

Business Human Resources

PLAR Candidate Guide

Prior Learning Assessment and
Recognition (PLAR)



Tomorrow
in the making.

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Saskatchewan Polytechnic

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The Business Human Resources program is dedicated to removing barriers and broadening the access to programs at Saskatchewan Polytechnic. 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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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 program recognizes 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 Saskatchewan Polytechnic student.

Option A: Individual course challenge

If you have 2 years of successful experience in the human resources field, and have learned the skills and knowledge for **one or more** of the Business Human Resources 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 Saskatchewan Polytechnic and ask to speak to the PLAR advisor/counsellor assigned to the Business Human Resources program at: 1-866-467-4278.

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

Currently we have 12 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?

Business Human Resources Program Profile			
COURSE CODE	COURSE NAME	PLAR Challenge(s) available through program	PLAR Challenge(s) not available
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	✓	
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 Saskatchewan Polytechnic and ask to speak to the PLAR advisor/counsellor assigned to the Human Resources program at: 1-866-467-4278.

Is PLAR available at any time of the year?

PLAR challenges are offered from September to June of each academic year.

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, we will try to keep travel to a minimum.

What if I have a disability & need equity accommodations?

At Saskatchewan Polytechnic, 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 Saskatchewan Polytechnic counsellor at a campus closest to you or refer to the Saskatchewan Polytechnic website:
[.http://saskpolytech.ca/student-services/support/counselling-services.aspx](http://saskpolytech.ca/student-services/support/counselling-services.aspx)

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

Transfer Credit

Yes, Saskatchewan Polytechnic will grant credit for previous training that is similar in content, objectives, and evaluation standards to Saskatchewan Polytechnic training. Transfer of credit is different from the PLAR process. Transfer Credit guidelines may be found at:
<http://saskpolytech.ca/admissions/resources/transfer-credit.aspx>

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 [Saskatchewan Polytechnic educational counsellor](#).

Equivalency Credit

Equivalency credit refers to the application of credit you may have earned in a previously taken Saskatchewan Polytechnic course to your current Saskatchewan Polytechnic 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.

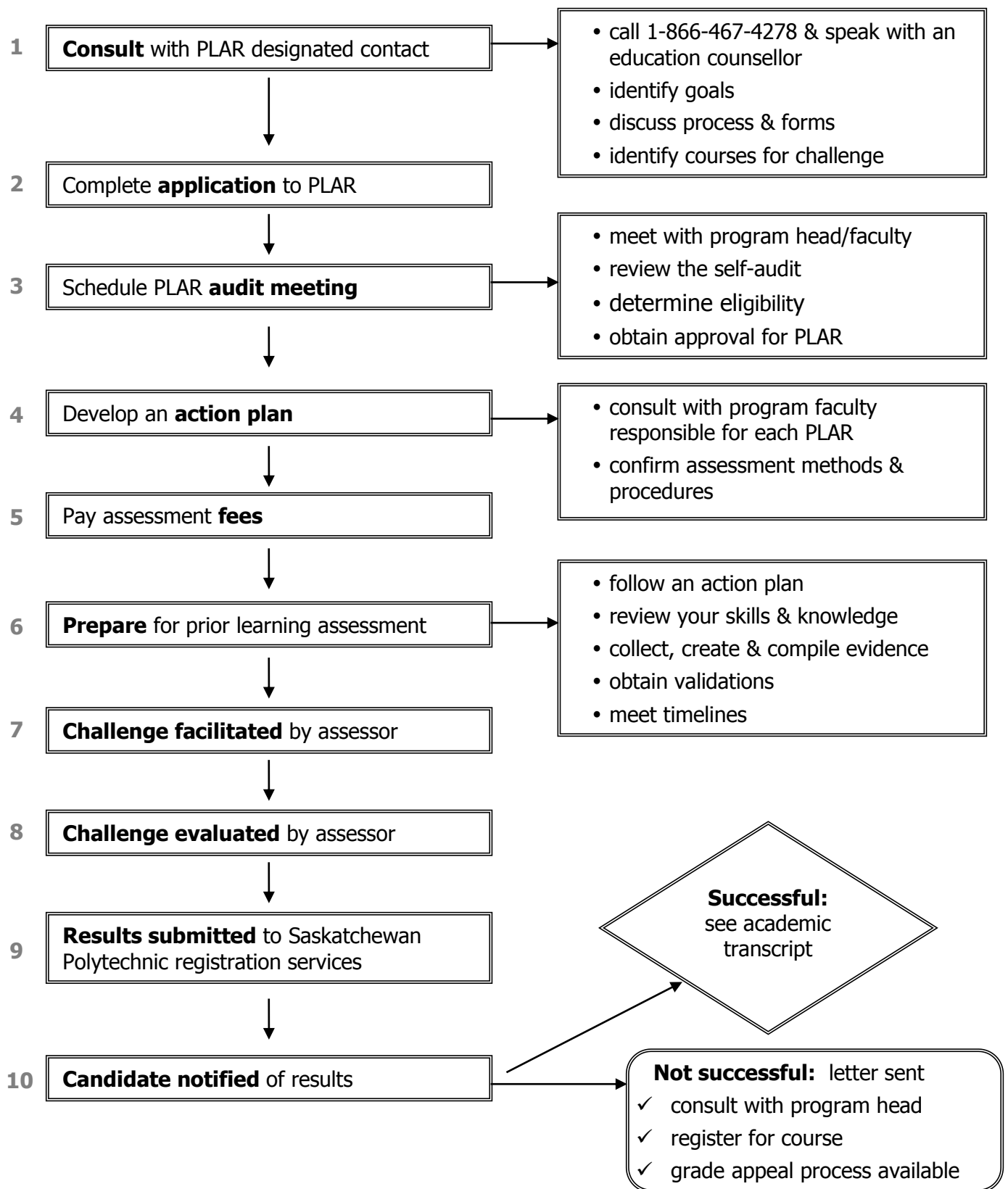
Saskatchewan Polytechnic in Moose Jaw
Counselling Services, Room 2.203
306-691-8311 or 306-691-8310
palliscounselling@saskpolytech.ca

Saskatchewan Polytechnic in Prince Albert
Counselling Services, Room F203 (Technical Centre)
306-765-1611
woodlandcounselling@saskpolytech.ca

Saskatchewan Polytechnic in Regina
Counselling Services, Room 228
306-775-7436
wascanacounselling@saskpolytech.ca

Saskatchewan Polytechnic in Saskatoon
Counselling Services, Room 114
306-659-4050
kelseycounselling@saskpolytech.ca

Prior Learning Assessment and Recognition process



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 Human Resources 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 Saskatchewan Polytechnic 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 for each self-audit.

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)

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

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.					
▪ Define managerial accounting					
▪ Compare managerial accounting and financial accounting					
▪ Identify different decision-making structures in the business environment					
2. Apply appropriate cost terms and classifications for costs incurred by a business organization.					
▪ Apply appropriate cost terms, concepts and classifications to costs incurred by a business concern					
▪ Identify fixed, variable and mixed costs incurred by an organization					
▪ Use the high-low method to determine variable and fixed components of a mixed cost					
▪ Use the scatter graph method to determine variable and fixed components of a mixed cost					
3. Use cost flow information to prepare financial schedules.					
▪ Describe the flow of costs for a business organization					
▪ Identify costs that can be inventoried					
▪ Prepare statements for cost of manufacturing, cost of goods sold, and income					
▪ Compute predetermined overhead rates					
▪ Apply job-order costing techniques in a business organization					
▪ Describe proper treatments for over-applied and under-applied overhead costs					
4. Use cost flow information to prepare budget documents.					
▪ Explain the budgeting process					
▪ Prepare a master budget and supporting schedules for a business					

ACCT 225 – Managerial Accounting					
Mastery: I am able to demonstrate it well enough to teach it to someone else.	Mastery	Competent	Functional	Learning	None
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.					
▪ 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					
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 work-based 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, N., Kalagnanam, V. *Introduction to managerial accounting*, 3rd Canadian edition. Toronto: McGraw Hill Ryerson.

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, group 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					
4. Apply various motivational models to improve performance.					
▪ Define motivation					
▪ Use needs theories to explain how individual motivation is affected by needs					
▪ Explain each component of expectancy theory of motivation					

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"> ▪ Use expectancy theory to explain individual motivation 					
<ul style="list-style-type: none"> ▪ Use equity theory to explain how individuals respond to rewards 					
5. Develop effective teambuilding skills.					
<ul style="list-style-type: none"> ▪ Describe types of teams in organizations 					
<ul style="list-style-type: none"> ▪ Explain roles, role expectations, role ambiguity, and role conflict 					
<ul style="list-style-type: none"> ▪ Define norms and explain how they develop and how they are enforced 					
<ul style="list-style-type: none"> ▪ Use the five-stage model to describe team development 					
<ul style="list-style-type: none"> ▪ Discuss factors to be considered in creating effective teams 					
6. Explain how power and organizational politics relate to performance.					
<ul style="list-style-type: none"> ▪ Define power 					
<ul style="list-style-type: none"> ▪ Describe the bases of power in organizations 					
<ul style="list-style-type: none"> ▪ Explain the dependency factors that affect the level of power 					
<ul style="list-style-type: none"> ▪ Explain the relationship between power and harassment 					
<ul style="list-style-type: none"> ▪ Define organizational politics and discuss types of political activity 					
7. Explain conflict management.					
<ul style="list-style-type: none"> ▪ Define conflict 					
<ul style="list-style-type: none"> ▪ Explain functional and dysfunctional outcomes of conflict 					
<ul style="list-style-type: none"> ▪ Describe sources of organizational conflict 					
<ul style="list-style-type: none"> ▪ Discuss the appropriateness of various conflict handling strategies for different situations 					
<ul style="list-style-type: none"> ▪ Define negotiation and bargaining strategies 					
8. Describe organizational culture.					
<ul style="list-style-type: none"> ▪ Define organizational culture 					
<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. Describe the appropriate leadership style in a situation using leadership theory.					
<ul style="list-style-type: none"> ▪ Define leadership 					

ADMN 220 – Organizational Behaviour					
Mastery: I am able to demonstrate it well enough to teach it to someone else.	Mastery	Competent	Functional	Learning	None
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.					
<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 					
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 Saskatchewan Polytechnic 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 (2012). *Organizational Behaviour, Sixth Edition*. Toronto: Pearson.

ADMN 255 – Managing Conflict in the Workplace

Your studies will focus 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 course is designed not only as an introduction to developing skills in managing conflict, but as well as providing organizational leaders with skills to manage conflict. You will obtain insights and be educated in conflict theory, negotiation strategy, needs grounding related to basic interpersonal communication and management skills, such as rapport building, empathetic listening, behaviour modelling, reframing, problem solving, and decision making. You will develop conflict resolution skills through a combination of lecture material, in-class assignments, role-plays and demonstrations, reading assignments, and problem-solving challenges.

Credit unit(s): 4.0

Equivalent course(s): DRCP 221

ADMN 255 – Managing Conflict 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. 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 handling 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					

ADMN 255 – Managing Conflict 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
4. Describe different approaches to managing conflict.					
<ul style="list-style-type: none"> ▪ Describe the “Thomas-Killmann Conflict Model Instrument” for address conflict 					
<ul style="list-style-type: none"> ▪ Discuss the advantages of using different approaches for managing conflict 					
<ul style="list-style-type: none"> ▪ Describe the circumstances in which each approach will prove ineffective 					
<ul style="list-style-type: none"> ▪ Describe the significance of non-verbal communication in managing conflict 					
<ul style="list-style-type: none"> ▪ Describe the meaning and importance of empathy in conflict resolution 					
<ul style="list-style-type: none"> ▪ Describe the purpose of listening skills in creating a conflict resolution environment 					
<ul style="list-style-type: none"> ▪ Describe the “Thomas-Killmann Conflict Model Instrument” for addressing conflict 					
5. Demonstrate responses to individuals at places on the response continua.					
<ul style="list-style-type: none"> ▪ Discuss the purpose of knowing the five response continua 					
<ul style="list-style-type: none"> ▪ Give responses to others that build rapport and trust 					
<ul style="list-style-type: none"> ▪ Demonstrate the use of utilizing the continua to help others solve problems 					
<ul style="list-style-type: none"> ▪ Use paraphrasing to develop better rapport and clarity in understanding 					
6. Determine the ability of affected individuals to negotiate resolution to conflict.					
<ul style="list-style-type: none"> ▪ List criteria to determine one’s readiness to resolve a conflict. 					
<ul style="list-style-type: none"> ▪ Use ego maturity to develop a conflict resolution strategy 					
<ul style="list-style-type: none"> ▪ Determine one’s “Conflict Capability” 					
7. Prepare to resolve a conflict (process).					
<ul style="list-style-type: none"> ▪ Identify problem ownership 					
<ul style="list-style-type: none"> ▪ Explain the six steps involved in conflict resolution through supportive confrontation strategy 					
<ul style="list-style-type: none"> ▪ Organize your conflict resolution rehearsal 					
<ul style="list-style-type: none"> ▪ Describe “I” messages and “you” messages 					
<ul style="list-style-type: none"> ▪ Describe two conflict confrontation goals 					
<ul style="list-style-type: none"> ▪ Describe the characteristic differences between conversation and a sell-job 					

ADMN 255 – Managing Conflict 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
8. 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					
9. Apply appropriate strategies to conduct interest-based negotiation.					
▪ Develop a plan for negotiation.					
▪ 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					
10. 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					
11. Use mediation skills to resolve workplace conflict.					
▪ Describe the purpose and role of the manager in the mediation					
▪ Describe the structure, elements, and strategies involved in mediating conflicts					
▪ Apply mediation skills to the resolution of conflict					
12. Demonstrate decision-making skills to resolve conflict amongst parties.					
▪ Describe the various decision-making processes a manager may choose to resolve conflict among parties					
▪ Apply these processes to resolve conflict situations					
13. Apply the basic confrontation model to manage and diffuse direct conflict.					
▪ Describe the basic model for confronting individuals using assertive and positive behaviors					

ADMN 255 – Managing Conflict 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"> ▪ Apply the model for confronting individuals to address performance and discipline issues 					
<ul style="list-style-type: none"> ▪ Develop responses to agitated or angry employees 					

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

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.

And/or

2. Interview

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.

Goodwin, C. & Griffith, D.B. (2013). *The conflict kit: Tools for resolving conflict at work, 2nd edition.*

HR 230 – Recruitment and Selection

Your studies will focus on the role and functions of recruitment and selection of human resource management. You will develop an appreciation for professional recruitment and selection practices that meet Canadian legal standards. You will develop an understanding of 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 process of recruitment and selection.

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 recruitment and selection process.					
▪ Define recruiting and selection					
▪ Discuss the steps in formulating a human resources strategy					
▪ Discuss the effects of the environment on human resources strategy					
▪ Discuss the steps in the process of staffing					
▪ Describe how the human resources organizations in Saskatchewan link to provincial and national organizations					
▪ Describe the basic ethical issues in recruitment and selection					
▪ Explain the key competencies of a staffing manager					
2. Discuss the process of job analysis.					
▪ Define common job analysis terms					
▪ Discuss the steps in analyzing a job					
▪ Discuss the standard tools and techniques to conduct a job analysis					
▪ Discuss the documents that result from job analysis					
3. Discuss performance requirements and human resource planning.					
▪ Describe performance criteria in the light of an organization's mission and goals					
▪ Discuss the development of performance competencies					
▪ Discuss setting quantitative performance standards					
▪ Discuss the development of performance standards for jobs					
▪ Discuss key approaches to planning human resource needs					
4. Describe the legal issues that affect the practice of recruitment and selection in Canada.					

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
<ul style="list-style-type: none"> ▪ Discuss how relevant human rights and employment equity legislation and policies affect recruitment and selection 					
<ul style="list-style-type: none"> ▪ Discuss labour legislation as it relates to recruitment and selection 					
<ul style="list-style-type: none"> ▪ Discuss the adverse effects of (indirect) discrimination 					
<ul style="list-style-type: none"> ▪ Explain bonafide occupational requirement 					
<ul style="list-style-type: none"> ▪ Discuss reasonable accommodation, undue hardship, and individual accommodation 					
<ul style="list-style-type: none"> ▪ Discuss actions to foster bias-free hiring and a culture that values diversity 					
5. Recognize the importance of the measurement of job-related performance as an integral part of the recruitment and selection process.					
<ul style="list-style-type: none"> ▪ Describe the concepts of standardization, reliability and validity 					
<ul style="list-style-type: none"> ▪ Discuss various approaches to establishing the reliability of a measure 					
<ul style="list-style-type: none"> ▪ Discuss the steps in validating a selection tool 					
<ul style="list-style-type: none"> ▪ Decide the number of predictors to be used in making staffing decisions 					
<ul style="list-style-type: none"> ▪ Discuss the importance of validating a test for different employee groups 					
6. Demonstrate the recruitment process.					
<ul style="list-style-type: none"> ▪ Describe the link between recruitment and selection 					
<ul style="list-style-type: none"> ▪ Discuss how the characteristics of the job and organization influence the attraction of job applicants 					
<ul style="list-style-type: none"> ▪ Describe the job search process used by potential recruits 					
<ul style="list-style-type: none"> ▪ Discuss why a realistic job preview may benefit both the job seeker and the organization 					
<ul style="list-style-type: none"> ▪ Describe the internal and external factors that influence an organization's recruitment strategy 					
<ul style="list-style-type: none"> ▪ Discuss how to design and implement a recruitment action plan 					
<ul style="list-style-type: none"> ▪ Describe different methods that can be used to recruit internal and external job applicants 					
<ul style="list-style-type: none"> ▪ Construct a recruitment advertisement 					
<ul style="list-style-type: none"> ▪ Discuss the need to evaluate the effectiveness of different recruitment methods 					
7. Discuss the screening process.					
<ul style="list-style-type: none"> ▪ Explain the steps in the selection of employees 					
<ul style="list-style-type: none"> ▪ Discuss the common screening devices 					

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
<ul style="list-style-type: none"> ▪ Describe the role of courtesy interviews 					
<ul style="list-style-type: none"> ▪ Outline the items found in a typical job application form 					
<ul style="list-style-type: none"> ▪ Discuss an effective multi-phase screening program 					
<ul style="list-style-type: none"> ▪ Discuss the advantages and limitations of computer-based screening 					
8. Discuss selection tests and the technical, ethical, and legal requirements governing them.					
<ul style="list-style-type: none"> ▪ Discuss the reasons for the popularity of employment tests 					
<ul style="list-style-type: none"> ▪ Discuss the potential dangers of using selection tests 					
<ul style="list-style-type: none"> ▪ Discuss the popular types of tests 					
<ul style="list-style-type: none"> ▪ Discuss steps to ensure the proper use of selection tests 					
9. Practice the interview process.					
<ul style="list-style-type: none"> ▪ Discuss the validity of interviews 					
<ul style="list-style-type: none"> ▪ Discuss the usefulness of interviews in assessing various job-related constructs 					
<ul style="list-style-type: none"> ▪ Describe the common interviewer mistakes 					
<ul style="list-style-type: none"> ▪ Describe how to conduct a valid interview 					
<ul style="list-style-type: none"> ▪ Demonstrate effective interview questions 					
<ul style="list-style-type: none"> ▪ Use a scoring guide 					
<ul style="list-style-type: none"> ▪ Describe an unstructured interview 					
<ul style="list-style-type: none"> ▪ Discuss the validity and reliability of unstructured interviews 					
<ul style="list-style-type: none"> ▪ Develop a behavioural description interview 					
<ul style="list-style-type: none"> ▪ Conduct a behavioural interview 					
<ul style="list-style-type: none"> ▪ Outline actions to enhance the usefulness and validity of reference checks 					
10. Explain the selection decision-making process.					
<ul style="list-style-type: none"> ▪ Discuss the complexity of the employee selection process 					
<ul style="list-style-type: none"> ▪ Discuss the approaches to the collection and combination of applicant data 					
<ul style="list-style-type: none"> ▪ Describe the different decision-making models 					
<ul style="list-style-type: none"> ▪ Discuss the process of setting cut-off scores for selection 					
<ul style="list-style-type: none"> ▪ Explain the steps to take once the selection decision has been made 					

HR 230 – Recruitment and Selection					
Mastery: I am able to demonstrate it well enough to teach it to someone else.	Mastery	Competent	Functional	Learning	None
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.					
11. Discuss the deployment, development and termination of human resources.					
▪ Describe the deployment of and on-boarding procedures for new employees					
▪ Discuss the employer’s role in employee career development					
▪ Discuss the steps for dismissing an employee					
▪ Discuss exit interviews					
12. Discuss the evaluation of recruitment and selection procedures.					
▪ Identify the importance of auditing staffing functions					
▪ Outline the steps in a staffing audit					
▪ Discuss approaches to auditing					
▪ Discuss the methods used for data collection for audit					
▪ Discuss the contents of the staffing audit report					
▪ Discuss the characteristics of a self-renewing organization					

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

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.

And/or

2. Interview

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.

Das, Harri (2007). *Recruitment selection deployment of human resources, Canadian perspective*. Person Prentice Hall.

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

Your studies will provide a general understanding of the processes, techniques and issues human resource professionals encounter in developing and administering a compensation program. Your studies will help you understand the strategic importance of compensation and how compensation issues can impact other areas of human resources. Also, you will gain an understanding of the impact of contemporary social trends and legislative developments that affect compensation decision making. You will participate in individual and group assignments including presentations and class discussions. Experiential learning will be used whenever possible to help you gain a better understanding of compensation concepts.

Credit unit(s): 5.0

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.					
<ul style="list-style-type: none"> ▪ Describe how compensation is viewed differently by society, stakeholders, managers, and employees in Canada 					
<ul style="list-style-type: none"> ▪ Discuss major components of total rewards 					
<ul style="list-style-type: none"> ▪ Describe the strategic policies in the pay model 					
<ul style="list-style-type: none"> ▪ Discuss the objectives of compensation in the pay model 					
2. Explain how compensation is integrated with a company’s strategic objectives.					
<ul style="list-style-type: none"> ▪ Explain the steps to develop a total compensation strategy 					
<ul style="list-style-type: none"> ▪ Explain why managers should tailor their pay systems to support the organization’s strategy 					
<ul style="list-style-type: none"> ▪ Describe the tests used to establish if a pay strategy is a source of competitive advantage 					
<ul style="list-style-type: none"> ▪ Discuss the “best fit/best practices” perspective on compensation 					
3. Discuss how compensation can support a company’s internal structure.					
<ul style="list-style-type: none"> ▪ Explain where internal alignment fits into the pay structure 					
<ul style="list-style-type: none"> ▪ Describe the factors that affect internal pay structures 					
<ul style="list-style-type: none"> ▪ Explain the strategic choices involved in designing internal pay structures 					
<ul style="list-style-type: none"> ▪ Describe the organizational outcomes of an internally aligned pay structure 					
<ul style="list-style-type: none"> ▪ Explain the theoretical approaches to determining which pay structure is best for an organization 					
4. Illustrate the concepts of job analysis.					
<ul style="list-style-type: none"> ▪ Describe the information that must be collected for job analysis 					

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
<ul style="list-style-type: none"> ▪ Explain recent changes in how job analysis information is collected 					
<ul style="list-style-type: none"> ▪ Describe the step-by-step approach to conducting conventional job analysis 					
<ul style="list-style-type: none"> ▪ Discuss the differences between job descriptions and job specifications 					
<ul style="list-style-type: none"> ▪ Discuss the outcomes of a job analysis 					
<ul style="list-style-type: none"> ▪ Discuss the benefits of job analysis 					
<ul style="list-style-type: none"> ▪ Discuss the drawbacks of job analysis 					
<ul style="list-style-type: none"> ▪ Use job analysis concepts to develop a questionnaire 					
5. Demonstrate the process of job evaluation.					
<ul style="list-style-type: none"> ▪ Define job evaluation 					
<ul style="list-style-type: none"> ▪ Explain the ranking method of job evaluation 					
<ul style="list-style-type: none"> ▪ Explain the classification method of job evaluation 					
<ul style="list-style-type: none"> ▪ Discuss how benchmark jobs are used 					
<ul style="list-style-type: none"> ▪ Explain the point method of job evaluation 					
<ul style="list-style-type: none"> ▪ Apply job evaluation concepts using the point method 					
<ul style="list-style-type: none"> ▪ Discuss who should be involved in job evaluation 					
6. Develop pay structures from authentic job skills and competencies.					
<ul style="list-style-type: none"> ▪ Describe the basic steps in skills analysis 					
<ul style="list-style-type: none"> ▪ Explain person-based structures: skill plans 					
<ul style="list-style-type: none"> ▪ Define competency, core competency, competency sets and competency indicators 					
<ul style="list-style-type: none"> ▪ Explain person-based structures: competencies 					
<ul style="list-style-type: none"> ▪ Develop a pay structure using example job evaluation data 					
7. Discuss pay structure competitiveness.					
<ul style="list-style-type: none"> ▪ Describe external competitiveness 					
<ul style="list-style-type: none"> ▪ Discuss how external competitiveness is expressed in practice 					
<ul style="list-style-type: none"> ▪ Discuss the major factors that shape external competitiveness 					
<ul style="list-style-type: none"> ▪ Discuss labour demand theories 					
<ul style="list-style-type: none"> ▪ Discuss supply side theories 					

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<ul style="list-style-type: none"> ▪ Explain the competitive pay policy alternatives 					
8. Outline how companies determine pay levels and structure.					
<ul style="list-style-type: none"> ▪ Describe the decisions involved in setting externally competitive pay and designing the corresponding pay structure 					
<ul style="list-style-type: none"> ▪ Explain the steps involved in survey design 					
<ul style="list-style-type: none"> ▪ Describe what is meant by updating survey data 					
9. Use the concepts of pay design to develop pay structures.					
<ul style="list-style-type: none"> ▪ Explain the difference between a market pay line and a pay policy line 					
<ul style="list-style-type: none"> ▪ Discuss how pay grades are created 					
<ul style="list-style-type: none"> ▪ Discuss the relationship of pay ranges to pay grades 					
<ul style="list-style-type: none"> ▪ Apply the concept of broadbanding to the composition of salary ranges 					
<ul style="list-style-type: none"> ▪ Explain how to adjust a pay structure to balance internal and external pressures 					
10. Explain employee benefits.					
<ul style="list-style-type: none"> ▪ Explain why employee benefits are such a significant component of total compensation 					
<ul style="list-style-type: none"> ▪ Discuss key issues in benefits planning, design, and administration 					
<ul style="list-style-type: none"> ▪ Describe the important functions in benefits administration 					
<ul style="list-style-type: none"> ▪ Discuss the legally required benefits in Canada 					
<ul style="list-style-type: none"> ▪ Discuss how a defined benefits pension plan works 					
<ul style="list-style-type: none"> ▪ Discuss how a defined contribution pension plan works 					
<ul style="list-style-type: none"> ▪ Describe the general strategies for controlling medical benefit costs 					
11. Discuss performance appraisal and plan design.					
<ul style="list-style-type: none"> ▪ Explain the factors on which employee performance depends 					
<ul style="list-style-type: none"> ▪ Discuss motivation theories 					
<ul style="list-style-type: none"> ▪ Discuss the ways in which compensation motivates behaviour 					
<ul style="list-style-type: none"> ▪ Describe the common errors in the appraisal process 					
<ul style="list-style-type: none"> ▪ Explain strategies to understand and measure job performance 					
<ul style="list-style-type: none"> ▪ Discuss the key elements of an effective performance appraisal process 					

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

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.

And/or

2. Interview

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.

And/or

3. Challenge exam

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

Resources

HR 231 Coursepack.

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>.

Long, Richard (2009). *Strategic compensation in Canada*, 4th edition. Nelson Human Resource Management Series.

Long, Richard (2010). *Strategic compensation: a simulation* w/CD. Nelson Canada.

HR 232 – Training and Development

You will analyze the strategic role of the training function within organizations and examine the functions of needs analysis, training program design, the selection and application of training methods, transfer strategies, and training evaluation through a combined theory and hands-on approach.

Credit unit(s): 5.0

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.					
<ul style="list-style-type: none"> ▪ Discuss how T&D activities relate to performance management 					
<ul style="list-style-type: none"> ▪ Describe how T&D benefits the organization, the individual, and society 					
<ul style="list-style-type: none"> ▪ Describe the relationship between environment, organization strategy, and training 					
<ul style="list-style-type: none"> ▪ Describe the Instructional Systems Design model of T&D (ADDIE model) 					
2. Discuss the theoretical dimensions of organizational learning.					
<ul style="list-style-type: none"> ▪ Describe a learning organization 					
<ul style="list-style-type: none"> ▪ Discuss organizational knowledge and knowledge management practices 					
<ul style="list-style-type: none"> ▪ Describe what organizations can do to facilitate informal learning 					
<ul style="list-style-type: none"> ▪ Explain the relationship between training and a learning organization 					
3. Explain how learning and motivation theory impact training effectiveness.					
<ul style="list-style-type: none"> ▪ Define learning 					
<ul style="list-style-type: none"> ▪ Consider the implications of different learning styles in training design 					
<ul style="list-style-type: none"> ▪ Discuss the implications for learning and training of several learning theories 					
<ul style="list-style-type: none"> ▪ 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.					
<ul style="list-style-type: none"> ▪ Describe the needs analysis process 					
<ul style="list-style-type: none"> ▪ Describe the organizational factors which should be considered in every needs analysis 					
<ul style="list-style-type: none"> ▪ Discuss why and how a task analysis is performed in a needs assessment 					

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
<ul style="list-style-type: none"> ▪ Discuss why and how a performance analysis is performed in a needs assessment 					
<ul style="list-style-type: none"> ▪ Describe different methods for conducting a needs assessment 					
5. Design the blueprint to guide the development of instruction.					
<ul style="list-style-type: none"> ▪ Write learning objectives for training courses 					
<ul style="list-style-type: none"> ▪ Discuss factors to consider when deciding to purchase or design a training program 					
<ul style="list-style-type: none"> ▪ Describe ways to determine and sequence the content of a training program 					
<ul style="list-style-type: none"> ▪ Discuss practice and conditions of practice before and during training 					
6. Apply off-the-job training methods.					
<ul style="list-style-type: none"> ▪ Explain how to use each of the commonly used training methods. 					
<ul style="list-style-type: none"> ▪ Discuss the criteria that should be considered when selecting training methods 					
<ul style="list-style-type: none"> ▪ 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.					
<ul style="list-style-type: none"> ▪ Compare structured and unstructured on-the-job training 					
<ul style="list-style-type: none"> ▪ Describe the steps to provide effective job instruction training 					
<ul style="list-style-type: none"> ▪ Describe performance aids, job rotation and apprenticeship programs 					
<ul style="list-style-type: none"> ▪ Explain the role of coaching and mentoring in organizations 					
8. Select technology-based methods for existing training courses.					
<ul style="list-style-type: none"> ▪ Define technology-based learning 					
<ul style="list-style-type: none"> ▪ Discuss technology-based training methods 					
<ul style="list-style-type: none"> ▪ Explain the major advantages and disadvantages of technology-based training versus traditional training 					
<ul style="list-style-type: none"> ▪ Discuss the effectiveness of technology-based training 					
9. Prepare materials to deliver and implement training.					
<ul style="list-style-type: none"> ▪ Describe a lesson plan 					
<ul style="list-style-type: none"> ▪ Describe the characteristics of an effective trainer 					
<ul style="list-style-type: none"> ▪ Discuss training issues including materials, equipment, site, scheduling, administration 					
<ul style="list-style-type: none"> ▪ Describe the elements of a positive learning climate 					

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
<ul style="list-style-type: none"> ▪ Discuss Gagne’s nine events of instruction 					
<ul style="list-style-type: none"> ▪ Discuss some of the problems and solutions of training delivery 					
10. Select transfer methods to support the transfer of newly-trained skills to the workplace.					
<ul style="list-style-type: none"> ▪ Define transfer of training as well as positive, negative, zero, far, near, horizontal and vertical 					
<ul style="list-style-type: none"> ▪ Describe the major barriers to the transfer of training 					
<ul style="list-style-type: none"> ▪ Describe the activities managers, trainers and trainees can do before, during, and after training to improve the transfer of training 					
<ul style="list-style-type: none"> ▪ Explain what a transfer of training intervention is. 					
<ul style="list-style-type: none"> ▪ 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.					
<ul style="list-style-type: none"> ▪ Describe the main reasons for conducting training evaluations 					
<ul style="list-style-type: none"> ▪ Explain Kirkpatrick’s four levels of evaluation 					
<ul style="list-style-type: none"> ▪ Define non-experimental, quasi-experimental and experimental training evaluation design 					
<ul style="list-style-type: none"> ▪ Explain the approach and limitations of each of the evaluation designs used to evaluate training 					
<ul style="list-style-type: none"> ▪ Apply all four levels of Kirkpatrick’s evaluation model to any given training program 					
<ul style="list-style-type: none"> ▪ Design an appropriate evaluation procedure for any given training program 					
<ul style="list-style-type: none"> ▪ Describe the main reasons for conducting training evaluations 					
<ul style="list-style-type: none"> ▪ Explain Kirkpatrick’s four levels of evaluation 					
<ul style="list-style-type: none"> ▪ Define non-experimental, quasi-experimental and experimental training evaluation design 					
12. Perform a financial cost benefit analysis for any given training program for presentation to management.					
<ul style="list-style-type: none"> ▪ Explain the need and benefits of doing a cost benefit analysis 					
<ul style="list-style-type: none"> ▪ Explain the difficulty in calculating the benefits of T&D 					
<ul style="list-style-type: none"> ▪ Explain the degree to which indirect costs and benefits should be included in a cost benefit analysis 					
<ul style="list-style-type: none"> ▪ Perform a cost benefit analysis for any given training program 					

PLAR assessment methods

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1. Evidence file

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.

And/or

2. Interview

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>.

KOLB Learning Styles Booklet – Hay Group.

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 and development*, 6th edition, 2013, Nelson Series in Human Resources Management, Nelson Thomson Learning, Scarborough, ON.

HR 233 – Labour Relations

Your studies will focus on labour relations, including union history and philosophy, certification procedures, union structure, managing in unionized environments, environmental factors which influence labour relations, applicable legislation affecting labour relations, collective bargaining (public and private sectors), job action, dispute resolution methods, and recent developments in the labour relations field. You will be encouraged to discuss and debate labour relations issues, to critically explore case studies and to monitor and report on current labour relations events. Through these activities, you will gain an understanding of the labour relations realm.

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 Labour Relations (L.R.) environment.					
▪ Discuss common union perceptions					
▪ Discuss common motivations behind workers' unionization decision					
▪ Describe the basic steps to forming a union					
▪ Define Industrial Relations & Labour Relations					
▪ Describe perspectives on Labour 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					

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
<ul style="list-style-type: none"> ▪ Discuss common employer tactics to counter unionization 					
<ul style="list-style-type: none"> ▪ Identify determinations Labour Relations Boards can use in dealing with a certification application 					
<ul style="list-style-type: none"> ▪ Contrast the use of a Pre-hearing Vote with the Regular Certification Process 					
<ul style="list-style-type: none"> ▪ Identify some common unfair labour practices that can occur during organizing drives 					
<ul style="list-style-type: none"> ▪ Define common organization terms 					
4. Analyze the structure and composition of Canadian unions.					
<ul style="list-style-type: none"> ▪ Contrast the twentieth century growth of Canadian unions with that of United States' unions 					
<ul style="list-style-type: none"> ▪ Identify the typical Canadian union member 					
<ul style="list-style-type: none"> ▪ Identify issues of concern arising from labour statistics 					
<ul style="list-style-type: none"> ▪ Describe the interdependence of key players in the Canadian union structure 					
<ul style="list-style-type: none"> ▪ Identify roles of local union members 					
<ul style="list-style-type: none"> ▪ Describe "union democracy" 					
<ul style="list-style-type: none"> ▪ Identify safeguards members have to ensure union democracy 					
5. Analyze methods of strategically managing unionized workplaces.					
<ul style="list-style-type: none"> ▪ Explain the effect of significant influences on the labour movement in the 1990's to 2011 					
<ul style="list-style-type: none"> ▪ Describe the developments in labour relations management from the pre-industrial era to the 1980's 					
<ul style="list-style-type: none"> ▪ Identify the five possible "challenge-response" relationships that evolve between union and management in day-to-day functioning 					
<ul style="list-style-type: none"> ▪ Explain tools that assist labour relations managers 					
<ul style="list-style-type: none"> ▪ Describe how to strategically manage unions 					
<ul style="list-style-type: none"> ▪ Contrast strategic management tactics 					
6. Assess the impact of current economic issues on organized labour.					
<ul style="list-style-type: none"> ▪ Describe the effects of aging "baby boomers" on unions 					
<ul style="list-style-type: none"> ▪ Describe how the increased percentage of female workers has changed traditional collective bargaining issues 					
<ul style="list-style-type: none"> ▪ Identify issues for which unions might lobby on behalf of visible minorities and workers with disabilities 					
<ul style="list-style-type: none"> ▪ Assess the impact of an increasing rate of part-time employment on organized labour 					

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
<ul style="list-style-type: none"> ▪ Assess the impact of an increasing occurrence of atypical work situations on unions 					
<ul style="list-style-type: none"> ▪ Explain how unions are affected by a shift in jobs from primary and secondary sectors to service sectors 					
<ul style="list-style-type: none"> ▪ Tell why unions tend to be anti-globalization and anti-free trade 					
<ul style="list-style-type: none"> ▪ 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.					
<ul style="list-style-type: none"> ▪ Explain the significance of the Wagner Act 					
<ul style="list-style-type: none"> ▪ 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.					
<ul style="list-style-type: none"> ▪ Define “collective bargaining” 					
<ul style="list-style-type: none"> ▪ Describe union and management’s responsibility under the “good faith requirement” 					
<ul style="list-style-type: none"> ▪ Describe surface bargaining, concession bargaining, and pattern bargaining 					
<ul style="list-style-type: none"> ▪ Identify common collective bargaining issues 					
<ul style="list-style-type: none"> ▪ Describe the importance of bargaining power 					
<ul style="list-style-type: none"> ▪ Describe typical stages of the bargaining process 					
<ul style="list-style-type: none"> ▪ Identify essential tasks and activities in bargaining preparation and in bargaining 					
<ul style="list-style-type: none"> ▪ Describe interest-based bargaining 					
9. Contrast labour relations in the public sector with those in the private sector.					
<ul style="list-style-type: none"> ▪ Define “public sector worker” 					
<ul style="list-style-type: none"> ▪ Identify significant issues faced by public sector unions in the late 20th century and early 21st century 					
<ul style="list-style-type: none"> ▪ Contrast public and private sector unions 					
<ul style="list-style-type: none"> ▪ Describe dispute resolution options available to public sector unions 					
10. Describe the role of strikes in a labour relations environment.					
<ul style="list-style-type: none"> ▪ Define “strike” 					
<ul style="list-style-type: none"> ▪ Describe the conditions required for a legal strike 					
<ul style="list-style-type: none"> ▪ Identify the advantages and disadvantages of a strike 					

HR 233 – Labour Relations					
Mastery: I am able to demonstrate it well enough to teach it to someone else.	Mastery	Competent	Functional	Learning	None
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.					
<ul style="list-style-type: none"> Using strike statistics, review characteristics of Canadian strike activity using strike statistics 					
<ul style="list-style-type: none"> Explain common strike causes 					
<ul style="list-style-type: none"> Review common dispute resolution methods 					
11. Analyze how effective grievance handling leads to a healthy labour relations environment.					
<ul style="list-style-type: none"> Define "grievance" 					
<ul style="list-style-type: none"> Identify common grievance types 					
<ul style="list-style-type: none"> Analyze the steps in the grievance procedure 					
<ul style="list-style-type: none"> Explain the purpose of the grievance procedure 					
<ul style="list-style-type: none"> Describe what happens at an arbitration hearing 					
<ul style="list-style-type: none"> Define arbitration terms 					
<ul style="list-style-type: none"> Analyze the factors an arbitrator might use in making a decision 					

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

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.

And/or

2. Interview

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.

And/or

3. Challenge exam

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

Resources

HR 233 Coursepack.

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>.

Pierce, Jon. (2012). *Industrial relations in Canada*, 2nd edition. Nelson Canada.

HR 234 – Employee Relations

From an organizational and employee point of view, you will examine coaching, counselling, equity and fairness. 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 interpersonal communication, inter/cross cultural issues, harassment, employee/family assistance programs, diversity and equity. You will research and develop a proposal that management can implement to enhance corporate 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.					
<ul style="list-style-type: none"> ▪ Define an organization 					
<ul style="list-style-type: none"> ▪ Explain what employee relations is generally about and why management should care about it 					
<ul style="list-style-type: none"> ▪ Identify those factors that directly relate to the quality of employee relations 					
<ul style="list-style-type: none"> ▪ Describe programs/activities management can undertake to support and enhance good employee relations 					
<ul style="list-style-type: none"> ▪ 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.					
<ul style="list-style-type: none"> ▪ Define culture and organizational culture 					
<ul style="list-style-type: none"> ▪ Explain the process of socialization and how it takes place 					
<ul style="list-style-type: none"> ▪ Explain employees' incentive to accept the values and norms of the organizational culture 					
<ul style="list-style-type: none"> ▪ Define a healthy organizational culture 					
<ul style="list-style-type: none"> ▪ 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.					
<ul style="list-style-type: none"> ▪ Explain the basis of all motivation 					
<ul style="list-style-type: none"> ▪ Explain what organizations must do to motivate employees 					
<ul style="list-style-type: none"> ▪ Explain the types of motivation and their ability to sustain the hearts and minds of the employee 					

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
<ul style="list-style-type: none"> ▪ Describe strategies that management can use to motivate employees 					
<ul style="list-style-type: none"> ▪ Describe the terms satisfying, 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.					
<ul style="list-style-type: none"> ▪ Explain how or why job design is important to employee relations 					
<ul style="list-style-type: none"> ▪ Identify the major considerations in job design and explain why each is important 					
<ul style="list-style-type: none"> ▪ Define a job cycle and identify the advantages and disadvantages of both long and short job cycles 					
<ul style="list-style-type: none"> ▪ Identify and explain the job characteristics/behavioural elements that create job satisfaction 					
<ul style="list-style-type: none"> ▪ Explain what “ergonomics” refers to and how it relates to employee relations 					
<ul style="list-style-type: none"> ▪ Explain why a tradeoff must be made between efficiency and job satisfaction and concept of the optimum trade off 					
5. Discuss the importance of employee relations in managing organizational change.					
<ul style="list-style-type: none"> ▪ Explain how change within an organization affects employee relations 					
<ul style="list-style-type: none"> ▪ Discuss good management practices in managing change 					
<ul style="list-style-type: none"> ▪ Discuss management practices that should be avoided in the management of change and the reasons for avoiding them 					
<ul style="list-style-type: none"> ▪ Explain the role of professionally conducted needs analysis in change management 					
<ul style="list-style-type: none"> ▪ Discuss benefits and costs of employee participation in workplace decisions 					
6. Discuss the significance of following fair and equitable employment practices.					
<ul style="list-style-type: none"> ▪ Discuss diversity/employment equity and the importance of following equitable employment practices 					
<ul style="list-style-type: none"> ▪ Discuss respectful workplace practices 					
<ul style="list-style-type: none"> ▪ Explain the concept of transparency, its contribution to employee relations and what management should make transparent 					
<ul style="list-style-type: none"> ▪ Discuss the major aspects of a good (effective and fair) disciplinary system 					
<ul style="list-style-type: none"> ▪ Discuss corrective and progressive discipline 					
<ul style="list-style-type: none"> ▪ Explain the concept of due process and the need for documentation 					
<ul style="list-style-type: none"> ▪ Describe the duties of employers and employees with regard to terminations of employment contracts 					
<ul style="list-style-type: none"> ▪ Discuss constructive dismissal 					

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
7. Discuss the role and importance of effective communication and interpersonal skills.					
▪ Discuss the process of communication					
▪ Discuss the art of listening					
▪ Explain the relationship between communication and identity, social needs and practical goals					
▪ Discuss gender differences in communication					
▪ Discuss impersonal and interpersonal communications (quantitatively and qualitatively)					
▪ Explain relational messages					
▪ Discuss the skills of communicating with empathy vs. sympathy					
▪ Explain the characteristics of competent communicators					
8. Identify the influence of self-concept and identity in the development and maintenance of interpersonal relationships.					
▪ Explain the formation of self-concept					
▪ Explain social comparison					
▪ Explain the reasons for distorted evaluations					
▪ Explain the effect of self-esteem on communication and relationships					
▪ Explain why the self-concept resists change					
▪ Explain the effects of language and culture on self-concept					
▪ Define a self-fulfilling prophecy					
▪ Explain suggestions for changing the self-concept					
▪ Discuss identity management					
▪ Explain why we manage identities					
▪ Describe the differences between the private (or perceived) self from the public (or presenting) self					
9. Describe the factors responsible for the communication/relationship climate.					
▪ Define communication climate					
▪ Discuss confirming and disconfirming communications					
▪ Explain how communication climates develop					
▪ Explain the causes and remedies for defensiveness					

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
<ul style="list-style-type: none"> ▪ Explain behaviours which cause defensiveness in others and supportive behaviours to counteract 					
<ul style="list-style-type: none"> ▪ Discuss the various issues and approaches to responding non-defensively to criticism 					
10. Practice skills that influence others.					
<ul style="list-style-type: none"> ▪ Identify the behaviour and skills that can influence others 					
<ul style="list-style-type: none"> ▪ Identify why human resource professionals need influencing skills 					
<ul style="list-style-type: none"> ▪ Describe situations where influencing skills can be useful 					
<ul style="list-style-type: none"> ▪ Discuss the competencies necessary to deal with difficult people 					
<ul style="list-style-type: none"> ▪ Practice the skills of coaching and training 					
11. Describe the role of positive political skills.					
<ul style="list-style-type: none"> ▪ Discuss workplace political skills 					
<ul style="list-style-type: none"> ▪ Identify political skills for building interpersonal workplace relationships 					
<ul style="list-style-type: none"> ▪ Review common political blunders 					
<ul style="list-style-type: none"> ▪ Discuss workplace etiquette 					
12. Demonstrate the practice of workplace ethics.					
<ul style="list-style-type: none"> ▪ Identify the characteristics of ethical behaviour 					
<ul style="list-style-type: none"> ▪ Describe typical workplace ethical dilemmas 					
<ul style="list-style-type: none"> ▪ Research workplace policies for ethics 					
<ul style="list-style-type: none"> ▪ Develop a system for making ethical workplace decisions 					
13. Develop an organizational program/proposal management can implement to enhance employee relations.					
<ul style="list-style-type: none"> ▪ Research topics regarding employee relations programs 					
<ul style="list-style-type: none"> ▪ Develop an employee relations proposal 					
<ul style="list-style-type: none"> ▪ Develop a multi-media presentation to illustrate the proposed program 					
<ul style="list-style-type: none"> ▪ Present the proposal 					

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

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.

And/or

2. Interview

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 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>.

DuBrin, Andrew J. & Geerinck, Terri. *Human relations: interpersonal, job-oriented skills*, 3rd Canadian edition.

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): ADMN235

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. Differentiate key elements of the collective bargaining process.					
<ul style="list-style-type: none"> ▪ Contrast bargaining and negotiation 					
<ul style="list-style-type: none"> ▪ Describe the normal collective bargaining process 					
<ul style="list-style-type: none"> ▪ Describe how Management and Union determine bargaining table issues 					
<ul style="list-style-type: none"> ▪ Explain the roles of “Bargaining Power” and “Final Offer” in a negotiated settlement 					
<ul style="list-style-type: none"> ▪ Distinguish factors that affect Management’s and Union’s bargaining power 					
<ul style="list-style-type: none"> ▪ Define key negotiating terms 					
<ul style="list-style-type: none"> ▪ Explain key negotiating terms 					
<ul style="list-style-type: none"> ▪ Explain the importance of “Best Alternative to Negotiated Agreement” (BATNA) to the negotiation process 					
<ul style="list-style-type: none"> ▪ Use common negotiating tactics 					
<ul style="list-style-type: none"> ▪ Demonstrate the ideal opening offer 					
<ul style="list-style-type: none"> ▪ Describe the ratification and post-ratification processes 					
2. Analyze the legal framework of the Canadian collective bargaining process.					
<ul style="list-style-type: none"> ▪ Recognize the Canada Labour Code’s relationship to provincial labour legislation 					
<ul style="list-style-type: none"> ▪ Analyze the Saskatchewan Trade Union Act’s relationship to collective bargaining and collective agreements 					
<ul style="list-style-type: none"> ▪ Describe the basic right given to all provincially governed workers by the Trade Union Act 					
<ul style="list-style-type: none"> ▪ Identify unfair labour practices 					
<ul style="list-style-type: none"> ▪ Explain the basic provisions of provincial labour legislation 					
<ul style="list-style-type: none"> ▪ Describe the influence of provincial labour legislation on collective bargaining and collective agreements 					
<ul style="list-style-type: none"> ▪ Distinguish the legislative precedence of the Charter of Rights and Freedoms on other labour legislation 					

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
<ul style="list-style-type: none"> ▪ Contrast federal public sector bargaining and provincial public sector bargaining 					
3. Explain commonly bargained elements of a collective agreement.					
<ul style="list-style-type: none"> ▪ Summarize typically addressed issues in a collective agreement article when given a title 					
<ul style="list-style-type: none"> ▪ Contrast the effect of “shall,” “may,” “should,” and “must” on a collective agreement 					
<ul style="list-style-type: none"> ▪ Contrast the effect of specifically-worded and generally-worded clauses on an arbitrator’s decision 					
<ul style="list-style-type: none"> ▪ Examine remedies for breached clauses in a collective bargaining agreement 					
<ul style="list-style-type: none"> ▪ Contrast management’s desire for generally-worded clauses to union’s desire for specifically-worded clauses 					
<ul style="list-style-type: none"> ▪ Describe steps in drafting contract language 					
<ul style="list-style-type: none"> ▪ Appraise strength/weakness of contract language 					
<ul style="list-style-type: none"> ▪ Draft contract clauses from either management’s or union’s perspective 					
4. Discuss the necessity of strong contract administration practices.					
<ul style="list-style-type: none"> ▪ Discuss healthy collective agreement administration practices 					
<ul style="list-style-type: none"> ▪ Describe benefits of a grievance procedure 					
<ul style="list-style-type: none"> ▪ Identify grievance types 					
<ul style="list-style-type: none"> ▪ Explain the normal grievance procedure 					
5. Differentiate principled negotiations from positional bargaining.					
<ul style="list-style-type: none"> ▪ Identify basic tenets of principled negotiations 					
<ul style="list-style-type: none"> ▪ Analyze tactics used to handle a powerful opponent 					
<ul style="list-style-type: none"> ▪ Analyze tactics to lead an uncooperative opponent to principled negotiations 					
<ul style="list-style-type: none"> ▪ Identify steps to counter an opponent tactics 					
6. Evaluate the results of preparation and bargaining.					
<ul style="list-style-type: none"> ▪ Prepare proposals from management’s or union’s perspective 					
<ul style="list-style-type: none"> ▪ Draft contract language 					
<ul style="list-style-type: none"> ▪ Bargain proposals with an intention of reaching agreement 					
<ul style="list-style-type: none"> ▪ Assess strengths/weaknesses of team performance 					

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

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.

And/or

2. Interview

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 235 Coursepack.

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>.

Fisher, R., Ury, W., Patton, B. (2011). *Getting to yes – negotiating agreement*. ISBN 9780143118756.

Teplitsky, M. (1992). *Making a deal: the art of Negotiating*. ISBN 092045040.

HR 236 – Organizational Effectiveness

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

Credit unit(s): 4.0

Equivalent course(s): ADMN 236

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 development and change theory.					
<ul style="list-style-type: none"> ▪ Identify the role of strategic renewal in propelling change 					
<ul style="list-style-type: none"> ▪ Describe the behavioural aspect of organizational change 					
<ul style="list-style-type: none"> ▪ Explain the dynamics of motivating employees to alter their behaviours 					
<ul style="list-style-type: none"> ▪ Explain the source of both employee resistance to and support for change 					
2. Describe the theories of effective change management.					
<ul style="list-style-type: none"> ▪ Discuss Kurt Lewin's planned change theory 					
<ul style="list-style-type: none"> ▪ Discuss the perspective the field of OD offers on how and why people behave and organizations operate 					
<ul style="list-style-type: none"> ▪ Describe the differences between content-driven and process-driven change 					
<ul style="list-style-type: none"> ▪ Explain an approach to change management that emphasizes task requirements and performance results 					
<ul style="list-style-type: none"> ▪ Discuss a framework for change implementation that encompasses multiple theories 					
3. Discuss principles of engagement and diagnosis in change management.					
<ul style="list-style-type: none"> ▪ Describe the role of diagnosis in assessing behaviours and values 					
<ul style="list-style-type: none"> ▪ Discuss the use of a systematic framework for guiding diagnosis 					
<ul style="list-style-type: none"> ▪ Explain the key ingredients of diagnostic intervention 					
<ul style="list-style-type: none"> ▪ Describe the role played by after-action reviews in created quick learning and improvement 					
4. Discuss leadership theories and their impacts on change management.					
<ul style="list-style-type: none"> ▪ Explain the difference between a manager and a leader 					

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
<ul style="list-style-type: none"> ▪ Describe the traits, behaviours, and situations that affect how someone leads 					
<ul style="list-style-type: none"> ▪ Discuss transformational, transactional, and charismatic leadership 					
<ul style="list-style-type: none"> ▪ Discuss contemporary issues in leadership 					
5. Describe how employees engage in a process of organizational redesign to help share required new behaviours.					
<ul style="list-style-type: none"> ▪ Define organizational design 					
<ul style="list-style-type: none"> ▪ Describe the difference between formal and informal design elements 					
<ul style="list-style-type: none"> ▪ Discuss the main challenges posed by organizational redesign 					
<ul style="list-style-type: none"> ▪ Explain the requirements for building coordination and teamwork in an organization 					
<ul style="list-style-type: none"> ▪ Discuss the dynamics of changing the design of an organization in order to impact patterns of behaviour 					
6. Apply the change management process in a given situation.					
<ul style="list-style-type: none"> ▪ Determine who can oppose or facilitate change 					
<ul style="list-style-type: none"> ▪ Discuss how to build a broad coalition to support change 					
<ul style="list-style-type: none"> ▪ Explain how to fill key positions with competent change agents 					
<ul style="list-style-type: none"> ▪ Discuss how to use task forces or teams to guide implementation 					
<ul style="list-style-type: none"> ▪ Describe how to make dramatic symbolic changes that affect work or how to implement change initially on a small scale 					
<ul style="list-style-type: none"> ▪ Apply processes that can be used to monitor and benchmark the progress of change 					
7. Illustrate the impact of human resource management interventions on an organization.					
<ul style="list-style-type: none"> ▪ Define human resource development and its role in implementing organizational change 					
<ul style="list-style-type: none"> ▪ Describe how to match selection and recruitment with the shifting requirements of behavioural change 					
<ul style="list-style-type: none"> ▪ Explain how an organization can help employees gain the new skills required of the change effort 					
<ul style="list-style-type: none"> ▪ Discuss the choices available to organizations as they seek to align employee competencies with the requirements of the organization as part of their change effort 					
<ul style="list-style-type: none"> ▪ Explain the role and usage of removal and replacement in implementing change 					
<ul style="list-style-type: none"> ▪ Practice HR Management interventions to implement organizational change 					
8. Explore choices available in reinforcing new behaviours through the “hardwiring” of the organization.					

HR 236 – Organizational Effectiveness	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.					
▪ Identify major structural choices faced by organizational leaders					
▪ Discuss behavioural implications of choices made by leaders					
▪ Explain the importance of aligning financial measures with a company's strategic goals					
▪ Describe compensation's role in shaping desired behaviours					
▪ Discuss the role of IT in impacting employee behaviours					
9. Discuss current trends driving the roles of leaders in implementing and leading the process of strategic renewal in an organization.					
▪ Define effective leadership					
▪ Explain the difficulty in enacting effective leadership					
▪ Describe the tasks associated with leading change					
▪ Discuss the requirements for developing future leaders in an organization					
10. Examine organizational culture and its role in hindering and implementing change.					
▪ Define organizational culture as an emergent phenomenon in organizations					
▪ Describe the relationship between culture and organizational change					
▪ Describe the cultural traits most associated with organizational adaptation and change					
▪ Describe how organizations can assess their culture					
▪ Discuss actions that organizational leaders can take to reshape culture					
11. Describe current trends and issues in change management.					
▪ Discuss change management trends occurring in Canada, North America, and globally					
▪ Describe the effects of economic conditions and structural impacts on the workplace environment					
▪ Discuss intergenerational issues and their impact on change management initiatives					
▪ Discuss key change management issues in public versus private sector domains					
▪ Describe how virtual management is impacting change management initiatives					

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

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.

And/or

2. Interview

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.

And/or

3. Challenge exam

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

Resources

HR 236 Coursepack.

Spector, Bert (2013). *Implementing organizational change: theory into practice*. 3rd edition. Pearson Education.

H R Management Simulation – interpretive simulations.

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

Note: critical learning outcomes and steps are **bolded**.

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.					
▪ Identify the history of the Canadian Labour Code					
▪ Describe the environmental health act development					
▪ Review key elements of successful health and safety management (British)					
▪ Compare the 1966 Canada Labour (Safety) Code with the current Labour Code (Part 1)					
▪ Recognize the positive impact of International Steel Workers movement on occupational health and safety					
▪ Discuss Saskatchewan occupational health and safety history					
2. Outline core principles of a world class occupational health and safety system.					
▪ Define safety climate					
▪ Identify the purpose of written safety beliefs or values					
▪ Explain fundamental general beliefs about safety					
▪ Explain fundamental beliefs about safety management					
▪ Recognize specific safety practices and the beliefs that underlie them					
▪ Discuss safety management practices					
3. Recognize the components of an internal responsibility system.					
▪ Explain the external responsibility system					
▪ Define internal responsibility system/workplace responsibility system					
▪ State historical development steps of the internal/workplace responsibility system					
▪ 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 committees 					
<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					
▪ Describe risk analysis from case studies					

HR 237 – Wellness in the Workplace					
Mastery: I am able to demonstrate it well enough to teach it to someone else.	Mastery	Competent	Functional	Learning	None
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.					
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 Workers' Compensation Board policy and procedures.					
▪ Describe the goals and methods of the Workers' 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. WHMIS 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 workplace. Employ Hamm's four principles of internal responsibility when describing your work team.

4. Web research – Workplace 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. (2011). Management of occupational health and safety 4th edition. 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.familyserviceseap.com/home/index_e.html.

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 laws relating to torts, agency, various forms of business organizations, sale of goods, employment, negotiable instruments, bailments, insurance, real and intellectual property, and secured transactions.

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.					
<ul style="list-style-type: none"> ▪ Explain what a law is and its sources 					
<ul style="list-style-type: none"> ▪ Describe the significance of The Charter of Rights and Freedoms on Canadians 					
<ul style="list-style-type: none"> ▪ Describe the structure of the judicial system 					
2. Apply the law of torts.					
<ul style="list-style-type: none"> ▪ Describe the purpose of tort law 					
<ul style="list-style-type: none"> ▪ Explain the principles of tort law, and the standard of care or conduct imposed by the courts to determine tort liability 					
<ul style="list-style-type: none"> ▪ Describe the various forms of unintentional and intentional torts 					
<ul style="list-style-type: none"> ▪ Explain how the courts apportion liability where more than one person is responsible for a tort 					
<ul style="list-style-type: none"> ▪ Explain how damages or compensation is determined by a court 					
<ul style="list-style-type: none"> ▪ Demonstrate how failure to meet a standard of care can result in liability for which the courts may award damages 					
3. Demonstrate that the required elements of a contract are contained within an agreement to make it an enforceable contract.					
<ul style="list-style-type: none"> ▪ Explain the purpose of intention in the formation of a valid contract 					
<ul style="list-style-type: none"> ▪ Explain the rules relating to offer, acceptance, and consideration in the formation of a valid contract 					
<ul style="list-style-type: none"> ▪ Explain how the lack of capacity may impact a contract 					
<ul style="list-style-type: none"> ▪ Demonstrate how an enforceable contract can only be formed if it contains the elements of intention, offer, acceptance, consideration, and capacity to contract 					
4. Demonstrate the impact of illegality of purpose and correct format on the enforceability of contracts.					
<ul style="list-style-type: none"> ▪ Describe contracts that are void because their purpose is illegal 					
<ul style="list-style-type: none"> ▪ Explain how certain restrictive agreements in restraint of trade may be enforceable contracts 					

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"> ▪ Identify contracts that require special form or writing to be enforceable 					
<ul style="list-style-type: none"> ▪ Demonstrate that enforceable contracts can only be formed for a legal purpose, and that certain contracts must be in a written form 					
5. Demonstrate the impact of various flaws in a contract and the extent of rights associated with a contract.					
<ul style="list-style-type: none"> ▪ Demonstrate the effects of misrepresentation, mistake, undue influence, and duress on the enforceability of a contract 					
<ul style="list-style-type: none"> ▪ Describe the remedies available to a victim of a flaw in a contract 					
<ul style="list-style-type: none"> ▪ Illustrate the concept of privity of a contract and how this affects parties to a contract 					
<ul style="list-style-type: none"> ▪ Explain how contracts may be assigned 					
6. Demonstrate how a contract may be brought to an end.					
<ul style="list-style-type: none"> ▪ Describe the requirements for performance of a contract 					
<ul style="list-style-type: none"> ▪ Illustrate how a contract can be brought to an end by means other than performance 					
<ul style="list-style-type: none"> ▪ Explain what constitutes a breach of contract 					
<ul style="list-style-type: none"> ▪ Explain the remedies available for victims of a breach of contract 					
<ul style="list-style-type: none"> ▪ Illustrate the impact of a breach of contract 					
7. Apply the law relating to agency relationships, sole proprietorships, partnerships, and corporations.					
<ul style="list-style-type: none"> ▪ Explain the nature of an agency 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 and of a principal 					
<ul style="list-style-type: none"> ▪ Demonstrate how liability can occur in an agency relationship 					
<ul style="list-style-type: none"> ▪ Describe the laws applicable to sole proprietorships 					
<ul style="list-style-type: none"> ▪ Demonstrate how liability can occur in various types of partnerships 					
<ul style="list-style-type: none"> ▪ Describe the nature of a corporation and the division of corporate powers 					
<ul style="list-style-type: none"> ▪ Demonstrate the nature of a corporation and the division of corporate powers 					
<ul style="list-style-type: none"> ▪ Demonstrate the rights and liabilities of the parties in a corporation 					
8. Apply the law relating to the Sale of Goods Acts and the Consumer Protection Acts.					
<ul style="list-style-type: none"> ▪ Describe the contract of sale and the Sale of Goods Act 					

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"> ▪ Demonstrate when title and risk passes to the buyer 					
<ul style="list-style-type: none"> ▪ Identify implied conditions and warranties in a contract of sale 					
<ul style="list-style-type: none"> ▪ Identify the rights and duties of the buyer and seller 					
<ul style="list-style-type: none"> ▪ Illustrate the remedies available to buyers and sellers 					
<ul style="list-style-type: none"> ▪ Review legislation designed to provide consumer protection 					
9. Apply the law relating to the employment relationship.					
<ul style="list-style-type: none"> ▪ Describe the duties and responsibilities of employers and employees 					
<ul style="list-style-type: none"> ▪ Explain the liability of the parties in an employment contract 					
<ul style="list-style-type: none"> ▪ Illustrate how a contract of employment can be legally terminated and the consequences of wrongful dismissal 					
<ul style="list-style-type: none"> ▪ Describe how each of the various bills of exchange function 					
<ul style="list-style-type: none"> ▪ Examine the enforceability and defences to payment of negotiable instruments 					
<ul style="list-style-type: none"> ▪ Examine the laws relating to cheques, bills of exchange, and promissory notes 					
10. Apply the law relating to bailments and insurance contracts.					
<ul style="list-style-type: none"> ▪ Explain the nature of a bailment and its effect on risk allocation 					
<ul style="list-style-type: none"> ▪ Identify the various types of bailments 					
<ul style="list-style-type: none"> ▪ Illustrate the level of liability for each of the various types of bailments 					
<ul style="list-style-type: none"> ▪ Describe the remedies available to the parties in a bailment contract 					
<ul style="list-style-type: none"> ▪ Describe the purpose of insurance contracts 					
<ul style="list-style-type: none"> ▪ Describe the unique features of insurance contracts 					
<ul style="list-style-type: none"> ▪ Explain the rights of an insurer 					
<ul style="list-style-type: none"> ▪ Demonstrate how co-insurance clauses affect the liability of the insurer 					
11. Apply the law relating to real property and intellectual property interests.					
<ul style="list-style-type: none"> ▪ Describe what real property is 					
<ul style="list-style-type: none"> ▪ Explain title to land and the registration of property interests 					
<ul style="list-style-type: none"> ▪ Explain the types of leases and their uses 					
<ul style="list-style-type: none"> ▪ Explain mortgages as an interest in land 					
<ul style="list-style-type: none"> ▪ Explain patent law protection 					

LAW 220 – Commercial Law					
Mastery: I am able to demonstrate it well enough to teach it to someone else.	Mastery	Competent	Functional	Learning	None
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.					
▪ Explain trademarks and their protection					
▪ Explain copyright and industrial protection					
▪ Demonstrate how liability can occur in property contracts					
12. Apply the law relating to personal property security for debt.					
▪ Describe the many security instruments available to creditors to secure payment of a debt					
▪ Demonstrate how security instruments protect creditor investments					
▪ Describe creditor rights when there is a default of payment of a debt					
▪ Explain the nature of bankruptcy and the processes involved in bankruptcy proceedings					
▪ Demonstrate the distribution of a debtor's assets in a bankruptcy situation					

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 C](#) for checklist)
- Resume
- Relevant work-based training or workshops – please include any certificates, statements of attendance, agendas or workshop outlines you may have

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.

Resources

Willes, John & Willes, John (2010). *Fundamentals of Canadian business law*, 2nd edition. McGraw Hill.

Business Human Resources

Appendices

Appendix A: ADMN 220 – Organizational Behaviour documents

**On Employer's 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 Saskatchewan Polytechnic contact

(Rick Wagman, Saskatchewan Polytechnic Moose Jaw 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

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 Saskatchewan Polytechnic 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 resources, 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: 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				
▪ employs the different types of endorsement				

Skills and knowledge	Satisfactory	Unsatisfactory	Not Applicable	Optional comments
<ul style="list-style-type: none"> ▪ recognizes the deficiencies under the Bills of exchange Act 				
8. Demonstrates the following factors on the impact of debtor-creditor relationships on society and its members.				
<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 Employer's 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: _____
Signature