HR Graduate Certification (Module 1) - Talent Acquisition

HR Graduate Certification Programme is a modular programme that is practice oriented and focused on equipping HR practitioners or business executives who have had formal training in OB/HR as a discipline in extending their knowledge in the specific HR fields.

Talented employees form the bedrock of organisations and ensure business success. However, many organisations pay lip service to the above statement and often overlook the importance of spotting and bringing in the right talent, by relegating the talent acquisition function to a recruitment manager armed with a standard checklist and a job description. There’s no clear strategy, nor is there a targeted approach to talent acquisition, other than the routine standard operating procedure (SOP).

This module aims to heighten the awareness and importance of getting the talent acquisition strategy right, with a focus on the “How Tos” of Effective Talent Acquisition. Specific areas include Attraction, Recruitment, and Selection of Employees into Organizations.

Topics include: • Human Resource Planning • Job Analysis and Design • Recruitment • Selecting Effective Employees

LEARNING OUTCOMES

By the end of this 2-day module, participants will be able to:

• Understand the significant role of Talent Acquisition in an era of globalization, turbulent business environments and increased competition.
• Acquire knowledge of cutting-edge practices related to talent acquisition.
• Develop and administer effective talent acquisition procedures.
• Experience the excitement of engaging in the war for talent.
• Apply essential HR concepts, processes and techniques to organizations’ Talent Acquisition initiatives.

INSTRUCTIONAL METHODS & EXPECTATIONS

Class Participation - Participation is a central part of the learning process for all participants. When you contribute, you help others learn. Your participation mark reflects your contribution to your classmates’ learning. This includes attendance, being prepared with regards to the reading assignments, participation in all the learning activities and class discussions. All participants will be expected to evaluate their classmates and contribute to the class participation assessment at the end of the module via way of peer assessment.

Learning Activities - Aside from the seminar styled teaching method used in class, there will also be extensive use of experiential learning methods to put into practice the theories that have been learned. Normally, such learning activities will be done in groups. Every time that you are required to do work in a group, you will be randomly assigned so that opportunities will be created for you to know your fellow classmates for the purposes of networking plus observing their participation and contribution in class.

Formal Assessment - There will be an assessment at the end of the 2-day programme.

Computer Usage - As there will be frequent need for internet research during learning activities, you will be expected to be equipped with your personal laptop for all the class sessions except during the formal assessment.

CLASS SCHEDULE

29th to 30th April 2014 (9.00am – 5.00pm)

PRE-REQUISITE

• A degree from a recognized university
• Minimum 1-2 years working experience
• A HR practitioner in a private or public sector organization or a business executive with formal training (degree) in OB/HR

CONTACT US

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HR Graduate Certification (Module 2) - Learning & Development

HR Graduate Certification Programme is a modular programme that is practice oriented and focused on equipping HR practitioners or business executives who have had formal training in OB/HR as a discipline in extending their knowledge in the specific HR fields.

This module aims to provide participants with an overview of the learning and development function and its strategic contributions to organizational effectiveness. Designed to be highly interactive and experiential, it is grounded in practical applications within a theoretical framework. Participants will learn how to apply the main elements of an Instructional Design Model – from assessment to evaluation – to any learning or development programme within their organization.

Topics include:
- Conduct Needs Analysis
- Maximize Learning & Transfer in Adult Learners
- Elements of effective Design
- Evaluate programs

LEARNING OUTCOMES

By the end of this 2-day module, participants will be able to:
- Learn how to perform a needs analysis at various levels of an organization
- Understand the relevant learning concepts to facilitate adult learning and transfer
- Prepare for a classroom training session by learning about the different components that go into the design of a programme
- Understand the collaborative role of HR in negotiating and facilitating employee development with different stakeholders
- Gain insights into a variety of development approaches used by organizations to manage their people, with special emphasis on two groups – young talents (Gen Y) and those nearing retirement (PWBB)
- Learn to evaluate both the processes and outcomes of a learning or development programme

CLASS SCHEDULE

27th to 28th May 2014 (9.00am – 5.00pm)

INSTRUCTIONAL METHODS & EXPECTATIONS

Class Participation - Participation is a central part of the learning process for all participants. When you contribute, you help others learn. Your participation mark reflects your contribution to your classmates’ learning. This includes attendance, being prepared with regards to the reading assignments, participation in all the learning activities and class discussions. All participants will be expected to evaluate their classmates and contribute to the class participation assessment at the end of the module via way of peer assessment.

Learning Activities - Aside from the seminar styled teaching method used in class, there will also be extensive use of experiential learning methods to put into practice the theories that have been learned. Normally, such learning activities will be done in groups. Every time that you are required to do work in a group, you will be randomly assigned so that opportunities will be created for you to know your fellow classmates for the purposes of networking plus observing their participation and contribution in class.

Formal Assessment - There will be an assessment at the end of the 2-day programme.

Computer Usage - As there will be frequent need for internet research during learning activities, you will be expected to be equipped with your personal laptop for all the class sessions except during the formal assessment.

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HR Graduate Certification (Module 3) - Talent Management and Succession Planning

This module focuses on the development of a holistic talent management (TM) strategy that includes talent review, succession planning (SP), and talent development. With stiff competition for talent and increasing emphasis on productivity, KPIs and ROIs, HR practitioners must have a well thought out strategy that will allow them to put in place the right structure, system and processes, to deliver, capture and track manpower value for their company. Through actual case studies on talent management practices in companies, participants will have a better understanding of the application of these talent management concepts in companies. Participants will be exposed to real industry practices in identifying talent risks from an employee database, followed by the development of an appropriate succession plan plus the identification of any necessary talent development plans. The combined approach of actual case studies and hands-on practice is to provide course participants with a realistic view of what talent management is like in practice and enable them to apply what they have learnt back at the workplace.

LEARNING OUTCOMES

By the end of this 2-day module, participants will be able to:

- Demonstrate understanding of TM and SP concepts and the activities and tools involved
- Understand how companies approach TM and SP in reality and challenges faced by HR practitioners
- Adopt a process to develop a TM strategy
- Analyse employee data to identify talent risks
- Develop a workable succession plan
- Put in place implementable talent development plans

INSTRUCTIONAL METHODS & EXPECTATIONS

This module will utilize seminar styled teaching method and extensive use of class discussions. Course participants will be asked questions regularly to gauge their level of preparation, understanding, and experience with course concepts and assigned readings. This approach is used to facilitate discussion and foster application of course concepts to one's professional situation. Course participants will be randomly assigned to work in groups so that opportunities will be created for you to know your fellow course mates for the purposes of networking plus observing their participation and contribution in class. Course participants will also be required to work on a class project and make a presentation on their findings.

Class Participation - Active participation is a central part of the learning process for all course participants. When you contribute, you help others learn. Your participation mark reflects your contribution to your course mates’ learning. This includes attendance, being prepared with regards to the reading assignments, participation in all the learning activities and class discussions. All course participants will be expected to evaluate their coursemates and contribute to the class participation assessment at the end of the module via way of peer assessment.

In-Class Project Assignment - For details, please refer to website.

Formal Assessment - There will be an assessment at the end of the 2-day programme.

Computer Usage - As there will be frequent need for internet research during learning activities, you will be expected to be equipped with your personal laptops for all the class sessions except during the formal assessment.

PRE-REQUISITE

- A degree from a recognized university
- Minimum 1-2 years working experience
- A HR practitioner in a private or public sector organization or a business executive with formal training (degree) in OB/HR

CLASS SCHEDULE

24th to 25th July 2014
(9.00am – 5.00pm)

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HR Graduate Certification (Module 4) - Rewards (Compensation and Benefits)

Staff costs constitute the largest single expense item for most organisations. Faced with an increasingly competitive marketplace, shrinking margins and mounting budgetary pressures, one of the key challenges for organisations is: **how do we extract maximum value, and achieve optimal effect, from every dollar spent on staff?** A significant part of the answer lies in having a comprehensive Rewards framework, aligned to corporate goals and values, integrated with the wider HR platform, and effectively managed with the objectives of driving performance and strengthening employee engagement.

This module has twin goals: to provide a comprehensive understanding of the conceptual basis for effective Rewards frameworks and programmes (with emphasis on Compensation and Benefits), and impart an appreciation of the practical issues and considerations to be borne in mind when introducing Rewards interventions in real-world settings. Themes explored will include alignment, integration, engagement, ownership and communication. The setting will be interactive and experiential, and participants will have the opportunity through hypothetical case studies to apply learning acquired.

**Topics include:**
- Rewards and the Employee Value Proposition
- Components of an effective Total Rewards framework
- Designing a Rewards programme
- Rewards Actually: Rewards in practice – common pitfalls, myths and misconceptions about Compensation; principles for effective Rewards practice

**LEARNING OUTCOMES**

By the end of this 2-day module, participants will be able to:

- Demonstrate an understanding of key Rewards concepts and principles
- Acquire a practical approach for the design of Rewards frameworks and programmes
- Understand how Rewards interventions can be integrated with other HR solutions to enhance employee engagement and ultimately impact business performance
- Acquire an appreciation of key success factors in Rewards practice

**PRE-REQUISITE**

- A degree from a recognised university
- Minimum 1-2 years working experience
- A HR practitioner in a private or public sector organisation or a business executive with formal training (degree) in OB/HR

**CLASS SCHEDULE**

26th to 27th Jun 2014 (9.00am – 5.00pm)

**CONTACT US**

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**INSTRUCTIONAL METHODS & EXPECTATIONS**

This module will utilise a seminar-styled teaching method and class discussions. Participants will be given the opportunity to share views, experience and knowledge, and asked questions regularly. This approach is used to facilitate discussion and foster application of course concepts.

**Class Participation** - Participation is a central part of the learning process for all participants. Contributions by participants enhance the overall quality of the learning experience, stimulate richer discussions and reinforce the contributor’s own learning.

**Learning Activities** - Aside from the seminar styled teaching method used in class, there will also be extensive use of experiential learning methods to put into practice the theories that have been learned. Normally, such learning activities will be done in groups. Every time that you are required to do work in a group, you will be randomly assigned so that opportunities will be created for you to know your fellow classmates for the purposes of networking plus observing their participation and contribution in class.

**Formal Assessment** - There will be an assessment at the end of the 2-day programme.

**Computer Usage** - As there will be frequent need for internet research during learning activities, you will be expected to be equipped with your personal laptop for all the class sessions except during the formal assessment.

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HR Graduate Certification
(Module 5) – 
Performance Evaluation & Management

This module examines the role of performance evaluation and management in supporting the strategic objectives of the organisation and how a robust system in this area can contribute to driving employee performance. The module will equip participants with a critical understanding of the performance review process, as well as the necessary skills to tackle its challenges.

Participants will be exposed to real life practices of performance evaluation and also, explore both the benefits and potential pitfalls of different performance assessment methodologies. These will help them to take into consideration the different factors involved in designing an effective performance management system at their workplace.

Topics include: • What are Performance Management and Performance Evaluation? • Purposes of Formal Evaluation • Establishing Evaluation Criteria • Who to Evaluate Employees • Individual Evaluation Methods • Multiple-person Evaluation Methods • Management By Objectives • Considerations and Selection of Evaluation Methods • Eliminating Rating Errors • Conducting a Performance Evaluation Dialogue

LEARNING OUTCOMES

By the end of this 2-day module, participants will be able to:

• Differentiate between performance management and performance evaluation

• Compare the advantages of various performance evaluation methods

• Establish evaluation criteria and select appropriate performance evaluation methods

• Analyse various types of rating errors that can occur in performance evaluation process

• Evaluate the 360-degree feedback system's potential strengths and problems

• Conduct effective feedback review

CLASS SCHEDULE

25th to 26th February 2014 (9.00am – 5.00pm)

INSTRUCTIONAL METHODS & EXPECTATIONS

Class Participation – Participation is a central part of the learning process for all participants. When you contribute, you help others learn. Your participation mark reflects your contribution to your classmates' learning. This includes attendance, being prepared with regards to the reading assignments, participation in all the learning activities and class discussions. In addition, participants will be expected to obtain and present a sample of performance management process, as well as any performance documentation forms from their companies that they are working at or had worked with. All participants will be expected to evaluate their classmates and contribute to the class participation assessment at the end of the module via way of peer assessment.

Learning Activities – Aside from seminar styled teaching method used in class, there will also be extensive use of experiential learning methods to put into practice the theories that have been learned. Normally, such learning activities will be done in groups. Every time that you are required to work in a group, you will be randomly assigned so that opportunities will be created for you to know your fellow classmates for the purposes of networking plus observing their participation and contribution in class.

Formal Assessment – There will be an assessment at the end of the 2-day programme.

PRE-REQUISITE

• A degree from a recognised university

• Minimum 1-2 years working experience

• A HR practitioner in a private or public sector organisation or a business executive with formal training (degree) in OB/HR

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HR Graduate Certification (Module 6) – Strategic HR

This module uses the Strategic HRM framework to enable participants to provide a strategic angle in implementing HR processes and practices that communicate the clear goal of HR - that of the businesses’ strategic partner. That is, HR understands the business needs and is actively involved in every step of the strategic planning process. Thus, HR is no longer a staff function with a focus on operations; HR is an important partner in delivering business strategies and outcomes in organisations. In addition, we will also explore the competencies needed for a mid-level HR professional to acquire to step up to the role of delivering Strategic HRM. That is, this module is developed with the mid-level HR professionals to enable them to prepare themselves for a strategic HR role.

Topics include: • What is Strategic Human Resource Management? • Strategic HRM – Implementation • Is HR Aligned with Strategies? • Integrating the Entire Strategic HRM Process • Strategic HRM – Working with the Board on CEO Succession Planning • Strategic HRM – What do we Outsource? • Strategic HRM – What Competencies do I need to Execute?

LEARNING OUTCOMES

By the end of this 2-day module, participants will be able to:

A. General Knowledge
   • the impact which HR trends have on HR practices and organisational performance;
   • understand the difference between HRM and Strategic HRM; and
   • understand what is involved in implementing Strategic HRM – the Strategic HRM framework.

B. General Skills
   • review internal and external factors that may impact on HR practices;
   • analyse important considerations in thinking through the Strategic HRM framework; and
   • develop competencies to enable the delivery of Strategic HRM practices.

C. Action-oriented Attitude
   • be able to review organisation’s strategic and business plans to identify areas impacting HR practices and learn to use the Strategic HRM framework to develop HR activities, services and programmes;
   • be proactive in developing personal competencies that will enable them to enact Strategic HRM in organisations; and
   • be able to establish performance indicators and measures for assessing the effectiveness of the Strategic HRM framework.

PRE-REQUISITE

• A degree from a recognised university
• Minimum 1-2 years working experience
• A HR practitioner in a private or public sector organisation or a business executive with formal training (degree) in OB/HR

INSTRUCTIONAL METHODS & EXPECTATIONS

Class Participation – Participation is a central part of the learning process for all participants. When you contribute, you help others learn. Your participation mark reflects your contribution to your classmates’ learning. This includes attendance, being prepared with regards to the reading assignments, participation in all the learning activities and class discussions. All participants will be expected to evaluate their classmates and contribute to the class participation assessment at the end of the module via way of peer assessment.

Learning Activities – Aside from seminar styled teaching method used in class, there will also be extensive use of experiential learning methods to put into practice the theories that have been learned. Normally, such learning activities will be done in groups. Every time that you are required to work in a group, you will be randomly assigned so that opportunities will be created for you to know your fellow classmates for the purposes of networking plus observing their participation and contribution in class.

Formal Assessment – There will be an assessment at the end of the 2-day programme.

CLASS SCHEDULE

13th to 14th March 2014 (9.00am – 5.00pm)

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