

EIGHTH CANADIAN EDITION

# HR

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HUMAN  
RESOURCES

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Eighth  
Canadian  
Edition

# Managing Human Resources

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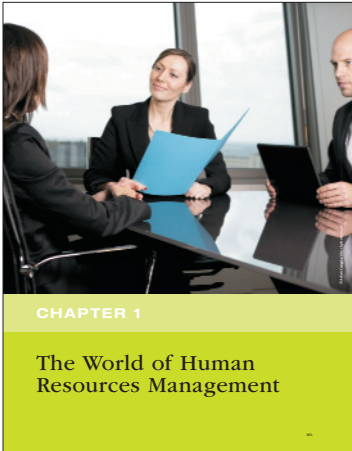
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*To my husband, Michael Belcourt, who brings such adventure into our lives*

*To my wife, Nirmala Singh, and our children, Alysha, Amelia, and Aren,  
for all their love and support*

# Features



## CHAPTER 1

## The World of Human Resources Management

After studying this chapter, you should be able to

- OUTCOME 1** Explain how human resources management and other managers can have rewarding careers by helping their firms gain a sustainable competitive advantage through the strategic utilization of people.
- OUTCOME 2** Explain how good human resources management can help a firm's globalization, corporate social responsibility, and sustainability efforts.
- OUTCOME 3** Describe how technology can improve how people perform their work and how they are managed.
- OUTCOME 4** Explain the challenges human resources managers face in terms of increasing productivity and controlling costs.
- OUTCOME 5** Discuss how firms use leverage employment differences to their strategic advantage and how organizational and cultural changes in the workplace are affecting how human resources managers manage employees.
- OUTCOME 6** Provide examples of the roles and competencies of today's human resources professionals.

**Learning outcomes**  
The purpose of this chapter is to provide a comprehensive overview of the HRM profession and its role in the organization.

Keep an organization active, open, diverse, and adaptable to the competitive environment. It is especially true for a company to compete in a global market. The HRM profession is a reflection of human development and organizational objectives, values, and attitudes that are shaped by the organization's culture and mission. The HRM profession is a reflection of human development and organizational objectives, values, and attitudes that are shaped by the organization's culture and mission. The HRM profession is a reflection of human development and organizational objectives, values, and attitudes that are shaped by the organization's culture and mission.

### OUTCOME 4

#### Retirement Programs

Retirement is an important part of life and requires careful planning. When choosing job applicants to work for them, employers usually consider the retirement benefits that can be expected after a certain number of years of employment. As an individual, it is common for each employee, since a year to receive a personalized statement of benefits that contains information about projected retirement income from pensions and employee investment accounts.

**Retirement Policies**  
With the federal government requiring legislation having retirement at age 65 for full-time employees, retirement programs in Canada is being shifted. The Government of Canada reported that 61% in the average age at retirement, with women having worked at the end years of 62. The higher the household income, the lower the age at retirement.<sup>19</sup> Many are retiring because they have lost their jobs and cannot find other work. However, as we have seen, there is a growing trend for employees to take their jobs to take on part-time employment as a means of supplementing their income.

**Retirement Programs**  
This encouragement often takes the form of financial pension benefits or cash bonuses, sometimes referred to as the "golden handshake." Some companies, including IBM Canada, have given generously to encourage the early retirement of workers. Certain firms have established a "golden handshake" program. The incentive is usually a lump-sum payment that is not subject to the usual tax treatment. These programs typically cover top-level executives, but some firms have extended the program to other employees, and job satisfaction. Lower factor is the possibility of lower benefits.

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### Summary

**OUTCOME 1** Explain how human resources management and other managers can have rewarding careers by helping their firms gain a sustainable competitive advantage through the strategic utilization of people.

**OUTCOME 2** Explain how good human resources management can help a firm's globalization, corporate social responsibility, and sustainability efforts.

**OUTCOME 3** Describe how technology can improve how people perform their work and how they are managed.

**OUTCOME 4** Explain the challenges human resources managers face in terms of increasing productivity and controlling costs.

**OUTCOME 5** Discuss how firms use leverage employment differences to their strategic advantage and how organizational and cultural changes in the workplace are affecting how human resources managers manage employees.

**OUTCOME 6** Provide examples of the roles and competencies of today's human resources professionals.

## THE INTEGRATED LEARNING SYSTEM

The Integrated Learning System (ILS) anchors chapter concepts, provides a framework for study. Learning Outcomes listed at the beginning of each chapter provide the basis for the Integrated Learning System. Each outcome is also listed in the margin of the chapter in which it appears, along with a thought-provoking question designed to get students thinking about how the related content applies to them personally. The ILS provides structure for instructors preparing lectures and exams and helps students learn quickly and study efficiently.

### Highlights in HRM 4.2

#### Empowered Employees Achieve Results

In today's highly competitive and dynamic business environment, companies are under the most intense pressure to improve organizational performance. Empowered employees have made remarkable gains in productivity, quality, and customer service. Empowered employees have made remarkable gains in productivity, quality, and customer service. Empowered employees have made remarkable gains in productivity, quality, and customer service.

**Using the Integrated Learning System**  
The ILS provides structure for instructors preparing lectures and exams and helps students learn quickly and study efficiently.

### Small Business Application

Organizations have a variety of related responsibilities associated with supporting business operations. These include financial, legal, and administrative support. These include financial, legal, and administrative support. These include financial, legal, and administrative support.

**Using the Integrated Learning System**  
The ILS provides structure for instructors preparing lectures and exams and helps students learn quickly and study efficiently.

### Reality Check

#### Six Sigma

Six Sigma is a data-driven approach to business process improvement. It focuses on reducing variability and eliminating defects. Six Sigma is a data-driven approach to business process improvement. It focuses on reducing variability and eliminating defects.

**Using the Integrated Learning System**  
The ILS provides structure for instructors preparing lectures and exams and helps students learn quickly and study efficiently.

### HIGHLIGHTS IN HRM

This popular boxed feature provides real-world examples of how organizations perform HR functions. The Highlights are introduced in the text discussion and include topics such as small business and international issues.

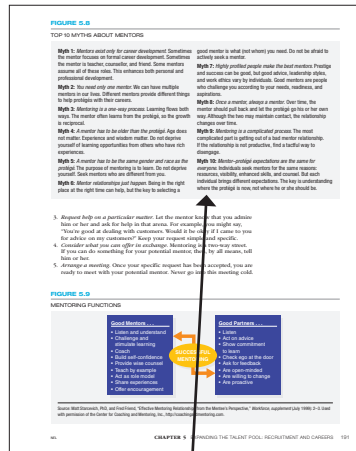
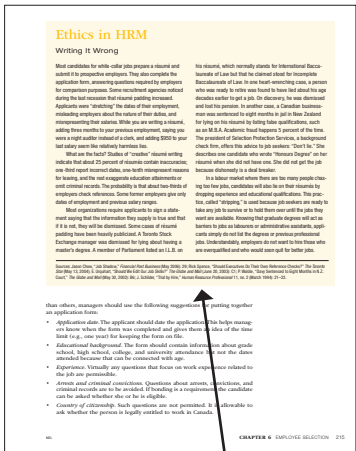
### SMALL BUSINESS APPLICATION

Small Business Application takes the principles and prescriptions of a functional area, such as recruitment, and demonstrates how these can be applied in a small business setting.

### REALITY CHECK

Reality Check presents an interview with a Canadian expert in the field, illustrating how the material in the chapter is used in the real world.





### THE BUSINESS CASE

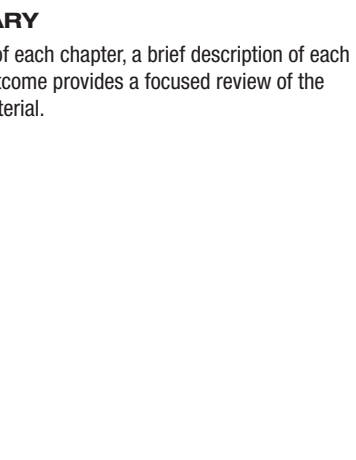
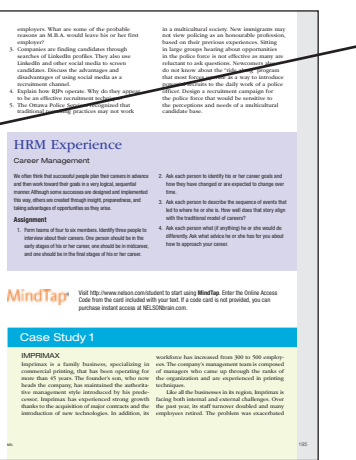
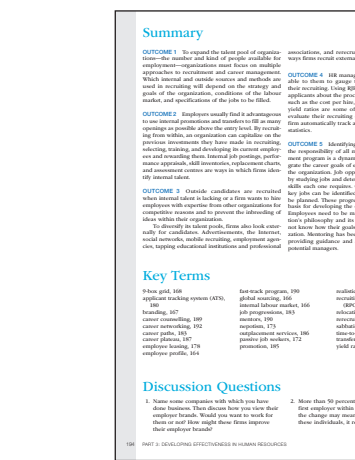
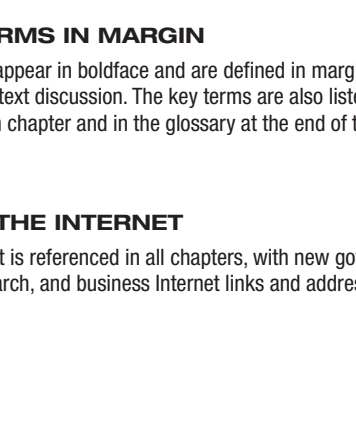
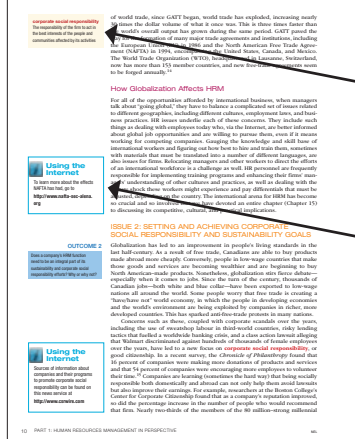
The Business Case features the business or financial implications of the adoption of HR practices. It also helps students build the skills necessary to recommend practices and projects, based on the projected costs and benefits, to senior management.

### ETHICS IN HRM

Ethics in HRM provokes debate and discussion among students around the often grey areas of human resources management (HRM), including drug testing of employees and electronic surveillance of employees at work.

### FIGURES

Chapters include an abundance of graphic materials and flowcharts, providing a visual, dynamic presentation of concepts and HR activities. All figures are systematically referenced in the text discussion.





as police, public recognition, and awards are used to involve employees in the safety program. Maintenance of required records from accident investigations provides a basis of information that is used to identify a trend or critical incident.

**OUTCOME 3** Job conditions that are designed to care for the health of employees are now receiving much greater attention than in the past. In addition, expectations need to care for the basic chemical and physical as a result of and any task in the body for any physical condition. Employees should be aware of the health hazards of the job. Unchecked stress can lead to depression, which is a major concern. It is important to ensure that the stress is not a result of the job. Unchecked stress can lead to depression, which is a major concern. It is important to ensure that the stress is not a result of the job. Unchecked stress can lead to depression, which is a major concern. It is important to ensure that the stress is not a result of the job.

**OUTCOME 4** Along with providing safe and healthy work environments, many employers establish programs that encourage employees to improve their health habits. Without programs that emphasize exercise, nutrition, weight management, and avoidance of harmful substances, some employees at all organizational levels, including top management, are likely to be unaware of potential health risks. Many sources of stress are job related. Employees who are working longer hours are more likely to experience stress. In addition, expectations need to change and each job, clarify the employee's work and any task in the body for any physical condition. Employees should be aware of the health hazards of the job. Unchecked stress can lead to depression, which is a major concern. It is important to ensure that the stress is not a result of the job. Unchecked stress can lead to depression, which is a major concern. It is important to ensure that the stress is not a result of the job.

**Key Terms**

injury, 415  
 occupational stress, 420  
 depression, 417  
 stress, 413

**Discussion Questions**

1. Ergonomics-related injuries are most common for most of low-time injuries in the province of Ontario. Explain a list of the most common types of ergonomics-related disabilities. How do these types of injuries differ from other types of injuries?
2. Learn about the safety program at your workplace. Is it similar to other safety programs in your industry? In what ways is it different? How might it be similar to other safety programs in your industry? In what ways is it different? How might it be similar to other safety programs in your industry? In what ways is it different?
3. An individual work environment can be a productivity inhibitor. How can an individual work environment be a productivity inhibitor? How can an individual work environment be a productivity inhibitor? How can an individual work environment be a productivity inhibitor?
4. Many diseases, including school, work, and family diseases, experience stress. Consider the Canadian Health Malaise Inventory (CHMI) survey. What are some coping mechanisms that you use? How do you use them? How do you use them?

**CHAPTER 12 PROMOTING SAFETY AND HEALTH**

**Discussion Questions**

1. Higher percent of Canadian organizations have some type of diversity program. List three reasons why 20 percent would not choose to implement one.
2. Develop a list of the characteristics of effective writing for feedback sessions at global such as the following: Over your own work, rate the extent to which the content that you have been assigned to write is clear, concise, and professional. How do you think your writing compares to the standards of relevance and reliability, or more than one standard? How do you think your writing compares to the standards of relevance and reliability, or more than one standard? How do you think your writing compares to the standards of relevance and reliability, or more than one standard?
3. Develop a 10-item checklist to be used to rate student behaviour (e.g., absence, tardiness, assignments on time). Rate your own behaviour against this list. Then ask friends and family members to rate your behaviour. Are there differences? If so, how would you explain them? Take notes on the score from question 3 and develop a BARS for each of these items. Then rate your own behaviour against the BARS. Did the ratings change? If so, why? Think of a friend or a family member whose behaviour you think is strong (e.g., your friend is usually late for work that you have reported). Using the professional interview and the negotiation for conducting an effective oral interview, provide a positive feedback to your friend.

**HRM Experience Performance Diagnosis**

Through the performance of diagnosis in a self-reflective manner, you can identify the strengths and weaknesses of your organization. This process is a continuous one. Although it may be used to identify a problem, it is not a one-time activity. It is a process that is used to identify a problem, it is not a one-time activity. It is a process that is used to identify a problem, it is not a one-time activity. It is a process that is used to identify a problem, it is not a one-time activity.

**Assignment**

The following are descriptions of three different employees. Describe the general characteristics of each of the following employees and list the strengths and weaknesses of each.

1. Carl Spenser is the assistant president of Baskin-Robbins. Over the past few months, members have been complaining about the quality of the ice cream. Carl has been trying to solve the problem, but he has not been successful. He has been trying to solve the problem, but he has not been successful. He has been trying to solve the problem, but he has not been successful.
2. Clark worked in a retail store and was not a very good employee. He was not a very good employee. He was not a very good employee. He was not a very good employee. He was not a very good employee.
3. Jerry Collier is a newly promoted from selling after seven years at a retail store. He is a newly promoted from selling after seven years at a retail store. He is a newly promoted from selling after seven years at a retail store. He is a newly promoted from selling after seven years at a retail store.

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**CHAPTER 13 PERFORMANCE MANAGEMENT**

## DISCUSSION QUESTIONS

Discussion questions following the chapter summary offer an opportunity to focus on each of the learning outcomes in the chapter and to stimulate critical thinking. Many of these questions allow for group analysis and class discussion.

## HRM EXPERIENCE EXERCISES

These skill-building exercises help students gain practical experience when dealing with employee/management concerns. Students can work through the exercises on either an individual or a team basis.

**Case Study 1**

**STUDY FIGHTING FIRES**

In British Columbia, the competition for firefighting jobs is fierce, with more than 1,600 people applying for about 40 jobs. As a result, the provincial Ministry of Forests required all job applicants to pass the physical fitness test.

Every year, more than 100 firefighters are hired in British Columbia, over a 10-month period.

Physical fitness tests, which involve climbing back and forth on an increasingly heavy rope between cones situated 20 metres apart.

The B.C. Government and Service Employees' Union agreed that the average time with training could only pass the test, whereas the average time, even with training, could not. Only 25 percent of recruits with physical fitness tests passed the test, about 70 percent of the test.

The University of Victoria scientists who designed the test argued that most recruits could reach the standard, although they would have to work harder than most used to do in France.

**Case Study 2**

**OUTREACH EFFORTS**

Human Resources Development Canada awarded Manitoba Health to train several fire fighters and instructors in the employment equity program. Currently, about 10 percent of the workforce in northern Manitoba, where there is a greater concentration of Aboriginal people, 27 percent of the corporation's workforce is Aboriginal. The goal is to get the overall corporate representation of Aboriginal people up to 10 percent and up to 13 percent in the north. The current work

in which these goals are being reached include the following:

- A non-discriminatory policy of workplace harassment and discrimination.
- An affirmative action and recruitment program with all organizational programs.
- Information about employment and training opportunities.
- Partnerships with postsecondary institutions to provide educational programs and career information and to train Manitoba Health as an employer of Aboriginal people.

**CHAPTER 13 EQUITY AND DIVERSITY IN HUMAN RESOURCES MANAGEMENT**

**Case Study 3**

**WOMEN ON THE RIGHT TRACK AT CP RAIL**

Women comprise nearly half of Canada's workforce, but most are not in the workforce. They have made an impact in obtaining senior management jobs. This lack of success may have stronger women from entering certain professions and from learning from male models. Furthermore, research shows that a lack of diversity can affect innovation, productivity, and innovation. Companies with more diverse workforces have a higher return on equity than those with lower rates of female senior managers. With this research in mind, CP Rail undertook these initiatives to increase the number of women managers.

- Each department must have diversity goals.

**Case Study 4**

**WOMEN ON THE RIGHT TRACK AT CP RAIL**

- Mentoring programs for females have been established.
- Senior women discuss their careers in forums.
- Women on Track offers networking opportunities.

CP Rail's program has been successful, with the number of women in senior management positions increasing over the years.

**CHAPTER 13 EQUITY AND DIVERSITY IN HUMAN RESOURCES MANAGEMENT**

## CASES

Two or more case studies per chapter present current HRM issues in real-life settings that encourage consideration and critical analysis.

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