

Chapter 1 - Human Resources Management in Perspective

Monday, January 06, 2014

8:23 AM

Human Resources Management

The process of managing *human capital* to achieve an organization's objectives.

HRM Responsibilities

- HR Planning
 - Recruitment/Selection
 - Orientation/Training
 - Performance Management
 - Compensation and Benefits
- Provides: 1) advice and counsel; 2) service; 3) policy maker; and 4) employee advocacy

Competitive Challenges

1. Responding strategically to changes in the marketplace
 - Examples of organizational responses:
 - Six Sigma
 - Reengineering
 - Downsizing
 - Outsourcing
 - Need to be effective at change management - for proactive and reactive change
2. Competing, recruiting and staffing globally
 - Effect on HRM?
3. Corporate Social Responsibility and Sustainability Goals
 - Effect on HRM?
4. Advancing HRM with technology
 - Big data enabled through cloud computing
 - Collaborative software
 - Internet and social media
 - From "touch labor" to "knowledge workers"
 - Effect on HRM?
 - HRIS (Human Resource Information Systems)
5. Containing Costs while Retaining Top Talent and Maximizing Productivity
 - Downsizing
 - Furloughing (asking employees to take pay reduction/some days off or sabbaticals)
 - Outsourcing
 - Offshoring (also nearshoring and homeshoring)
 - Nearshoring - outsourcing work to close locations (ie. Mexico or the US for Canada)
 - Homeshoring - brining offshored jobs home
 - Employee Leasing (PEO's - Professional Employer Organizations)
 - Productivity Enhancements
6. Responding to Demographic and Workforce Diversity Challenges
 - Immigration
 - Age and generational differences
 - Gender
 - Recent release of Statistics Canada - Census replaced by the National Household Survey

7. Adapting to Educational and Cultural Shifts Affecting the Workforce
 - Education of workforce - widening skills gap
 - More diversity in cultural values - needs to be reflected in policies
 - Increase in employee rights and privacy
 - Changing nature of work; changing attitudes

Chapter 2 - Strategy and Human Resource Planning

Monday, January 13, 2014

8:29 AM

Chapter 2: Strategy and Human Resource Planning

Porter YouTube Video –Mistake in Strategies

- Fixating on one strategy and not all actions
- Planning steps incorrectly
- You don't want to get strategy implementation confused with strategy formulation
- You want to plan your strategy to determine what your competitive advantage is

Strategic Planning and Human Resources

- Strategic Planning: procedures for making decisions about the organization's long-term goals and strategies
- Human Resource Planning (HRP): the process of anticipating and providing for the movement of people into, within, and out of an organization
- Strategic Human Resources Management (SHRM): the pattern of human resources deployments and activities that enable an organization to achieve its strategic goals
- HR managers are concerned with meshing HRP and strategic planning for the organization as a whole. HRP relates to strategic planning in several ways, but on a fundamental level, we focus on two
 - Strategy formulation: does the firm have enough employees
 - Strategy implementation: does the firm have enough resource allocation

Step 1: Mission, Vision, and Values

- Mission: the basic purpose of the organization as well as its scope of operations
 - The mission is often written in terms of general clients the organization services
- Strategic Vision: a statement about where the company is going and what it can become in the future; clarifies the long-term direction of the company and its strategic intent
 - The strategic vision moves beyond the mission statement to provide a perspective on where the company is headed and what the organization can become in the future
- Core Values: the strong and enduring beliefs and principles that the company uses as a foundation for its decisions
 - Core values are underlying parameters for how the company will act toward customers, employees, and the public in general

Step 2: Environmental Analysis

- Environment Scanning: systematic monitoring of the major external forces influencing the organization
- The mission, vision, and values drive the analysis of external opportunities and threats
- Successful strategic management depends on an accurate and thorough evaluation of the environment
- External issues monitored most frequently:
 - Economic factors and development information, including general, regional, and global conditions
 - Industry and competitive trends, including new processes, services, and

- innovations
- Technological changes, including information technology, innovations, and automation
- Government and legislative issues, including laws and administrative rulings
- Social concerns, including childcare, eldercare, the environment, and educational priorities
- Demographics and labour market trends, including age, composition, and literacy of the labour market and immigration
- Five forces model of competitive environment
 - Rival firms – observe the competition
 - Customers – identifying their needs
 - New entrants – usually have a new and better way of doing things
 - Substitutes – how to compete in different ways to gain advantage
 - Suppliers – provides key inputs for organizations (ex. Materials)

Step 3: Internal Analysis

- Internal Analysis: how can we achieve sustained competitive advantage through people?

The three C's

- Capabilities: people as a strategic resource
 - Core Capabilities: integrated knowledge sets within an organization that distinguishes it from its competitors and deliver value to customers
 - A growing number of experts are arguing that core capabilities are a firm's key to success
 - In many cases, people are a key resource, particularly in knowledge-based industries (ex. Software and information services)
 - Companies can achieve a sustained competitive advantage if:
 - The resources are valuable – employees find a way to decrease costs or improve productivity
 - The resources must be rare – company's hire and train the best employees they can find
 - The resources must be difficult to intimidate – company's create unique culture to get the most out of their employees (often through teamwork)
 - The resources must be organized – it helps when people can plan and deploy new assignments at a moment's notice
- Composition: the human capital architecture
 - Strategic knowledge workers – employees tend to have unique skills that are directly linked to the company's strategy that are difficult to replace (ex. R&D)
 - Core employees – employees who have skills that are quite valuable to a company but are not particularly unique or difficult to replace (ex. Salesperson)
 - Supporting workers – employees who have skills that are less strategic value to the firm and are generally available in the labour market (ex. HR)
 - Partners and complementary skills – employees who have skills that are unique but frequently not directed to a company's core strategies
- Culture: values, assumption, beliefs, and expectations (VABEs)
 - Cultural Audits: audits of the culture and quality of work life in an organization
 - Values-based Hiring: the process of outlining the behaviours that exemplify a firm's corporate culture and then hiring people who are a fit for them

- Culture audits can consist of surveys and interviews to measure how employees feel on a number of critical issues

Forecasting

- Firm's Need for Employees (demand – quantitative method)
 - Trend Analysis: a quantitative approach to forecasting labour demand based on an organizational index such as sales
 - Management Forecasts: the opinions (judgements) of supervisors, department managers, experts, or others knowledgeable about the organization's future employment needs
 - Managers focus on forecasting the demand for labour, forecasting the supply of labour, and balancing supply and demand considerations
 1. Select factor that is a good predictor of HR needs. Ex. Sales
 2. Plot historical trend
 3. Calculate productivity ratio (per employee)
 4. Multiply productivity ratio by business factor to determine HR demand (Ex. Sales/employees * estimated sales)
- Firm's Need for Employees (demand – qualitative method)
 - Nominal group technique: what factors are most important in determining the number and type of people needed?
 - Delphi technique: usually done by an external firm, typically a survey and can be a very large group of people involved, anonymous and confidential (thus participants give more honest input)
- Supply of Employees
 - Staffing Tables: graphic representations of all organizational jobs, along with the numbers of employees currently occupying those jobs and future (monthly or yearly) employment requirements
 - Markov Analysis: a method for tracking the pattern of employee movements through various jobs
 - Quality of Fill: a metric designed to assess how well new hires are performing on the job
 - Skills Inventories: files of personal education, experience, interests, and skills that allow managers to quickly match job openings with employee backgrounds
 - Replacement Charts: listings of current jobholders and people who are potential replacements if an opening occurs
 - Succession Planning: the process of identifying, developing, and tracking key individuals for executive positions
- Assessing a Firm's Human Capital Readiness: Gap Analysis
 - Gap Analysis: demand for employees (quantity and quality), supply for employees (quantity and quality)
 - Human Capital Readiness: the process of evaluating the availability of critical talent in a company and comparing it to the firm's supply

Step 4: Formulating Strategy

- SWOT Analysis: a comparison of strengths, weaknesses, opportunities, and threats for strategy formulation purposes
- SWOT is used to build on the organization's strengths, capitalize on opportunities, counteract threats, and alleviate internal weaknesses
- Strategy Formulation: moving from simple analysis to devising coherent course of action

REFER TO PORTERS STRATEGIES FOR THE REMAINDER OF THIS STEP

Step 5: Strategy Implementation

- Reconciling supply and demand

Surplus of Employees

- Layoff Strategies
 - Layoff decisions are usually based on seniority and/or ability
 - Disadvantage to overemphasising seniority is that less competent workers receive the same rewards and security as more competent workers; seniority ignores talent and effort
- Attrition
 - The natural departures of employees from organizations due to quits, retirements, and deaths
 - Hiring Freeze: a practice whereby new workers are not hired as planned or workers who have left the organization are not replaced
- Termination
 - Practice initiated by an employer to separate an employee from the organization permanently
 - Severance Pay: a lump-sum given to terminated employees

Shortage of Employees

- Exists when the internal supply of human resources cannot meet the organization needs. How employers may respond:
 - Overtime
 - Hiring temporary employees
 - External recruitment
 - Transfer
 - Promotion

Step 6: Evaluation and Assessment – NOT RESPONSIBLE FOR THIS

- To evaluate performance, firm's need to set parameters that focus on the "desired outcomes" of their strategic planning
- Benchmarking: the process of comparing the organization's processes and practices to those of other companies
- Balanced Scorecards (BSC): a measurement framework that helps managers translate strategic goals into operational objectives
- Organizational Capability: the capacity of the organization to act and change in pursuit of sustainable competitive advantage

Activity

Why do you think young Canadians are dissatisfied with their jobs?

1. Position – how some co-workers think that being a student means you are not capable of performing well
2. Pay – low pay when trying to get through school
3. Variety – doing the same work over and over

Chapter 3 - Equity and Diversity in HRM

Monday, January 13, 2014

8:21 AM

Importance of understanding the legal environment

- Do the right thing
- Limit potential liability
- Shared responsibility

Multiple Legal Jurisdictions for Employment/Labor law

- **Provincial/territorial** employment laws govern 90% of Canadian workers
- **Federal laws** govern 10% of workers - the federal civil service, Crown corporations and agencies, transportation, banking and communications
- Then, how many jurisdictions govern employment law? **14 (10 provinces + 3 territories + federal jurisdiction)**

Legal Framework for employment law in Canada

- Constitutional Law
 - Charter of Rights and Freedoms
- Legislated Acts of Parliament (legislation)
 - Laws that regulate some areas of HR
 - E.g. Canadian Human Rights Act (CHRA), Income Tax act, Occupational Health and Safety Act
- Regulations (for legislated Acts)
 - Aid in the interpretation of laws - Regulatory bodies, Human Rights Commissions; Ministries of Labor (provincial)
- Common Law
 - Judicial precedents
- Contract Law
 - Collective agreements/employment contracts

Major Forms of Employment Legislation

- Employment standards legislation
- Human Rights Codes
- Legislation to Advance the Employment Circumstances of Designated Groups
 - Employment Equity
 - Pay Equity

Employment/labor Standards Legislation

- Establish minimum employee entitlements *pertaining to*:
 - Wages, paid holidays and vacation
 - Maternity, parenting and adoption leaves
 - Bereavement and compassionate care leave
 - Termination notice and overtime pay
- Set limit on maximum number of work hours permitted per day or week
- Ex. Ministry of labor - employment standards act

Legislation Protecting Human Rights

The Charter of Rights and Freedoms (1982)

- Guarantees fundamental freedoms to all Canadians
- Section 15 guarantees the right to:
 - Equal protection and equal benefit of the law without discrimination, and in particular, without discrimination based on race, national or ethnic origin, color, religion, sex, age or mental or physical disability
- The charter forms the foundation of human rights legislation in other jurisdictions

Human Rights & Discrimination

- Every employer is affected by HR legislation - prohibits discrimination:
 - *Distinction, exclusion or preference based on a prohibited ground which nullifies or impairs a person's rights to full and equal recognition and exercise of human rights and freedoms*
- Broad application; supersedes other contracts
- Federal employees: Canadian Human Rights Act (CHRA)
- Other employees: Provincial and territorial HR acts/codes

Questions

- During a job interview, is it OK to ask if a candidate is married when you are just curious and have no intention to discriminate?
 - No, it doesn't have to do with the job so it is not allowed.
- Is it OK to ask a candidate for his/her age because, if the candidate is hired, this information will be needed for filling out health insurance forms?
 - Wouldn't be asked in the interview, has to be directly related to job and purpose.

Systemic vs. Intentional

- Systemic (or unintentional): Employment criteria that have the effect of discriminating on prohibited grounds but are not used with the intent to discriminate
 - Policies or practices (e.g. height req'ts)
- Intentional: Deliberate use of race, religion or other prohibited criteria in employment decisions

Reasonable Accommodation

- Adjustments in job content and working conditions that an employer may be expected to make in order to accommodate a person protected by human rights provisions

Undue Hardship

- Human rights legislation mandates employers must accommodate to point of 'undue hardship'
- 'Undue hardship' refers to the point where the financial cost or health and safety risks make accommodation impossible

Question:

- Is there any time when discrimination by an employer is permitted under Human Rights legislation?
 - Bona Fide Occupational Requirement (BFOR)
 - A **justified business reason** for discriminating against a member of a protected class

Harassment

- Unwelcome behavior that demeans, humiliates, or embarrasses a person and that a reasonable person should have known would be unwelcome
- E.g. bullying
- Employer's responsibility to protect employees from harassment

What is sexual harassment?

- 1) Unwelcome sexual advances, requests for sexual favors, and other physical and verbal contact of a sexual nature in the workplace
- 2) Engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome.

Examples of harassment: http://www.chrc-ccdp.ca/pdf/AHPoliciesWorkplace_en.pdf

Harassment Policies

To reduce liability and encourage a respectful workplace employers should:

- Establish sound anti-harassment policies - respectful workplace and climate

- Communicate such policies to all employees
- Enforce policies in a fair and consistent manner
- Take an active role in maintaining a working environment that is free of harassment

Employment Equity

- Federal Employment Equity Act (1995)
 - Based on Charter of Rights and Freedoms
 - More proactive approach needed
 - Protects women, visible minorities, persons with disabilities, Aboriginal peoples
 - Removes employment barriers
 - Promotes equity
- Designated groups
 - Women
 - Visible Minorities
 - People with Disabilities
 - Aboriginals
- Plight of 4 Designated groups:
 - Lower Pay
 - Occupational Segregation
 - Glass Ceiling
 - Higher Rates of Unemployment
 - Underemployment

The Employment Equity Act (1995)

- Organizations regulated under the Canada Labor Code
 - Over 100 employees
 - Prepare an EE plan and report annually
 - Oversight shared by CHRC, HRSDC and TBS
- Federal Contractors Program
 - Over 100 employees
 - \$200,000+

The Implementation of Employment Equity

1. Senior Management Commitment
2. Data Collection and analysis
3. Employment systems review
4. Establishment of a workplan
5. Implementation
6. Evaluation, monitoring and revision

Pay Equity

- It is illegal to discriminate on the basis of job content
- Definition: Equal pay for work of equal value
- Based on 2 principles - pay equity and pay equality. What is the difference?
- Equity - all about fairness
- Equality - things being the same

Diversity Management

- Broader/more inclusive than employment equity
 - Integrate all employees in a multicultural workforce
 - Use diversity to enhance the organization's effectiveness

Chapter 4 - Job Analysis and Work Design

Thursday, January 16, 2014

9:51 AM

Quick Quiz:

1. What is a job?
 - a. A group of related activities and duties.
2. What is a position?
 - a. The collection of tasks and activities performed by ONE PERSON.
 - b. Therefore there could be 1 software developer (SD) job, but 20 SD positions in a company.
 - c. As well, the job could belong to a job family (e.g. Software Engineering, with software analysts, developers, senior developers, architects).

Job Analysis: Process for obtaining info about jobs by determining the tasks, duties and activities

- **Identify the human attributes (knowledge, skills and abilities)**
- Used to develop job descriptions and job specifications

Methods of Collecting Job Analysis Information

- Interviews (individual, group, supervisory)
- Questionnaires
- Participant Diary/Log
- Observation

Observation Youtube Video

National Occupational Classification (NOC)

- Reference tool for writing job descriptions and specifications
- Compiled by the federal government
- 30,000 occupations (a collection of jobs that share some or all main duties)

- Also, could check the O*NET (U.S.)

Approaches to Job Analysis

Four popular methods:

1. Position Analysis Questionnaire System\
2. Critical Incident Method
3. Task Inventory analysis
4. A Competency-based Analysis

Position Analysis Questionnaire (PAQ)

- Very structured job analysis questionnaire which contains 194 items measuring six dimensions on a 5-point scale:
 - i. Information Input
 - ii. Mental Processes
 - iii. Work Output (Physical Activities and tools)
 - iv. Relationships with others
 - v. Job Context (physical and social environment)
 - vi. Other job characteristics (pace and structure)
- Example: fig.4.6 in textbook

Critical Incident Method

- Jobholder identifies **critical job tasks** that lead to success on the job
- Analyst asks the employee to describe the job: what is done, how is it performed, what

- tools/equipment is used
- Prepares a list of separate job activities

Task Inventory Analysis

- Develop a comprehensive list of task statements applicable to *all jobs*

Competency Based Job Analysis

- Describing a job in terms of the **measurable, observable behavioural competencies** an employee must exhibit to do a job well
 - Answers the question: "To perform this job competently, the employee should be able to...."
- Benefits?
 - Focus on the worker, his/her competencies and HOW he/she does the job well
 - Traditional job descriptions (with their lists of specific duties) may actually backfire if a high-performance work system is your goal
 - Can be **too inflexible and hamper innovation and creativity** - "that's not in my job description"

Products of Job Analyses

Job Description

- A list of the duties, responsibilities, reporting relationships, and working conditions of a job
- Includes:
 - Job title
 - Job Identification System
 - Job Duties Section
 - **Job Specification (e.g. p. 131 in text)**
 - Skills or competencies needed to perform the job (education and experience, specialized training, abilities, manual dexterities)
 - The physical demands of the job

What is job design?

Job Design

- An outgrowth of job analysis
- Focuses:
 - On improving organizational efficiency and employee job satisfaction
 - Changing, modifying and enriching jobs to motivate employees
- Basis for job design - *Fig 4.3 in text*

Chapter 5 - Recruitment and Careers

Thursday, January 23, 2014

10:04 AM

Recruitment - The strategic aspects

- What is recruiting? The process of searching out and attracting qualified job applicants ("Talent")
- Why is recruitment *strategically important* to the organization?
 - **Human talent** is critical to high org. performance
 - Recruitment is critical to successful **Employer Branding**
 - "*the **promise** made to employees and their perception of how well that promise is delivered*"
- Who does the recruiting?
 - Depends on size; strategy, cost. (E.g., some outsource their recruiting - RPO's or recruiting process outsourcing)
- Figure 6.1 - An Overview of the Recruitment Process

Internal Recruitment: Advantages

- Benefits:
 - Company can capitalize on **investment made** (Recruiting, selecting, training **current** employees)
 - Reward employees for past performance
 - Increasing commitment and performance
 - Increasing morale
 - Promote culture of engagement
 - More accurate assessment of employee ability
 - Less orientation/training needed (lower costs)

Internal Recruitment: Disadvantages

- Drawbacks?
 - **Discontent** of unsuccessful candidates and time consuming
 - Dissatisfaction with **insider** as new boss
 - "inbreeding"
 - Existing talent pool is limited
 - May gain info from rivals

Internal Recruitment: Methods

- Methods:
 - Job posting, (intranet)
 - Performance appraisals
 - E.g., 9-Box Grid (GE)
 - Skills inventories and replacement charts

External Recruitment: Advantages

- Benefits:
 - Larger, more diverse pool
 - Assists in EE goals
 - Acquisition of new skills / reduced need for training ("build or buy"?)
 - Elimination of (internal) employee rivalry and competition

External Recruitment Methods

1. The Internet, social networking and mobile recruiting
 - a. Passive job seekers
 - b. Beware the digital divide!
2. Advertising

3. Walk-ins and unsolicited applications and resumes
4. Open houses and job fairs
5. Employee referrals
6. Re-recruiting
7. Executive search firms ("headhunters")
8. Private employment agencies and temporary agencies
9. Public employment agencies
10. Educational institutions
11. Professional associations (e.g., HRPAC; The Society of Professional Accountants of Canada - careers)
12. Labor unions
13. Employee leasing - by professional employer organizations (PEO's)

External Recruitment: Improving the effectiveness

- Surveys:
 - Managers' satisfaction - quality, time, cost
 - New Hires/candidates
- Realistic Job Previews (RJP's):
 - Inform the applicants about ALL aspects of the job, including less desirable aspects.
 - RJP's - Better job satisfaction, lower turnover
- Metrics
 - Provides feedback on the effectiveness of the recruiting strategy.
 - E.g., Yield Ratios...
- Recruiting Yield Pyramid

Metrics - Quality-of-Fill:

- Quality = $(PR + HP + HR)/n$
 - PR = average performance rating of new hires (%)
 - HP = % of new hires reaching acceptable productivity within the acceptable time frame (%)
 - HR = % of new hires retained after one year
 - N = the number of indicators (3)
 - E.g., PR = 4.0/5
 - HP = 75%
 - 15% turnover
 - Answer? = $(80\% + 75\% + 85\%)/3 = 240/3 = 80\%$ quality level

Metrics: Cost of Recruitment

$$SC/H = (AC+AF+RB+NC)/H$$

SC = source cost

AC = advertising costs, total monthly expenditure

AF = agency fees, total for the month

RB = referral bonuses, total paid

NC = no-cost hires, walk-ins, nonprofit agencies, etc

H = total hires

Career Management: Developing Talent Over Time

- **Career Development** - a dynamic process that matches individual and organizational needs
- Whose responsibility?
 - The employee's role
 - The organization's role

Identifying Career Opportunities & Requirements

- Begin with a competency analysis
- Identify job progressions and career paths

- Track career stages

Recognize Different Career Paths

- Promotion
 - A change of assigned to a job at a higher level in the organization
- Cheryl Sandberg, COO Facebook:
- Consider the Boundaryless Career
- Transfers
- Consider dual career paths for employees
- Help employees progress beyond career plateaus

Career Development Initiatives

- Career planning workbooks and workshops
- Career counselling
- Mentoring
- Networking
- Career Self-Management Training

Chapter 6 - Employee Selection

Monday, February 03, 2014

8:25 AM

Selection

- Comes after recruiting...
- The process of choosing among qualified individuals who have been recruited to fill existing or projected job openings.
- Important because:
 - Quality of human resources determines organizational performance
 - High cost of inappropriate selection decisions:
 - E.g. \$100,000 cost for senior manager hiring mistakes (SHRM)
 - Significant legal implications

Initial Applicant Screening

- Typically performed by HR (review application forms and résumés)
- Candidates not meeting **essential selection** criteria are eliminated first
- Candidates who most **closely match** the job specifications are given further consideration
- **Use of technology** - increasingly popular to improve the initial screening process
- Sometimes a **screening interview**; internet checks; **application form...**

Employment Interviews

Career Centre Presentation

- A **job interview** is a process in which a potential employee is **evaluated** by an employer for prospective employment in their company or organization. During this process, the employer hopes to determine whether or not the applicant is **suitable for the role**.

The Preparation Process

- Research the company
 - Mandate/focus/services/clients/news
- Understand the job you are applying for
 - Key responsibilities/qualifications/traits
- Know yourself and what you have to offer
 - Reflect on your skills and experience
- Review your résumé and know its content
 - Be prepared to elaborate and provide examples
- Anticipate questions and practice answers
 - Family, friends, Career Centre: Practice Interview
- Prepare any documentation you want to bring
 - Portfolio, letters of reference, transcripts, projects
- Plan your route / map out your day
 - Directions, timeframe, leave room for error / traffic
- Give yourself a pep talk

Interview Etiquette

- Don't be late / Don't be too early
- Dress to impress / dress for success
- Bring paper and pens, copies of your résumé and letters
- Act appropriately and professionally with everyone in the office
- Body language and a firm handshake are very important (shows confidence)
- Listen carefully, ask questions and take time to reflect when needed

- Be cool and confident without coming across as being arrogant
- Don't bring up salary, benefits or holidays at the first interview
- Thank the interviewers for their time

Types of Interview Questions

- Traditional / General
 - Getting-to-know you questions, icebreakers, understanding-your personality questions
 - Success depends on your responses as well as on the rapport you build with the interviewer
- Behavioral
 - Based on the premise that past behavior is the best predictor of future behavior
 - Success depends on the relevance of the example you choose and your ability to clearly describe the:
 - **Situation**
 - **Task**
 - **Action;** and
 - **Result**
 - Provide a **STAR** answer!
 - Use the **CAR** approach:
 - **Context;**
 - **Action;**
 - **Result**
- Situational
 - The interviewer gives you a hypothetical situation and asks how you would react
 - Success depends on the appropriateness of your anticipated decisions (in connection with company values) and on your ability to articulate your thought process and your problem solving skills
 - You can draw parallels from your past experience
- Phone interview Tips
 - Keep paper and pens, a copy of your résumé, and a list of the jobs you have recently applied for near the phone
 - Be conscious of your tone of voice and try to avoid long pauses (let them know if you need a minute to think - remember they can't see you)
- Skype Interview Tips
 - Dress professionally and prepare your surroundings, as employers will be paying attention to the details that are available
 - Practice the process with someone in advance
 - Use active listening cues in your conversation
 - Address technical problems immediately
 - Maintain good eye contact with the webcam!
- Panel Interview Tips
 - Focus primarily on the person who asked you the question; however, you also need to make eye contact with the other interviewers
 - Try not to be intimidated by the number of people (this is probably their way of speeding up the process)
- Group Interview Tips
 - Try to stand out from the crowd without stealing the spotlight and overpowering the group
 - Be conscious of how you are interacting with the other members of the group
- Stress Interview Tips
 - Try to stay focused and calm (they want to see how you react under pressure)
- Case Interviews
 - The employer wants to see how you approach a problem and how you break down a complex situation into logical components
 - There can be more than one answer to a case
 - Your objective will be to demonstrate an understanding of the main issues, to structure

your thinking effectively, to use data and calculation appropriately

Practice Interviews Available

- With employers
- With career counsellor

Helpful Hints

- Your interview actually starts before you meet
- Be prepared; practice out loud beforehand
- Be yourself / natural: scripting vs. talking
- Stay focused, take your time, avoid um...
- Try to use different examples
- Be confident and enthusiastic

Next Steps / Follow-up

- Ask about the "next steps" or "the process" at the end of your interview
- Thank the interviewers and ask for their cards
- Send a follow-up thank you letter (24-48 hours)
- Be patient; however, keep track of where you are in the process
- Reflect on how you did / areas to improve

Chapter 8 - Performance Management

Monday, February 24, 2014
8:35 AM

Guest Speaker

Chapter 9 - Managing Compensation

Thursday, February 27, 2014

9:56 AM

Total Rewards

- An **integrated package** of **all rewards** (monetary, non-monetary; extrinsic and intrinsic)
- To attract, retain and engage employees
- **Aligned to company's strategy**; provide value
- **Components:**
 - o *Direct compensation* (Chapters 9 & 10)
 - *Wages and salaries*, incentives, bonuses and commissions
 - o Indirect compensation (Chapter 11)
 - Employee Benefits
 - o Nonfinancial compensation (Chapter 11)
 - Employee recognition, work-life programs, career development opportunities

Legal Requirements

- Human Rights Legislation
- Pay Equity
- Employment/labor standards

Pay Fairness

Equity - Pay Seems Fair

- My outcomes/inputs = Your outcomes/inputs

Inequity - Pay seems Unfair

- My outcomes/inputs < your outcomes/inputs

Expectancy Theory

- What does expectancy theory tell us about pay?
 - o Employees should exert **greater work effort** if they have reason to **expect** that it will result in a **reward (outcome)** that they **value**.
 - $E \rightarrow P \rightarrow O$

Determining Compensation - The Wage Mix

- Factors Affecting the Pay Mix
 - o Internal Factors
 - Compensation strategy of organization
 - Worth of job
 - Employee's relative worth
 - Employer's ability to pay
 - o External Factors
 - Conditions of the labor market
 - Area wage rates
 - Cost of living
 - Collective bargaining
 - Legal requirements
- External Factors In Depth
 - o Labor Market Conditions
 - Supply and demand for labor within an area
 - Other forces to consider...
 - o Area Wage Rates
 - Wage structure needs to be in line with local wages

- Cost of Living
 - Based on Consumer Price Index (CPI) - Stats Canada - last year?
 - Escalator Clauses? COLAs?
- Collective Bargaining
 - Unions bargain collectively to achieve increases in REAL WAGES

Job Evaluation Systems

- Job Evaluation
 - The systematic process of determining the **relative worth** of jobs in order to establish which jobs should be paid more than others within an organization
 - Ensures internal equity
- Job Ranking System
 - Jobs are ranked on the basis of their relative worth
 - E.g., Fast food restaurant - cashier/server, cook, manager
 - Disadvantages?
- Job Classification System
 - Jobs are classified and grouped according to a series of predetermined **wage grades**
 - Wage grades have increasing amounts of skill, knowledge ability or other factors
 - E.g.?
 - Federal Government
 - UBC
- Point System
 - Permits jobs to be evaluated quantitatively on the basis of factors or elements - **compensable factors** - that constitute the job
 - E.g., Government of Alberta, Manitoba
- The Point Manual
 - Contains a description of the compensable factors and the degrees to which these factors may exist within the jobs (e.g., in the book of American Association of Industrial Management)

Work Valuation

- Work Valuation
 - A job evaluation system that seeks to measure a job's worth through its value to the organization
 - Valued relative to **financial, operational, or customer service** objectives of the organization
 - How do they contribute to overall success?
- Management and Executive Positions
 - Often difficult to evaluate
 - May use a different method than hourly
 - E.g. Hay Profile - 3 factors: Knowledge, Mental Activity, Accountability

Activity... at home

- Using Monster (<http://salary.monster.ca>) or Workopolis, look at the compensation for the job that you would like to obtain. Research the following:
 1. How much the job pays in three different cities.
 2. How much the pay rates have changed in the last 5 years
 3. Compare it to another job that you might be interested in...

Midterm Solutions

Thursday, February 27, 2014

10:58 AM

Question 1

- ANSWER:
 - Page 18-12: Mention 2-3 of these, well explained in terms of the implications for HRM. OR mention all 4, but with slightly less explanation
 - Diversity and/or Immigration Challenges - the composition of the workforce is changing so that minorities are increasing relative to the population. Also, the population of native-born Canadians is not increasing, so we need immigrants to make up the difference and continue to grow. 1 sentence about what this means
 - HR implications: Organizations are recognizing that they will have a shortage of labor and they need to attract and retain a diverse workforce.
 - Age Distribution of Employees - the ageing of the population. The population is "greying", as the baby boomers approach retirement.
 - The HR Implications are that employers need to plan ahead, as they are losing critical expertise. They can try to attract or train older workers so that they will stay longer or come back if they have options such as flexible work arrangements.
 - Generational differences - the millennial generations (Gen Y) has different values than the boomers and Gen X
 - HR Implications: Need to understand the different values and how to help the generations in working together; how to attract and retain these different workers.
 - Gender Distribution of the workforce - more and more women are entering the workforce. They now make up nearly 50% of the workforce and their educational attainment is increasing.
 - HR Implications: Employers want to attract and retain women, so they need to:
 - Make sure they are treated equally in terms of advancement and \$\$
 - Establish policies that are important to women and parents (e.g., eldercare, flexible work arrangements, job sharing, childcare, etc.)

Question 2

- ANSWER
 - Forecasting the Supply of Employees
 - An organization must determine whether it has sufficient numbers and types of employees to staff the openings that it anticipates having
 - Methods include: Page 58-59 (2 methods: label and 1 for explanation)
 - Includes:
 - Staffing tables
 - Markov Analysis
 - Skill Inventories and Management Inventories
 - Replacement Charts
 - Succession Planning

Question 3

- ANSWER
 - In Chapter 3:
 - Explain to him that **Human Rights Legislation (1)** clearly states that an organization *cannot discriminate based on sexual orientation*. It would be important for the HR department to provide *education to the organization* so that management and employees become sensitized to what constitutes discrimination and how best to handle it. (1) Additionally, it would be important to discuss with the President the *value of diversity in the workplace*, and assure him/her that *HR will find the best match for the job, (based on bona fide occupational requirements -BFOQ or BFOR's) (1)*
 - Could also mention the importance of *diversity management and/or creating an inclusive environment*.

Question 4

- ANSWER

- From Class notes or Pages 126-127
- PAQ - is *very structured job analysis questionnaire* which contains 194 items measuring six *dimensions* on a 5-point *scale* (1) (NOTE: don't need to have the correct numbers here - need to know that it is a structured approach/questionnaire, and/or quantitative, and that there is rating scale use to rate different dimensions or elements of the job). Bonus mark! For all dimensions!
 - Information input
 - Mental processes
 - Work output
 - etc
- Critical incident method - The jobholder identifies critical job tasks (duties and job responsibilities) (1) that lead to success on the job. This information is collected by interviews with employees or managers or through self-report statements written by employees. (.5 - don't need to say all of this - interviews are most important). The analyst asks the employee to describe the job: What is done, how it is performed, what tools/equipment is used (thru interview the jobholder). The analyst prepares a list of separate job activities

Question 5

- ANSWER

- Total of 2 marks for the prof and cons:
- Pros (.5 x 2 each)
 - Employees see that their competence is rewarded, thus increasing their commitment, morale and performance
 - Insiders may be more committed to the company's goals; less likely to leave
 - Safer - more accurate assessment of the employees' performance
 - Require less orientation
 - Lower cost
- Cons
 - Those who do not get jobs get discontented - can cause conflict or competition
 - Sometimes managers already know who they want to hire and are just posting jobs because they have to (company policy)
 - It is rarely possible to fill all jobs within
 - One more
- b) WHY (1) - Potential reasons (see page 149):
 - New skills required and not available internally - high cost to train someone
 - Position suddenly vacated and do not have someone ready to fill it
 - Larger pool of candidates

Question 6

- ANSWER

- Page 201-203 a) benefits include (3x 1 mark each):
 - Can easily compare across candidates
 - Can easily determine whether an applicant meets the minimum requirements for experience, education, etc
 - Provide a basis for interview questions about the candidate's background
 - Offer sources for reference checks
 - Can ask for information that is highly relevant to job performance
 - Can provide info to ensure that employers comply with legal requirements
 - Helps ensure that candidates don't exaggerate their qualifications
 - Less likely to lie
- B - YES, it increases reliability
 - Reliability: The degree to which tests yield comparable data over time
 - Structured format, same questions
 - Therefore, it would yield consistent data if administered by different people or by the same person at a different time
 - Need to say both to get full marks!

Question 7

- ANSWER

- Based on the premise that past behavior is the best predictor of future behavior (1)
- Ex. Tell me about a time in the past when you had to deal with a difficult customer? (1)
- B - use the STAR approach: Situation, Task, Action, Result
- Situational interviewing - The interviewer gives you a hypothetical (possible) situation (in the future - not something that you have done before in the past) and asks how you would react. (1)
- Ex. Imagine that you are a customer service rep. and you are serving an angry customer - what would you do? (1)

Chapters 9-11

Monday, March 03, 2014

8:33 AM

Today:

- Total Rewards - Chapters 9-11

Thursday:

- Case #3
 - o Questions from Chapter 7&8 (Training/Development; Performance Management)

Determining the Wage Mix

Stage 1: Job Evaluation

- Systematic comparison to determine relative worth of jobs within a firm - compared using a "compensable factor":
- Focus on a "benchmark job"
- Use these evaluations as a reference point
- Different methods (from previous notes)

Stage 2: Conduct a Wage / Salary Survey

- A survey aimed at determining prevailing wage rates for comparable jobs
- Used to:
 - o Determine pay rates for benchmark jobs (e.g., 10-15)
 - o Gather info on total rewards
 - o Ensure external equity
- Methods?
 - o Salary surveys - employer-initiated; or external (e.g., Watson Wyatt, Hay, Mercer, Hewitt)

Stage 3: Determine Pay for Jobs

- Develop a Wage Curve - assign pay rates to each pay grade:
- Wage Curve
 - o A graph depicting the relationship between the value (job evaluation points) and average wage paid for a job
- Pay grades
 - o Groups of jobs within a particular class that are paid the same rate
- Definitions
 - o Rate ranges
 - A range of rates for each pay grade
 - Typically greater for each successive grade
 - o Red circle rates
 - Payment rates above the maximum of the pay range
 - o Broadbanding
 - Collapses many traditional salary grades into a few wide salary bands

Money and Motivation

- Variable pay/incentive plans
 - o Any plan that ties pay to some measure of individual, group or organizational performance

Successful Incentive Plans

- Employees see a clear connection between the incentive payments they receive and their job performance (clear metrics)

- Employees are encouraged to participate
- Employees have a desire for/understand the incentive plan
- Employees are committed to meeting the standards
- Standards are challenging but achievable
- Payout formulas are simple and understandable

Individual Incentive Plans

- Straight piecework
 - o Employees receive a certain rate for each unit produced
- Differential piece rate
 - o A compensation rate under which employees whose production exceeds the standard amount of output receive a higher rate for all of their work than the rate paid to those who do not exceed the standard amount
- Disadvantages?
- Standard hour plan
 - o Pay rates are based on the completion of a job in a predetermined "standard time"
- Bonus
 - o Incentive payment that is supplemental to the base wage
 - o Related to org. objective - e.g., cost reduction, quality improvement, or other performance criteria
- Spot bonus
 - o Unplanned bonus given for employee effort unrelated to an established performance measure

Merit Pay

- Merit pay program (merit raise)
 - o Links an increase in **base pay** to how successfully an employee achieved some objective performance standard
 - o Challenges with merit pay?
 - Perceptions of bias; create feelings of inequity
 - Need to differentiate between individuals' performance levels
 - o Should be distinguishable from cost-of-living or other general increases
 - o Research shows...
 - To serve as a motivator, need to have merit in the range of 7-9%

Incentive Awards and Recognition

- Awards
 - o Often used to recognize productivity gains, special contributions or achievements
- Noncash incentive award
 - o Are most effective as motivators when the award is combined with a meaningful employee recognition program

Sales Incentives

- Three types
 - o Straight salary
 - o Straight commission
 - o Combined salary and commission

Incentives for Professional Employees

- Are professional employees incented in the same way as other salaried employees... (e.g., lawyers, musicians, IT professionals, scientists)?

Chapter 13 - Employee Rights and Discipline

Monday, March 24, 2014
8:32 AM

Agenda and Announcements

- Thursday - Case 6: Chapter 13
 - Make up session for missed cases:
 - o Friday April 4th
 - Course evaluation: Online
-

The Three Regimes of Employment Law

- I. The common law of employment
- II. Statutory employment regulation
 - Government employment legislation works alongside common law, usually as a default minimum
 - E.g., ESA regulations impose an obligation on employers to provide reasonable notice
- III. Collective bargaining legislation and labor arbitration
 - e.g., Ontario Labor Relations Act - rights of employees to organize into unions, bargain collectively with the employer, and strike under certain situations

Understanding the Individual Employment Contract

- General rules of contract law apply
- "Mutual Consideration"
 - o Both employers and employees have to get a benefit out of the employment arrangement
 - o Has some implications that go with it
 - Employer cannot *unilaterally* change the conditions of employment
 - Employee can treat this as a breach of contract
 - Can claim constructive dismissal

Constructive Dismissal

- Occurs where an employer, without the consent of the employee, changes a fundamental terms of employment such as wages and then enforces the employee to either accept this change or quit
- As the employer, how do you avoid this? (need to be careful)
 - o It is considered a form of wrongful dismissal

Termination of Employment Defined

- A person's employment is terminated if the employer:
 - o Dismisses or stops employing an employee;
 - o "constructively dismisses" an employee and the employee resigns, in response, within a reasonable time;
 - o Lays an employee off for a period that is longer than a "temporary layoff"

The Rules Governing Dismissal

- Non Unionized Employee:
 - o An employer is not required to give an employee a reason why his or her employment is being terminated
 - Employee's services are no longer needed
 - o Must provide notice:
 - As specified in the contract OR
 - "Reasonable Notice" (determined by ESA, and common law)
 - o Employer does not need to provide notice if the employee has seriously breached the contract
 - o Can dismiss the employee for *just cause*
 - o Called a *Summary Dismissal*:
 - Beware "poor performance" - employers only won 25% of the time!

Just Cause Reasons

- These are some but not all of the reasons which courts have accepted as just cause for dismissal:
 - o Sexual harassment
 - o Breach of duty or fidelity
 - o Conflict of interest
 - o Misrepresenting qualifications
 - o Willful disobedience
 - o Theft
 - o Fraud and dishonesty
 - o Absenteeism or lateness
 - o Intoxication
 - o Breach of rules or company policies
 - o Incompetence

Not "Just Cause"

- Normally, an employee cannot be terminated/disciplined for any of the following reasons:

1. Conditions of Human Rights Legislation
2. Lawful union activities
3. Reporting occupational safety and health violations
4. Refusing to perform an illegal act
5. Exercising rights under various employment laws

Wrongful Dismissal

- If an employee feels that he/she was "wronged":
 - o Insufficient notice of the termination
 - o There is not "just cause"
- Definition: a lawsuit filed in a court by an employee alleging that he or she was dismissed without proper contractual or reasonable notice

Unionized Employees

- Collective agreements confer different rights and obligations for employers:
 - o E.g., right to lay off workers for economic reasons
 - o Right to discipline (e.g., unpaid suspensions)
- A unionized employer usually needs just cause to dismiss an employee
- Must prove real incompetence or serious misconduct and not have a reasonable excuse
- Due to the content of collective agreements, unlike a nonunion employer, a unionized employer usually needs a reason to dismiss an employee - Just cause.
- The reason can then be challenged through the grievance procedure
- A labor arbitrator has the statutory power to substitute a lesser penalty than the one imposed by the employer
- Implications for HR?
 - o Document
 - o Progressive Discipline

Other Topics in Chapter 13

- Employee privacy rights:
 - o Privacy issues at the workplace
 - o Employee conduct outside the workplace
- Employment conduct

Name	Age	Marital/Relationship Status	Qualifications	Evaluations	Years with Company	Special Considerations
Roger Allison	26	Married, two children	Degree from Rensselaer Polytech	N/A (well liked)	1.5	- Moved across the country - Lost two jobs from cutbacks - Well liked by co-workers
LeRoy Jones	24	single	Graduate of Detroit Institute of Technology	Average (not very popular)	< 1	- Company looked hard to hire because of Affirmative Action pressure - Not popular with co-workers - Racialized
William Foster	53	Married, three children	Graduate of "school of hard knocks" (dropped out of school)	Last 5 years - average; first 15 years - excellent	20	- WWII veteran - Feels his supervisor grades him down because he doesn't "have sheepskins covering his walls"
Donald Boyer	32	Married, no children	B.S. and M.S. Engineering	Mixed - Some high, some low	5	- Well liked by co-workers - Wife is an M.D.
Mel Shuster	29	single	B.S. Engineering (working on M.S. at night)	Above average	3	- Real hard worker but a loner
Sherman Soltis	37	Divorced, two children	B.S. Engineering	Average (recent indicated he is out-of-date)	14	- Active in community affairs - Friend of VP through church work - Well-liked, but seen as out-of-date
Warren Fortuna	44	Married, five children	B.S. Engineering	Above average	14	- Worked so hard he had a heart attack - Resigned from supervisory position - Bit slower than the others but does good work
Robert Trehame	47	single	Began engineering degree, reads journals + takes short courses+	Varied - averaged to slightly above average	16	- Tries hard to stay current as he dropped out of school for financial reasons - Loner, and his boss thinks it's negatively affected his performance evaluations
Sandra	22	single	B.S. Engineering Technology	N/A	< 1	- Enthusiastic, very good

Before Terminating an Employee

- Consult with HR
 - o Is there a standard procedure or guidelines?
 - o Severance package (that you need to explain)?
 - o Security available?
 - o Clarify HR's role
- Tell your boss
 - o He or she may have input, important info or advice; also needs to know when it will happen
- Consider practicing with a peer

Delivering Bad News

- Be clear and comfortable about the reasons - "honest and tactful"
 - o If termination is beyond the individual's fault or control:
 - Explain why termination was the only choice
 - Explain how the person was chosen
 - o If termination is for cause
 - Explain company policy
 - Bring documentation
- Pick a time and place when you can be free of distraction or interruption.
- Consider timing (e.g., is it a Friday? Rush hour?)

Plan Your Opening

- Get right to the point. Announce up front that you have some unpleasant, unfortunate, disappointing or disturbing news. The right words? Simple: "I have some unpleasant news."
- Use "softness" to open. For example: "I'm sorry to have to tell you..." or "I'm afraid that..."
- (Also see page 469 for tips)

Plan your Sequence

- e.g. Layoff
 - o Explain the situation instigating the termination
 - o Explain what the company has done to avoid the termination
 - o State the decision to terminate
 - o Express confidence in the employee
 - o Brief overview of benefits and assistance that will be offered
 - o Allow employee to react
 - o Agree on next steps
- When Terminating for Cause
 - o Try to give the real reason
 - o Be calm, controlled and respectful
 - o Do not respond in kind when employee is angry or abusive
 - o Maintain meeting as downward communication and not a counselling session
 - o Make terms specific
 - o Witness/protection at hand
- Anticipate the Employee's Reaction
 - o Shocked silence
 - o Denial
 - o Anger
 - o Dissuasion
- Wrapping it up
 - o Plan for:
 - Exiting the premises (security passes, packing boxes, company property, etc.)
 - Communicating the termination to others (staff, receptionist, customers, co-workers, etc)

Chapter 14 - The Dynamics of Labor Relations

Thursday, April 03, 2014

9:58 AM

Agenda

- Chapter 14 - Labor Relations
 - Hand back Case #6
-

Government Regulation of Labor Relations

- Key Legislation:
 - o The Industrial Relations Disputes and Investigation Act (1948)
 - o Canada Labor Code
 - Incorporated rights from IRDIA but more comprehensive
 - Canada's Industrial Relations Board also established to administer and enforce the Code
 - o Provincial labor law statutes:
 - Each province has a Labor Relations Board that administers labor law (except Quebec - labor court and commissioners)
 - Labor boards have representatives from both labor and management

Why Employees Unionize

- Economic needs:
 - o Wages, benefits, and working conditions
- Dissatisfaction with management:
 - o E.g., favoritism/unfair HR practices
- Social and leadership concerns:
 - o Seek a voice; represent employees
- Conditions of employment
 - o No choice - "Union Shop"

Organizing Steps

1. Employee/union contact
2. Initial organizational meeting
3. Formation of in-house organization committee: authorization cards
4. Application to labor relations board and receipt of certificate: (Card-check or mandatory ballot)
5. Election of bargaining committee and negotiations for collective agreement

Employer Tactics

- What CAN employers do if they want to avoid a union from organizing?
 - o **Emphasize current advantages** in wages, benefits or working conditions the employees may enjoy (but cannot promise better conditions - e.g., more benefits - if they don't vote for a union)
 - o Try to influence employees' opinions - e.g., can emphasize that employees can speak directly with management about issues
- What CAN'T they do? (prohibited by law)
 - o Cannot interfere with the labor relations process or certification
 - o Cannot threaten to close the business
 - o Cannot dismiss, discipline or threaten employees who wish to join the union

Impact of Unionization

- Cost (e.g., \$26.40 vs. \$21.49 non-unionized)
- Challenges to Management Decisions
 - o Unions can restrict the rights that management has to make decisions about

- employees - e.g., issues as the subcontracting of work, productivity standards, and job content
- Loss of Supervisory Authority
 - o The terms of the collective agreement impact the way in which supervisors do their jobs on a daily basis
 - o E.g., less authority and flexibility in certain areas such as scheduling, transfers, performance and evaluation and promotions (e.g., seniority rather than merit).

Types of Unions

- Local Unions
 - o "The local" - Basic unit where most day-to-day interaction between management and labor occurs
- Craft Unions
 - o Members all have a particular skill or occupation. e.g., electricians, carpenters
- Industrial Unions
 - o Members are linked by their work in a particular industry
 - o e.g., United Steelworkers, CUPW, CAW
- National/International Unions
 - o Differentiated by geographic scope
 - o Often affiliated with one or another e.g. central labor org. - seek to advance the shared interests of members e.g. CLC, AFL-CIO

Labor Relations in the Public Sector

- Political nature of the labor-management relationship
- Strikes in the public sector

Collective Bargaining Process

Figure 14.3 in textbook

The Bargaining Process

- Interest-Based Bargaining (IBB)
 - o Problem-solving bargaining based on a win-win philosophy and the development of a positive long-term relationship
 - o Rather than proposals and counterproposals, use techniques such as brainstorming, consensus decision-making, active listening, etc.
 - o **Goal** - to base a longer term relationship based on trust
 - o Integrative bargaining

Management and Union Power in Collective Bargaining

- Bargaining Power
 - o The power of labor and management to achieve their goals through economic social or political influence
- Union Bargaining Power
 - o Strikes, pickets, and boycotts
- Management Bargaining Power
 - o Continuing operations staffed by management
 - o Locking out employees
- Resolving Deadlocks?...

Resolving Conflicts - what if there is an impasse?

- Mediation
 - o Least formal
 - o Facilitate the negotiation
 - o No formal authority for resolution
 - o Voluntary process
- Conciliation
 - o Neutral 3rd party to keep them talking! Report views of both sides

- May recommend settlement but parties may decline
- Arbitration
 - Outside 3rd party to investigate a dispute and imposes a binding settlement
 - Could be a sole party or arbitration board

The Collective Agreement

- A binding document listing the terms, conditions and rules under which employees and managers agree to operate
- 2 key items:
 - The issue of management rights: Conditions of employment over which management has exclusive rights
 - Union security agreements: unions try to negotiate some type of compulsory membership - want to have all employees as dues-paying members

Administration of the Collective Agreement

- Negotiated Grievance Procedures
- Rights Arbitration:
 - **The decision to arbitrate** - each side must weigh the costs and benefits (and the expected outcome)
 - **The arbitration process** - arbitrator ensures a fair hearing, with all facts presented on both sides. He/she renders an award after being satisfied that he/she has heard all the facts
 - **The arbitration award** - a formal document that outlines the decision and the rationale

Final

Thursday, April 03, 2014

11:03 AM

- About 80 questions
- 5 or 6 questions based on in-class material
- All multiple choice (A,B,C,D)
- Chapters 1-6 : 3 questions / chapter
- Chapters 7-14: 7 questions / chapter