



Human Resources Management

COURSE AUTHOR

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COURSE DESCRIPTION

Welcome to the exciting world of managing people. I guarantee you that 80% of your problems at work will involve people. There are professional and time solutions to problems of financial projections and product launches ... and I will argue throughout the course that there are technical solutions to problems such as hiring the best people and giving them performance feedback which motivates productivity. Everyone who is a coach, a volunteer leader or a manager needs knowledge and skills in the art and science of managing people.

The study of Human Resources Management will help you handle these situations. Furthermore, if you plan to be a manager in an organization, then knowledge about what the department of human resources can do for you is very important.

Human resources management is not AN academic subject to be learned and forgotten, but is an important body of knowledge to be used throughout your life. This guide will help you master that subject.

REQUIRED TEXT

Belcourt, M., Bohlander, G., & Snell, S. *Managing Human Resources*, Sixth Canadian Edition, ITP Nelson, Toronto, Canada, 2010, ISBN 0-17-650178-9.

COURSE DURATION 12-14 Weeks

It is expected that students will progress through approximately 1.5 units per week and spend about 3 hours per unit accessing the multimedia with interactive questions, working with self-help quizzes and participating in the discussion boards. Additional time will be required for the readings, midterm paper and final examination.

COURSE CONTENTS

Multimedia Lectures by Professor Monica Belcourt, York University

Unit One: The Challenge of Human Resources Management

Learning Objectives

Identify how firms gain sustainable competitive advantage through people.

Explain how globalization is influencing human resources management.

Describe the impact of information technology on managing people.

Identify the importance of change management.

State HR's role in developing intellectual capital.

Differentiate how TQM and reengineering influence HR systems.

Discuss the impact of cost pressures on HR policies.

Discuss the primary demographic and employee concerns pertaining to HRM.

Provide examples of the roles and competencies of today's HR managers.

Modules

Why Study Human Resources Management

Competing, Recruiting and Staffing Globally

Embracing New Technology

Managing Change

Managing Talent or Human Capital

Responding to the Market

Containing Costs

Demographic and Employee Concerns

Partnership: Line Managers And HR

Readings: Chapter 1

Unit Two: Strategy and Human Resources Planning

Learning Objectives

Identify the advantages of integrating human resources planning and strategic planning.

Understand how an organizations competitive environment influences strategic planning.

Recognize the importance of internal resource analysis.

Describe the basic tools for human resources forecasting.

Explain the links between competitive strategies and HR

Understand the requirements of strategy implementation.

Recognize the methods for assessing and measuring the effectiveness of the strategy.

Modules

Strategic Planning and Human Resources

Environmental Analysis

Internal Analysis

Forecasting: A Critical Element of Planning

Strategy Implementation

Evaluation and Assessment

Readings: Chapters 2

Unit Three: Equity and Diversity in Human Resources Management

Learning Objectives

Explain the reasons behind the passage of employment equity legislation.

Identify and describe the major laws affecting employment equity and explain how they are enforced

Describe pay equity and strategies for implementing it.

Discuss the Employment Equity Act in terms of its origins, its purpose, and its continued enforcement.

Describe how employment equity is implemented within organizations.

Discuss reverse discrimination, sexual harassment, and mandatory retirement as employment equity issues.

Explain and give examples of diversity management.

Modules

Employment Equity

The Legal Framework

Pay Equity

The Employment Equity Act

Implementation of Employment Equity within Organizations

Sexual Harassment

Managing Diversity

Readings: Chapters 3

Unit Four: Job Analysis, Employee Involvement and Flexible Work Schedules

Learning Objectives

Discuss the relationship between job requirements and the performance of HRM functions.

Describe the methods by which job analysis typically is completed.

Identify and explain the various sections of job descriptions.

Provide examples illustrating the various factors that must be taken into account in designing a job.

Discuss the various job characteristics that motivate employees in performing their jobs.

Describe the different group techniques used to maximize employee contributions.

Differentiate and explain the different adjustments in work schedules.

Modules

What is a Job?

Job Analysis

Key Elements of a Job Description

Job Design

Job Characteristics

Designing Work for Group Contributions

Flexible Work Schedules

Readings: Chapter 4

Unit Five: Expanding the Talent Pool: Recruitment and Careers

Learning Objectives

Explain the advantages and disadvantages of external recruitment.

Describe the advantages and disadvantages of recruiting from within the organization.

Describe how job opportunities can be inventoried and employee potential assessed.

Explain how a career management program integrates individual and organizational needs.

Describe the conditions that make a career management program successful.

Explain why diverse recruitment and career development activities are important to companies.

Modules

Recruiting Talent Externally

Recruiting Talent Internally

Methods for Identifying Qualified Candidates

Matching Individual and Organizational Needs

Identifying Career Opportunities and Requirements

Developing a Diverse Talent Pool

Readings: Chapter 6

Unit Six: Employee Selection

Learning Objectives:

Explain the objectives of the personnel selection process.

Identify the various sources of information used for personnel selection.

Compare the value of different types of employment tests.

Illustrate the different approaches to conducting an employment interview.

Describe the various decision strategies for selection.

Modules

Matching People and Jobs

Sources of Information

Employment Tests

The Employment Interview

Reaching a Selection Decision

Readings: Chapter 6

Unit Seven: Training and Development

Learning Objectives

Discuss the systems approach to training. List some of the characteristics of an effective orientation program.

Describe the components of training needs assessment.

Identify the principles of learning and describe how they facilitate training.

Identify the types of training methods used for managers and nonmanagers.

Discuss the advantages and disadvantages of various evaluation criteria.

Describe the special training programs that are currently popular.

Modules

The Scope of Training

Conducting the Needs Assessment

Principles of Learning

Training Methods for Non-Managerial Employees

Evaluating the Training Program

Special Training and Development Topics

Readings: Chapter 7

Unit Eight: Appraising and Improving Performance

Learning Objectives

Explain the purposes of performance appraisals and the reasons they fail.

Identify the characteristics of an effective appraisal program.

Describe the different sources of appraisal information.

Explain the various methods used for performance evaluation.

Outline the characteristics of an effective performance appraisal interview.

Modules

Purposes of Performance Appraisal

Developing an Effective Appraisal Program

Alternate Sources of Appraisal

Performance Appraisal Methods.

Appraisal Interviews

Readings: Chapter 8

Unit Nine: Managing Compensation

Learning Objectives

Explain employer concerns in developing a strategic compensation program.

Identify the various factors that influence the setting of wages.

Differentiate the mechanics of each of the major job evaluation systems.

Explain the purpose of a wage survey.

Define the wage curve, pay grades, and rate ranges as parts of the compensation structure.

Identify the major provisions of the federal and provincial laws affecting compensation.

Discuss the current issues of equal pay for work of equal value and pay compression.

Modules

Compensation Goals

The Wage Mix
Job Evaluation Systems
The Compensation Structure
The Wage Curve
Government Regulation of Compensation
: Significant Compensation Issues

Readings: Chapters 9

Unit Ten: Pay For Performance: Incentive Rewards

Learning Objectives

Discuss the basic requirements for successful implementation of incentive programs.

List the types of, and reasons for implementing, incentive plans for nonmanagement employees.

Explain why merit raises may fail to motivate employees adequately and discuss ways to increase their motivational value.

Indicate the advantage of each of the principal methods used to compensate salespeople.

Differentiate how gains may be shared with employees under the Scanlon, Rucker, and Improshare, and earnings-at-risk gainsharing systems.

Differentiate between profit-sharing plans and explain the advantages and disadvantages of these programs.

Describe the main types of ESOP plans and discuss the advantages of ESOPs to employers and employees.

Modules

Strategic Reasons for Incentive Plans

Individual Incentive Plans

Merit Pay

Sales Incentives

Gainsharing

Enterprise Incentive Plans

Employee Stock Ownership Plans

Readings: Chapter 10

Unit Eleven: Employee Benefits

Learning Objectives

Describe the characteristics of a sound benefits program.

Recognize management concerns about the costs of employee benefits and discuss ways to control those costs.

Explain the employee benefits required by law.

Discuss ways to control the costs of health care programs.

Describe those benefits that involve payment for time not worked.

Discuss the recent trends in retirement policies and programs.

Describe the major factors involved in the management of pension plans.

Describe the types of work-life benefits employers can provide.

Modules

The Chief Objectives of a Benefits Program

Management Concerns

Benefits Mandated by Law

Health Care Benefits

Payment for Time Not Worked

Retirement Programs

Types of Pension Plans

Employee Services: Creating a Work Life Setting

Readings: Chapter 11

Unit Twelve: Safety and Health

Learning Objectives

Summarize the common elements of federal and provincial occupational health and safety legislation.

Describe what management can do to create a safe work environment.

Identify the measures that should be taken to control and eliminate health hazards.

Describe the organizational services and programs for building better health.

Explain the role of employee assistance programs in HRM.

Describe methods for coping with stress.

Modules

Safety and Health: It's the Law

Creating a Safe Work Environment

Controlling and Eliminating Health hazards

Building Better Health.

Employee Assistance Programs or EAP's

The Management of Stress.

Readings: Chapter 12

Unit Thirteen: Employee Rights and Discipline

Learning Objectives

Explain statutory rights, contractual rights, and due process.

Identify the job expectancy rights of employees.

Identify and explain the privacy rights of employees.

Explain the process of establishing disciplinary policies, including the proper implementation of organizational rules.

Discuss the meaning of discipline and how to investigate a disciplinary problem.

Explain two approaches to disciplinary action.

Identify the different types of alternative dispute-resolution procedures.

Discuss the role of ethics in the management of human resources.

Modules

The Three Regimes of Employment Law

Understanding the Individual Employment Contract

The Rules Governing Dismissal

Employee Privacy Rights

Disciplinary Policies and Procedures

Discipline

Approaches to Discipline

Alternative Dispute Resolution

Managerial Ethics in Employee Relations

Readings: Chapter 13

Unit Fourteen: The Dynamics of Labour Relations

Learning Objectives

Identify and explain the federal and provincial legislation that provides the framework for labour relations.

Explain the reasons employees join unions.

Describe the process by which unions organize employees and gain recognition as their bargaining agent.

Describe the bargaining process and the bargaining goals and strategies of a union and an employer

Differentiate the forms of bargaining power that a union and an employer may utilize to enforce their bargaining demands

Describe a typical union grievance procedure and explain the basis for arbitration awards.

Modules

Government Regulation of Labour Relations

The Labour Relations Process

The Organizing Campaign

The Bargaining Process

Management and Union Power in Collective Bargaining

Administration of the Collective Agreement

Readings: Chapter 14

Unit Fifteen: International Human Resources Management

Learning Objectives

Identify the types of organizational forms used for competing internationally.

Explain the economic, political-legal, and cultural factors in different countries that HR managers need to consider.

Explain how domestic and international HRM differ.

Discuss the staffing process for individuals working internationally.

Identify the unique training needs for international assignees.

Reconcile the difficulties of home-country and host-country performance appraisals.

Identify the characteristics of a good international compensation plan.

Explain the major differences between Canadian and European industrial relations.

Modules

Managing Across Borders

How Does the Global Environment Impact Management?

Domestic versus International HRM

International Staffing

Training and Development

Compensation

Performance Appraisal

The Labour Environment World Wide

Readings: Chapter 15

Learning Aids

Interactive questions within the multimedia lecture streams. Self help quiz attached to each unit of the course.

Participation

Discussion board moderated and graded by the instructor. Students are required to post at least 3 substantial submissions (400 words or more) during the course on assigned questions (topical and case study based) that demonstrate knowledge and skills congruent with the Learning Objectives. There will be instructor feedback on all submissions.

There will also be a General Discussion Board moderated by the instructor in which questions can be asked on any course topic.

Midterm Paper

A midterm paper of approximately 1500 words dealing with a situation involving compensation to be submitted online approximately 6 weeks after the start of the course. Concepts and theories to be applied in the paper shall be from Units 1 to 6. The instructor shall grade and comment on each paper, which shall be returned to the student.

Final Examination

Proctored, opened book, online examination consisting of essay question(s). Any part of the entire course content may be examined. Government issued photo identification will be required to verify the student's identity.

Grade Weightings of Course Components

Participation in Discussion Board: Weighting 10%

Midterm Paper: Weighting 35%

Final Examination: Weighting 55%: (It is required to pass the final examination with a grade of at least 65% in order to pass the course, regardless of grades earned in other components.)

Passing Grade for the Course: 65%

Occupational Health and Safety

Course Author:

Dr. Deborah Zinni; Associate Dean, Undergraduate Programs & AACSB Accreditation
Brock University

Course Description;

This course provides a basic knowledge of health and safety and will be useful to all employees, regardless of whether they are directly, or indirectly responsible for health and safety. Emphasis will be placed on legislation, chemical and biological agents, physical agents, psychosocial hazards, hazard recognition and assessment, hazard control, accident investigation, and other topics of interest. By the end of this course students will understand their responsibilities as related to the internal responsibility system, and that health and safety is everybody's responsibility.

Required Textbook:

Kelloway, K. and Francis, L. 2011, Management of Occupational Health and Safety, 5th Edition, ITP Nelson, Toronto

Course Duration 12 – 14 Weeks:

It is expected that students will progress through approximately one unit per week and spend about 3 hours per unit accessing the multimedia with interactive questions, working with self-help quizzes and participating in the discussion boards. Additional time will be required for the readings, midterm paper and final examination.

Multimedia Course Contents and Readings:

Unit 1 – Introduction to Health & Safety Chapter 1 - *Read pages 4-18*

Chapter 1 establishes the importance of occupational health and safety (H&S) from an economic, legal and moral obligation. This chapter also establishes the major obligations of all the stakeholders involved in H&S. Finally, the role of human resources management and health and safety professionals is discussed.

Learning Objectives:

- Define Occupational Health & Safety, Occupational Injury, and Occupational Illness;
- Describe the financial and social costs associated with occupational injuries and illnesses;
- Trace the development of modern models of health and safety management;
- List and describe the role of the major stakeholders in Occupational Health & Safety;
- Explain the connection between human resource management and Occupational Health & Safety;
- Describe the links between human resource practices and health and safety.

Modules:

Module 1: Definitions and Costs Associated with Occupational Injuries and Illnesses, *Read pages 4-6*

Module 2: Historical Development of Modern Occupational Health and Safety, *Read pages 6-8*

Module 3: The Importance of Health and Safety, *Read pages 8-11*

Module 4: The Stakeholders, *Read pages 11-15*

Module 5: The Role of Human Resources, *Read pages 15-18*

Unit 2 – Legislative Framework. Chapter 2 – *Read pages 24-46*

Chapter 2 outlines the scope of legislation, focusing on the duties of each of the stakeholders under the legislation and the role of the joint H&S committees. The elements associated with the Workplace Hazardous Materials Information System (WHMIS) are also introduced, in addition to other important pieces of legislation

Learning Objectives:

- Describe the regulatory framework surrounding occupational health and safety;
- Outline the duties of the major players under occupational health and safety legislation;
- Describe the structure and role of joint health and safety committees;
- List and describe the three central elements of a WHMIS program;
- Describe the purpose and basic provisions of the transportation of dangerous goods acts.

Modules:

Module 1: The Scope of OH& Legislation, *Read pages 24-26*

Module 2: Duties and Responsibilities of the Major Players, *Read pages 27-31*

Module 3: Work Refusals, *Read pages 32-33*

Module 4: Forecasting: Stop-Work Provisions (Ontario), *Read page 33*

Module 5: Workplace Hazardous Materials Information System, *Read pages 33-42*

Module 6: Environmental Legislation, *Read pages 42-44*

Module 7: Transportation of Dangerous Goods, *Read page 45*

Module 8: Corporate Liability, *Read page 45*

Module 9: Bill C-45, *Supplemental information included in multimedia*

Unit 3 – Workers’ Compensation. Chapter 3 – *Read pages 54-70; Appendix: 76-77*

Chapter 3 explains the historical beginnings of Workers’ Compensation and the ensuing passage of legislation. Workers compensation has evolved over time to create a more safety-conscious work environment, and to change from an organization that simply just pays for work place accidents, disabilities and diseases to one that encourages H&S programs that aim to reduce workplace accidents, disabilities, and diseases. Employers are ultimately responsible for ensuring that compensation systems are administered efficiently and funded equitably through assessments of employers. Employers are accountable to their employees.

Learning Objectives:

- Outline the goals and methods of Workers’ Compensation Boards (WCBs);
- Discuss the problems associated with compensating for psychological conditions and occupational illnesses;
- Describe the assessment methods of WCBs;
- With the use of the chapter appendix, understand the methods of calculating injury frequency and severity rates.

Modules:

Module 1: Historical Roots, *Read pages 54-55*

Module 2: Workers’ Compensation in Canada, *Read pages 55-59*

Module 3: Compensation Rates and Methods, *Read pages 59-64*

Module 4: Assessments, *Read pages 64-67*

Module 5: How Organizations Can Manage Disability, *Read pages 67-70*

Module 6: Calculating Injury Frequency and Severity Rates, *Read pages 76-77 (Appendix)*

Unit Four 4 – Physical Agents. Chapter 4 – Read pages 82-97

Chapter 4 introduces the four physical agents that are commonly found in industry, including noise, vibration, thermal stress, and radiation. In this chapter, a great deal of information is introduced on noise since all employees are exposed to noise in one form or another. Basic elements of vibration, thermal stress and radiation are included. Particularly, discussion on the differences between ionizing and non-ionizing radiation are introduced. Prevention policies and programs that can help to control worker exposure to physical agents is described.

Learning Objectives:

- Define the numerous terms relating to physical agents;
- Explain the human relations to the various agents, particularly noise and radiation;
- Discuss the management of physical agents;
- Outline the actions of these agents on human physiology;
- With the use of the chapter appendix, understand the methods of calculating noise levels and exposures.

Modules:

Module 1: Noise, *Read pages 82-84*

Module 2: Types of Hearing Loss, *Read pages 84-86*

Module 3: Noise Exposure Standards, *Read pages 86-88*

Module 4: Noise Control, *Read pages 88-89*

Module 5: Vibration, *Read pages 90-91*

Module 6: Thermal Stress, *Read pages 92-94*

Module 7: Radiation, *Read pages 94-96*

Unit 5 – Chemical and Biological Agents. Chapter 5 – Read pages 108-128

Chapter 5 introduces both chemical and biological agents. Chemical agents are described as being the major cause of occupational diseases. These agents can be controlled if guidelines such as those provided in WHMIS and OH&S legislation are rigorously endorsed and followed. All workers should be aware of the potential risks they face if they are exposed to these agents, and be trained in the proper use and handling in order to avoid exposures that could cause occupational diseases in the future.

Learning Objectives:

- Define the numerous terms relating to chemical and biological agents;
- Explain the interactions of various chemical and biological groups;
- Discuss the management of chemical and biological agents;
- Describe the monitoring requirements and instrumentation used;
- Outline the actions of chemical and biological agents on human physiology;
- Explain the health and safety risks of airborne respirable contaminants and aerosols;
- Discuss the methods of measuring airborne contaminants.
- Explain the different control of exposures

Modules:

Module 1: Chemical Agents, *Read pages 108-111*

Module 2: Toxicology, *Read pages 111-119*

Module 3: Characteristics and Properties of Solvents, *Read pages 119-121*

Module 4: Biological Agents, *Read pages 121-123*

Module 5: Control of Exposures, *Read pages 124-128*

Unit 6 – Psychosocial Hazards. Chapter 6 – Read pages 136-156

Chapter 6 discusses the concept of stressors, stress, and strain in great detail. Since stress can have such serious consequences that can lead to strain reactions such as psychological, physical, behavioural or organizational, organizations are encouraged to introduce interventions such as primary and secondary programs to help minimize the damage caused by unavoidable stressors. The most successful stress management initiatives involve both the employee and the organization. Workplace violence and sexual harassment are critical issues and new legislation has been enacted to deal with these in the workplace. Other emerging workplace stressors are identified as injustice and technology are introduced and discussed.

Learning Objectives:

- Describe and distinguish among the concepts of stressor, stress and strain;
- Explain the transactional model of stress and its implications;
- Identify major sources of stress in the workplace;
- Discuss the psychological, physical, behavioural and organizational consequences of stress;
- Describe and distinguish among primary, secondary and tertiary stress interventions;
- Discuss violence, sexual harassment, injustice and technology as emerging workplace stressors.

Modules:

Module 1: Stressors, *Read pages 136-138*

Module 2: Stress, *Read pages 138-142*

Module 3: Strain, *Read pages 142-144*

Module 4: Managing Psychosocial Hazards, *Read pages 145-147*

Module 5: Emerging Stressor: Workplace Violence, *Read pages 147-149*

Module 6: Emerging Stressor: Sexual Harassment, *Read pages 150-152*

Module 7: Emerging Stressor: Injustice at Work, *Read pages 152-154*

Module 8: Emerging Stressor: Technology, *Read pages 154-156*

Unit 7 – Hazard Recognition and Assessment. Chapter 7 – *Read pages 170-190*

Chapter 7 introduces students to the primary goals of hazard recognition and assessment. The primary goals of these programs are to reduce incidents, accidents, injuries, and property damage. The methods introduced to identify hazards include safety experts; plant, task, and job analysis; reports and audits; and use of monitoring instruments. Hazard analysis is used to gather specific information about the hazards in a given system, and then they these hazards are rates according to their degree of risk. The risk is calculated based on the probabilities, consequences and exposures an individual may be exposed to. Knowing the risks and the hazards a person may be exposed to, can lead to a reduction of these undesirable events.

Learning Objectives:

- Identify the sources of workplace hazards;
- Describe methods to systematically examine these hazards;
- List ways to assess the probability, exposure and consequences of the hazards;
- Describe the concept of risk assessment;
- Recognize and define the terminology associated with hazard recognition;
- Employ the various techniques available to determine risk;
- Outline the effects of and necessity for task analysis;
- Be able to discuss various types of trauma, based on human activity;
- Describe the nature and etiology of repetitive strain injuries;
- Describe the techniques of manual lifting;
- Recognize the ergonomic factors associated with hazard recognition and assessment;
- Describe the components of a hazard identification program.

Modules:

Module 1: Terminology, *Read pages 170-172*

Module 2: Types of Injuries, *Read pages 172-178*

Module 3: Hazard Identification, *Read pages 179-182*

Module 4: Choosing a Hazard Identification Program, *Read pages 182-184*

Module 5: Components of the Hazard Identification Program, *Read pages 184-190*

Unit 8 – Hazard Control. Chapter 8 – Read pages 210-232

Chapter 8 discusses the control of hazards and the payoffs to organizations. There are three control stages discussed: precontact, contact, and postcontact. At the precontact stage, control is achieved through training, safety awareness, administrative controls, engineering controls, purchasing, housekeeping, preventive maintenance, and machine guarding. Strategies at the contact stage include stabilizing the event. Postcontract control is intended to minimize and reduce the damaging effects of hazards.

Learning Objectives:

- Define the many terms used in hazard control;
- Distinguish between events and actions that constitute pre-contact, contact and post-contact control;
- Describe the requirements for machine guarding;
- Explain the requirements for lockout procedures and confined space entry;
- Discuss the necessity of work permits;
- Explain the concept of source-path-human control;
- Explain the concept of safety awareness and give examples of awareness campaigns.

Modules:

Module 1: Administrative Control, *Read pages 210-220*

Module 2: Engineering Control, *Read pages 220-229*

Module 3: Contact Control, *Read pages 229-230*

Module 4: Postcontact Control, *Read page 230*

Module 5: Source-Path-Human, *Read page 230*

Module 6: Monitoring/Auditing, *Read page 231*

Module 7: Record Keeping, *Read page 232*

Unit 9 – Training. Chapter 9 – Read pages 240-261

Chapter 9 discusses the importance of training. Even though various pieces of legislation assert the right of employees “the right to know”, many employees claim that they have not been trained. Employers who do not train employees could face charges of criminal negligence. Training can be described under a general training model known as the ISD model, which emphasizes the importance of a complete needs analysis before training is designed and offered. Needs analysis includes a consideration of the organization, the job, and the person. The content of training, who will receive training, and who will act as the trainer is also important. On completion of training, an evaluation must be conducted to determine the trainees’ reactions to the training, and whether training has been transferred to the workplace such that it impacts on organizational outcomes.

Learning Objectives:

- Discuss the importance of occupational health and safety training;
- Identify the components of a training program;
- Explain the role of a needs analysis when designing a training program;
- Discuss issues that arise in training design and delivery;
- Describe various options for the delivery of health and safety training programs;
- Discuss the role of evaluation in any training program;

- Evaluate the measurement concerns surrounding organizational measures of occupational safety training effectiveness;
- Describe some common health and safety training initiatives including safety orientation, first-aid training and WHMIS.

Modules:

Module 1: The Role of Occupational Health and Safety Training, *Read pages 240-243*

Module 2: Health and Safety Training Programs, *Read pages 243-254*

Module 3: Training Evaluation, *Read pages 254-258*

Module 4: Common Safety Training Initiatives, *Read pages 259-261*

Unit 10 – Motivating Safety Behaviour at Work. Chapter 10, *Read pages 274-291*

Chapter 10 discusses the efforts that can be made to increase employees’ safety motivation, including the use of behaviour modification and goal setting. A positive safety climate and transformational safety leadership is important to setting the stage for safety behaviours. Management commitment to safety appears to be a critical variable in H&S initiatives.

Learning Objectives:

- Discuss the importance of safety behaviour in the workplace;
- Identify the categories of safety behaviour;
- Explain the importance of individual motivation in safety behaviour;
- Describe behaviour modification approaches to motivating safety;
- Recognize the importance of goal setting and feedback in safety behaviour in the workplace;
- Evaluate the role of organizational support for safety in contributing to safety behaviour;
- Discuss the role of the safety climate in the performance of safety behaviours;
- Understand the role that safety leadership plays in creating a safe work environment;
- Outline how to implement an effective occupational health and safety program.

Modules:

Module 1: Safety Behaviour, *Read pages 274-277*

Module 2: Motivating Safety Behaviour, *Read pages 278-286*

Module 3: Bringing It All Together: Organizational Health and Safety Programs, *Read pages 286-291*

Unit 11 – Emergency Response and Emergency Preparedness. Chapter 11 – *Read pages 302-316*

Chapter 11 discusses the goals of an emergency plan aimed at reducing injuries and property damage, and to restore the organization to its normal operations. Emergency preparedness includes preparing an emergency response plan, designating and training those responsible for its implementation, and communicating it to employees. Developing an evacuation plan, establishing a fire-prevention and suppression program, and controlling fire hazards are other elements of emergency preparedness.

Learning Objectives:

- Define an emergency;
- List the key elements in emergency preparedness;
- Describe the concept of an emergency plan;
- Explain the necessity of having emergency and evacuation plans;
- Describe the principles of fire prevention and suppression.
- Discuss first aid requirements

Modules:

Module 1: Emergency Preparedness, *Read pages 302-306*

Module 2: Precontact, *Read pages 306-309*

Module 3: Contact, *Read pages 309-314*

Module 4: Postcontact, *Read pages 314-315*

Module 5: Getting Back to Normal, *Read pages 315-316*

Unit 12 – Accident Investigation. Chapter 12 – *Read pages 324-346*

Chapter 12 discussed the intent and steps of an accident investigation. This is a very important part of the OH&S program. The goal of accident investigation is to identify direct and contributing causes and to ensure that the accident does not occur. Timing and severity are the important variables in investigation. Information collected can be grouped under human, situational and environmental factors. Investigation methods utilized include observations or walkthroughs, interviews, and reenactments, using cameras and computers. A review of company H&S records can also aid in determining causes. The reporting and analysis of information collected is the last step in accident investigation.

Learning Objectives:

- Describe the intent and steps of an accident investigation;
- Gather information to analyze the human, situational and environmental factors contributing to accidents;
- Outline the legal requirements of accident investigation results;
- Explain the concept of a walkthrough survey;
- List the steps to conducting interviews concerning an accident;
- Conduct a reenactment;
- Complete the various types of incident, accident and injury reports.

Modules:

Module 1: Rationale for Accident Investigation, *Read pages 324-325*

Module 2: Critical Factors in the Investigative Process, *Read pages 325-326*

Module 3: Types of Information Collected, *Read pages 326-329*

Module 4: Investigative Methods, *Read pages 329-331*

Module 5: Investigative Tools, *Read page 332*

Module 6: Accident/ Incident Reports, *Read pages 332-345*

Module 7: The Psychology of Accidents: Cognitive Failures, *Read pages 345-346*

Unit 13 – Workplace Wellness: Work-Family and Worksite Health- Promotion Programs. Chapter 13 – *Read pages 354-383*

The final chapter introduces students to a number of programs that organizations can offer to address work-family and worksite health-promotion programming. Unfortunately, research has not yet confirmed whether such programs offer significant benefits to organizational outcomes. However, some evidence exists to show support for work-family programs. As well, health-promotion programs can be successful in changing individual behaviour to enhance health. What is evident is that there is an increase in employee morale as a result of making health-promotion and family-friendly programs available in the workplace.

Learning Objectives:

- Discuss the concept of healthy workplaces;
- Describe the goals of worksite health-promotion and family-friendly programs;
- Discuss the various types of worksite health-promotion and family-friendly programs;

- Comment on the effectiveness of various types of worksite health-promotion and family-friendly programs;
- Identify variables critical to the success of worksite health-promotion and family-friendly programs;
- Discuss the importance of systematic evaluation of worksite health-promotion and family-friendly policies.

Modules:

Module 1: Work-Family Conflict: Family- Friendly Policies in the Workplace, *Read pages 355-358*

Module 2: Causes of Work-Family Conflict, *Read page 358*

Module 3: Outcomes of Work-Family Conflict, *Read page 358-359*

Module 4: Family- Friendly Policies, *Read pages 359-364*

Module 5: Health-Promotion Programs, *Read pages 364-372*

Module 6: Developing a Successful Worksite Health-Promotion Program, *Read pages 372-373*

Module 7: Issues with EAPs and WHP Programs, *Read page 373*

Module 8: Unintended Consequences of WHP Programs, *Read page 373-374*

Module 9: Overall Evaluation, *Read pages 374-376*

Learning Aids: Self help quiz attached to each unit of the course.

Participation: Discussion board moderated and graded by the instructor. Students are required to post at least 3 substantial submissions (400 words or more) during the course on assigned questions (topical and case study based) that demonstrate knowledge and skills congruent with the Learning Objectives. There will be instructor feedback on all submissions.

There will also be a General Discussion Board moderated by the instructor in which questions can be asked on any course topic.

Midterm Paper: A midterm paper of approximately 1500 words dealing with a situation involving occupational health and safety to be submitted online approximately 6 weeks after the start of the course. Concepts and theories to be applied in the paper shall be from Units 1 to 6. The instructor shall grade and comment on each paper, which shall be returned to the student.

Final Examination: Proctored, opened book, online examination consisting of essay question(s). Any part of the entire course content may be examined. Government issued photo identification will be required to verify the student's identity.

Grade Weightings of Course Components:

Participation in Discussion Board: Weighting 10%

Midterm Paper: Weighting 35%

Final Examination: Weighting 55%: (It is required to pass the final examination with a grade of at least 65% in order to pass the course, regardless of grades earned in other components.)

Passing Grade for the Course: 65%

Introduction to Organizational Behaviour

COURSE AUTHOR

Professor Randy Hoffman, School of Administrative Studies, York University
Professor Alan Saks, University of Toronto

COURSE DESCRIPTION

This course introduces concepts, theories and models of individual and group behaviour within organizations as they affect organizational and individual outcomes. Multimedia lectures, readings and case discussions are employed to develop theoretical frameworks and practice their use.

REQUIRED TEXTS

Johns, G., and Saks, A., *Organizational Behaviour: Understanding and Managing Life at Work*, Eighth Edition, Pearson Education 2011

Hoffman, R., and Ruemper, F., *Organization Behaviour: Canadian Cases and Exercises*, Seventh Edition, Captus Press 2010 (Download cases from the course site.)

COURSE CONTENTS

Multimedia Lectures by Professor Alan Saks, University of Toronto and Professor Randy Hoffman, York University

Unit 1: Introduction

Learning Objectives

To understand the role of individual and group behaviour within organizations and how organizations are affected by the external environment.

Modules

The Study of Organizational Behaviour
The Influence of External Environments
Environmental Complexity and Turbulence

READINGS: Johns and Saks, Chapter 1

Case: Purpose And Analysis Of Case Studies

Unit 2: Organizational Structure

Learning Objectives: To identify the structure of organization, recognize the characteristics of different structural types, as well as their advantages and disadvantages.

Modules

The Purpose Of Structure
Determinants Of Structure
Mechanistic Versus Organic
What Can We Learn From Organizational Charts?

READINGS: Johns & Saks, Chapter 14

Unit 3 : Communication

Learning Objectives: To understand the importance, nature and components of communication, its organizational purposes, and what factors determine its effectiveness.

Modules

Importance of Communications in Organizations
A Model of Communications
Communications Within the Organizational Hierarchy

READINGS: Johns & Saks, Chapter 10

Cases Zimmer Engineering Limited
 Metropolitan General Insurance

You are encouraged to answer the questions for these cases in the First Discussion Board.

Unit 4: Personality and Learning and Organizational Behaviour

Learning Objectives: To appreciate the role that personality plays in organizational behaviour. To identify and understand the forms of learning that can and should take place within organizations.

Modules

What is Personality
Personality Dimensions
Learning

Organizational Learning Practices

READINGS: Johns & Saks, Chapter 2

Unit 5: Theories of Work Motivation

Learning Objectives: To appreciate that all conscious behaviour results from motivational forces and to understand theories that explain the diverse behaviours, both functional and dysfunctional with respect to the organization, that result from motivational states.

Modules

Work Motivation
Need Theories
Expectancy Theory
Equity Theory and Goal Setting Theory

READINGS: Johns & Saks, Chapter 5

Unit 6: Motivation at Work

Learning Objectives: To apply the contents of Unit 5 to assess the efficacy of various organizational processes and policies to foster an effective motivational climate for its employees.

Modules

Money as a Motivator for Individuals
Money as a Motivator for Groups
Management by Objectives
Alternative Working Schedules

READINGS: Johns & Saks, Chapter 6

Cases Chemplus Inc. (A)
 The Human Resources Strategy Branch
 Company K

You are encouraged to answer the questions for these cases in the Second Discussion Board.

Unit 7: Leadership

Learning Objectives: To appreciate the role of a leader as the facilitator and mediator between individual behaviour and organizational effectiveness; and to

understand how the behaviour of the leader (leadership style), the situation of the work group, and the motivational state of the employees mutually interact to determine workgroup effectiveness.

- What is Leadership?
- Situational Theories of Leadership
- Transformational and Developmental Leadership
- Global Leadership

READINGS: Johns & Saks, Chapter 9

Unit 8 Group Dynamics and the Informal Organization

Learning Objectives: To recognize the formally determined and informally generated dynamics that occur within workgroups; and how these dynamics play a central role in workgroup effectiveness and individual outcomes.

Modules

- What is a Group?
- Individual Performance in Groups
- Developing Effective Work Teams
- The Nature of the Informal Organization
- The Informal Organization and Organizational Effectiveness
- Dealing with a Hostile Informal Organization

READINGS: Johns & Saks, Chapter 7

Units 9: Decision Making

Learning Objectives: To understand the nature and processes of the modes of decision-making that occur within organizations and the impact of the selection of modes upon individual and organizational outcomes.

Modules

- The Nature of Decision Making
- Varieties of Organizational Decisions
- The Utility of Outcomes
- The Process of Decision Making
- Modes of Group Decision Making
- The Consensual Decision Making Process

READINGS: Johns & Saks, Chapter 11

Cases Sandra Beaumont
 Blossom Inc

You are encouraged to answer the questions for these cases
in the Third Discussion Board.

Unit 10: Job Design

Learning Objectives: To identify the components of job design and the influence of job design upon motivational states and performance.

Modules

What is Job Design?
Job Enrichment
The Job Characteristics Model
Technology and Job Design

READINGS: Johns & Saks, Chapter 6

Unit 11: Values, Attitudes, and Work Behaviour

Learning Objectives: To identify values, attitudes and perception and the role they play in personal beliefs and interpersonal behaviour. To understand the nature and importance of job satisfaction and organizational commitments; and how these qualities link to previous topics covered in the course.

Modules

Values, Attitudes and Perceptions
What is Job Satisfaction?
Theories of Job Satisfaction
What is Organizational Commitment?

READINGS: Johns & Saks, Chapter 4

Unit 12: Organizational Change and Innovation

Learning Objectives: To identify organizational culture, its components and genesis, and to understand how it mediates behaviour and organizational outcomes. To understand the challenges, nature and roles of creativity and innovation. To develop an introductory understanding of the factors affecting the success or failure of organizational change.

Modules

The Nature and Role of Organizational Culture
Promoting Creativity and Effecting Innovation
Organizational Change and Development

READINGS: Johns & Saks, Chapter 16

Cases The New Sales Commission
 Sandra Beaumont (revisited)

Learning Aids

Self help quiz attached to each unit of the course.

Participation

Discussion board moderated and graded by the instructor. Students are required to post at least 3 substantial submissions (400 words or more) during the course on assigned questions (topical and case study based) that demonstrate knowledge and skills congruent with the Learning Objectives. There will be instructor feedback on all submissions.

There will also be a General Discussion Board moderated by the instructor in which questions can be asked on any course topic.

Midterm Paper

A midterm paper of approximately 1500 words dealing with a situation involving compensation to be submitted online approximately 6 weeks after the start of the course. Concepts and theories to be applied in the paper shall be from Units 1 to 6. The instructor shall grade and comment on each paper, which shall be returned to the student.

Final Examination

Proctored, opened book, online examination consisting of essay question(s) dealing with a case or situation. Any part of the entire course content may be examined. Government issued photo identification will be required to verify the student's identity.

Grade Weightings of Course Components

Participation in Discussion Board: Weighting 10%

Midterm Paper: Weighting 35%

Final Examination: Weighting 55%: (It is required to pass the final examination with a

grade of at least 65% in order to pass the course, regardless of grades earned in other components.)

Passing Grade for the Course: 65%

Recruitment and Selection

Author: Professor Mary Jo Ducharme, School of Human Resources Management York University and Mark Podolsky

Required Text: V.M. Catano, W.H. Wiesner, R.D. Hackett, L.L. Methot., Recruitment and Selection in Canada, Fourth Edition.

Brief Description: This course provides an introduction to the current issues and procedures that are used in recruitment, selection and appraisal of employees in Canadian organizations. We will be reviewing such topics as Canadian legal standards, the utility of scientific approaches to selection and the steps involved in developing and validating a selection system.

Overall Learning Objectives:

Upon completion of the course you will be able to:

1. Describe the importance and centrality of recruitment and selection to an organization's HR System.
2. Explain the necessity and importance of establishing the reliability and validity of selection systems.
3. List and explain the major legal issues surrounding recruitment and selection in Canada.
4. List and describe the major types of job analysis techniques and their various outputs.
5. Describe the importance of job analysis in developing reliable and valid selection systems.
6. Describe the importance of developing and using scientifically sound subjective and objective measurements of job performance in selection and performance assessment.
7. Describe the importance of developing a recruitment strategy that aligns with the selection system and with organizational objectives.
8. List and describe the various approaches to screening job applicants.
9. Describe the role of psychological tests in selection and the legal standards that govern their use.
10. List and explain the steps in developing an effective and valid selection interview.
11. Describe the various ways in which data acquired from various selection tools can be used to inform hiring decisions.
12. Explain the concepts of reliability and validity and describe how an HR professional can ensure their selection system is valid and reliable.

Unit 1. Introduction

In a general overview of the entire course, the processes of recruitment and selection are introduced, as well their centrality and importance to the organization and HR system.

Module 1: Recruitment and selection are very important for an HR professional to understand as these processes can mean the difference between success and failure for an organization. *Read pages 3-6.*

Module 2: HR managers must coordinate their efforts with other units and think in terms of a systems view of the organization. *Read pages 6-7*

Module 3: There are several different career paths toward and professional associations involved in recruitment and selection practices. *Read pages 7-10*

Module 4: There are important ethical considerations when hiring new employees. HR professionals need to be very familiar with the ethical implications of their hiring practices. *Read pages 10-12.*

Learning Objectives:

- Explain the difference between and the importance of recruitment and selection.
- Explain why is it important that HR works in unison with other units in the organization.
- List and describe the professional bodies in Canada who are involved in recruitment and selection.
- List and describe the ethical issues involved in recruitment and selection practices. Explain how these issues can be addressed.

Unit 2. Measurement, Reliability and Validity.

The importance of developing a selection strategy which is based on scientific methods rather than on intuition or feelings is discussed. Basic methods and concepts related to measurement and research are introduced.

Module 1: There are basic components of every selection system. *Read pages 21-31.*

Module 2: There are several basic statistical concepts that are necessary to understand in order to be able to conceptualize how a selection system is developed. *Read pages 31-35.*

Module 3: The concept of reliability is central to the development of a sound selection system. *Read pages 35-41.*

Module 4: The concept of validity is central to the development of a sound selection system. *Read pages 41-50.*

Module 5: Bias, or systematic errors in measurement that are related to group membership such as sex or race, can occur when developing selection systems. HR professionals must be very familiar with bias and fairness issues. *Read pages 50-54.*

Learning Objectives:

- List and describe the basic statistical concepts necessary for development of a selection system.
- Define reliability and explain why it is a central concept to the development of a selection system.
- Define validity and explain why it is a key concept in the development of a selection system.
- Explain how bias affects a selection system, how it can be detected and how it can be overcome.

Unit 3. Legal Issues.

In an overview of the legal issues that affect the practice of recruitment and selection in Canada, relevant legislation, policies, key legal concerns and concepts are presented.

Module 1: It is important for an HR professional to be very familiar with the legal requirements for selection systems as based on the four legal means in Canada.

Read pages 67-83.

Module 2: There are several key legal concepts in recruitment and selection. *Read pages 83-101.*

Module 3: Within the field of HR there are best practices for nondiscriminatory recruitment and selection. *Read pages 101-105.*

Learning Objectives:

- List and describe the four legal means in Canada.
- List and define the key legal concepts that relate to hiring in Canada.
- Explain the best practices for nondiscriminatory hiring.

Unit 4. Job Analysis and Competency Models.

The importance and relevance of job analysis and competency modeling to HR systems is discussed. Specific job analysis techniques are introduced. Competencies and competency modeling are playing an increasingly significant role in HR and in selection systems. The role of competencies in selection systems is discussed.

Module 1: Job analysis plays a central role in ensuring a selection system is legal. Job analysis can also be used for job evaluation and plays a role in organization analysis. *Read pages 116-121.*

Module 2: There are various job analysis techniques available and each one is best suited to particular organization circumstances and needs. *Read pages 121-148.*

Module 3: Since some organizations find themselves in rapidly changing environments, they may require the flexibility of a competency-based approach. *Read pages 149-158.*

Module 4: Both job analysis and competency modeling are geared to a similar end purpose but there are important differences in these processes. *Read page 158.*

Learning Objectives:

- Explain the link between job analysis and the law.
- Explain the role of job analysis in job evaluation and organization analysis.
- Define job analysis.
- List and describe the various job analysis techniques available to HR professionals, including a description of the circumstances under which it would be appropriate to use each one.
- Explain what a competency model is.
- Outline the difference between job analysis and competency modeling.

Unit 5. Recruitment, Selection and Job Performance.

This unit stresses the importance of developing sound measures of job performance. This practice is key not only to the development and measurement of a valid selection system, but is also vital to ensure the quality of all HR initiatives.

Module 1: It is important for HR professionals to understand performance on the job in terms of the job performance domain and performance dimensions. *Read pages 176-179*

Module 2: A Multidimensional Model of Job Performance. *Read pages 179-186.*

Module 3: Measuring performance involves ensuring the relevancy, reliability and practicality of the measures used. *Read pages 186-190.*

Module 4: HR professionals need to be aware of the various ways in which job performance criteria can be conceptualized. *Read pages 190-193.*

Module 5: Various factors can affect the consistency of job performance. *Read pages 192-193.*

Module 6: Job performance criteria and performance appraisal. *Read pages 193-195.*

Module 7: Knowledge of the various performance measures available, as well as the strengths and weaknesses of each, and the conditions under which they are well-suited is essential to developing a sound performance measurement tool. *Read pages 195-217.*

Module 8: Performance appraisal can also have important legal implications. *Read pages 217-219.*

Learning Objectives:

- Explain nontask behaviors and their role in performance measurement.
- Describe performance domains and performance dimensions.
- Explain why performance measurement is key to the successful implementation of selection system.
- Describe a multidimensional model of job performance.

- Outline and describe the challenges involved in developing a sound criterion measurement.
- List and describe the various ways job performance criteria can be conceptualized, such as ultimate, global, etc.
- List and describe the various methods for job performance measurement available, including the various strengths and weaknesses of each approach.
- Describe the legal implications in performance appraisal.

Unit 6. Recruitment.

Recruitment can have a major impact on the success of a hiring endeavor. The types of factors that attract applicants to an organization, as well as the various recruitment methods available to HR professionals is essential knowledge. Positive and negative aspects of various methods are discussed.

Module 1: The first step is to attract job applicants. Aspects of the organization, and how these aspects are presented to potential applicants are key factors in the decision to apply. *Read pages 235-242.*

Module 2: Applicant expectations and how they are managed play a role in developing a fit between the organization and person. *Read pages 243-249.*

Module 3: Realistic job previews, expectation lowering methods, and decision-making training are all beneficial ways to increase person-organization fit. *Read pages 248.*

Module 4: Recognizing the key factors that may be impacting your recruitment strategy is important. *Read pages 249-258.*

Module 5: There are various ways that HR can source potential job candidates. *Read pages 258-276.*

Module 6: Like most aspects of HR, evaluating the effectiveness of recruitment efforts will improve practices over time. *Read pages 276-278.*

Learning Objectives:

- Explain the characteristics of organizations that potential applicants tend to pay attention to.
- Describe the role of applicant expectations in the selection process.
- Define and present the pros and cons of realistic job previews, expectation lowering procedures, and decision-making training.
- List and describe the factors that could potentially affect your recruitment strategy.
- List and describe the various sources of applicants.
- Explain how a recruitment practice can be evaluated.

Unit 7. Applicant Screening.

The early stages of the selection system usually involve quick ways for removing less appropriate candidates from the pool of potential employees. This unit involves a review of the more commonly used screening procedures, including biographical data, resumes, and reference checks.

Module 1: Once you have some job applicants, screening is the first step toward choosing the right candidate. *Read pages 291-293.*

Module 2: There are various screening methods available, each with pros and cons, including legal implications. Application forms, weighted application blanks, biographical data are very common methods of screening. *Read pages 293-317.*

Module 3: Screening interviews and reference checks are also commonly used and have their own strengths and weaknesses. *Read pages 317-333.*

Learning Objectives:

- Explain the purpose of screening.
- List and describe the various methods for screening, including their strengths and weaknesses.

Unit 8. Testing.

Choosing selection tests that are reliable, valid, practical, and best suited to the organization, job, and applicant pool can be difficult, and can mean the difference between success and failure. This unit discusses the choice of selection tests and the technical, ethical, and legal issues governing the use of these tests.

Module 1: Psychological testing is commonly used in employment decisions. *Read pages 348-354*

Module 2: There are reliability and validity issues involved in any type of application requirement, including employment tests. *Read pages 354-355.*

Module 3: Tests developed in the United States are usually considered appropriate for use in Canada. *Read page 355.*

Module 4: There are many factors to consider in selecting and appropriate employment test. *Read pages 355-357.*

Module 5: Many tests have been developed to measure for various aptitudes and abilities that may be relevant to particular jobs. *Read pages 357-372.*

Module 6: Physical fitness and medical tests can also be an important part of selection systems. *Read pages 372-376.*

Module 7: There are several important issues regarding drug and alcohol testing in the workplace. *Read pages 376-377.*

Module 8: Work samples and simulation tests. *Read pages 378-383.*

Module 9: Assessment centres can be a useful part of a selection system. *Read pages 383-388.*

Module 9: There are many different personality tests that may be appropriate in some situations. *Read pages 388-402.*

Module 10: There are many factors to consider when comparing the efficacy of the various selection predictors we have discussed so far. *Read pages 402-408.*

Learning Objectives:

- Define psychological testing.

- Explain the various legal and professional guidelines surrounding the use of testing in the workplace.
- Outline the issues involved with the reliability and validity of testing practices.
- Describe the issues surrounding using a test developed in the United States.
- List and describe the issues involved in choosing the appropriate test.
- List and describe the ability and aptitude tests available, including their pros and cons.
- Describe when it is appropriate to use a physical fitness or medical test for hiring purposes.
- Explain the issues involved in using drug and alcohol testing in organizations.
- Explain work samples and simulation tests, and when it is appropriate to use them.
- Explain the purpose of an assessment centre, and when it is appropriate to use one.
- Define personality tests and explain when it is appropriate to use one.
- Describe the issues involved in determining which selection procedure is appropriate for a given situation.

Unit 9. Interviewing.

This unit focuses on interviewing methods. There has been a great deal of HR research in this area which can help to shed light on which interviewing methods are best in certain situations and how to maximize the effectiveness of interviews.

Module 1: There are several uses and purposes of selection interviews. *Read pages 430-431.*

Module 2: Interviewers face many difficult challenges in trying to make assessments about candidates. *Read pages 431-435.*

Module 3: Unstructured interviews come with several problems and issues that could impact effectiveness. *Read pages 435-439*

Module 4: Structured Interviews are an attempt to improve interview effectiveness. *Read pages 439-444.*

Module 5: There are several different structured interview approaches to be aware of. *Read pages 445-454.*

Module 6: Interviewing practices have an impact on fairness, bias and employment equity. *Read pages 455-458*

Module 7: Designing interview questions stems from the job analysis. *Read pages 458-459.*

Module 8: Interviewer training is an important aspect of successful interviewing. *Read pages 459-460.*

Module 9: There are several new developments in interviewing. *Read pages 461-463.*

Learning Objectives:

- Explain the purpose of an employment interview.
- Describe the issues that interviewers face in trying to make assessments about candidates.
- List and describe the types of errors that can be made when using unstructured interviews.
- Explain what an employment interview is and how it increases hiring effectiveness.
- List and describe the various types of structured interviews.
- Explain the issues related to fairness and bias in interviewing.
- Describe how to develop interview questions.
- Explain interviewer training and how it improves the effectiveness of interviewing.
- Outline the various new developments in interviewing.

Unit 10. Decision Making.

This section discusses ways to reduce subjectivity and errors in decision-making when combining all the knowledge gained from recruitment, screening, and selection.

Module 1: The context of selection decisions, such as organizational fit and hire-from-within policies, have an impact on how decisions are made. *Read pages 482-483*

Module 2: Selection errors include not only hiring the wrong person, but also not hiring the right person. *Read pages 483-485*

Module 3: There are several different methods for compiling all of the information from the various selection tools used in a selection tool. *Read pages 485-488.*

Module 4: Employers often have a hard time moving toward statistical approaches to making hiring decisions. *Read pages 488-489.*

Module 5: There are several issues that can make group decision-making more difficult. *Read pages 489-491.*

Module 6: Incremental Validity: How is selection information combined to provide new and unique information about the applicant's suitability? *Read pages 491-492.*

Module 7: A cut-off score can be used in conjunction with the selection ratio to make the selection process more efficient. *Read pages 492-494.*

Module 8: There are several different models used to combine selection test information to arrive at a ranking of job applicants. *Read pages 494-501.*

Module 9: There are two basic approaches to decide which applicant to hire. *Read pages 501-508.*

Module 10: Utility analysis can tell us about the return on or usefulness of a selection system. *Read pages 508-513.*

Module 11: The utility of best practices in staffing. *Read pages 513-516.*

Learning Objectives:

- Outline the contextual factors involved in selection decisions.

- List and describe the sources of common decision-making errors in employee selection.
- List and describe the advantages and disadvantages of various decision-making models.
- Explain the issues involved in group decision making.
- Define statistical and non-statistical approaches to decision-making.
- Explain the issues in statistical decision-making.
- Describe the basic principles of cut-off scores, banding and top-down selection.
- Explain utility analysis and why it is used.
- Outline and describe the best practices in staffing.

Learning Aids

Interactive questions within the multimedia lecture streams. Self help quiz attached to each unit of the course.

Participation

Discussion board moderated and graded by the instructor. Students are required to post at least 3 substantial submissions (400 words or more) during the course on assigned questions (topical and case study based) that demonstrate knowledge and skills congruent with the Learning Objectives. There will be instructor feedback on all submissions.

There will also be a General Discussion Board moderated by the instructor in which questions can be asked on any course topic.

Midterm Paper

A midterm paper of approximately 1500 words dealing with a situation involving recruitment and selection to be submitted online approximately 6 weeks after the start of the course. Concepts and theories to be applied in the paper shall be from Units 1 to 6. The instructor shall grade and comment on each paper, which shall be returned to the student.

Final Examination

Proctored, opened book, online examination consisting essay question(s). Any part of the entire course content may be examined. Government issued photo identification will be required to verify the student's identity.

Grade Weightings of Course Components

Participation in Discussion Board: Weighting 10%

Midterm Paper: Weighting 35%

Final Examination: Weighting 55%: (It is required to pass the final examination with a grade of at least 65% in order to pass the course, regardless of grades earned in other components.)

Passing Grade for the Course: 65%



Strategic Human Resources Planning

Course Author: Dr. Monica Belcourt, School of Human Resource Management, York University; Ron Alexandrovitch and Mark Podolsky

Description: The course provides students with an understanding of the personnel planning process, the quantitative and qualitative techniques used in forecasting personnel requirements, and possible solutions to shortages and surpluses. Students will understand the implications for various human resource functions as a result of strategic options such as restructuring, mergers; outsourcing and international ventures. Students will gain a solid understanding of how to measure the effectiveness of all these processes.

Required Text: Belcourt, M. & McBey K., Strategic Human Resources Planning, Fourth Edition, Nelson Series in HRM, Toronto 2010.

Course Duration 12 – 14 weeks:

It is expected that students will progress through approximately one unit per week and spend about 3 hours per unit accessing the multimedia with interactive questions, working with self-help quizzes and participating in the discussion boards. Additional time will be required for the readings, midterm paper and final examination.

Objectives:

- Explain the types of strategic orientations that executives may choose.
- Explain the environmental factors that influence strategic choice.
- Develop an understanding of effective HR forecasting processes
- Develop an understanding of the processes used to predict the supply of employees.
- Outline the processes used to predict the demand for employees.
- Outline the options for dealing with labour shortages and surpluses.
- Discuss effective techniques for succession management.
- Describe the HR implications of strategic decisions to outsource, merge, restructure or establish international operations.
- Explain the multiple methods for evaluating the effectiveness of HR practices.

Learning Aids: Interactive questions within the multimedia lecture streams. Self help quiz attached to each unit of the course. Discussion board moderated by instructor.

Multimedia Course Contents and Readings:

Unit 1: Strategic Management

Module 1: (pages 3-9) A need for strategic management-It is important that HR professionals appreciate the role of strategic planning in their organizations and understand the language and terminology of strategic planning. A strategy is a planned process whereby organizations can map out a set of objectives and methods of meeting those objectives

Module 2: Strategic types-(pages 9-14). A strategy may be intended—one that is formulated at the beginning of the process—or realized—what actually happens. The strategy may also be emergent—that is, it is reactive, changing as necessary to deal with environmental changes. Corporate or company-wide strategies are concerned with the long-term view of the organization. Business strategies focus on one line of business, building a strong competitive position.

Module 3 (pages 14-23) The strategic planning process: Establish the mission, vision values; Develop objectives; Determine the competitive position; Identify the competitive advantage; determine the methods for accomplishing the objectives; evaluate the performance.

Module 4: The benefits of strategy formulation (pages 23-24)- a list of benefits of undertaking the strategic planning process is outlined. By understanding strategy language and models, the HR professional can work with other executives to implement HR practices that enable strategy.

Unit 2: Aligning HR with strategy

Module 1: The importance of Strategic HRM (pages 31-46)- Strategic HRM is a set of distinct but interrelated practices, policies, and philosophies with the goal of enabling the organization to achieve its strategy. HR strategy is embedded in theories of the resource-based view of the firm, the behavioural perspective, and the human capital approach. Benefits include increased goal attainment and more effective use of employees.

Module 2: Linking HR processes to strategy (pages 38-46)- There are various approaches to linking HRM strategies to organizational strategies. HR strategy and corporate strategy- Some organizations start with the corporate strategy that leads to the HR strategy, and others start with the HR competencies that lead to the business strategy A third option is to use a blend of the interrelationship of the HR strategy and the corporate strategy.

Module 4: Strategic Partnering (pages 44-46)- It is important that HR professionals become strategic partners. A list of reasons why this does not always happen is outlined. By involving HR in discussions of strategic policies, an organization has a better chance of being effective in the implementation of these policies.

Module 5: HR strategy by Division (page 47) – Firms with more than one division are likely to have more than one approach to HR strategy.

Module 6: (pages 47-49)- Characteristics of an effective HR strategy. An HR strategy is effective if it has internal and external fit and is focused on results.

Unit 3: Environmental Influences on HR strategy

Module 1: (pages 55-60) Environmental Scanning sources and methods- HRM strategy is determined primarily by organizational strategy. However, there are environmental factors that shape HRM strategy, so HR managers and planners must continually monitor the environment. Typically, they scan by reading publications, retaining memberships in professional associations, attending conferences, or using professional scanners.

Module 2: Methods of forecasting (pages 60-62)- A number of methods, such as trend and impact analyses and the Delphi technique, are used to identify future trends.

Module 3: Challenges in Environmental Scanning (page 63)- It is difficult to isolate critical trends from insignificant changes, and to predict counter trends.

Module 4: Environmental Factors (pages 64-71): The environmental factors that are monitored include the economic climate, the political and regulatory climate, and social norms.

Module 5: Stakeholders in HR strategy (pages 71-75)- Stakeholders such as shareholders, unions, customers, and executives contribute strongly to the formulation and implementation of strategy.

Unit 4: Job Analysis

Module 1: Job analysis and HR planning (pages 83- 90) The importance of each job in the organization and its contribution to strategy is outlined. Job analysis is defined and examples are given. The problems associated with job analysis are discussed.

Module 2: Job analysis techniques (pages 90- 101)—The process of job analysis is described. A variety of job analysis techniques are discussed including: interviews, observations, questionnaires, journals, and output and production analysis.

Module 3: Competency based approaches (pages 101-106) A recent trend is to use competencies as a basis for HR planning, and the differences between this approach and more traditional approaches are delineated.

Unit 5: Information technology for HR planning

Module 1: IT and HRM (pages 115-124) The big challenge that lies ahead is to add strategic functionality to core HR processes. Much strategic functionality can be found in strategic HR planning applications. IT can support workforce analytics, management and scheduling, skills inventories, replacement planning, and succession management. Such applications may be made available on an HRIS, specialty product, or ERP.

Module 2: (pages 124-128) Selecting technology solutions for HRM (pages 124- 130) Depending on the organizational context, HR professionals may call upon different IT solutions. In the process, a thorough understanding of business and HR needs is a good starting point. A keen awareness of the HR technology market will prove invaluable when acquiring new software solutions.

Module 3: (pages 128-132) Implementing and evaluating technology- HR professionals will then need to deploy their change management skills when implementing new IT solutions. Communication and training are keys to successful HR technology implementation. HR may also find some opportunities for realigning processes and service delivery with IT. Finally, evaluating the IT solutions with various methodologies may reveal opportunities for improvement.

Module 4: Emerging HR technology solutions (pages 132-133) – IT and HR professionals need to be aware of rapid developments in the use of IT to facilitate HR solutions.

Unit 6: The HR forecasting process

Module 1: Forecasting activity categories (pages 139- 149) These activities can be divided into three categories: transaction based forecasting; event based forecasting; and process based forecasting. The benefits of forecasting are outlined.

Module 2: Environmental and Organizational factors affecting HR forecasting (pages 149-151). These factors can be divided into organizational (including worker competencies, company culture) and external, (such as labour markets and demographic changes).

Module 3: Determining net HR requirements (pages 151-158). The process of determining net personnel requirements includes determining HR demand, ascertaining HR supply, and calculating the difference to realize a net surplus or net shortage.

Unit 7: HR Demand

Module 1: Index/trend analysis (pages 165-168). The five steps involved in calculating an index/trend analysis are described.

Module 2: Expert forecasts (pages 168- 16) – One technique using experts, the Delphi technique is described in detail.

Module 3: Nominal group technique (pages 172- 174). Another technique, the nominal group technique consists of seven steps, to arrive at an expert forecast.

Module 4: HR budgets (pages 174-175). The HR budget produces a staffing table, which is useful for Module by Module short run forecasting.

Module 5: Envelope/scenario forecasting (pages 175-177). Using different assumptions about the future is a key feature of this type of forecasting).

Module 6: Regression analysis (pages 177-183) This quantitative technique for forecasting relies heavily on statistical modeling based on linear relationships between variables.

Unit 8: Ascertaining HR supply

Module 1: Skills and management inventories (pages 189-198). Inventories listing the educational levels, skills, positions held, performance appraisals, interests and career motivations are useful for determining an organization's HR supply. Using predicted retirement dates and annual turnover rates, an HR planner can determine future supply.

Module 2: Markov models (pages 198-210). These models assess overall rates of movement between job levels based on historical movement patterns and adaptations can be made to HR policies to change these rates.

Module 3: HR supply and retention programs (pages 211-215). A key requirement for any organization is to monitor and control turnover and absenteeism.

Unit 9: Succession Management

Module 1: The importance of succession management (pages 225- 231) Succession management is important in order to find the right leadership in place at the right time, and to prepare a talent pool for the unpredictable future.

Module 2: The succession management process-(pages 231-237) The five-step model of effective succession management includes these steps: (1) align succession management plans with strategy; (2) identify the skills and competencies needed to meet strategic objectives; (3) identify high-potential employees; (4) provide developmental opportunities and experiences through promotions, job rotations, special assignments, formal training and development, and mentoring and coaching; and (5) monitor succession management. The employee's role in the process must be considered.

Module 3: Developmental methods- (pages 238- 248) These methods include job rotations, promotions, special assignments, formal training, mentoring and coaching.

Module 4: Succession management weaknesses- (248-250) The limitations of the succession management process include the creation of an elite corps of employees, the managerial risk incurred by spotlighting the best employees, the possibility of selection bias, and the difficulty of predicting the future.

Unit 10: Downsizing and restructuring

Module 1: The downsizing phenomenon (pages 261- 268) HR planning plays an important role in the development and implementation of an effective downsizing strategy. The "job for life" approach has been radically changed in the past decade, resulting in a number of new challenges for both employees and employers. It does not appear that the downsizing phenomenon is over, and, consequently, HR professionals must have a solid understanding of how to manage the downsizing process.

Module 2: Inplacement and Outplacement issues (pages 268- 275)- The issues involved in the decisions to absorb displaced workers or to provide assistance to move them outside the organization are discussed.

Module 3: Financial performance and downsizing (pages 275-278) There is considerable evidence that many downsizings fell far short of achieving the goals that senior management expected. In a number of organizations, downsizing was followed by lower morale, greater conflict, reduced employee commitment, and poorer financial performance.

Module 4: Effective downsizing strategies – (pages 278 -285) many downsizings were carried out without considering the strategic objectives of the organization, and many employers failed to assess how downsizing would affect its victims, surviving employees, the organization, customers, or society. Suggestions for more managing human resources in a time of cutback management are provided.

Unit 11: Strategic International HRM

Module 1: Key HRM challenges in an international context- (pages 295-298) – These challenges include workforce diversity, employment legislation, and the need for HR to be flexible.

Module 2: Strategic International HRM- (pages 299 -302) Organizations seeking to expand their businesses globally would do well to do the following: first, recognize the strategic decision issues inherent in managing the HR function in an international context; second, strive to make these decisions in ways that take into account their firm's strategic objectives and recognize the added complexity that the international context brings; and third, the continuous career development of global managers should be arranged starting from the point of expatriate selection, followed by ongoing training and career arrangement after repatriation.

Module 3: HR practices and processes within an international context (pages 303 -307)) The issues and best practices for selection are discussed.

Module 4: Pre-assignment and post assignment training (pages 307- 312) – The importance of cross cultural training is described. Repatriation as part of career development is a critical issue for those assigned to international postings.

Module 5: Performance Appraisals, Compensation and Labour Relations- (pages312-317). Issues and best practices for each of these HR functions are discussed.

Unit 12: Mergers and Acquisitions

Module 1: The benefits and impacts of mergers (pages 325 – 335)- Mergers are undertaken to provide a strategic benefit or a financial benefit, or to fulfill the psychological needs of the managers. The financial and other results of mergers are not always as positive as expected, and the effect on staff can be devastating, whether they stay with the merged company or not.

Module 2: Cultural issues in mergers (pages 335-338)- The culture of the previously separate companies and the new merged company is the area that experts say is the most important predictor of merger success.

Module 3: HR issues in mergers (pages 338-346) The merger has an impact on each of the functional areas—HR planning, selection, compensation, performance appraisal, training and development, and labour relations.

Unit 13: Outsourcing

Module 1: Outsourcing HR functions (pages 355-359). Outsourcing refers to the contractual arrangement wherein one organization provides services or products to another. There is a growing trend to outsource HR functions, particularly payroll and benefits.

Module 2: The rationale for outsourcing (pages 359-363). The advantages of outsourcing include the reduction of costs; the increased energy and time to focus on an organization's core competencies;

access to technology and specialized expertise, which both result in increased levels of service; and the political advantages of removing a troublesome function or reducing headcount

Module 3: Projected benefits vs actual benefits (pages 363-365). There are disadvantages: the anticipated benefits may not be realized; service levels may decrease; and employee morale and commitment, as well as the value of the organization, may be reduced

Module 4: Management of outsourcing (pages 365-368). Managing the contractual arrangement with the service provider is the key to optimizing the benefits and minimizing the risks.

Unit 14: Evaluation of HR programs and policies

Module 1: The importance of evaluating HR (pages 373-378). This Module attempts to close the loop in the strategic HR planning process by examining evaluation. When managers implement a plan, they need to know if the plan was successful. In addition, it is important to measure the impact of HRM so as to prove the value of HR and to improve its performance.

Module 2: How HR contributes to organizational performance (pages 378-387). The 5C model for measuring HR effectiveness has five areas: compliance with laws and regulations, client satisfaction, culture management, cost control, and contribution

Module 3: Approaches to measuring HR practices (pages 378-397). . Methods to measure the impact of HRM include cost–benefit analysis, utility analysis, and audits. Benchmarking is a valuable tool that provides comparative data on key ideas and stimulates discussion about better ways to operate.

Module 4: Challenges in measuring the impact of HRM (page 397-401). There are challenges in measuring HR effectiveness, however; overall organization goals may not be applicable to all branches or subsidiary companies; it is difficult to relate cause and effect; and some HR professionals do not see the benefit in such measuring.

Learning Aids: Interactive questions within the multimedia lecture streams. Self help quiz attached to each unit of the course.

Participation: Discussion board moderated and graded by the instructor. Students are required to post at least 3 substantial submissions (400 words or more) during the course on assigned questions (topical and case study based) that demonstrate knowledge and skills congruent with the Learning Objectives. There will be instructor feedback on all submissions.

There will also be a General Discussion Board moderated by the instructor in which questions can be asked on any course topic.

Midterm Paper: A midterm paper of approximately 1500 words dealing with an HR Planning situation to be submitted online approximately 6 weeks after the start of the course. Concepts and theories to be applied in the paper shall be from Units 1 to 6. The instructor shall grade and comment on each paper, which shall be returned to the student.

Final Examination: Proctored, opened book, online examination consisting of essay question(s). Any part of the entire course content may be examined. Government issued photo identification will be required to verify the student's identity.

Grade Weightings of Course Components:

Participation in Discussion Board: Weighting 10%

Midterm Paper: Weighting 35%

Final Examination: Weighting 55%: (It is required to pass the final examination with a grade of at least 65% in order to pass the course, regardless of grades earned in other components.)

Passing Grade for the Course: 65%

Training and Development

COURSE AUTHOR

Professor Alan Saks, University of Toronto

COURSE DESCRIPTION

Teaching students about the training and development process in organizations is the focus of this course. Students will learn about training needs analyses, the various methods associated with training and development interventions, and how to design and evaluate training programs in an effective fashion. The overall goal is to provide a well-rounded approach to training and development that is applicable to students in human resources as well as those seeking careers in other areas of business and management.

LEARNING OBJECTIVES

- To understand the role and function of training and development in organizations.
- To understand learning theories and principles and their implications for the effectiveness of training programs.
- To be able to identify training needs and objectives prior to the undertaking of training programs and to determine if training is a solution to performance problems.
- To understand the issues and steps involved in designing and implementing a training program.
- To understand the difficulties of transfer of training, how to overcome them and facilitate transfer of training.
- To understand how to evaluate the effectiveness of training programs in terms of training criteria and evaluation designs.
- To be able to evaluate the cost of training programs.
- To be knowledgeable about the various types of training programs and management development.

REQUIRED TEXTS

Saks, A. M., & Haccoun, R.R. (2010). *Managing Performance through Training & Development (Fifth Edition)*. Toronto: Nelson Series in Human Resources Management. ISBN 0-17-622460-2

COURSE CONTENTS

Multimedia Lectures by Professor Alan Saks, University of Toronto

Unit 1: Introduction to Training and Development

Modules

What is Training and Development?
The Training and Development Process
Organization Challenges and Training and Development

READINGS: Chapter 1

Unit 2: The Training Function

Modules

The Context and Environment of Training and Development
Organizing Training and Development
The Role of the Trainer
Marketing the Training Function

READINGS: Chapter 2

Unit 3 : Learning, Motivation and Performance

Modules

Employee Behaviour & Performance
Motivation Theories & Training
Learning and the Conditioning Perspective
Cognitive Theories of Learning

READINGS: Chapter 3

Unit 4: Needs Analysis and Training Objectives

Modules

The Needs Analysis Process
Levels of Needs Analysis
Solutions to Performance Problems
Training Objectives

READINGS: Chapter 4

Unit 5: Training Design and Implementation

Modules

Designing the Training Program
The Lesson Plan
Maximizing Learning
Implementing the Training Program

READINGS: Chapter 5

Unit 6: “Off the Job” Training Methods

Modules

Traditional Training Methods
Experiential Training Methods
Technology-Based Training Methods

READINGS: Chapter 6

Unit 7: “On the Job” Training Methods

Traditional Training Methods
Developmental Training Methods
Choosing a Training Method

READINGS: Chapter 7

Unit 8: Transfer of Training

Modules

What is Transfer of Training?
Barriers to Transfer of Training
Transfer of Training Model
Improving Transfer of Training

READINGS: Chapter 10

Units 9: Evaluation Criteria

Modules

What is Training Evaluation?
Training Evaluation Criteria

Overcoming Evaluation Obstacles

READINGS: Chapter 11

Unit 10: Evaluation Design

Modules

What is Evaluation Design?
Non-Experimental Designs and Validity
Experimental and Quasi-Experimental Designs
Criterion Measures

READINGS: Chapter 13

Unit 11: Values, Costing Training Programs

Modules

The Cost and Benefits of Training
Return on Investment
Utility Analysis

READINGS: Chapter 12

Learning Aids

Interactive questions within the multimedia lecture streams. Self help quiz attached to each unit of the course.

Participation

Discussion board moderated and graded by the instructor. Students are required to post at least 3 substantial submissions (400 words or more) during the course on assigned questions (topical and case study based) that demonstrate knowledge and skills congruent with the Learning Objectives. There will be instructor feedback on all submissions.

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Midterm Paper

A midterm paper of approximately 1500 words dealing with a situation involving compensation to be submitted online approximately 6 weeks after the start of the course. Concepts and theories to be applied in the paper shall be from Units 1 to 6. The instructor shall grade and comment on each paper, which shall be returned to the student.

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