three subtypes of confirming messages
- Explain how communication climates develop
- Explain how escalatory and de-escalatory conflict spirals operate
- Explain the causes and remedies for defensiveness
- Explain three variations of resolving dissonance without agreeing with a critic
- Explain six behaviours (identified by Gibb) which cause defensiveness in others and six alternative supportive behaviours
- Discuss the various issues and approaches to responding non-defensively to criticism

- 10.** Develop a training proposal management can implement to enhance employee relations. Research one of several topics (regarding employee relations programs) assigned by your instructor (in groups).
- Write training program objectives
 - Develop a multi-media presentation to illustrate a training program
 - Describe the presentations of other students

HR 235 – Collective Bargaining and Interest-Based Negotiations

1. Use key elements of the collective bargaining process.
 - Describe the differences between “bargaining” and “negotiation”
 - Describe the “normal” collective bargaining process
 - Describe how Management and Union determine bargaining table issues
 - Explain the roles of “Bargaining Power” and “Final Offer” in a negotiated settlement
 - Identify factors that affect the management’s and union’s bargaining power
 - Define key negotiating terms
 - Explain the importance of “Best Alternative To Negotiated Agreement” (BATNA) to the negotiation process
 - Use common negotiating tactics
 - Defend against common negotiating tactics
 - Demonstrate the ideal opening offer
 - Describe the ratification and post-ratification processes

2. Describe the legal framework of the Canadian collective bargaining process.
 - Recognize the Canada Labour Code’s relationship to provincial labour legislation
 - Describe the Saskatchewan Trade Union Act’s relationship to collective bargaining and collective agreements
 - Describe the basic right given to all provincially governed workers by the Trade Union Act
 - Identify unfair labour practices
 - Explain the basic provisions of provincial labour legislation
 - Describe the influence of provincial labour legislation on collective bargaining and collective agreements
 - Discuss the legislative precedence of the Charter of Rights and Freedoms on other labour legislation
 - Contrast federal public sector bargaining and provincial public sector bargaining

- 3.** Explain commonly bargained elements of a collective agreement.
 - Summarize typically addressed issues in a collective agreement article when given a title
 - Contrast the effect of “shall”, “may”, “should”, and “must” on a collective agreement
 - Contrast the effect of specifically-worded and generally-worded clauses on an arbitrator’s decision
 - Examine remedies for breached clauses in a collective bargaining agreement
 - Contrast management’s desire for generally-worded clauses to union’s desire for specifically-worded clauses
 - Describe steps in drafting contract language
 - Appraise strength/weakness of contract language
 - Draft contract clauses from either management’s or union’s perspective

- 4.** Discuss the necessity of strong contract administration practices.
 - Discuss healthy collective agreement administration practices
 - Describe benefits of a grievance procedure
 - Identify grievance types
 - Explain the normal grievance procedure

- 5.** Differentiate Principled Negotiations from Positional Bargaining.
 - Identify basic tenets of principled negotiations
 - Describe tactics used to handle a powerful opponent
 - Describe tactics to lead an uncooperative opponent to principled negotiations
 - Identify steps to counter an opponent tactics

- 6.** Interpret the results of the preparation for and the process of bargaining.
 - Prepare proposals from management’s or union’s perspective
 - Draft contract language
 - Bargain proposals with an intention of reaching agreement
 - Identify strengths/weaknesses of team performance

HR 236 – Organizational Effectiveness

1. Explain the concept of organizational effectiveness and its relationship to organizational development and behaviour.
 - Describe the four approaches or interpretations of organizational effectiveness
 - Define the term organizational development
 - Describe how the behaviour of an organization affects its ability to achieve its goals effectively
 - Explain what the impact of some form of organizational development initiative should have on the organizations behaviour and its effectiveness
 - Describe how planned change differs from unplanned change and their potential impact on an organization
 - Identify at least 15 traditional measures of organizational effectiveness
 - Identify at least fifteen factors that impact on the effectiveness of an organization

2. Describe the environmental influences that caused organizations to adopt traditional organizational structures.
 - With the aid of a diagram, describe the two structures that most North American organizations adopted after World War II
 - Identify the advantages and disadvantages of the functional structure
 - Identify the advantages and disadvantages of the divisional structure
 - Identify the various business environments that existed from 1945 - 1975
 - Describe the state of the environments that allowed for these traditional organizations to flourish
 - Describe the changes in the environments that have caused organizations to change their structure

3. Identify the impact of organizational failure.
 - Relate how the internal practices and perceptions influenced the roles of the workers, unions, and management
 - Identify factors that contribute to a successful organization
 - Describe the premises and impact of each of the following:
 - scientific management (Taylor)
 - psychological management (Mayo)
 - Analyze the impact on the workers, managers, owners, suppliers, governments, and on the community when an organization fails

4. Explain how increasingly unstable business environments are impacting the nature of work.
 - Illustrate an example of the matrix organizational structure
 - Identify the advantages and disadvantages of a matrix organization
 - Describe the environmental contingencies that support the matrix structure
 - Illustrate an example of the Process-Based organizational structure
 - Identify the advantages and disadvantages of a Process-Based organization
 - Describe the environmental contingencies that support the Process-Based organizational structure
 - Illustrate an example of the Network Organizational Structure
 - Identify the advantages and disadvantages of a Networked Organization
 - Describe the environmental contingencies that support the Networked organizational structure
 - Describe the traditional management use of power, information, knowledge, and rewards (PIKR)
 - Describe the contemporary management use of power, information, knowledge, and rewards (PIKR)
 - Describe the changing nature of work from the 1950's to the present time
 - Describe what the changing nature of work may mean for the traditional job and job holder

5. Describe the purpose of leadership in traditional and contemporary organizations.
 - State the origin of leaders in traditional organizations
 - State the origin of leaders in contemporary organizations
 - Explain the purpose of leadership in traditional organizations
 - Explain the purpose of leadership in contemporary organizations
 - Describe the characteristics of leadership in a traditional organization
 - Describe the characteristics of leadership in a contemporary organization
 - Describe transactional leadership
 - Describe transformational leadership

- 6.** Discuss the impact of a high employee involvement on an organization.
- Explain what is meant by employee involvement
 - Describe the effects of employee involvement on the organization and on the employee
 - Describe the parallel structures application of employee involvement
 - Assess the usefulness of parallel structures to the organization
 - Describe the high-involvement application of employee involvement
 - Assess the usefulness of the high-involvement application to the organization
 - Describe the total quality management application of employee involvement
 - Assess the usefulness of the total quality management application to the organization
 - Recall the fourteen points of Deming's Quality Guidelines
 - Recall Deming's Seven Deadly Sins of Quality Guidelines
- 7.** Implement a workplace intervention.
- Describe the engineering approach to work design
 - Describe the motivational approaches to work design
 - Describe the sociotechnical systems approach to work design
 - Explain the core dimensions of a job
 - Explain the stages of job enrichment
 - Describe the barriers to job enrichment
 - Analyze the work processes of self-managed work teams
 - Identify work designs most appropriate for a given level technical interdependence and technical uncertainty
- 8.** Illustrate the impact of interpersonal and group intervention on an organization.
- Describe the T-Group intervention process
 - the objectives of T-Group interventions
 - Describe the purpose of a process consultation intervention on an individual
 - Describe the purpose of a process consultation intervention on a group
 - Identify the principles of process consultation
 - Explain how the Johari Window can assist a process consultation intervention
 - Describe the purpose of third party interventions
 - Describe four strategies for conflict resolution
 - Assess usefulness of third party interventions to an organization
 - State the purpose of team building interventions
 - Assess when a team building intervention would be appropriate

- 9.** Discuss the impact of organizational process interventions on an organization.
- Describe the organization confrontation meeting intervention process
 - Describe the intergroup meeting intervention process
 - Identify the objectives of intergroup meeting interventions
 - Describe the large group meeting intervention process
 - Identify the objectives of large group meeting interventions
- 10.** Describe the impact of human resource management interventions on an organization.
- Describe the goal setting intervention process
 - Identify the objectives of goal setting interventions
 - Describe the performance appraisal intervention process
 - Identify the objectives of performance appraisal interventions
 - Describe the reward system interventions available to the organization
 - Identify the objectives of reward systems interventions
 - Describe the different intervention processes that support career planning and development
 - Identify the objectives of career planning and development interventions
 - Describe the workforce diversity intervention processes
 - Identify the objectives of workforce diversity interventions
 - Describe the employee wellness intervention process
 - Identify the objectives of employee wellness interventions
- 11.** Describe the impact of strategic organizational development interventions on an organization.
- Describe the integrated strategic change intervention process
 - Identify the objectives of integrated strategic change interventions
 - Describe the transorganizational development intervention process
 - Identify objectives of transorganizational development interventions
 - Identify the problems encountered with transorganizational systems
 - Identify the objectives of merger and acquisition interventions
 - Describe phases and activities in merger and acquisition interventions
 - Describe the purpose of transformational change in an organization
 - Identify the characteristics of organizational transformation
 - Describe a cultural change intervention process that would transform an organization
 - Describe a self-designing intervention process that would transform an organization
 - Describe an organizational learning and knowledge management intervention process that would transform an organization

- 12.** Illustrate the impact of human resource management interventions on an organization.
- Identify the objectives of an evaluation during the implementation of an intervention
 - Identify the objectives of a post intervention evaluation
 - Illustrate a model that assesses the implementation and provides post intervention feedback
 - Identify the behavioural outcomes that can be measured to assess the impact of an OD intervention
- 13.** Describe the effective organizational development in an international marketplace.
- Explain how OD interventions may be impacted in the cross-cultural context of a foreign nation
 - Explain impact on OD interventions by the level of economic development of a foreign nation
 - Define the term “worldwide organization”
- 14.** Discuss the need for organizational development interventions in the non-profit organizations.
- Identify the environmental trends in the health care industry
 - Analyze the implications on health care organizational development caused by changes to its environments
 - Describe the purpose of public sector organizations
 - Identify the implications on organizational development presented by public sector organizations
 - Analyze the effectiveness of organizational development applications in the public service industry
- 15.** Explain how organizational development interventions affect the ethics of an organization and its stakeholders.
- Describe how ethical behaviour impacts the quality of work life
 - Describe social responsibility as a “Social Obligation”
 - Describe social responsibility as a “Social Reaction”
 - Describe social responsibility as a “Social Responsiveness”
 - Describe how organizational development interventions can impact the ethics of an organization

ADMN 255 – Managing Conflict in the Workplace

1. Describe conflict.
 - Describe the costs of unresolved conflicts to organizations and individuals
 - Define conflict
 - Describe the differences between positional and interest-based approaches to resolving conflict

2. Describe environmental conditions that minimize conflict.
 - Identify the signs of evolving conflict in the workplace
 - Discuss perspectives of conflict in the workplace
 - Describe different types of conflicts and organizational responses to conflicts
 - Describe the implications of groups on decision making and success of conflict resolution
 - Explain how the conflict escalation impacts interpersonal relationships

3. Select the appropriate strategic approaches for managing conflict.
 - Discuss the role of communication in resolving conflict
 - Describe the power-based, rights-based, and interest-based approaches to resolving conflict
 - Demonstrate communication skills at all levels during a conflict-resolution process
 - Describe the purpose of individual skills and their role on conflict resolution
 - Describe the negotiator's dilemma and how to overcome it
 - Describe the differences between distributive and integrative negotiation

4. Describe different approaches to managing conflict.
 - Discuss the concept of "iceberg"
 - Describe the "Thomas-Killmann Conflict Model Instrument" for addressing conflict
 - Discuss the advantages of using the approaches for managing conflict
 - Describe the circumstances in which each approach will prove ineffective

5. Use active listening skills.

- Discuss the role of communication in resolving conflict
- Describe three channels of communication and explain how they affect communication
- Discuss how words model our reality and influence our behaviour
- Use communication tools to decode messages
- Describe the purpose of individual communication skills in conflict resolution
- Develop communications skills to resolving conflict
- Describe the purpose and role of personal skills in creating a conflict resolution environment

6. Respond to the key elements of a message.

- Discuss the role of communication in resolving conflict
- Describe the four levels of communication
- Demonstrate communication skills at all levels during conflict resolution process
- Demonstrate paraphrasing, producing emphatic responses to diffuse anger, and building rapport
- Describe the purpose of individual skills and their role in conflict resolution

7. Demonstrate responses to individuals at places on the response continua.

- Discuss the purpose of knowing the five response continua
- Describe the five response continua
- Demonstrate the use of utilizing the continua to help others solve problems

8. Determine the ability of affected individuals to negotiate resolution to conflict.

- List criteria to determine one's readiness to resolve a conflict
- Use ego maturity to develop a conflict resolution strategy
- Determine one's "Conflict Capability"

- 9.** Prepare to resolve a conflict (process).

 - Identify problem ownership
 - Explain the six steps involved in the conflict resolution through supportive confrontation strategy
 - Organize your conflict resolution rehearsal
 - Describe “I” messages and “you” messages
 - Describe two conflict confrontation goals
 - Describe the differences between conversation and a sell-job
 - Apply the elements of the collaborative discussion model
 - Describe the basic model for engaging someone in a collaborative discussion
 - Describe the essential steps for collaboration during conflict resolution
 - Apply the collaborative model to a conflict situation in your life and work

- 10.** Apply appropriate strategies to conduct interest-based negotiation.

 - Develop a plan for negotiations
 - Describe negotiation strategies and techniques
 - Plan for an interest-based negotiation
 - Apply interest-based strategies and techniques to conduct interest-based negotiation
 - Conduct conflict resolution negotiation

- 11.** Use communication skills to overcome barriers in integrative negotiation.

 - Describe the common barriers to reaching agreement through integrative negotiation
 - Describe strategies for overcoming barriers
 - Practice strategies for overcoming these barriers
 - Demonstrate the feedback process
 - Demonstrate the use of speaking from “I” perspective
 - Demonstrate summarizing when providing feedback

- 12.** Use mediation skills to resolve workplace conflict.

 - Describe the purpose and role of the manager in the mediation of disputes
 - Describe the structure, elements, and strategies involved in mediating conflicts
 - Apply mediations skills to the resolution of conflict

- 13.** Demonstrate decision-making skills in a conflicted situation.
 - Describe the decision-making processes used to resolve conflict
 - Apply these processes to resolve conflict situations

- 14.** Apply the basic confrontation model to manage and diffuse direct conflict.
 - Describe the basic model for confronting individuals using assertive and positive behaviours
 - Apply the model for confronting individuals to address performance and discipline issues
 - Develop responses to agitated or angry employees