

CH.2: The Changing Legal Emphasis: From Compliance to valuing diversity

Importance of understanding legal environment

1. Limiting potential liability
2. Doing the right thing
3. Underlining shared responsibility

Major forms of employment legislation

- Employment standards
- Human rights codes
- Advance the employment circumstances of designed groups (Employment equity, pay equity)

\*Figure 2.1 in text

Systemic vs. Intentional

**Systemic:** Employment criteria that have the effect of discriminating on prohibited grounds but are not used with the intent to discriminate (height req'ts)  
(If it's an occupation requirement then its okay, but otherwise it is not, however it's not illegal)

(\*Can be related to gender such as, men tend to wear black shoes, so you would hire mostly men, then its illegal)

(\*Employers perform multiple testing to cancel any issues of discrimination)

**Intentional:** Deliberate use of race, religion or other prohibited criteria in employment decisions.

(Most in Canada is at the systemic level, but there are some intentional cases)

Def: **Prima Facie** – on the surface

Dispart...

\*Fig 2.2 – Systemic Discrimination

**Reasonable Accommodation:** Adjustments in the job content and working conditions that an employer **may be** expected to make in order to accommodate a person protected by human rights provisions. (Handicap people)

**Bona Fide Occupational Requirement (BFOR)**

- Justified business reason for discriminating against a member of a protected class.

**EX:** Modeling might want certain gender, or height.

Catholic school may want teachers who are catholic only to teach there.

\*\*Customer bases/preference is not a reason to form a BFOR\*\*

**Equity in the Workplace:**

**Employment Equity\***

- Federal Employment Equity Act
- Federal Contractors Program

**Pay and Equity**

- Equal pay for Equal work
- Equal pay for work of equal value

\*Forces companies to examine how they do hiring, to avoid discrimination dispute. Also need to look at reverse discrimination (Men say women are and minorities were hired because the company wants to look fair and multicultural.)

#### **4 Designed Groups**

1. Women
2. Visible minorities
3. People with disabilities
4. Aboriginals

What is sexual Harassment? Exercise 1

1. We don't know if someone will take it the wrong way, so it's best not to touch people.
  2. Yes, because it's a hostile working environment, and it happens a lot.
  3. No, two peers that are not affecting company policy.
  4. It may be because there is a power difference, she may feel obligated in terms of staying on her boss's good side.
  5. Don't ask out co-workers when there is a power difference.
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#### **Lecture 3**

**Jan. 12, 2011**

Diversity Management

- Broader/more inclusive than employment equity
- A set of activities designed to:
  - Integrate all employees in multicultural workforce
  - Use diversity to enhance organizations effectiveness

"Blackout at Denny's" article – not serving black people

#### **Ch.3 – Only responsible for information on the slides in this chapter**

#### **Human Resources Information System (HRIS)**

- An integrated system used to gather, store, and analyze info regarding an organization's human resources

\*Figure 3.2 – HRIS Subsystems

\*Figure 3.3, 3.4 – example

#### **Self-Service Trends**

- Employee self-service (ESS)
  - Enables employees to access and manage their personal information directly
- Management Self-Service (MSS)
  - Enables managers to access information about employees who report to them and to process HR related paperwork that pertains to their staff

#### **Interactive Voice Response (IVR)**

- Telephone technology in which a touch tone telephone is used to interact with a database to acquire information from or enter data into the database

**Products of Job Analyses**

**Job Description (Used to manage after hire)**

- A list of the duties, responsibilities, reporting relationships and working conditions of a job  
Ex: Attend class (90%+), active listening (75%), taking notes, participate, prepared (readings), study for exams/midterms (70%), be a good team member, hand in work on time (100%), balance social/school life.

**Job Specification (skills from past)**

- A list of the “human requirements” that is, the requisite knowledge, and abilities, needed to perform the job  
EX: High school diploma (C+), specific courses (Math, Eng), time management, letters of recommendation, team orientation

**Job Analysis**

- Procedure for determining tasks, duties and responsibilities of each job and the human attributes (Knowledge, skills, and abilities) required to perform it.

\*Figure 4.3 – Use of job analysis information

**Methods of collecting Job Analysis Information – Qualitative**

1. Interviews (individual, group, supervisory)
2. Questionnaires
3. Observation
4. Participant Diary/Log

\*Figure 4.1

**Position Analysis Questionnaire**

- Very structured job analysis questionnaire which contains 194 items measuring six dimensions
  1. Information input
  2. Mental processes
  3. Work output (physical activities and tools)
  4. Relationship with others
  5. Job context (physical and social environment)
  6. Other job characteristics (pace and structure)

\*Figure 4.6

**Nation Occupational Classification (NOC)**

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

\*Figure 4.7

**Competency Based Job Analysis**

- Describing a job in terms of the measurable, observable behavioural competencies an employee must exhibit to do a job well

- Traditional job description (with their lists of specific duties) may actually backfire if a high performance work system is your goal (To perform this job, the incoming must be able to perform this job ... )

### Job Design

- Process of systematically organizing work into tasks required to perform a job
- Design Consideration:
  1. Degree of specialization
  2. Behavioural aspects
  3. Ergonomic aspects
  4. Need for flexibility
  5. Organizational structure

\*Figure 4.2 – Organizational Structures

Task I.D

Task Significance

^Production

Job

Task Varsity

^Satisfaction

Characteristics

Autonomy

Model

Feedback

## Lecture 5

Jan. 19, 2011

### Human Resources Planning (HRP)

- the process of forecasting future HR needs to ensure that the organization will have that required number and type of employees to meet its strategic objectives

\*Figure 5.2 – HR Planning Model – Three steps

Step 1: Forecast Demand for Labour

Step 2: Analyze Supply

Step 3: Implement HR programs to balance supply and demand

### Forecasting Demand – Quantitative Approaches

1. Trend Analysis
2. Ratio Analysis
3. Scatter Plot
4. Regression Analysis

### Forecasting Demand – Qualitative Approaches

Nominal Group Technique

Question: What is correlated with peoplepower needed?

Delphi Technique

### Forecasting Supply (Internal)

Skills Inventories

Management Inventories

Replacement Charts

Succession Planning (being able to retain your key people within the company)

Markov Analysis (Summarize statistical data about certain jobs)

\*\*Figure 5.8

### **Forecasting Supply (External)**

- To project supply of outside candidates, employers assess general, national, local and occupational labour market conditions.

\*Figure 5.1 – Labour Shortage Hitting Canada Hard

\*Figure 5.3 – Balancing Supply and Demand Considerations

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**Lecture 6**

**Jan. 26, 2011**

## **Human Resources Management in Canada**

### **Recruitment**

- The process of searching out and attracting qualified job applicants
- Ends when an adequate number of candidates apply

\*Figure 6.1 – An overview of the recruitment process

### **Internal Recruitment: Advantages**

- Competence is rewarded thus:
  - Increasing commitment and performance
  - Decreasing turnover
- More accurate assessment of employee ability
- Less orientation needed (We already know how the employee behaves and acts)

### **Internal Recruitment: Disadvantages**

- Discontent of unsuccessful candidates (Employee doesn't get it, he/she feels upset and angry at the company)
- Time consuming if one is already preferred
- Dissatisfaction with insider as new boss
- "Inbreeding"

### **External Recruitment: Advantages**

- Larger, more diverse
- Assists in EE goals
- Acquisition of new skills / reduced need for training (new people already up to date with what's on the market, so no need for more training)
- Elimination of employee rivalry and competition

### **Planning External Recruitment**

- **Type of Job** – affects recruitment method chosen
- **Yield Ratios** - % of applicants that proceed to next stage
- **Time Lapse Data** – time from start of recruitment to the new employee starting work

\*Figure 6.4 – Recruiting yield pyramid

We are seeing more and more video ads and less and less printed ads when companies are recruiting.

Lecture 7 was an in class case study.

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**Lecture 8**

**Feb. 2, 2011**

## **Selection – Finding the Right Person**

### Challenges in the Hiring Process

- Determining which characteristics are most important
  - Measuring those characteristics
- Q: How do you measure...Motivation, Team Orientation, Organizational Citizenship Behaviour, etc.?

### Selection Tools

- Letters of Recommendation
- Application Forms
- Ability Tests
- Personality Test
- Interviews
- Drug Test
- Honesty Test
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### Reliability and Validity

**Reliability** – The extent to which a measurement generates consistent results

i.e. is free from random error

**Validity** – The extent to which performance on a measure (e.g. test score) is related to what the measure is designed to assess (such as job performance)

\*Often uses correlation coefficient \*\*

### **Measuring Validity**

#### Criterion-related validity

- Substantial correlation between test scores and job performance scores.
  - Predictive validation
  - Concurrent validation
- Content Validity
  - Consistency between the test items and situations that occur on the job.
- Construct validity
  - Establishing that tests measure intelligence, leadership, or other such constructs

**Behavioural Interviewing** (55% predictive of future on-the-job behaviour, whereas traditional interviewing is only 10%)

- Get the interviewee to tell you about a situation and how/what they did to resolve the situation.
- “Tell me about a time when you ...”
- “Describe a situation where you altered or broke company policy...”
- Focus on experiences related to the job and not characteristics of the job.
- People with no job before, you can ask questions tailored to her/his life experiences.

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## **Lecture 9**

**Feb. 9, 2011**

### **Just Cause**

- A legally sufficient reason to fire an employee.

- No notice or severance pay required.
- Must prove real incompetence or serious misconduct.
- If the employee can provide a reasonable excuse there is no just cause.

### **Not “just cause”**

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

- Conditions of Human rights legislation
- Lawful union activities
- Reporting occupational safety and health violations
- Refusing to perform an illegal act
- Exercising rights under various employment laws.

### **Wrongful Dismissal**

- A dismissal is wrongful when an employer dismisses an employee without giving the employee notice of that termination (even when ‘just cause’ is believed.)

### **Constructive Dismissal**

- A form of wrongful dismissal.
- Occurs where an employer changes a fundamental and important term of employment (e.g. wages) and then forces the employee to either accept this change or quit.

### **Termination without cause**

- Is legal.
- Occurs when the employer, for whatever reason, has decided that the employee’s services are no longer needed.
- Reasons can include personality clashes, downsizing, and poor performance.

\*Layoff decision model\*

### **Four Objectives of the Dismissal Meeting**

1. Deliver the message
2. Make an assessment to determine if the individual can get home safely
3. Identify the next steps for the individual.
4. Acknowledge the years of service/contribution.

**Lecture 10**

**Feb. 11, 2011**

\*Guest speaker lecturer

### **Ch. 10 - Performance Management**

- Process encompassing all activities related to improving employee performance, productivity, and effectiveness.

### **Performance Management Process**

1. Define performance expectations
2. Provide ongoing feedback

3. Conduct performance appraisal
4. Determine performance rewards / consequences
5. Discuss development / career opportunities

\*Figure 10.2 – Sample Graphic Scale Form (companies moving away from this and using a more complex form)

\*Figure 10.3 – Alternation Ranking Scale (not the best example)

\*Figure 10.4 – Ranking Employees by the Paired Comparison Method (Not reliable, very vague and ambiguous)

### **Forced Distribution Method**

- Predetermined percentages of ratees are placed in various performance categories

\*Table 10.1 – Examples of Critical Incidents for an Assistant Plant Manager (Manager noting incidents that happen throughout the year, so it has evidence once the performance evaluation is due.)

\*Figure 10.5 – Performance Improvement Plan (not that great of an example either)

### **Behaviourally Anchored Rating Scales (aka “Bars”)**

- Combines the benefits of narratives, critical incidents, and quantified ratings by anchoring a quantified scale with specific narrative examples of good and poor performance.

\*Figure 10.6 – (the best scale to measure performance)

### **Performance Appraisal Problems**

- Validity and reliability
- Rating scale problems
  - Unclear performance standards
  - Halo Effect (Only based on one good month, and not the other 11 bad)
  - Central tendency (Managers just scoring average)
  - Leniency or strictness (All star performers, or all bad performers. This may make the “good” employees upset that the “bad” employee gets the same score.)
  - Appraisal bias (Men rank men more favorable, etc.)
  - Recency effect (Letting last few weeks before determine how they preformed all year)
  - Similar-to-me bias

\*Figure 10.7 – 360 Degree Performance Appraisals

### **Appraisal Interviews**

- An interview in which the supervisor and employee review the appraisal
- # basic types:
  1. Satisfactory (promotable) – make development plans
  2. Satisfactory (not promotable) – maintain performance
  3. Unsatisfactory (correctable) – plan correction

\*Figure 8.4 – performance discrepancy diagram (Understand/remember for midterm)

Some notes about the diagram

- A way to analyze performance problems and identify issues and fix them
- Based off outcome number 3
- Not skill based – follow the right hand side. Interventions the manger and help the employee use without serious discipline
- If its skill based – People may not have used that skill since high school, they are a little rusty, so we can arrange practice for them to improve.

### **How to Conduct the Interview**

1. Be direct and specific
2. Do not get personal
3. Encourage the person to talk
4. Develop an action plan

### **How to Handle Criticism and Defensive Employees**

- Recognize that defensive behaviour is normal
- Never attack a person's defenses
- Postpone action
- Recognize human limitation

Watched “The Office” for the remainder of class.

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**Lecture 11**

**March 2, 2011**

**Case study**

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**Lecture 12**

**March 9, 2011**

## **Ch.11 – Strategic Pay Plans**

**Total Rewards** – an integrated package of all rewards (monetary and non-monetary, extrinsic and intrinsic)

1. Compensation
  2. Benefits
  3. Work-life programs (Work sharing, choosing work times, etc.)
  4. Performance and recognition (Given feedback that has a value)
  5. Development and career opportunities (Training, increase skill sets, etc.)
- Aligned with business strategy

### **Basic Considerations in Determining Pay Rates**

- Legal Considerations in compensation
  1. Employment/Labour standards Act
  2. Pay Equity Acts
  3. Human Rights Acts
- Union Influences (Union paid employees tend to be paid more for same job)
- Compensation Policies (Equal Pay for equal work) (Equal pay for work of equal *value*)

### **Stage 1: Job Evaluation**

- Systematic comparison to determine relative worth of jobs within a firm

#### **Benchmark Job**

- Job that is critical to the firm's operations or commonly found in other organizations.

#### **Compensable Factor**

- Fundamental, compensable element of a job, such as skill, effort, responsibility, and working conditions

### **Job Evaluation Methods**

#### **- Classification/Grading Method**

Categorizes jobs into groups (classes or grades)

**Classes** – Contain similar jobs

**Grades** – Contain dissimilar jobs of equal difficulty

(advantage – its easy, disadvantage – it's not very precise)

#### **- Point Method**

**\*Table 11.1\***

**(Police officers are making the correct salary under the assumption that we need them and that there are many of them that help control our environment)**

**(Once you have figured out the salary of the police, you then divide it by how many points are allowed and then you get price points)**

### **Stage 2: Conduct a Wage/ Salary Survey**

- A Survey aimed at determining prevailing wage rates for comparable jobs

**\*Table 11.2\***

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## **Lecture 13 (14?)**

**March 11, 2011**

### **Stage 3: Determine Pay for Jobs**

**Wage Curve:** A graph depicting the relationship between the value and average wage paid of a job. (\*Figure 11.4\*) In ideal world, we would have **Perfect Internal Equity\***.

**Pay Ranges:** A series of steps or levels within a pay grade

**Broad banding:** Reducing the number of salary grades and ranges into just a few wide levels or "bands" (\*Figure 11.6\*)

**Red Circle Pay Rate:** A rate of pay that is above the pay range maximum (Willing to sacrifice internal equity in order to maintain external equity...The dot on Fig 11.4 that is at the very top above the line)

**\*Perfect Internal Equity:** If someone is paid \$10 more than someone else in the company, then that means that person is worth \$10 more to the company. (Will be covered on the final exam)

**\*External Equity:** Paying the person what everyone else is paying employees for that position, staying within the market range for that position. If you offer a lower salary than most places, no one will want the job.

**\*Figure 11.5 – Wage Structure**

**Pay Equity:** Providing equal pay to male dominated job classes and female dominated job classes of equal value to the employer. \*Figure 11.4

**Pay Equity Results:** Pay equity has narrowed the wage gap, but has not eliminated it

- No explanation other than systemic discrimination for much of 30% remaining gap.

(But in fact there is – women have take time off when having a baby.)

- Long-term solution is women and men equally represented in all jobs, i.e. no male or female – dominated jobs) occupational segregation)

## Chapter 12 – Variable Pay

- Any plan that ties pay to productivity or profitability

- Pay is based on solely merit pay, and nothing else

**\*Figure 12.1\***

### *Incentives for Operations Employees*

**Piecework:** A system of pay based on the number of items processed by each individual worker in a unit of time

- Straight Piecework Plan (each piece)

- Guaranteed Piecework Plan (over a set #) (ex: Base is 100, anything else is extra)

**Standard Hour Plans** (Looking at time, rather than units produced)

**Group or Team Incentives** (ex: building a car is a team effort, so there are group incentives)

### *Incentives for Senior Managers and Executives*

- Short Term incentives – annual bonus (base salary says the same)

- Long Term incentives – Figure 12.2

### *Incentive for Salespeople*

- Salary Plan (less motivating for employee to sell as much as possible)

- Commission Plan (base rate plus commission – motives sellers to sell more)

- Combination Plan

### *Incentives for Other Manger's and Professionals*

**Merit Pay (merit raise)** – any salary increases awarded to an employee based on his or her individual performance. (Because merit pay does increase the salary, they do tend to be lower than bonus)

### *Organization Wide Incentive Plans*

- Profit Sharing Plans

- Employee Share Purchase/Stock Ownership Plan

- Scanlon Plan (Increase productivity by reducing cost)

- Gain sharing Plan

### ***Incentive Plan Pitfalls***

- Performance pay cannot replace good management
- Firms get what they pay for
- Pay is not a motivator
- Rewards rupture relationships
- Rewards may undermine responsiveness

\*Figure 12.4 – Common Recognition Awards

## **Chapter 13 – Employee Benefits and Services (see handout)**

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**Lecture 14 (15?)**

**March 23, 2011**

### **Ch. 14 - Occupational Health and Safety (Final based on these ch. Notes)**

#### **Final**

**80 m/c**

**20 t/f**

**75% - Ch. 9 and on**

**25% - Before midterm**

**- Read text book**

**Strategic Importance of OHS** – according to the Association of Workers' Compensation Boards of Canada, in 2007 there were >1000 deaths and >315000 injuries resulting from accidents at work

- Prevention results in bottom line returns

**OHS Legislation** – laws intended to protect the health and safety of workers by minimizing work-related accidents and illnesses

- General health and safety rules
- Rules for specific industries (e.g. mining)
- Rules related to specific hazards (e.g. asbestos)

### **Responsibility and Rights of Employers and Employees**

- Due Diligence – employers are responsible for taking every reasonable precaution
- Employees are responsible for taking reasonable care to protect their own/co-worker health and safety
- Employee have the right to:
  - Know about workplace safety hazards
  - Participate in the OHS process
  - Refuse unsafe work

### **Enforcement of OHS Laws**

- Government inspectors carry out safety inspections of workplace
- Penalties consist of fines and/or jail time
- The Criminal Code includes a criminal offence commonly known as “corporate killing”

Figure 14.2 and 14.3 examples

## **What Causes Accidents?**

### **Three Basic Causes of Accidents**

1. **Chance Occurrences** (beyond control)
2. **Unsafe Conditions**
3. **Unsafe Acts** (by employees) **\*Fig 14.4 example\***

### **How to Prevent Accidents**

- Reduce unsafe conditions (environment)
- Reduce unsafe acts
  - Selection testing
  - Top-management commitment
  - Training and Education
  - Positive reinforcement

### **Three Other Work-Related Accident Factors**

1. **Job** (some inherently dangerous)
2. **Work Schedule** (fatigue)
3. **Psychological Climate** (Stress)
  - Some employers offer Wellness Programs to help employees
  - \*Figure 14.5 example\***

### **Substance Abuse and the Law**

- Alcohol/drug abuse considered a disability (human rights law) vs. employers' due diligence requirement (OHS law)
- Substance abuse testing only legal if it is rationally connected to performance of the job

### **Job Stress**

Human Consequences of job stress include:

- Anxiety
- Depression
- Anger
- Various physical consequences

Mental health issues are the leading causes of both short and long-term disability claims.

### **Job Stress: Sources**

- **Environmental Factors**
  - High level of mental and physical effort
- **Personal Factors**
  - Personality
  - self-esteem
  - Health and exercise
  - Work and sleep patterns
  - Non-job-related problems

**Burnout** – the total depletion of physical and mental resources caused by excessive striving to reach an unrealistic work-related goal  
(People who have burnout, have bad managers. There is no reason the goals or tasks should be any difficult then one can handle)

**Repetitive Strain Injuries** – Activity-related soft-tissue injuries of the neck, shoulders, arms, wrists, hands, back and legs (anything that bends).

\*Figure 14.6\*

### **Workplace Toxins**

- Leading causes of work-related deaths around the world is cancer
- In addition to known carcinogens, new chemicals and substances are constantly being introduced into the work place without adequate testing
- Most Canadian jurisdictions have banned smoking in workplaces.

### **Influenza Pandemic**

- The first organization impact of a pandemic will be absenteeism, estimated at 35% in the influenza plane or the Gov of Canada.

### **Violence at work**

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## **Lecture 15**

**March 25, 2011**

**Negotiation skills (Not covered in book, all T/F questions (20) based on this lecture)**

### **Dirty Tricks / Deliberate Deception**

- **Phony Facts**
- **Ambiguous or Limited Authority**
- **Stressful situations** (e.g. uncomfortable physical surroundings, the other party's turf)
- **Personal attacks** (e.g. "looks like you were up all night")
- **Good guy/Bad guy** ("Good cop/Bad cop")
- **Threats** – "you agree to this or else we will..."
- **Calculated delay** – stalling or doing nothing
- **Snow Job** – people meet with piles of books/calculators/ other info. That they can say supports their position...you come with nothing. Really all the books and stuff do not relate to their position.
- **Temper Tantrum** – You start to think "I must be completely out of line ... I will give them what they want, so they don't do that again." (You can call them out on it, just throw one too, or just ignore it too)
- **Nibble** – try to get a little bit more at the end. Ex: whenever you buy a suit, you get a free tie too. (little bit at the end to seal the deal)
- **Bogey** – You pretend something is important when it's not. Ex: you're buying a car, you want the colour red, and they don't have it. So you say "I'll take the black one BUT I also want the options included. When really all you wanted was the options, and you just used the colour to get it.
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### **Bargaining over Position**

- Positions are like offers and counter-offers sometimes called “bids”
- Arguing about position
  - Induces parties to lock themselves into a position that may result in less than optimal agreements
  - Can take longer than focusing on interests
  - May hurt an ongoing relationship between the parties.

### **Solution: Negotiate on the “merits” of the problem**

- Use principle negotiations
  - View participants in negotiations as problem solvers and not as friends or adversaries
  - View the goal as achieving a wise outcome efficiently and amicably, not just reaching an agreement or winning
- Separate the people from the problem
  - “Be soft on the people and hard on the problem”
- Focus on interests not positions
  - explore each other’s interests (what they really want or need), this is more than making offers, counter-offers, or threats.
  - Avoid fixating on a bottom line
- Invent options for mutual gain
  - Use brainstorming to invent multiple options
  - Don’t judge the options during the brainstorming; decide later which options are best.
- Use objectives criteria
  - Focus attention on standards that are independent of the feelings or will of the negotiations
  - Use logic and reason
  - Yield to an argument or presentation that is based on reason and principle – not to one based on pressure.

### **Some Tactics**

- Expanding the pie (whatever I take, the rest is left on the plate)
- Nonspecific compensation – compensating the losing party with something that is not related to problem, but makes them happy.
- Logrolling – trying to figure out what is most important about two different interests and finding a combining solution.
- Cost Cutting – Cut the cost of the disadvantaged party.
- Bridging – finding a solution that has everything that each party wants.

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## **Lecture 16**

**March 30, 2011**

Pre Midterm 2, 4, 6, 7, 8 (4Q/Ch) (1 mark each)

Post Midterm 9, 10, 11, 12, 14, 15, 16 (8Q/Ch) (1 March each)

Ch. 13 – 4Q (from notes) (1 Mark each)

20 T/F based on negotiation notes (0.5 marks each)

### **Strategic Importance of Effective Employee Relations**

- For competitive advantages, employees must be engaging in pursuing organizational goals
- A positive, fulfilling, work-related state of mind characterized by vigour, dedication, and absorption
- Ensure employees are treated ethically, fairly, and legally

### **Distributive Justice**

- Fairness of a decision outcome

### **Procedural Justice**

- Fairness of the process used to make a decision

### **Interactional Justice**

- Fairness in interpersonal interactions by treating others with dignity and respect

\*Figure 15.1 – Top drivers of attraction, retention, and engagement in Canada

### **Outcomes of Engagement**

- Employees' highest productivity
- Best ideas
- Genuine commitment to the success of the organization
- Improvements in service quality, customer satisfaction, and long-term financial results
- Self-actualization

### **Effective Employee Communication**

- Suggestion programs
- Employee opinion surveys
- Communication from management (managers have to remember that it's not just downward communication, but also upward from the employees)

### **Respecting Employee Privacy**

- Personal Information Protection and Electronic Documents Act (PIPEDA) govern the collection, use, and disclosure of personal information across Canada, including employers' collection and dissemination of personal information about employees.

### **Video Surveillance**

- Some employers install video surveillance of employees to prevent theft and vandalism and to monitor productivity
- Employees must be made aware of the surveillance

\*Figure 15.3 – Video Surveillance Guidelines (not being tested on)

\*Figure 15.2 (Not being tested on)

### **Preserving Dignity in the Retirement Process**

- At any age, retirement for most employees is bittersweet
- Pre-retirement counseling refers to counseling provided to employees some months (or even years) before retirement, which covers such matters as benefits advice, second careers, etc.

### **Fairness in Discipline and Dismissals**

**Discipline:** A procedure intended to correct an employee's behaviour because a rule or procedure has been violated.

**Dismissal:** Involuntary termination of an employee's employment

**Insubordination:** Willful disregard or disobedience of the boss's authority or legitimate orders

**Wrongful Dismissal:** an employee dismissal that does not comply with the law or does not comply with a written or implied contractual arrangement

**Constructive Dismissal:** The employer makes unilateral changes in the employee contract that are unacceptable to employee, even though the employee has not been formally terminated.

**Just Cause** – dismissal because of something that has happened, the cause.

**Not just cause** – every other dismissal, not related to a cause (Ex: Personally clashes etc.)

\*Figure 15.5