

**School of Continuing Education**

Human Resource Management

## **RPL RESOURCE GUIDE**

# **Human Resource Management**

**Course Number: MGMT-1080**

**Course Hours: 40**

**Credit Hours: 3**

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## Introduction

At Red River College, Recognition of Prior Learning (RPL) or Prior Learning Assessment & Recognition (PLAR), as it is also commonly known, is a process in which individuals have the opportunity to obtain credit for college-level knowledge and skills gained outside the classroom and/or through other educational programs. It is a process which compares an individual's prior learning, gained from prior education, work and life experiences and personal study, to the learning outcomes in college courses.

The individual demonstrates this learning through valid, rigorous assessment methods which follow College policies and procedures and ensure that credible learning has taken place. If the learning demonstrated is equivalent to what would normally be acquired through a formal course(s) in the chosen area of study, then credit is granted. College faculty are the course experts who assess the learning and determine the credit awarded for prior learning.

This ***Recognition of Prior Learning (RPL) Resource Guide*** will assist you with the RPL process for **MGMT-1080: Human Resource Management**. You can begin the RPL process by reviewing the information in this guide. Start by examining the course description and learning outcomes for the course, and then review and complete the Self-Assessment Checklist. The requirements of the RPL process (i.e. how to prove your prior learning) and the criteria for assessing your prior learning are also outlined in this guide.

## MGMT-1080: Human Resource Management Course Description

Discover the importance of Human Resources Management (HRM) to individuals, organizations, and society. Learn more about this integrated, goal orientated set of management functions, which are carried out in the context of multiple environments (competitive, social, legal and organizational).

## Course Learning Outcomes and Elements of Performance

By the end of this course of study, you should be able to . . .

1. Discuss Human Resource Management in terms of playing a strategic role.
  - Discuss the role that HRM plays in the whole organization.
  - Discuss the role that an HRM professional has in advising supervisors.
  - Be able to think strategically for the department and for the organization by suggesting human resource activities that can assist the organization in meeting its overall goals.
  
2. Provide information on a professional career in Human Resource Management
  - Decide whether to pursue the HRM specialization in Business Administration and possibly a career in HRM.
  - Outline the steps to achieving CHRP certification.
  - Describe the Human Resource Management Association of Manitoba organization's goals and activities.
  
3. Describe the role that Human Resource Management plays in today's economy.
  - Discuss the nature of work and the workplace in the 21<sup>st</sup> Century in terms of globalization, quality management, managing and building Human Capital and Talent, working with different generations in the workplace, and demonstrating ethical behaviour and discuss how these impact HRM practices.
  - Differentiate between and outline a variety of competencies: Knowledge, Skills, Abilities, and other Characteristics.
  - Describe competencies required for the 21<sup>st</sup> Century employee.
  
4. Provide an overview of employment legislation and how to comply appropriately.
  - Interpret, apply, and advise on Human Rights legislation.
  - Define and describe Bona Fide Occupational Requirements, Reasonable Accommodation, and Undue Hardship.
  - Describe the rules of work that are impacted by Employment Standards, Health and Safety, Privacy law, Employment Equity, and Pay Equity.
  - Locate and interpret the specific laws that will affect workplaces in our provincial jurisdiction.
  - Discuss the benefits of complying with the legislation and creating positive diversity practices in the workplace.
  - Explain the different types of harassment that could be found in the workplace.

- Provide an overview of the legislation that aims to prevent harassment in the workplace.
  - Discuss the organization's role in preventing workplace harassment and the benefits of building a harassment-free workplace.
5. Discuss Health and Safety legislation for the workplace.
- Describe the safety hazards in the workplace.
  - Explain the responsibility of the leaders in the organization for providing a safe work environment.
  - Outline methods for being proactive with safety concerns and for investigating accidents and near-misses.
  - Explain the factors that lead to safety and good health in the workplace.
6. Describe the role and output of a Job Analysis
- Describe the process of performing a job analysis and the tools that can be used.
  - Discuss the different factors that can be taken into account when designing jobs.
  - Describe the elements of an effective job description and how it can be used to set standards for performance.
7. Provide an overview of Workforce Planning.
- Provide an overview of workforce planning including methods for achieving workforce planning goals.
  - Obtain information on the supply and demand in the labour market; explain how these factors may affect the organization.
  - Discuss the reasons and strategies for succession planning.
  - Make suggestions for workforce planning in specific scenarios.
8. Describe processes and tools for Recruiting employees.
- Describe the steps used in a recruitment strategy and the methods commonly used in recruitment.
  - Investigate new trends in recruitment.
  - Discuss the elements of a sound recruitment strategy.
  - Describe and defend an appropriate recruitment strategy for a HR generalist position.
9. Describe processes and tools for the Selection of employees.
- Describe the steps used in a selection process.
  - Give the pros and cons of a list of selection tools.

- Outline and defend a specific selection strategy and tools to use when hiring the HR generalist.
10. Describe processes and tools for Training employees.
- Describe reasons for training in an organization.
  - Explain how to set up a training program.
  - List and describe various methods used for training employees; outline the best uses of each.
  - Explain how to assess the success of the training initiative.
11. Discuss Employee Development strategies.
- Discuss various methods for developing employees.
  - Explain why an organization may want to invest in development activities and how to determine which employees will benefit from development.
12. Outline the process for determining pay and benefits in an organization.
- Describe the reasons for conducting a job evaluation.
  - Explain how to create pay structure for the organization.
  - Research industry information on the compensation for a HR generalist.
  - Explain how the organization can use total rewards strategically.
  - List and describe different benefits that an organization could offer to employees.
  - Explain how the design of the work environment can also benefit employees.
13. Outline the role of HRM in a unionized environment.
- Explain what unions do for employees.
  - Provide an overview of the areas covered in Labour Relations legislation.
  - Outline the HR department's role in a unionized environment.
  - Outline the advice that HR should give to a new supervisor in a unionized environment.
  - Explain how an organization can respond to an organizing drive.
14. Outline strategies for positive employment relations.
- Describe job design, managerial support, and workplace factors that lead to employee satisfaction, engagement and performance.
15. Describe factors that lead to a legally-sound employee discipline system.
- Outline the elements of a fair discipline system.

- Explain the difference between discipline for cause and progressive discipline.
- Describe the documentation that should be used when disciplining an employee.
- Explain how alternative dispute resolution may be used where too much conflict is present.
- Respond to discipline scenarios with appropriate suggestions for what should be done.

## Course Resources

### **Textbook(s):**

Noe, Hollenbeck, Gerhart, Steen and Wright, *Human Resource Management* (3rd Canadian Edition), McGraw-Hill Ryerson.

# Human Resource Management

## Self-Assessment Checklist

This Self-Assessment Checklist is designed to assist you in determining whether you have prior learning that can be used to prove competence to achieve credit for the MGMT-1080 Human Resource Management course. Complete the checklist by selecting the statements that best indicate your learning, making certain it is an honest and realistic assessment of your knowledge, skills and abilities. Add your score at the end of the checklist and compare your total to the scoring scale listed there.

### Rating Scale:

- 0 - I have no experience or learning in this area.
- 1 - I have a little experience and learning in this area.
- 2 - I have some experience and learning in this area.
- 3 - I have good experience and learning in this area.
- 4 - I have excellent experience and learning in this area and could teach others.

<b>I am able to:</b>					
<b>1. Discuss Human Resource Management in terms of playing a strategic role.</b>					
• Discuss the role that HRM plays in the whole organization.	0	1	2	3	4
• Discuss the role that an HRM professional has in advising supervisors.	0	1	2	3	4
• Be able to think strategically for the department and for the organization by suggesting human resource activities that can assist the organization in meeting its overall goals.	0	1	2	3	4
<b>2. Provide information on a professional career in Human Resource Management</b>					
• Decide whether to pursue the HRM specialization in Business Administration and possibly a career in HRM.	0	1	2	3	4
• Outline the steps to achieving CHRP certification.	0	1	2	3	4
• Describe the Human Resource Management Association of Manitoba organization's goals and activities.	0	1	2	3	4

<b>3. Describe the role that Human Resource Management plays in today's economy.</b>					
<ul style="list-style-type: none"> <li>Discuss the nature of work and the workplace in the 21<sup>st</sup> Century in terms of globalization, quality management, managing and building Human Capital and Talent, working with different generations in the workplace, and demonstrating ethical behaviour and discuss how these impact HRM practices.</li> </ul>	0	1	2	3	4
<ul style="list-style-type: none"> <li>Differentiate between and outline a variety of competencies: Knowledge, Skills, Abilities, and other Characteristics.</li> </ul>	0	1	2	3	4
<ul style="list-style-type: none"> <li>Describe competencies required for the 21<sup>st</sup> Century employee.</li> </ul>	0	1	2	3	4
<b>4. Provide an overview of employment legislation and how to comply appropriately.</b>					
<ul style="list-style-type: none"> <li>Interpret, apply, and advise on Human Rights legislation.</li> </ul>	0	1	2	3	4
<ul style="list-style-type: none"> <li>Define and describe Bona Fide Occupational Requirements, Reasonable Accommodation, and Undue Hardship.</li> </ul>	0	1	2	3	4
<ul style="list-style-type: none"> <li>Describe the rules of work that are impacted by Employment Standards, Health and Safety, Privacy law, Employment Equity, and Pay Equity.</li> </ul>	0	1	2	3	4
<ul style="list-style-type: none"> <li>Locate and interpret the specific laws that will affect workplaces in our provincial jurisdiction.</li> </ul>	0	1	2	3	4
<ul style="list-style-type: none"> <li>Discuss the benefits of complying with the legislation and creating positive diversity practices in the workplace.</li> </ul>	0	1	2	3	4
<ul style="list-style-type: none"> <li>Explain the different types of harassment that could be found in the workplace.</li> </ul>	0	1	2	3	4
<ul style="list-style-type: none"> <li>Provide an overview of the legislation that aims to prevent harassment in the workplace.</li> </ul>	0	1	2	3	4
<ul style="list-style-type: none"> <li>Discuss the organization's role in preventing workplace harassment and the benefits of building a harassment-free workplace.</li> </ul>	0	1	2	3	4

<b>5. Discuss Health and Safety legislation for the workplace.</b>					
• Describe the safety hazards in the workplace.	0	1	2	3	4
• Explain the responsibility of the leaders in the organization for providing a safe work environment.	0	1	2	3	4
• Outline methods for being proactive with safety concerns and for investigating accidents and near-misses.	0	1	2	3	4
• Explain the factors that lead to safety and good health in the workplace.	0	1	2	3	4
<b>6. Describe the role and output of a Job Analysis</b>					
• Describe the process of performing a job analysis and the tools that can be used.	0	1	2	3	4
• Discuss the different factors that can be taken into account when designing jobs.	0	1	2	3	4
• Describe the elements of an effective job description and how it can be used to set standards for performance.	0	1	2	3	4
<b>7. Provide an overview of Workforce Planning.</b>					
• Provide an overview of workforce planning including methods for achieving workforce planning goals.	0	1	2	3	4
• Obtain information on the supply and demand in the labour market; explain how these factors may affect the organization.	0	1	2	3	4
• Discuss the reasons and strategies for succession planning.	0	1	2	3	4
• Make suggestions for workforce planning in specific scenarios.	0	1	2	3	4
<b>8. Describe processes and tools for Recruiting employees.</b>					
• Describe the steps used in a recruitment strategy and the methods commonly used in recruitment.	0	1	2	3	4
• Investigate new trends in recruitment.	0	1	2	3	4
• Discuss the elements of a sound recruitment strategy.	0	1	2	3	4
• Describe and defend an appropriate recruitment strategy for a HR generalist position.	0	1	2	3	4

<b>9. Describe processes and tools for the Selection of employees.</b>					
• Describe the steps used in a selection process.	0	1	2	3	4
• Give the pros and cons of a list of selection tools.	0	1	2	3	4
• Outline and defend a specific selection strategy and tools to use when hiring the HR generalist.	0	1	2	3	4
<b>10. Describe processes and tools for Training employees.</b>					
• Describe reasons for training in an organization.	0	1	2	3	4
• Explain how to set up a training program.	0	1	2	3	4
• List and describe various methods used for training employees; outline the best uses of each.	0	1	2	3	4
• Explain how to assess the success of the training initiative.	0	1	2	3	4
<b>11. Discuss Employee Development strategies.</b>					
• Discuss various methods for developing employees.	0	1	2	3	4
• Explain why an organization may want to invest in development activities and how to determine which employees will benefit from development.	0	1	2	3	4
<b>12. Outline the process for determining pay and benefits in an organization.</b>					
• Describe the reasons for conducting a job evaluation.	0	1	2	3	4
• Explain how to create pay structure for the organization.	0	1	2	3	4
• Research industry information on the compensation for a HR generalist.	0	1	2	3	4
• Explain how the organization can use total rewards strategically.	0	1	2	3	4
• List and describe different benefits that an organization could offer to employees.	0	1	2	3	4
• Explain how the design of the work environment can also benefit employees.	0	1	2	3	4

<b>13. Outline the role of HRM in a unionized environment.</b>					
• Explain what unions do for employees.	0	1	2	3	4
• Provide an overview of the areas covered in Labour Relations legislation.	0	1	2	3	4
• Outline the HR department's role in a unionized environment.	0	1	2	3	4
• Outline the advice that HR should give to a new supervisor in a unionized environment.	0	1	2	3	4
• Explain how an organization can respond to an organizing drive.	0	1	2	3	4
<b>14. Outline strategies for positive employment relations.</b>					
• Describe job design, managerial support, and workplace factors that lead to employee satisfaction, engagement and performance.	0	1	2	3	4
<b>15. Describe factors that lead to a legally-sound employee discipline system.</b>					
• Outline the elements of a fair discipline system.	0	1	2	3	4
• Explain the difference between discipline for cause and progressive discipline.	0	1	2	3	4
• Describe the documentation that should be used when disciplining an employee.	0	1	2	3	4
• Explain how alternative dispute resolution may be used where too much conflict is present.	0	1	2	3	4
• Respond to discipline scenarios with appropriate suggestions for what should be done.	0	1	2	3	4
<b>TOTAL:</b>					<b>/232</b>

**Add your responses and total your score. Compare your results with the scoring scale below to determine your likelihood of obtaining credit for this course through the RPL process.**

<b>Scoring Scale</b>	
(75% - 100%) 174-232	You are a good candidate to proceed with the RPL process. Please review this guide and discuss next steps with the RRC RPL Advisor or course instructor.
(65% - 74%) 151-173	You may need additional prior learning to be successful in completing the RPL process for course credit recognition. Please discuss the RRC RPL Advisor or course instructor.
(Less than 65%) Less than 151	You are unlikely to be successful in completing the RPL process for course credit recognition. It is recommended that you enrol in the course.

## RPL Assessment Process

You have completed and scored the Human Resources Management course Self-Assessment Checklist. If you scored 75% or higher (174-232) on the Self-Assessment Checklist, you may consider demonstrating your prior learning for the Human Resources Management course.

You may wish to discuss your Self-Assessment Checklist results with the RPL assessor/instructor. You may then decide whether to proceed with the RPL process or register for the course.

**Outlined below are four (4) options for proving your prior learning.**

**You will need to select one (1) of the following assessment options:**

**Please consult your RPL assessor/instructor to determine which option is best for you.**

### Option 1:

If you have previously taken a course through a recognized post-secondary institution in this subject area, this may be considered for transfer credit. You must complete a **Request for Course Credit/Grade Transfer form** and provide an **official transcript** and a **course outline**. The length of time since the course/program was taken will be a factor considered in the granting of credit. Please refer to RRC Policy A16, "Transfer of Credits to RRC Programs from Other Post-secondary Institutions", for additional information.

## Option 2:

Complete the following requirements as evidence of your competence in the Learning Outcomes for this course. There are two (2) parts to this RPL assessment – an Evidence Collection and an Employer Verification - Project Evaluation Guide.

### Evidence Collection and Employer Verification

#### Part 1: Evidence Collection

Prepare a portfolio of sample projects you have done relating to the Human Resources Management outcomes. There must be at least 5 samples in the portfolio/evidence collection. For example: a copy of a Recruitment Plan you developed; a copy of an Employee Handbook you have developed; a copy of an Orientation Program.

The projects should describe what you have done to enhance workplace effectiveness. For example: The Recruitment Plan we put into place increased retention from 60% to 75% within the first year of its initiation.

Please see **Appendix 1** for the Project Assessment Guide form. Complete a form for each of the five (5) projects selected for your portfolio and append your materials. Appendix 1 includes detailed RPL requirements and evaluation criteria. A rubric has been provided for guidance. This rubric will be used to assess your Evidence Collection. A minimum of 50% is required.

You may be requested to have an interview with your RPL assessor/instructor to clarify your projects and give further information.

Total: 70 Marks

Please Note:

#### Confidentiality

**It is appreciated that the work performed in Human Resource departments is confidential. In providing samples of existing work, names and other identifying information must be blackened out, unless to do so would result in an incomplete or incomprehensible document. In such cases, the student should produce samples with names and identifying information left blank or ones created using fictional names and information.**

**Part 2: Employer Verification – Project Evaluation Guide**

Have three people in your organization who know about your projects complete the Project Evaluation Forms in **Appendix 1** to explain what you did to improve organizational effectiveness through this project and how effective it was.

Appendix 1 includes detailed RPL requirements and evaluation criteria. A rubric has been provided to help you prepare the Project Evaluation. This rubric will be used to assess your Employer Verification.

Please provide name and contact information for the person evaluating your project. They may be called for further information and clarification.

Total: 30 Marks

Overall Total: 100 Marks

**Option 3:  
Case Studies**

Prepare **two (2)** case studies selected from the list in Appendix 2 and submit them to your instructor/RPL assessor for grading.

**Appendix 2** includes detailed RPL requirements and evaluation criteria. A rubric has been provided to help you to prepare the case studies. This rubric will be used to assess your completed Case Studies. A minimum of 50% is required on each Case Study.

Total: 100 Marks

**Option 4:  
Comprehensive Examination and Employer Verification****Part 1: Comprehensive Examination**

Write the comprehensive exam for Human Resources Management. It will consist of 100 multiple choice questions with a time limit of 2 hours.

Please see **Appendix 3** for sample questions. Appendix 3 includes detailed RPL requirements and evaluation criteria. A minimum of 50% is required on the exam.

Total: 70 marks

## **Part 2: Employer Verification – Project Evaluation Guide**

Select **three (3)** examples of projects you have completed at work related to the Human Resources Management outcomes.

Have three people in your organization who know about your projects complete the Project Evaluation form in **Appendix 3**.

A rubric has been provided for guidance in completing this evaluation. This rubric will be used to assess the Employer Verification.

Appendix 3 includes detailed RPL requirements and evaluation criteria.

Please provide name and contact information for the person evaluating your projects. They may be called for further information and clarification.

Total: 30 marks

Overall Total: 100 Marks

Please Note:

### **Confidentiality**

**It is appreciated that the work performed in Human Resource departments is confidential. In providing samples of existing work, names and other identifying information must be blackened out, unless to do so would result in an incomplete or incomprehensible document. In such cases, the student should produce samples with names and identifying information left blank or ones created using fictional names and information.**

## Evaluation of your Prior Learning

*This section outlines how your prior learning will be evaluated.*

RPL assessment Options 2, 3 and 4: You will be evaluated on the successful completion of one of these assessment Options. Each RPL assessment will be evaluated using the criteria provided. A minimum grade of 50% is required on each of the assessments for the selected option in the Human Resource Management course.

### **Please note:**

You may be required to meet with RPL assessor/instructor to confirm information or to provide additional information. Upon successful completion of the RPL process, you will be notified of your results.

### **Please contact the RPL assessor/instructor for further information**

## Next Steps

Now that you are confident in proceeding with the RPL process for the Human Behaviour in Organizations course it is time to apply for and complete the RPL process.

The rest of the RPL process for this course consists of the following steps:

- 1) Complete the “**Application for Portfolio and/or Challenge Process Assessment**” and the registration process (including payment of ----- for the RPL process) by phone, fax, or in person through Student Services Centre at D101 - 2055 Notre Dame Ave. or P104 – 160 Princess Ave. Please contact the College RPL Advisor at 204-632-3094 with any questions or for additional information.
- 2) Once you have committed to the dates for the RPL process, you are responsible for completing this by the agreed upon date. *Failure to meet your obligation will result in denial of your RPL challenge and you will not be given credit for this course. As per **College Policy A14 (RPL Policies and Procedures)** fees are non-refundable and non-transferable.*
- 3) You will receive written notification of your RPL results. You may also check your student records on your *WebAdvisor* account to ensure that your results have been recorded.

## **Appendix 1**

### **Evidence Collection and Employer Verification**

#### **Evidence Collection – Project Assessment Guide**

Prepare a portfolio of sample projects you have done relating to the Human Resources Management outcomes. There must be at least 5 samples in the portfolio/evidence collection. For example: a copy of a Recruitment Plan you developed; a copy of an Employee Handbook you have developed; a copy of an Orientation Program.

The projects should describe what you have done to enhance workplace effectiveness. For example: The Recruitment Plan we put into place increased retention from 60% to 75% within the first year of its initiation.

Please see the attached Project Assessment Guide form. Complete a form for each of the five (5) projects and append your materials. Your Evidence Collection will be assessed based on the Project Assessment Guide -Rubric.

Total: 70 Marks

#### **Please Note: Confidentiality**

**It is appreciated that the work performed in Human Resource departments is confidential. In providing samples of existing work, names and other identifying information must be blackened out, unless to do so would result in an incomplete or incomprehensible document. In such cases, the student should produce samples with names and identifying information left blank or ones created using fictional names and information.**

#### **Employer Verification – Project Evaluation Guide**

Have three people in your organization who know about your projects complete the Project Evaluation Forms in Appendix 1 to explain what you did to improve employee relations through this project and how effective it was. The people completing the form may be a Supervisor, Peer or Participant in the project such as a Team Member.

The completed Employer Verification Project Evaluation will be used as part of the RPL assessment.

Total: 30 Marks

Overall Total: 100 Marks

**Note: You must achieve a minimum of 50% on each of the above assessments to be successful in the RPL process.**

## Project Assessment Guide

Student Name:	Student Number:
Course:	
Name of Project for Evaluation:	
Description of the Project: (Please append a page or two documentation on the project.)	
Who was involved? (e.g. all staff, salaried staff, unionized employees)	
What was the objective of the project?	
What skills did you use to complete the project? (e.g. organizational skills, leadership skills.) Describe how these skills were used. (Attach an additional sheet if needed.)	
What was the outcome of the project? (e.g. increased staff participation in the safety program by 10%.)	

I certify that the information and documents provided are authentic, accurate and true.

\_\_\_\_\_

Date

\_\_\_\_\_

Signature

## Project Assessment Guide Rubric

### Criteria for Assessing Learning

Criteria	4	3	2	1	0
Description of Project (10 marks)	The project is clearly described including organization, target audience, activities and results. All relevant documents are included such as posters, pledge documents, etc.	The project is clearly described and has some supporting documents.	The project has a general description with a few supporting documents.	The project has a general description but has no supporting documents.	The project is vague and has few if any supporting information. Student may have been involved only as a participant and not an initiator.
Objective (2 marks)	The objective of the project is very clear and supports the organizations goals.	The objective of the project is fairly clear and supports the organizations goals.	The objective of the project is clear and generally supports the organizations goals.	The objective of the project is generally clear and shows some support of the organizations goals.	The objective of the project is not clear and the project does not appear to support specific organizational goals.
Demonstrated Skills (10 marks)	Many skills are demonstrated including high level skill such as leadership, teaching, strategizing or initiating.	Several skills are demonstrated at a high to moderate level such as team work, group decision making.	Several skills are demonstrated at a moderate to low level such as commenting, discussing.	Several skills are demonstrated are at a low level such as participating.	Few skills are demonstrated and skills are at a relatively low level such as observing, recording.
Outcomes (3 marks)	Results show a significant contribution to the organization.	Results show a good contribution to the organization.	Results show some contribution to the organization.	Results show little contribution to the organization.	Results are unclear.

### Marking Guide

Description of Project: \_\_\_\_\_/4 X 10 = \_\_\_\_\_

Objective: \_\_\_\_\_/4 X 2= \_\_\_\_\_

Skills: \_\_\_\_\_/4 X 10 = \_\_\_\_\_

Outcomes: \_\_\_\_\_/4 X 3 = \_\_\_\_\_

Total \_\_\_\_\_ %

## Project Evaluation Guide for Employer Verification

Please note: You may be contacted for clarification or further information.

Student Name:	
Course:	
Name of Project for Evaluation:	
Your Name:	Title: Phone Number:
Relationship to the student:	
Years you have known the student:	
Description of the Project: (Please append a page or two documentation on the project.)	
Who was involved? (e.g. all staff, salaried staff, unionized employees)	
What was the objective of the project?	
What skills were used to complete the project? (e.g. organizational skills, leadership skills.) Describe how these skills were used. (Attach an additional sheet if needed.)	
What was the outcome of the project? (e.g. increased staff participation in the safety program by 10%.)	
Date:	Signature:

## Project Evaluation

### Criteria for Assessing Learning

Description of Project:

The employer's description of the project is very similar to the student's description.

Objective:

The employer's objective of the project is very similar to the student's objective.

Skills:

The employer's description of the skills demonstrated in the project is very similar to the student's description.

Outcomes:

The employer's description of the outcomes of the project is very similar to the student's description of outcomes.

### Marking Guide

Description of Project:     \_\_\_\_\_/4 X 10 =     \_\_\_\_\_

Objective:                     \_\_\_\_\_/4 X 2=     \_\_\_\_\_

Skills:                         \_\_\_\_\_/4 X 10 =     \_\_\_\_\_

Outcomes:                    \_\_\_\_\_/4 X 3 =     \_\_\_\_\_

Total   \_\_\_\_\_ %

## **Appendix 2**

### **Case Studies**

Review the sample case study that follows and select any **two (2) case studies** from the following list. All case studies are located in Noe, Hollenbeck, Gerhart, Steen and Wright, *Human Resource Management* (3rd Canadian Edition), McGraw-Hill Ryerson.

You may borrow a copy of this text from the Learning Resources Center at Red River College or from your RPL assessor/instructor. Complete the two (2) case studies and submit.

Achtymichuk Machine Works  
Alliston Instruments  
Eastern Provincial University  
The Fit Stop  
Henderson Printing  
Multi-Products Corporation  
Plastco Packaging

### **Sample Case Study Instructions**

Use this document to complete your case study assignments.

If you have questions about the case study assignments, contact the RPL assessor/instructor via email for clarification before proceeding.

#### **What is a case study?**

In this RPL assessment, you are required to complete two (2) case studies. Each case study is intended to create a real-life situation that many of us have probably encountered on the job or have discussed with friends.

#### **What should each case of your study assignments contain?**

Each case study assignment should respond to all the discussion questions asked at the end of the case study. The questions should be thoroughly answered using the material in the textbook.

#### **What format should your case study assignments?**

Each case study assignment should be about 5-7 pages in length, double-spaced (see example on next pages). Each case study assignment is to be a single word-processed document.

## **How do you submit your case study assignments?**

Submit your completed case study assignments to your RPL assessor/instructor for evaluation.

## **How is this assignment marked?**

Each case study will be assessed out of 100 marks and your RPL assessor/instructor will mark each one using the Case Study Rubric (see pp. 22). Please see the Case Study Rubric for further details. You must achieve a minimum of 50% on each of the Case Studies to be successful in the RPL process.

1. Completeness:
  - Are all the questions answered fully?
  - Are all the points covered?
2. Quality:
  - Is there a good understanding of the key theoretical points of each question?
3. Cohesiveness and Clarity:
  - Do the responses clearly illustrate the points covered?
  - Are the responses clear and well-written?

## **What kind of feedback can you expect?**

After your assignment has been evaluated, you will see the marking rubric your RPL assessor/instructor completed. You'll see the breakdown of your marks, as well as any comments from your RPL assessor/instructor.

## **Can you see an example of a completed case study assignment before you begin?**

Yes! Please see the next pages for a well-done example of a case study.

## Sample Case Study Assignment

Maple Leaf Shoes Ltd.

### Case Study 2 – Developing a Training Program

This case study is in response to the case study materials found in Chapter 7 of Canadian Human Resource Management: A Strategic Approach ISBN978-0—07-105155-2 (Eighth Edition) by Hermann Schwind, Hari Das and Terry Wagar published by McGraw-Hill, Ryerson. This case study analysis was submitted by a student in the program and is used with their permission.

#### **STATEMENT OF THE CENTRAL PROBLEM**

The central problem of the study is that Maple Leaf Shoes Ltd is in the midst of a stiff competition in the shoe industry market both inside and outside Canada and the company's employees, both managerial and non-managerial, are not fully equipped or trained to meet these demands and challenges. The company has already lost two of its major retail suppliers in the USA due to its high-priced products. The cost of production has been rising slowly but steadily and the labour costs currently account for over 53% of manufacturing costs and have been increasing rapidly. The productivity levels of the employees have not shown any increase in the preceding three years and without further training, this productivity level will worsen. If the present trend continues, the firm is likely to lose its price advantage over its competitors. Already, for two out of six popular brands sold by Maple Leaf Shoes, the prices for the firm's products are equal to or higher than its competitors. This has stalled the firm's growth and profitability.

The firm's past strategy of responding to these challenges has been to automate its manufacturing functions and to downsize. It has also sold off some of its non-performing assets and facilities and contracted out some of the services to cut costs. This strategy, while it has resulted in some improvements in the financial picture, has also brought with it negative union reaction and a decline in the employee morale.

The Vice-President of Manufacturing Division attended a convention of shoe manufacturers, learned that Italian and French shoe companies have cost efficient operations, paying wages similar to Canada's and with significantly higher productivity than Maple Leaf Shoes. These Italian and French companies invested heavily in training, allowing them to use cross-trained, flexible staff. Due to these findings, the vice-president asked Jane Reynolds, the special assistant in the Human Resources Department, to develop a training program suitable to improve the overall skill level of Maple Leaf Shoes' employees. Jane Reynolds, however, does not have the expertise to develop and implement a training program. Further, HRD does not have a fully functional manager due to the most recent resignation of John McAllister. Pat Lim, the general manager of Marketing and currently overseeing HR function, also does not have the knowledge and skills on training.

#### **BACKGROUND**

Maple Leaf Shoes Ltd. is a medium-sized manufacturer of leather and vinyl shoes located near Wilmington, Ontario. It was founded by Mario Mansini in 1969 but he

decided to sell it in the mid-1980. It currently has 400 employees in its Ontario plant and 380 more in Canada and abroad.

At the start of the company's operations, Mansini was able to successfully recruit skilled workers. When the company was sold to a new management, the group that took over modernized the manufacturing operations and attempted to extend its operations both nationally and internationally. During these efforts, it found out that many of the company's past practices were archaic and inefficient. There was an attempt to improve efficiency and gross margin. New equipment was installed and several routine activities were automated or otherwise mechanized to reduce costs. These changes have posted several new challenges to Human Resources department, e.g., the critical and immediate need of training both managerial and non-managerial staff. The new management, however, focused more on new technologies and expansion both inside and outside Canada and paid little attention on improving the role and operations of the human resources department. Pat Lim said that HR department has played a somewhat low-key, record-keeping, staff role only.

Training had never been a high priority at Maple Leaf Shoes, having always been viewed as an expense item, not an investment. If skilled workers were needed, the company preferred to raid other companies to save training costs. If raiding was not successful, a quick on-the-job training was provided by more experienced employees – limited to essential skills, since there was little incentive for the employees to be more involved.

## **FACTS**

1. The Human Resources Department is currently not equipped to develop and implement a long-term and comprehensive training program due to the following concerns:
  - a) HRD role in the company has not been developed to handle the major functions of the department and one of those is training and development for employees;
  - b) It does not have a training program that will give the new and current employees the necessary knowledge, skills, and attitudes to handle their jobs and ensure productivity and efficiency;
  - c) Initially, HRD just started a formal orientation program for all plant employees;
  - d) Jane Reynolds knows nothing about the skill requirements in the manufacturing division;
  - e) The managerial personnel of HRD, Pat Lim and Jane Reynolds, do not have expertise in developing and implementing a training and development program;
  - f) HRD employs 50% of the number of staff found in other companies and even lost two positions when the company downsized;
  - g) Does not have the computer hardware or software support and the necessary number of personal computers to do an adequate job.

2. The company has incomplete or inaccurate records related to employee hiring, transfers, exits, training, production, and labour statistics for several years which are good sources of data for training needs assessment.
3. Maple Leaf Shoes has already acquired and installed new technologies, automated and mechanized their routine activities, and these have placed a great training burden on HRD.
4. Workers are highly specialized in their current jobs and no longer want to go back and take on their first routine boring jobs.
5. Quick on-the-job training, limited to essential skills, are being provided by more experienced workers since little incentive is given for them to be involved.
6. The company has an aging workforce.
7. Due to the firm’s plan to expand its operations to other Canadian provinces and two other countries, and the growth of the management cadre for the next four to five years, management training is needed now more than ever.
8. The vice-president of the largest division of Maple Leaf Shoes, manufacturing, expects HRD to develop a training program that will have a significant impact on the manufacturing staff and suitable to improve the overall skill level of Maple Leaf Shoes’ employees.

**ALTERNATIVES**

1. HRD can continue with the current practice of conducting a quick on-the-job training using more experienced employees as trainers.
2. HRD to attempt to design a training plan that will address the immediate need of the manufacturing division.
3. Get a training consultant or institution that will help establish/develop a comprehensive long-term training program for the company.

<b>1) HRD can continue with the current practice of conducting a quick on-the-job training using more experienced employees as trainers.</b>	
<b>Pros</b>	<b>Cons</b>
<ul style="list-style-type: none"> <li>• Supervisors in the manufacturing division will assess who among their subordinates need further training</li> <li>• Training can be focused on the following types of employees: new employees, part-time and contractual employees, displaced employees by automation, transferees to new posts, employees whose performance are below par, employees handling new machines or automated processes</li> <li>• Less expensive training methods will be used: on-the-job training and coaching</li> </ul>	<ul style="list-style-type: none"> <li>• No thorough training needs assessment will be done and the true needs of the employees will not be fully known, analyzed, and addressed</li> <li>• HRD may only do a simple plan of listing down names of employees to be trained, the jobs they need to be trained on, the names of the trainers, and the training schedule.</li> <li>• HRD may not see the need to write down training objectives, program content, learning principles, and evaluation criteria to ensure that the employees will get the optimum knowledge, skills, ability, and attitudes</li> </ul>

<ul style="list-style-type: none"> <li>• Low budget on training needed because supervisors and more experienced existing employees would be used as trainers/instructors</li> <li>• HRD can now have an accurate and more detailed record of the training done to employees</li> <li>• HRD may be more focused now on training since the Vice-President has already realized the need for training</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of training effectiveness and need for further training will not be done accurately</li> <li>• Trainers will still be focused on teaching essential skills only</li> <li>• Will not fully address the company's targets of having a cost-efficient operation with highly productive and efficient employees</li> <li>• Will not still achieve the level of the cross-trained, flexible employees of the shoe companies in Italy and France</li> <li>• Employees used as trainers may not be as cooperative and effective as expected due to little incentives given them</li> </ul>
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**2) HRD to attempt to design a training plan that will address the immediate need of the manufacturing division.**

<b>Pros</b>	<b>Cons</b>
<ul style="list-style-type: none"> <li>• HRD and Manufacturing Division's supervisors will have more collaboration and analysis as to the needs of the division employees for training.</li> <li>• Training can be focused on the following types of employees: new employees, part-time and contractual employees, displaced employees by automation, transferees to new posts, employees whose performance are below par, employees handling new machines or automated processes</li> <li>• Can use other training methods aside from on-the-job training, e.g., apprenticeship, coaching, lecture, video presentation</li> <li>• Use supervisors and more experienced employees as trainers</li> <li>• Suppliers of new machines and automated processes will be used to train supervisors and selected employees who will handle them. These supervisors and selected employees would later be used as trainers for the rest of the employees concerned</li> <li>• HRD can now have an accurate and more detailed record of the training done to employees</li> <li>• HRD may be more focused now on training since the Vice-President has already realized the need for training</li> </ul>	<ul style="list-style-type: none"> <li>• The training needs assessment will only be a quick, superficial, and subjective one since it will only be based on the supervisors' perceptions and memory due to the absence of complete and accurate data.</li> <li>• Only employees perceived to be needing training will be trained</li> <li>• HRD does not have the expertise to develop and implement a training program and will base their plan only on whatever little knowledge and skills on training</li> <li>• May not be able to develop appropriate and comprehensive training materials that maybe used during the training sessions.</li> <li>• Will still not achieve the expectations for the training to create a significant impact on the manufacturing staff and to improve their overall skill level</li> <li>• Training program created will not give the assurance that it can strategically address the needs of the company for higher productivity and efficiency and compete well both nationally and internationally</li> <li>• Will not fully address the company's targets of having a cost-efficient operation with highly productive and efficient employees</li> <li>• Will still not achieve the level of the cross-trained, flexible employees of the shoe companies in Italy and France</li> <li>• Will still use supervisors and more experienced employees as trainers who may still have low morale due to less incentives being received from the company</li> </ul>

**3) Get a training consultant that will help establish/develop a comprehensive long-term training program for the company.**

<b>Pros</b>	<b>Cons</b>
<ul style="list-style-type: none"> <li>• A training consultant will do the following for the company which Jane Reynolds, Pat Lim, or any managerial staff cannot effectively do:                             <ol style="list-style-type: none"> <li>a) Design a long-term, strategic, and comprehensive training program for the company that will address the objectives of the company for higher productivity and efficiency as well as be more competitive both in the national and international markets</li> <li>b) Develop a long-term training program that will not only train the existing but also future employees both in Canada and abroad</li> <li>c) Conduct a thorough needs assessment despite the dearth of important data in the company and jump start HRD's collection of data for future assessments</li> <li>d) Train even the management team and HRD staff on how to develop, implement and evaluate a strategic training program</li> <li>e) Use training methodologies that are appropriate and effective for the needs of current and future employees, e.g., on-the-job training, apprenticeship, job rotation, coaching, vestibule training (effective, if the budget allows), lecture and video presentations, self-study and programmed learning, the latter being more cost effective if included in training employees abroad</li> <li>f) Complete training or instructional materials will be done that may be used and updated for future training interventions and/or programs.</li> <li>g) Ensure that the training to be done will be accurately evaluated</li> </ol> </li> <li>• The training costs will be more cost-effective in the long run because it will be more focused and will meet the company's desire to have cross-trained and flexible staff</li> <li>• Will identify problems in the company that can be addressed by training and those which are not</li> <li>• Will equip all employees and not just the ones who are perceived to be needing training</li> <li>• More experienced and high-performing employees can be developed and probably be promoted as permanent trainers</li> </ul>	<ul style="list-style-type: none"> <li>• Needing a much bigger budget for the following:                             <ol style="list-style-type: none"> <li>a) Training consultant fee</li> <li>b) Training equipment and materials, especially if the vestibule training will be implemented as this will entail costs for additional machines, raw materials, training area, etc.</li> </ol> </li> <li>• Since the company is cutting costs and not used to treating training as an investment rather than an expense, there may be hesitations on the part of the management to allot a bigger budget for this type of training</li> </ul>

<ul style="list-style-type: none"> <li>• Will address the problems of low productivity, low efficiency, high production and labour costs, low employee morale, grievances, and negative union reactions on company's new initiatives and strategies</li> <li>• Can also tap not only the existing managerial staff and more experienced employees but also the retired experienced employees. The aging workforce can be a good source of future trainers for the company. The latter can be tapped so as not to disrupt the productivity of the more experienced employees.</li> </ul>	
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## RECOMMENDATIONS

The stiff market competition aside from all the other major problems that Maple Leaf Shoes Ltd is facing have posed a threat to the company's viability both in Canada and abroad. These problems have unequivocally showed that Human Resources department must play a critical role in the achievement of the company's mission and goals as well as the needs of its employees and the society in general. The increase in production and labour costs, decrease in productivity and efficiency levels, low employee morale, militant labour leaders and highly unionized workforce, slump in the sales of shoes due to stiff competition, speak well of the company's need to have a cost-effective and strategic training and development program.

Since the current Human Resources Department does not have qualified personnel to develop, implement, and evaluate a long-term, comprehensive, strategic training program and it has not experienced conducting one, it is highly recommended that the company hire a training and development consultant during this critical stage. This training program will not only address the needs of the company to immediately improve the overall knowledge and skills of all employees, but also the future of the company due to expansions both in Canada and abroad. The training consultant will also work hand in hand with the company's managerial personnel in developing the training program and everyone will learn in the process. All managerial employees, including the top management personnel as well as the militant union leaders, are more likely to accept all the recommendations and plans that the consultant will give because of the latter's expertise. HRD can definitely benefit from this as HRD managerial staff and employees will also be trained and equipped to handle future training needs and programs. This will also ensure that the kind of training program that will be developed for the company will not be a trial and error type which is likely to be done if it will be prepared by inexperienced managerial staff in HRD like Pat Lim, Jane Reynolds, and the manufacturing division heads and supervisors. The current major problems of the company has also proven that the current on-the-job training done in the past has not fully addressed the needs of the company to stay competitive in the national and global market.

The following are additional recommendations that the company needs to do in order to ensure that the problems will be solved:

- 1) Expedite the process of re-evaluating and improving the roles/functions of the Human Resources Department in the company for it to effectively contribute to its organizational viability and growth.

- 2) Reorganize the current structure of the Human Resources Department to make it responsive to the needs of the company on training and development, job analysis, human resources planning, recruitment, employee / industrial relations, compensation and benefit management, etc.
- 3) As the company's current major problems fall heavily on the shoulders of the HR department, Maple Leaf Shoes Ltd must immediately fill up the vacant post of the HR department manager with someone who is highly qualified and well experienced in handling and addressing all the challenges and changes that the company is facing.
- 4) As the management cadre is expected to increase by 3% every year for the next four to five years aside from the lack of management and leadership skills, HR department must be able to immediately train and develop its management and supervisory personnel in order for them to have the necessary management knowledge, skills, and attitudes in handling challenges that the company is facing.
- 5) All the other company's policies, systems, procedures, and all other data and records, e.g., productivity, efficiency, defects, skills inventory, etc. needed for planning and evaluation of the company's status must also be documented, disseminated, and analyzed on a regular basis.
- 6) Equip Jane Reynolds, either sending her to seminars or additional Human Resources courses, for her to effectively carry out the varied tasks and activities that HR has to do to during this critical stage of the company's operations.
- 7) Explore the possibility of having a partnership with colleges or technical/trade schools which offer a course or training on shoe manufacturing. Those who will pass or perform well in the course will have a guaranteed employment once the company expands its operations. This can be done in all locations where Maple Leaf Shoes have operations whether in Canada or abroad. This will surely minimize the company's future training costs and having well-trained employees right at the onset of hiring.

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## Case Study Rubric

### Criteria for Assessing Learning

**Please note:** Each of the two (2) Case Studies will be assessed using this rubric.

Criteria	4	3	2	1	0
<b>Completeness (10 marks)</b>	All questions have been answered and are related back to the theory or concepts in the text.	Questions have been answered but do not relate back to theory or concepts in the text	Questions have been answered but are very brief or incomplete. Eg. No reference to the theory in the text.	Some of the questions have not been answered.	None of the questions have been answered
<b>Quality (10 marks)</b>	Responses show a complete understanding of the concepts and have original or insightful comments.	Responses show an understanding of the concepts and have some original or insightful comments.	Responses show some understanding of the concepts and some demonstration of original or insightful comments	Responses show a limited understanding of the concepts and a limited demonstration of insight.	Responses do not show an understanding of the concepts and do not demonstrate insight
<b>Cohesiveness and Clarity (5 marks)</b>	Responses are easily understood. They are written in proper English with no spelling or grammatical errors.	Responses are easily understood but a few errors in spelling or grammar are evident	Responses are generally easy to understand but have several spelling or grammatical errors.	Some responses are difficult to understand and there are many spelling or grammatical errors.	Responses are difficult to understand and contain many spelling or grammatical errors.

#### Marking Guide

Completeness: \_\_\_\_\_/4 X 10 = \_\_\_\_\_

Quality: \_\_\_\_\_/4 X 10 = \_\_\_\_\_

Cohesiveness: \_\_\_\_\_/4 X 5 = \_\_\_\_\_

Total: \_\_\_\_\_%

Comments and Feedback:

**Note: You must achieve a minimum of 50% on each of the assessments to be successful in the RPL process.**

## **Appendix 3**

### **Comprehensive Examination and Employer Verification – Project Evaluation Guide**

#### **Part 1**

##### **Examination**

Write the comprehensive exam for Human Resources Management. It will consist of 100 multiple choice questions with a time limit of two (2) hours.

The exam will demonstrate a comprehension of the understanding of the theory of Human Resources Management and will include all topics listed in the course outline.

Total: 70 marks

##### **Sample Questions:**

1. Increasingly top managers are recognizing that long-term organizational success depends upon an organization's
  - A) Infrastructure
  - B) human resources
  - C) investment strategy
  - D) Environment
  - E) rules and policies
  
2. Some of the most successful Canadian organizations are those that motivate their employees by
  - A) paying above averages wages
  - B) allowing them to use the executive washroom
  - C) encouraging them to meet organizational challenges creatively
  - D) having an first-name policy only at all levels
  - E) providing flexible working hours
  
3. One major challenge facing Canadian managers is (are)
  - A) keeping wages down to Third World standards
  - B) decreasing quality to save money without losing sales
  - C) increased advertising costs
  - D) separate washroom facilities for female employees
  - E) improving productivity while maintaining a high quality of work life

4. Contracting out organizational tasks to outside agencies to reduce costs is referred to as
- A) Outplacing
  - B) task enrichment
  - C) task enlargement
  - D) Outsourcing
  - E) process management

## Part 2

### Employer Verification – Project Evaluation Guide

Have three people in your organization who know about your projects complete the Employer Verification - Project Evaluation form on the next page, to explain what you did to improve employee relations through this project and how effective it was. The people completing the form may be a Supervisor, Peer or Participant in the project such as a Team Member.

Total: 30 marks

Overall Total: 100 Marks

**Note: You must achieve a minimum of 50% on each of the above assessment to be successful in the RPL process.**

## Project Evaluation Guide for Employer Verification

Please note: You may be contacted for further information and verification.

Student Name:	
Course:	
Name of Project for Evaluation:	
Your Name:	Title: Phone:
Relationship to the student:	
Years you have known the student:	
Description of the Project: (Please append a page or two documentation on the project.)	
Who was involved? (e.g. all staff, salaried staff, unionized employees)	
What was the objective of the project?	
What skills were used to complete the project? (e.g. organizational skills, leadership skills.) Describe how these skills were used. (Attach an additional sheet if needed.)	
What was the outcome of the project? (e.g. increased staff participation in the safety program by 10%.)	
Date:	Signature:

## Employer Verification – Project Evaluation Guide

### Criteria for Assessing Learning

<p>For each of the <b>3 projects</b> consider the following questions. Include any comments in the space provided.</p> <ul style="list-style-type: none"> <li>• Does the project relate to the course learning outcomes?</li> <li>• Where applicable, did the learner produce the work?</li> <li>• Are knowledge and skills up to date and recently used?</li> <li>• Does the sample include enough proof of prior learning?</li> </ul>	<p><b>Satisfactory or Unsatisfactory</b></p>
<p>Employer Verification – Project 1</p> <hr/> <p>Please describe:</p>	
<p>Employer Verification – Project 2</p> <hr/> <p>Please describe:</p>	
<p>Employer Verification – Project 3</p> <hr/> <p>Please describe:</p>	

Instructor: \_\_\_\_\_  
Name
Signature

Date: \_\_\_\_\_