

# PERSONNEL STUDIES 200

(Basic Personnel Administration)

## POLICIES & PROCEDURES MANUAL

FALL 1995

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### EXECUTIVE SUMMARY

<b>Instructor:</b>	Michael C. Williams	PAS 4227	x2813 or x3786 ( <i>messages only</i> )
<b>Classes:</b>	Tuesdays & Thursdays	2:30 - 4:00	MC 4021
<b>Office Hours:</b>	Wednesdays	12:30 - 3:30	PAS 4227 ( <i>or by appointment</i> )
<b>Teaching Asst:</b>	Liane Davey	PAS 4232	x2813 or x3786 ( <i>messages only</i> )
<b>Office Hours:</b>	TBA		PAS 4085
<b>Text:</b>	Stone, T.H., & Meltz, N.M. (1993). <u>Human Resource Management in Canada</u> (3rd ed.). Toronto, Ontario: Dryden Press.		
<b>Evaluation:</b>	3 tests (a paper can be substituted for one; 25% each) and an in-class assignment (15%) Your BEST test/paper result will be weighted by 35% (accounting for the extra 10%)		
<b>Four Key Dates:</b>	<u>Test 1: Oct 3rd; In-Class Assgn: Oct 24th; Test 2: Nov 2nd; Test 3: Nov 30th</u>		

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## 1.0 INTRODUCTIONS

This section provides a brief overview of PERSONNEL STUDIES 200 (PERST 200) and introduces you to some of the core facts that you need to know in order to make the transition into this organization. Please take a few minutes to read this section in order to get to know the course and key members of the organization.

## 1.1 WELCOME !!!

You are now a member of PERST 200, part of the University of Waterloo's Arts Applied Studies Program. Each of us comes from a different academic background and has a different reason for being here. Students who take PERST 200 primarily come from the faculties of Arts and Applied Health Sciences; however, you will also find representatives from Environmental Studies, Mathematics, and Sciences among yourselves. For some of you PERST 200 represents an interesting business elective, while others may be contemplating an eventual career in Human Resources Management (HRM). Whatever your reason for being here, we trust that you will find this course to be relevant to your goals and, with any luck -- interesting.

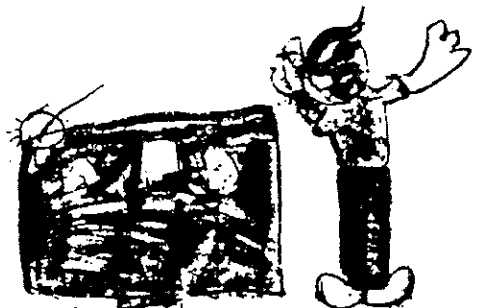
PERST 200 provides a survey of some of the major functional areas of human resource management. Some of the key issues to be discussed include human resource planning, recruitment, selection, training & development, performance appraisal, compensation and the context in which these functions are performed (e.g., employment legislation and labour relations). Details are contained on the attached course outline (see the Appendix).

Your role in PERST 200 is that of a member of an organization. As such, there are certain role expectations of which you need to be aware in order to perform to the best of your ability. In turn, there are expectations that you have for yourselves, PERST 200, and its representatives (e.g., your instructor). Upon assuming any new role, there is always a certain amount of uncertainty involved. This handbook has been designed in order to clarify your role and thus reduce your feelings of discomfort or strain; however, a certain amount of ambiguity is inevitable. So remember, your instructor is here to help you, as are other key team members at the University of Waterloo. If you have any questions, please ask!

## 1.2 ABOUT YOUR INSTRUCTOR

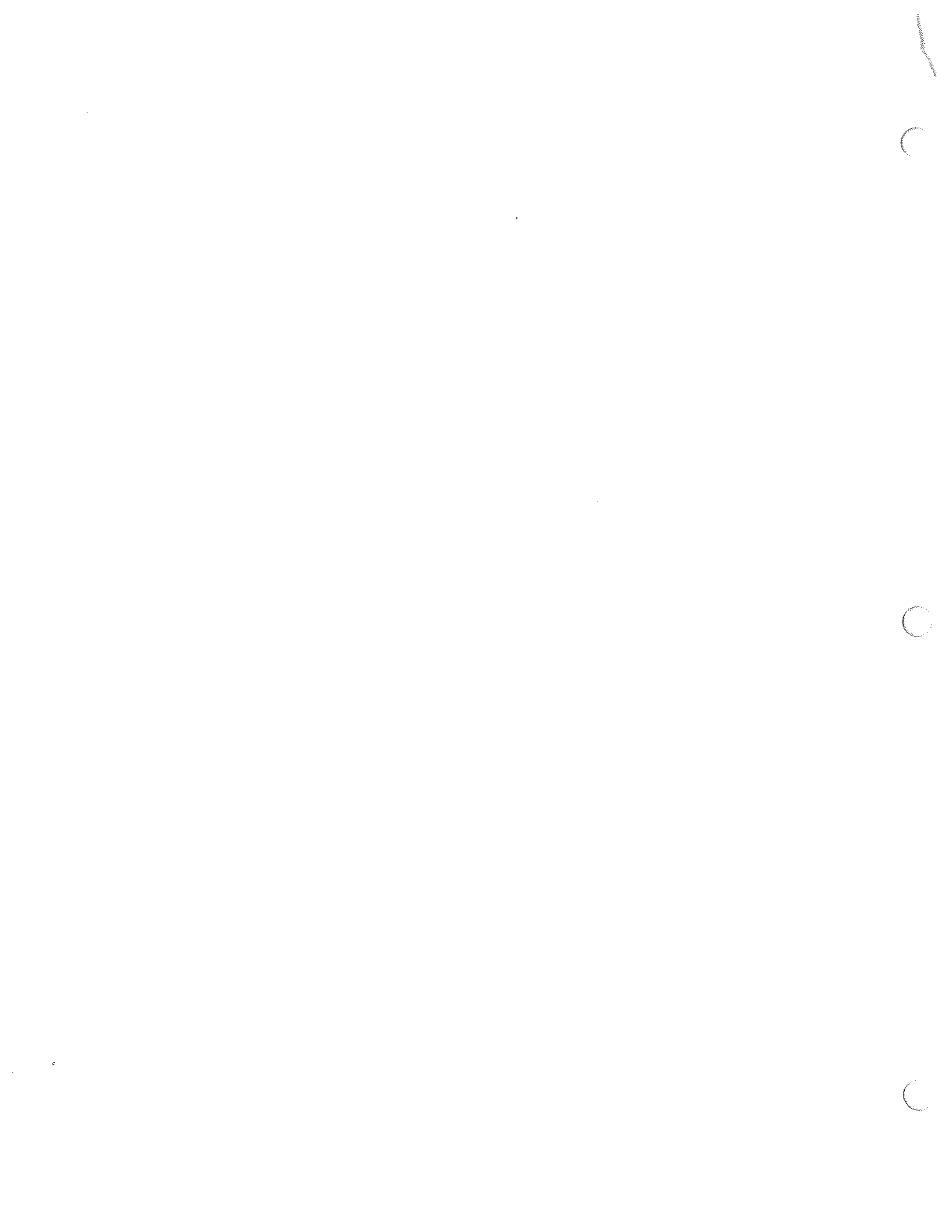
Michael C. Williams, is a doctoral student in Industrial/ Organizational psychology (BA, Western; MASc, Waterloo). Michael's areas of interest include employee recruitment & selection, organizational power influence and impression management, work attitudes, and occupational stress. Before joining PERST 200, Michael worked in the private and public sectors in such areas as selection, executive assessment, survey research, program evaluation, and management training. Michael has also been associated with other University of Waterloo courses including Organizational Psychology (PSYCH 338) and Personnel Psychology (PSYCH 339 & 339T), as well as with courses offered through Part-time and Continuing Education. He provides training in HRM associated with two professional designations: Certified Human Resources Professional (CHRP) and Certified Employee Benefits Specialist (CEBS). This uncanny likeness was drawn by the child of a former PERST 200 student.

To: Professor Mike  
From: Cary Ring



artist's conception  
(shown actual size as seen from  
the back of this classroom)

Michael's office hours will be determined during the first class and otherwise by appointment. Michael will generally be found on campus during office hours or on class days only; however, if you are in the area you may drop by at any time and if he is available he will be happy to speak with you and/or set up an appointment. As a



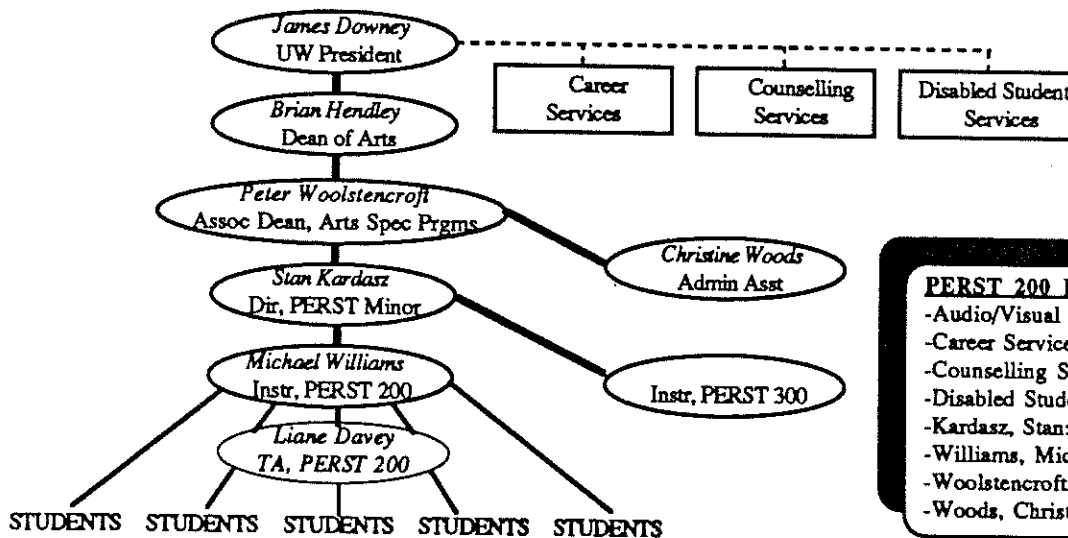
graduate student, Michael does not have a private phone line; however, you can leave a message with the Department of Psychology (x2813 or x3786) and he will return your call as soon as possible, normally within one business day (if you call on the morning of a test it is very unlikely that a message will reach him in time...).

Most students NEVER visit their instructors or TA's during office hours. Don't assume that your instructor is busy with other students -- YOU are **ENTITLED** to those office hours. Drop by, we'll chat...

*NOTE: Michael and Liane's offices are located on the 4th floor of the PAS building in a restricted access area. You may only reach us at our offices weekdays between 8:45 am and 4:15 pm.*

### 1.3 OTHER KEY ORGANIZATION MEMBERS

Your instructor has full responsibility for the course organization, content and student evaluations in PERST 200; therefore, if you have any concerns related to the conduct of the course you should discuss these with Michael during his office hours. Nevertheless, your instructor and teaching assistant are part of a larger University of Waterloo team. As such, Michael reports to the Director of the Personnel Studies Minor Program, Dr. Stanley Kardasz as well as to the Associate Dean (Arts Special Programs), Dr. Peter Woolstencroft. Those of you who are interested in Applied Arts programs should contact Dr. Woolstencroft's assistant, Christine Woods (HH 146, x2119) for more information. If you are specifically interested in the Personnel Studies Minor program you should contact Dr Kardasz (HH 240, x2584). Please keep in mind that you do not necessarily have to be in the faculty of Arts in order to pursue a Minor in Personnel Studies!



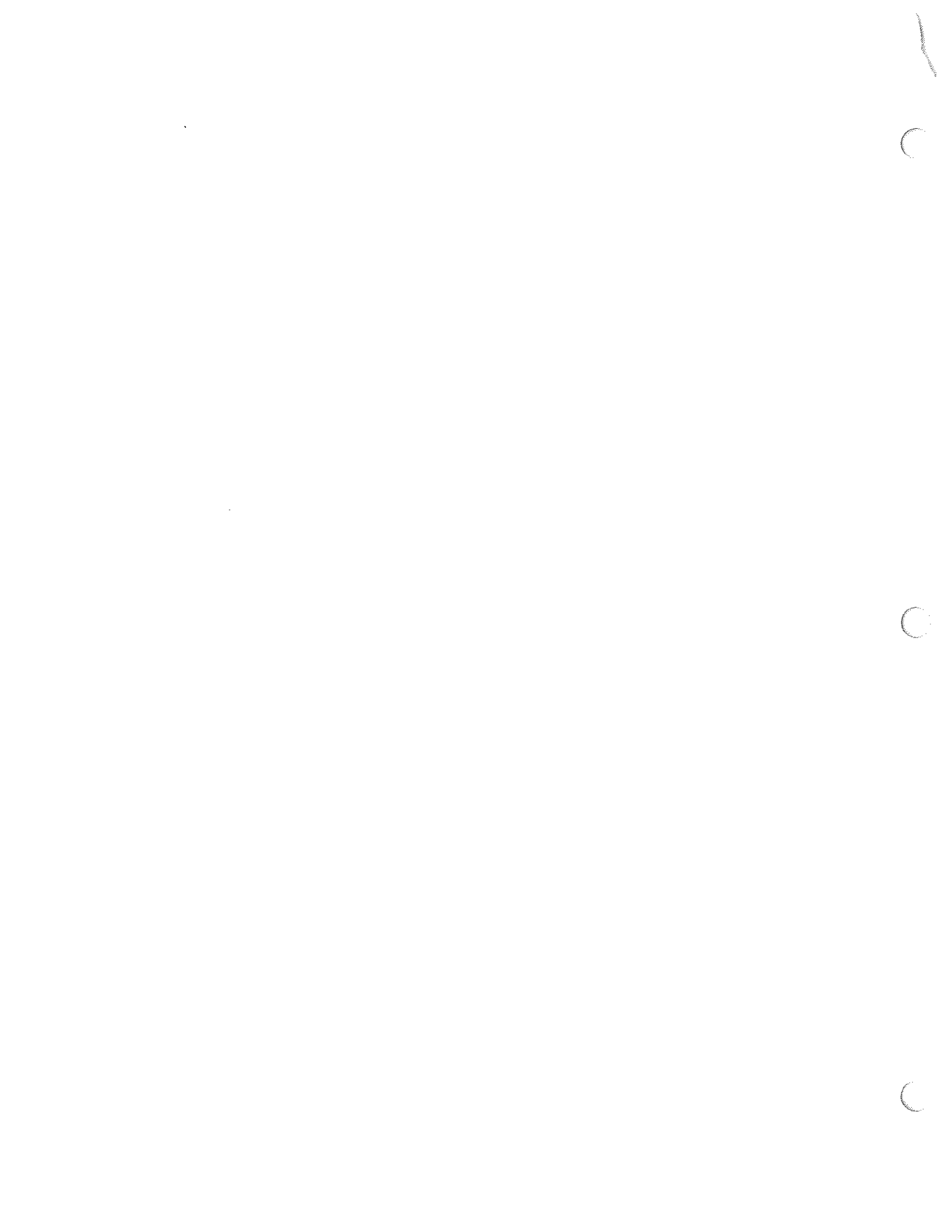
#### **PERST 200 KEY DIRECTORY**

- Audio/Visual Bookings: E2-1309, x4070
- Career Services: NH-1115, x3001
- Counselling Services: NH-2080, x2655
- Disabled Student Services: NH-2051, x4635
- Kardasz, Stan: HH-240, x2584
- Williams, Michael: PAS-4227, x2813
- Woolstencroft, Peter: HH-146, x2119
- Woods, Christine: HH-146, x2119

The University of Waterloo consists of a team of researchers, educators and other professionals who are here to enhance your academic experience. If you encounter difficulties of any kind your instructors will be happy to assist you to the best of their abilities; however, when difficulties arise that are outside the expertise of your instructors there are other avenues that you can pursue. Social service professionals can be found at *Counselling Services* (x2655), *Career Services* (x3001), and *Disabled Student Services* (x4635), all of which are conveniently located in Needles Hall. Your instructor will attempt to bring some of these services to your attention during PERST 200. Finally, don't forget about your coworkers when you consider important resources. Sitting right beside or behind you is someone who may be able to help you clarify concepts, locate resources, tell you about social functions or fill in missing details in your lecture notes.



Career Resource Centre



## 2.0 WORKING CONDITIONS

This section elaborates on the key conditions of your membership in PERST 200. Specifically, information is provided about the course text, lectures and the general role expectations for yourself and your instructor.

### 2.1 ABOUT THE TEXTBOOK

The textbook (Human Resource Management in Canada, 3rd ed.) is available in the regular campus bookstore (near the PSYCH section), in the used bookstore, and on overnight reserve (XA7198) in the Arts Library (one copy). Your instructor considered several textbooks enroute to selecting Stone & Meltz for this course. This text was ultimately chosen because of it's relatively recent publication date (1993), it's use of Canadian examples (e.g., legislation), it's comprehensive coverage of key HRM areas that are of interest to students regardless of their career orientations, and because it comes with a series of recent videotapes that nicely illustrate some important concepts (three of these will be used during the term). You will find Stone & Meltz to be a thorough text and those of you who are interested in HRM as a career option may wish to keep this volume.



"Here's that book you ordered.  
'Personnel Management Made Easy'."

Student reviews of this book have been mixed with some liking it and others noting that the authors often take the long route before making their points and make excessive use of illustrative examples. As good as it is, the text could probably have been nicely written in 1/3rd to 1/2 fewer pages. Each chapter covers about 50 pages.

You will do a lot of reading in PERST 200.

### 2.2 ABOUT THE CLASS SESSIONS

PERST 200 will undoubtedly be a large class in terms of enrollment (if not in actual attendance at every class meeting). As a result, the lecture method of teaching will be employed. Your instructor will begin each lecture by making any important class announcements and then lead into the course content. Some of the lectures will follow the text fairly closely, others will not; therefore, you should make an attempt to attend ALL the lectures. If your note taking skills are not good you should work on developing some abbreviations. Below you will find a few common examples used by your instructor. You will do a lot of writing in PERST 200.

→ (leading to, resulting in)     $\Sigma$  (person/people)     $\beta$  (behaviour)     $\psi$  (psychology)

The material presented in the lectures is based upon the research and writing of a large number of social scientists (including the text authors); however, this fact will not always be made explicit. **Unless otherwise stated, the lectures reflect HRM research and practice, not the instructor's personal opinions.**

Your instructor will NOT make the overheads available at the library as this practice merely encourages students to skip the class sessions. If you have missed some of the overheads and can not get the information from another student the instructor will be happy to give you access to the overheads during office hours.

A number of videos will be presented during PERST 200, all are considered testable. The course owns three of these so students who miss these films can ask the instructor to arrange private screenings at the Audio Visual Centre (E2 1309, x4070). Two films (How am I doing: The appraisal interview; and Final Offer) are on loan from WLU and may not be available for subsequent viewing in time for the test if you miss the class session...

Any new "job" is always associated with a certain amount of ambiguity. It is perfectly normal to have a certain amount of questions about the lecture material, your instructor's expectations or the wording of test questions.

- If you have questions **IN CLASS**, please ask them during or after the class
- If you have questions **BEFORE A TEST**, please raise them during office hours
- If you have questions **DURING A TEST**, please raise your hand during the test
- If you have questions **AFTER A TEST**, please raise them during office hours
- If you **ASK QUESTIONS** your instructor and TA can help you; otherwise...









### 3.1a PREPARING, STUDYING AND WRITING TESTS IN PERST 200

- Always ensure the assigned readings are completed prior to class
- Take complete notes during lectures and expand on concepts in your own words
- Rewrite (or at least re-read) your notes the same day as the lecture is given
- Write notes from the textbook and use these notes when studying for a test
- Don't simply focus on definitions, actively compare and contrast related concepts
- Employ Mnemonics (musical example: Every Good Being Does Fine)
- When memorizing a list is necessary:

- read the list
- cover the list and write what you recall
- uncover the list and compare
- read the list again
- cover the list and write from memory
- repeat until two perfect trials in a row



### General Strategies for Writing Multiple Choice Tests and Examinations

- Make sure you REALLY understand the question (attend to terms in CAPITALS, italics, "quotes", etc.)
- Read ALL the alternatives, even if you think you see the "correct" one immediately
- Eliminate clearly incorrect answers (whatever is left, must be right...)
- Skip questions of which you are uncertain and return to these later
- Work steadily and budget your time
- When in doubt, reconsider anomalous alternatives (the longest/shortest or least similar wording)
- If you must guess, ALWAYS choose the SAME response category (unless logically eliminated)

### 3.1b MISSED TESTS / ASSIGNMENTS

**YOUR INSTRUCTOR WILL NOT SCHEDULE "MAKE-UP" TESTS.** If you miss a test you must provide the appropriate documentation (e.g., a physician's note) and then you will be permitted to write a paper on an approved topic from the test content domain. You may NOT write a paper in order to improve an unsatisfactory grade on one of the tests or on the in-class assignment.

#### Some plausible excuses

- personal illness with physician's note
- exam conflict (>3 in 2 days)
- family difficulties -- supported
- wedding, yours

#### Some implausible excuses

- personal illness -- unsupported
- inner conflict (study or leisure..)
- dating difficulties, bad hair days
- wedding, others; parties etc.

These excuses are intended to be representative, not exhaustive. Your instructor is always willing to discuss problems with students; however, please realize that the procedures must be fair to EVERYONE in PERST 200.

### 3.2 WRITING A PAPER IN LIEU OF ANY ONE TEST

Some of you may want the opportunity to complete a project that allows you to integrate your other studies into the context of Human Resources Management; this is a GREAT IDEA! As a result, PERST 200 offers students the option of writing a paper in lieu of any ONE of the three tests. The standards for such a project will reflect the fact that it will replace five chapters of study and the accompanying lectures. The paper must therefore deal with a topic that can be found in the appropriate "test section" of the course. Your paper can have a purely academic focus or could even be written in terms of a "how-to manual" for practitioners. Your instructor will expect you to meet second year Arts standards for comprehensiveness, written fluency and maintaining the reader's interest.

- A topic from one of the chapters relevant to the test for which the paper has been substituted
- An outline of your paper topic in order to approve it and set a firm due date (half a page is fine)
- 2,000-2,500 words (10-12 typed pages) including some original thought (yours -- no book reports please)
- Failure for plagiarism (a grade of ZERO on the paper) -- NO second chances -- NO exceptions
- Five sources (bare minimum) plus your text (at least two of your other sources must be HRM related)
- The basic format for listing references is the same one used for your text (see *Executive Summary*, p. 1)
- Avoid unnecessary "quotations". Usually you can paraphrase and cite the source (e.g., Williams, 1994)
- Your instructor and/or TA will be happy to help you identify some references for your paper



If you plan to write a paper you must inform me of your intentions **BEFORE** the test in question and submit an outline (half a page is fine) in order to have a topic and **DUE DATE** approved. If you approach me **AFTER** missing a test you will only be given the option of writing a paper if you have a **PLAUSIBLE EXCUSE** for missing the test (see section 3.1b, p. 6). I am not inflexible here -- please come to see me if you have questions.

### 3.3 ABOUT THE IN-CLASS ASSIGNMENT

The in-class assignment (representing 15% of your final grade) will be an open-book/open-lecture note exercise that will take one class period to complete. Unlike the tests, as an "open book" exercise, the in-class assignment may call upon material that has been previously tested. In the past the in-class assignment has involved case studies related to topics such as Job Analysis, Human Resources Planning, and Employee Selection. These are likely candidates again this term. Specific details about the assignment will be provided to you one class before it is scheduled; however, the in-class assignment will not require extensive study (after all, it's open book). Rather, you will be given a realistic problem to be solved using material that you have learned in the course. A distinction can be drawn between the three tests which measure your knowledge of "what to do" and the in-class assignment which measures whether you know "how to do it". Not surprisingly, some students who do not fare well on the multiple choice tests excel at the in-class assignment while others who "ace" the tests perform less well on these assignments. Nevertheless, there has been a significant correlation between the two measures.

### 3.4 ACCOMMODATING OUR DIFFERENCES

The use of lectures and multiple choice tests reflect the difficulties inherent in teaching and evaluating large classes. If you have difficulties with the lectures please bring your concerns to the attention of the instructor or ask for additional assistance during office hours. In regard to the tests, remember, you have the option of writing a paper in lieu of ONE of the tests (see section 3.2, p. 6). In addition, the in-class assignment will involve a business case that does not include multiple choice questions (see section 3.3).

The testing environment itself can also influence testing performance. Some of you may suffer from severe test-taking anxiety while others may have difficulty with the actual test-taking environment. If this is the case you should contact Disabled Student Services immediately (x4635). You may be able to arrange to write the tests in an alternate location (NH 2051) or we can discuss some other form of reasonable accommodation.

### 3.5 APPEAL PROCEDURES

This handbook represents an honest attempt to outline the assumptions guiding PERST 200 and the conditions under which student performance is appraised. Nevertheless, you may feel that you have legitimate cause for an appeal. Everyone has a right to fair procedures in terms of the setting of test questions and the evaluation of student performance; however, the attainment of a degree, a job, or what the student considers an "acceptable" grade in PERST 200 are **NOT RIGHTS** -- they are **ACHIEVEMENTS** for which you must accept responsibility.

Final grades will **NOT** be upgraded simply because a student "needs" a better grade -- we **ALL** need better grades. Similarly, having a heavy course-load or getting somewhat better grades in your other courses are not legitimate reasons for having a grade raised. If you have a legitimate reason for believing that you have **EARNED** a better grade **IN** PERST 200, please discuss the matter with your instructor **privately**.

**PEANUTS**/by Charles Schulz



Please bear in mind that your instructor must be fair to **ALL** the members of PERST 200 and that generally means not making **UNFAIR** exceptions to course policies and procedures for any particular individual. If you remain dissatisfied after discussions with your lecturer you must complete a *Request for a Formal Review* (see *Appeal Procedures* and *Petition Procedures* on p. 1:10 of the 1995-96 UW academic calendar for details).



## Appendix: PERST 200 Timetable

WEEK	DATES	COURSE TOPICS	CHAPTERS
ONE	Tues 12 Sept Thurs 14 Sept	New Student Orientation Human Resource Functions	1
TWO	Tues 19 Sept Thurs 21 Sept	The Human Asset ( <i>HRPAO guest speaker: Nancy Marling</i> ) Human Rights Issues / Legislation	2 3
THREE	Tues 26 Sept Thurs 28 Sept	Human Rights / Legislation ( <i>Film: An Even Break; 23min</i> ) Human Resource Planning	3 4
FOUR	Tues 3 Oct <b>Thurs 5 Oct</b>	Job Analysis <b>T E S T # 1 (25%)</b>	5 <b>1, 2, 3, 4, &amp; 5</b>
FIVE	Tues 10 Oct Thurs 12 Oct	Recruitment of Employees Employee Selection (theory and measurement)	6 7
SIX	Tues 17 Oct Thurs 19 Oct	Employee Selection (applications; <i>details on in-class assignment</i> ) Employee Selection (the employment interview)	7 7
SEVEN	<b>Tues 24 Oct</b> Thurs 26 Oct	<b>IN-CLASS WRITTEN ASSIGNMENT (15%)</b> Orientation/Socialization ( <i>Film: Quad Graphics; 26min</i> )	8
EIGHT	Tues 31 Oct <b>Thurs 2 Nov</b>	Training and Development <b>T E S T # 2 (25%)</b>	9 <b>6, 7, 8, &amp; 9</b>
NINE	Tues 7 Nov Thurs 9 Nov	Performance Appraisal Performance Appraisal ( <i>Film: How am I doing?; 30min; from WLU</i> )	11 11
TEN	Tues 14 Nov Thurs 16 Nov	Compensation / Pay Equity Work, Family and HRM ( <i>Film: All in a Day's Work; 16min</i> )	12 13
ELEVEN	Tues 21 Nov Thurs 23 Nov	Occupational Health & Safety (Work Stress) Labour Relations	14† 15
TWELVE	Tues 28 Nov <b>Thurs 30 Nov</b>	Labour Relations ( <i>Film: Final Offer; 118 min; from WLU</i> ) <b>T E S T # 3 (25%)</b>	15 <b>11, 12, 13 &amp; 15</b>
THIRTEEN	Tues 5 Dec  Tues 12 Dec	Future Challenges in HRM (also: Test 3 returned)  FINAL GRADES POSTED AT PAS 4227 (office hours from 2:30 - 4:00)	16  

**THE BEGINNING OF A BRIEF BUT WORRY-FREE HOLIDAY (after exams...))!!!**

\* This schedule is tentative and may be altered throughout the term. To receive any syllabus updates you MUST attend the lectures.

† Chapter 14 is a suggested reading that will NOT be tested. Chapter 10 (Career Planning) is also recommended for all students!

