HUMAN RESOURCES MANAGEMENT 200

(Basic H.R. Administration)

POLICIES & PROCEDURES MANUAL

Spring 1997

EXECUTIVE SUMMARY

Instructor:

Michael C. Williams

PAS 2083

x2119 (messages only)

Classes:

Mondays and Wednesdays

8:30 - 10:00

PAS 2083

Office Hours:

Mondays

10:00 - 12:00

PAS 2083

Text:

Stone, T.H., & Meltz, N.M. (1993). Human Resource Management in Canada (3rd ed.).

Toronto, Ontario: Dryden Press.

Evaluation:

Four (4) tests (a paper can be substituted for one; 25% each)

Four Key Dates: Test 1: May 28th; Test 2: June 18th; Test 3: July 9th; Test 4: July 30th

Table of Contents

	EXECUTIVE SUMMARYcover	(1)
1.0	INTRODUCTIONS	3
	1.1 WELCOME!!!	2
	1.2 About your Instructor	2
	1.3 Other Key Organization Members	3
2.0	WORKING CONDITIONS4 -	5
	2.1 About the Textbook	4
	2.2 About the Class Sessions	. 4
	2.3 Student's Role Expectations	5
	2.4 Instructor's Role Expectations	5
	•	
3.0	APPRAISING STUDENT PERFORMANCE5 -	7
	3.1 About the Tests	5
	3.1a Preparing, Studying and Writing Tests in HRM 200	6
	3.1b Missed Tests	6
	3.2 Writing a Paper in Lieu of any One Test	6
	3.3 Accommodating our Differences	7
	3.4 Appeal Procedures	7
	APPENDIX: HRM 200 Timetable	8
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1.0 INTRODUCTIONS

This section provides a brief overview of HUMAN RESOURCES MANAGEMENT 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.

<u> 1.1 WELCOME!!!</u>

You are now a member of HRM 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 HRM 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 HRM 200 represents an interesting business elective, while others may be contemplating an eventual career in HRM. Whatever your reason for being here, I trust that you will find this course to be relevant to your goals and, with any luck -- interesting.

HRM 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 HRM 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, HRM 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 candidate 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 HRM 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 "HRM" courses including Organizational Psychology (PSYCH 338), 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 programs: Certificate in Human Resources Management (CHRM) and Certified Employee Benefits Specialist (CEBS). This uncany likeness was drawn by the child of a former HRM 200 student.



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

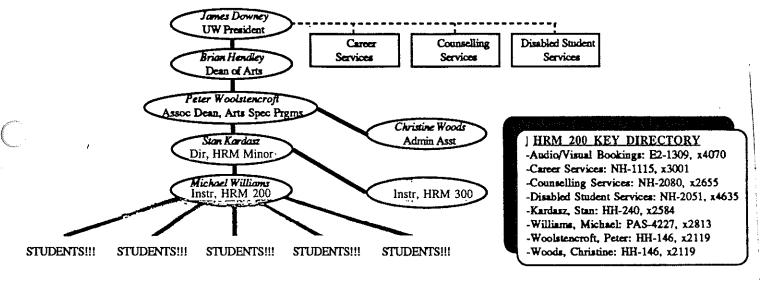
Michael's office hours will announced during the first class (and otherwise by appointment). Michael will generally be found on campus during office hours or on class days only; however, if this proves to be inconvenient for you he will be happy to speak with about setting set up a more convenient appointment.

Michael does not have a private phone line; however, you can leave a message with Christine Woods in Applied Arts Studies (x2119) 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 <u>very unlikely</u> 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...

1.3 OTHER KEY ORGANIZATION MEMBERS

Your instructor has full responsibility for the course organization, content and student evaluations in HRM 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 Human Resources Management 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 Human Resources Management 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 Human Resources Management!



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 HRM 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.



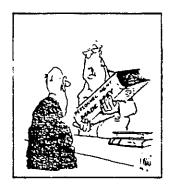
Career Resource Centre

2.0 WORKING CONDITIONS

This section elaborates on the key conditions of your membership in HRM 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), and in the used bookstore. Your instructor considered several textbooks enroute to selecting Stone & Meltz for this course. This text was ultimately chosen because of 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 (two 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. Student reviews of this book have been

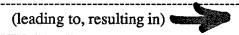


"Here's that book you ordered. 'Personnel Management Made Easy'."

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. In my opinion, the text could 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 HRM 200.

2.2 ABOUT THE CLASS SESSIONS

HRM 200 has traditionally been a large class in terms of enrollment (if not in actual attendance at every class meeting) and will involve the lecture method of teaching. 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 HRM 200.



(person/people)



(behaviour)



(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 or after the lectures.

A number of films will be presented during HRM 200, all are considered testable. The course owns two of these so students who miss these videos 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 instructors and TA's can help you; otherwise...

2.3 STUDENT'S ROLE EXPECTATIONS (your instructor expects that YOU will:)

- Attend all lectures (barring emergencies I will be commuting from London)
- Arrive on time for each class
- Show RESPECT for the learning experiences of other students
- Complete the assigned readings before each lecture
- Bring any common concerns you have to your instructor's attention during class
- Bring any individual concerns you have to your instructor's attention during office hours

2.4 INSTRUCTOR'S ROLE EXPECTATIONS (you can expect that your instructor will:)

- Arrive on time for each class
- Attempt to maintain a distraction-free learning environment
- Speak loud enough to be heard at the back of the classroom
- Use visual aids that can be seen from the back of the classroom
- Remain after class to discuss any questions with students
- Be in his office during his scheduled office hours (barring emergencies)
- Provide advance notice (when possbile) if office hours must be cancelled/rescheduled
- Treat all students with RESPECT in and out of class
- Treat all students FAIRLY (see *Appeal Procedures*, section 3.5, p. 7)
- Grade and return the tests within one week
- Post final grades two weeks after the last day of class

3.0 APPRAISING STUDENT PERFORMANCE

Student appraisals serve important administrative (e.g., grades, degrees, designations), developmental (e.g., teach, motivate) and monitoring/assessment purposes (e.g., class progress, performance distributions).

There is NO final examination for this course. Your final mark will be a letter grade assigned in accordance with UW grading policies based on your final average*. Your mark will be based upon FOUR in-class tests (or three tests and one paper at your option). The allocation of marks will be as follows:

	<u>Date</u>	<u>Content</u>	Marks	
Test #1	WED Mon, May 28th	MC & SA Questions: Chptrs 1, 2, 3 & 4	25% of final grade	
Test #2	Wed, June 18th	MC & SA Questions: Chptrs 5, 6 & 7	25% of final grade	
Test #3	Wed, July 9th	MC & SA Questions: Chptrs 8, 9, 11	25% of final grade	
Test #4	Wed, July 30th	MC & SA Questions: Chptrs 12, 13, 15, (+stress)	25% of final grade	
	NOTE: your <u>HIGHEST</u> test or paper result will receive a weight of: your <u>LOWEST</u> test or paper result will receive a weight of:			

3.1 ABOUT THE TESTS

- The three tests are INDEPENDENT, you will only be tested ONCE on each section of the course
- The tests will be a combination of multiple choice and short answer questions
- The tests will be comprised of a minimum of 60% lecture content
- When/if the lectures contradict the text, the lectures are ALWAYS correct on tests
- Some recognition/regurgitation will be required (don't worry about the case studies for tests)
- Some application of HRM principles will be required (demonstrating your understanding of concepts)
- The review questions and cases in the text are helpful to ensure understanding (these are optional)
- If you are experiencing any kind of difficulty that may affect your test performance your instructor needs to be aware of this BEFORE you write the test
- You may NOT ask another student for assistance of any kind during a test
- Class performance on the first test will be a good predictor of subsequent class performance
- THERE WILL BE NO MAKE UP TESTS OR DROPPING YOUR LOWEST MARK

3.1a PREPARING, STUDYING AND WRITING TESTS IN HRM 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:
 - a) read the list
 - b) cover the list and write what you recall
 - c) uncover the list and compare
 - d) read the list again
 - e) cover the list and write from memory
 - f) 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

YOUR INSTRUCTOR WILL <u>NOT</u> SCHEDULE "MAKE-UP" TESTS. If you miss a test you must provide the appropriate documentation (e.g., a physician's note indicating that you were <u>unable</u> to attend class) 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.

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 HRM 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, HRM 200 offers students the option of writing a paper in lieu of any ONE of the four tests. The standards for such a project will reflect the fact that it will replace about four chapters of study and the accompanying lectures. The paper must therefore deal with a topic that can be found in the appropriate "tested section" of the course. Your paper can have a purely academic focus, could be written as a consultant's report or could even be pitched as 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. Some general guidelines for papers are as follows:

- 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 words (about 10 typed pages, excluding any figures, tables, or references)
- I will definitely expect to see some original thought (...yours -- no book reports please)
- Spelling, sentence structure, and grammar all count as does the organization of your paper

- Five sources (bare minimum) plus your text (at least two of your other sources must be HRM based)
- 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 <u>happy</u> to help you identify some references for your paper
- Failure for plagiarism (a grade of ZERO on the paper) -- NO second chances -- NO exceptions

Some of you may be reluctant to write a paper, particularly if you have not written for the social sciences in the past. I will be happy to give you whatever reasonable assistance you need to help you to write a good 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 ACCOMMODATING OUR DIFFERENCES

The use of lectures and multiple choice items reflect the difficulties inherrent 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 tests all have short answer components in addition to the multiple choice items.

The testing environment itself can also influence test performance. Some of you may suffer from severe test-taking anxiety while others may have difficulty with the physical 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 can discuss some other form of reasonable accommodation.

3.4 APPEAL PROCEDURES

This handbook represents an honest attempt to outline the assumptions guiding HRM 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 HRM 200 are NOT RIGHTS -- they are ACHIEVEMENTS for which you must accept responsibility.

Final grades will <u>NOT</u> 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 <u>other</u> courses are <u>NOT</u> legitimate reasons for having a grade raised. If you have a legitimate reason for believing that you have <u>EARNED</u> a better grade <u>IN</u> HRM 200, please discuss the matter with your instructor <u>privately</u>.

PEANUTS/by Charles Schulz









Please bear in mind that your instructor must be fair to ALL the members of HRM 200 and that generally means not making <u>UNFAIR</u> 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* in the 1996-97 UW academic calendar for details).

Appendix: HRM 200 Timetable

WEEK	DAT	ES		COURSE TOPICS	HAPTERS
ONE	Mon Wed	5 7	,	New Student Orientation Human Resource Functions	1
TWO	Mon Wed		May May	The Human Asset (<u>HRPAO guest speaker</u> : Nancy Marling - <u>rese</u> Human Rights Issues / Legislation	cheduled) 2 3
THREE	Mon Wed	19 21	May May	HOLIDAY !!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!	3
FOUR	Mon Wed		May May	Human Resource Planning TEST #1 (25%)	1, 2, 3 & 4
FIVE	Wed Wed	2 4	June June	Job Analysis Recruitment of Employees	5
SIX	Mon Wed	9 11	June June	Employee Selection (theory and measurement principles) Employee Selection (applications and instruments)	7 7 7
SEVEN	Mon Wed	16 18	June June	Employee Selection (the employment interview) TEST #2 (25%)	5, 6 & 7
IGHT /	Mon Wed	23 25	June June	Orientation/Socialization (<i>Film: Quad Graphics</i> ; 26min) Training and Development	 8 9
NINE	Mon Wed	30 2	June July	HOLIDAY !!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!	
TEN	Mon Wed	7 9	July July	Performance Appraisal (Film: How am I doing?; 30min) TEST #3 (25%)	8, 9 & 11
ELEVEN	Mon Wed		July July	Compensation / Benefits Occupational Health & Safety (Work Stress)	12 & 13 14†
TWELVE	Mon Wed		July July	Labour Relations Labour Relations (<i>Film: Final Offer; 118 min; on loan from WLI</i>	15
THIRTEEN			July July	Labour Relations, Future Challenges in HRM (course evaluation TEST #4 (25%) 12, 13, 15 & St	
	Mon	11	Aug	FINAL GRADES POSTED AT PAS 2083 (office hours from 1	0:00 - 12:00)

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.