

Thirteenth Canadian Edition

Human Resources Management in Canada



Thirteenth Canadian Edition

Human Resources Management in Canada

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Dedication

To my mother

—*G.D.*

I would like to dedicate this book to those students who consistently demonstrate the ability to integrate, analyse and transfer knowledge, both within the classroom and outside of it. Your excellence keeps me inspired.

—*N.N.C.*



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Preface

Human resources continue to provide a source of competitive advantage for organizations in a hyper-competitive, global environment. The thirteenth edition of *Human Resources Management in Canada* demonstrates how human resources are among the most important assets in organizations today. This book is designed to provide a complete, comprehensive review of human resources management (HRM) concepts and techniques in a highly readable and understandable form for a wide audience: students specializing in HRM and those in business programs, supervisory/managerial staff, and small-business owners. Accordingly, this book exposes readers to both a breadth and depth of core issues, processes, and strategic elements of how the human resources at work contribute to organizational success. The strategic importance of HRM activities is emphasized throughout the book, using recent examples from the Canadian employment landscape.

As in previous editions, the Canadian thirteenth edition provides extensive coverage of all HRM topics, such as job analysis, HR planning, recruitment, selection, orientation and training, career development, compensation and benefits, performance appraisal, health and safety, and labour relations. The scientific/academic contributions to the world of human resources are embedded throughout the book and highlighted with *Evidence-Based HR* icons in the margins. *Hints to Ensure Legal Compliance* are also highlighted, and *Ethical Dilemmas* are presented for discussion.

NEW TO THE CANADIAN THIRTEENTH EDITION

Alignment with new HR competencies requirements for the new national level certifications in HR (CHRP, CHRL, CHRE)

- In 2015, the national level Canadian Council of Human Resources Association (CCHRA) replaced the previous Required Professional Competencies (RPCs) with 44 newly formed HR competencies. The new competency list aligns with the move away from the Certified Human Resource Professional (CHRP) and Senior Human Resource Professional (SHRP) designations to a three-tier designation process, as discussed in detail in Chapter 1 (Certified Human Resource Practitioner, Certified Human Resource Leader, and Certified Human Resource Executive.) This book is updated to reflect the new set of required HR competencies associated with the new designations for Human Resource experts in Canada.
- While most provincial/territorial HR bodies have expanded on the baseline 44 HR competencies to reflect a range of expected expertise in each competency (e.g., Ontario), other provincial/territorial HR bodies are in the process of determining how these will be implemented. Accordingly, this textbook has been updated to delete the old RPCs and include the baseline 44 HR competencies developed by the CCHRA, highlighting where they are applied.




start at the executive level (executives develop the mission and vision that essentially drive the organizational strategy), but all stakeholders (employees, managers, specialists) facilitate the execution of that vision or mission. We rely on people to express the values required to meet the goals and objectives of the organization, which involves alignment of culture, incentives, process, and practices that often permeate through HR.

2. What are some of the hot topics being researched in the world of HRM now, which existing and future managers should know about?

1. Data Analytics. In recent years there has been a lot of discussion of big data, specifically about how we can harness the volume of data accessible through HR systems. Big data in HR changes in real time, it's dynamic, with constantly changing algorithms.

2. Technology for Performance Management. This is linked with data analytics, but addresses how we harness technology to make HR more effective. For example, HRIS requires packages tailored to the needs of specialized workers.

3. Why should those who manage human resources in an organization use academic articles in peer-reviewed journals to inform their decisions?

Pressing demands of the day-to-day job requirements make it hard for practitioners to manage information overload. Instead, researchers should work with media teams at their research centres (e.g., universities, government agencies) or develop industry-oriented papers to communicate information in a meaningful way outside of the research community. Recent research grant applications have started asking about plans for research dissemination, but we can also build in incentive systems to recognize research communicated in practitioner forums.

III. Contingent Workforce. Organizations have a smaller core workforce with an increasing use of contingent workers. The issues of what this means for retention, information security, intellectual property, and the impact on the labour force composition requires consideration.

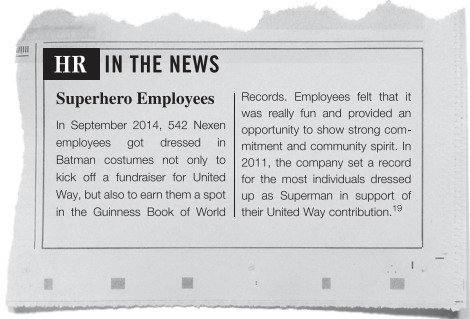
IV. Intrapreneurship. Innovation within the organization requires an exploration of what kinds of infrastructure we need in place to support new information and innovation.

1. In your expert opinion, who is responsible for managing the added value associated with human resources (employees) in an organization?

My one-word answer: Everyone. Responsibility for managing employees in an organization might

Expert Opinion Boxes

- **Expert Opinion Industry Viewpoint.** Practitioners such as the President of Unifor, Executives from Loblaw and Labatt, HR representatives from the Government of Yukon, and a series of small-business leaders provide insight into relevant and current industry perspectives for each chapter. This provides the reader with valuable insight regarding critical issues according to industry experts, and first hand knowledge in terms of how these issues impact Canadian workplaces.
- **Expert Opinion Academic Viewpoint.** Canada Research Chairs from across Canadian universities in a wide variety of associated disciplines like Human Resource Management, Organizational Behaviour, Psychology, Economics, Social Science, and other disciplines answer questions related to critical issues in the world of work from both HR and non-HR perspectives. These evidence-based discussions are aligned with key subtopics in each chapter and bring the reader into the academic discussions between and across reputable academic experts in Canada.



HR in the News

- **Each chapter includes at least one HR in the News** section aimed at maximizing the relevance and transferability of what students are learning. These are strategically placed in the text to align with the core content and highlight the theory versus practice differences that may be applicable. This contribution helps maximize the transferability of learning from each chapter by highlighting significant Canadian topics and experiences associated with employee and employer relationships.

HR by the Numbers

Increased Use of Contract Workers

- 377** readers of *HR Reporter* and members of HRPAA polled have seen an increase in the use of contract workers in their organization in the last five years
- 63%** identify that contract workers in their company receive no benefits at all
- 51.2%** feel company does not have well-defined processes in place to manage contract workers

HR by the Numbers

- **Each chapter also includes an HR by the Numbers** section, a new visual that highlights the impact and trends of core concepts. These provide succinct and clear metrics associated with the concepts presented in each chapter, identifying practical issues within the framework of the theory or ideals presented in the text. These are all relevant, current, thought-provoking, and visually appealing. This aligns with the focus on evidence-based HR.

KEY FEATURES OF THE CANADIAN THIRTEENTH EDITION

An evidence-based HR approach: The authors assume an evidence-based approach to the breadth of topics in the book, incorporating research from peer-reviewed academic journals to provide valid and reliable information to guide decision-making. This approach attempts to bridge the research–user gap and build confidence in the relevance, quality, and applicability of research findings.

Bridging research and practice: Consistent with the evidence-based approach to HR, each chapter introduces expert opinions (as stand-alone boxes) from researcher experts (specifically, Canada Research Chairs) addressing research contributions associated with a subtopic in each chapter. To complement this, a wide range of industry expert opinions are also included in each chapter (as stand-alone boxes), bringing the reader into current and relevant perspectives of the topics from a wide range of practitioners. These opinions are presented in the book and contrasted in the student-based technology-enabled activities (discussed below).

Additional Features

Learning Outcomes. Specific learning goals are defined on each chapter-opening page.

HR Competencies. The associated HR competencies with each chapter are presented in the chapter opening and icons are inserted throughout the chapter, highlighting where each HR competency is addressed/developed.

Key Terms. Key terms appear in boldface within the text, are defined in the margins, and are listed at the end of each chapter and in the index.

Current Examples. Numerous real-world examples of HRM policies, procedures, and practices at a wide variety of organizations, ranging from small service providers to huge global corporations, can be found throughout the text.

Full-Colour Figures, Tables, and Photographs. Throughout each chapter, key concepts and applications are illustrated with strong, full-colour visual materials.

Web Links. Helpful Internet sites are provided throughout the text and are featured in the margins.

Integrated Chapters. Rather than approaching topics as isolated silos, the book highlights areas of overlap in order to present HRM as an integrated set of topics.

Boxed Features. The four boxed features—*Workforce Diversity*, *Strategic HR*, *Entrepreneurs and HR*, and *Global HRM*—have been updated and revised in all chapters.

End-of-Chapter Summaries. At the end of each chapter, the summary reviews key points related to each of the learning outcomes.

End-of-Chapter Review and Discussion Questions. Each chapter contains a set of review and discussion questions.

Critical Thinking Questions. Each chapter contains end-of-chapter questions designed to provoke critical thinking and stimulate discussion.

Experiential Exercises. Each chapter includes a number of individual and group-based experiential exercises that provide learners with the opportunity to apply the text material and develop some hands-on skills.

Running Case. The running case at the end of each chapter illustrates the types of HRM challenges confronted by small-business owners and front-line supervisors. It is accompanied by critical thinking questions, which provide an opportunity to discuss and apply the text material.

Case Incidents. Case incidents can be found at the end of each chapter. These cases present current HRM issues in a real-life setting and are followed by questions designed to encourage discussion and promote the use of problem-solving skills.

Highlighted Themes

- **Workforce Diversity.** The Workforce Diversity boxes describe some of the issues and challenges involved in managing the diverse workforce found in Canadian organizations. The broad range of types of diversity addressed include generational/age, ethnic, gender, racial, and religious.

WORKFORCE DIVERSITY

The Evolution of Thought on Sexual Harassment in Canada

In August 1982, two young women named Dianna Jarzen and Tracy Govereau secured waitress jobs at Pharos Restaurant in Winnipeg, Manitoba. The women hardly knew each other and rarely worked together. The cook, Tommy Grammas, started groping the women and making sexual advances during each woman's shift at work. As the women resisted the sexual advances, Tommy told them to "shut up or be fired."

Janzen tried to make it clear to Grammas that his actions were inappropriate, which did not stop the unwanted behaviour. When Janzen approached the owner, Philip Anastasiadis, he commented that she "needed to get laid." Feeling unsupported and embarrassed, Janzen continued working for two months before eventually quitting the job to remove herself from this continually hostile environment. Govereau was soon fired from her job, because of her "attitude."

Both women filed complaints under the Manitoba Human Rights Code. They claimed that only females ran the risk of

being harassed at Pharos, since none of the male waiters, cashiers, or busboys had ever been harassed; thus, sexual harassment was a form of discrimination based on sex.

After a series of appeals, in 1989 the case was reviewed by the Supreme Court of Canada. In this historic case, the Supreme Court agreed that the women were sexually harassed at work, that sexual harassment is a form of sex discrimination (and is therefore illegal), and that employers are responsible for their employees' actions.

Up until the ruling, the terms of sexual harassment were not defined and the application of the law was unclear. The real impact of the precedent that this ruling set was that it gave employers and employees an unrestricted definition of sexual harassment that has since been instrumental in capturing a broader level of unwelcomed behaviours at work.

Source: Summarized from Stephen Hammond of Harassment Solutions Inc., "The Historic Fight Against Sexual Harassment," *Canadian HR Reporter*, 24, no. 14 (August 15, 2011), p. 33. Used with permission from Stephen Hammond, Harassment Solutions Inc.; Harassment is a Form of Discrimination, www.the-cdpc.ca/en/temports/indstones/125salle.asp; Canadian Human Rights Commission, 1989. Reproduced with the permission of the Minister of Public Works and Government Services Canada, 2012.

- **Strategic HR.** These boxes provide examples that illustrate the ways in which organizations are using effective HRM policies and practices to achieve their strategic goals.

STRATEGIC HR

Pumping Up People Supply

Building an aortic pericardial heart valve is no easy task. The intricate medical device, measuring mere millimetres, requires highly specialized skills in its production and engineering. Therefore, there is a very small talent pool available to Burnaby, BC-based Sorin Group Canada. They hire engineers who focus on custom-engineered machinery and equipment, quality assurance experts who ensure that regulations are followed, and production technicians who hand-sew and hand-suture the heart valves.

According to Judith Thompson, senior manager of HR at Sorin Group, "Canada isn't well-known for its biomedical engineers so even when we hire now, to ask for medical device experience, we wouldn't get it. So we hire an engineer or scientist and train on the rest of it." The company has come to realize the benefits, and necessity, of new immigrants as a major source of talent. "Our culture is very diverse. About 90 percent of our staff speak English as a second language,

from production people to vice-presidents, so we don't look for Canadian-born, Canadian-educated, Canadian experience because in these economic times that would set us back," she says. "I would never have filled 60 positions last year with those criteria."

Training is extensive, as it takes three or four months before workers, wearing gloves and gowns in a super-clean environment, can make a product that is usable. And even then they can only make a certain number of valves or components per week—it takes another six months to ramp up to regular production, says Thompson. Sorin supports its employees with in-house English-language training, through a partnership with Immigration services, and provides subsidies to foreign-trained engineers who want to pursue an engineering degree in British Columbia.

Source: Adapted from S. Dalton, "Pumping Up People Supply at Sorin Group Canada to Build Heart Valves," *Canadian HR Reporter*, February 23, 2009.

- **Entrepreneurs and HR.** Suggestions, examples, and practical hints are provided to assist those in smaller businesses who have limited time and resources to implement effective HRM policies and procedures.

ENTREPRENEURS and HR

Succession Planning and Family Businesses

In the second quarter of 2010, small businesses created 25 549 jobs, while large firms created only 728 jobs. During that period, small businesses in the construction sector alone accounted for 23 014 new jobs, while those in the healthcare and social assistance sectors introduced 9765 new jobs.

Multigenerational family-controlled businesses often struggle with succession planning. Only one-third of family-owned businesses survive the transition to the second generation. And of those, only one-third survive the transition to the third generation.¹⁴

There are many reasons for these failures.

1. Determining who will inherit the business and how ownership will be determined among children can be a source of immense stress for family business owners. Therefore, many choose to ignore the issue of succession planning altogether.
2. Second, a family business is a great source of pride for the business owner and is often their single largest asset. The concept of retirement or walking away can be incomprehensible to those who built the business.
3. There may not be a qualified or interested successor within the family.

While these are difficult issues to deal with, family businesses must begin to take an informed and strategic approach to these issues.

- **Global HRM.** In recognition of the increasing impact of globalization, topics highlighted in the Global HRM boxes include cultural issues in retirement plans, employment contracts in Europe, and the importance of personal relationships for business success in China.

GLOBAL HRM

Successful Integration of Immigrants in Canada

There are many examples of innovative, forward-thinking companies that have developed initiatives to aid in the successful integration of immigrants into their workforce. The result is a competitive advantage and ability to recognize and recruit strong talent.

- FESCO requires recruiters and managers to be trained in cross-cultural awareness to help interpret and understand past experiences related to the job. This represents a two-way mutual understanding approach to recruitment.
- Assiniboine Credit Union assumes an organic approach by training managers and employees on diversity and cultural awareness, offering a mentorship or buddy program, and regularly soliciting and communicating feedback from the programs, which then aids in modifying the programs.
- Manulife offers paid internships (of 4 to 12 months) and formalizes the process by having clear indications of who is eligible for the programs offered (must be in Canada less than three years, have at least three years of foreign experience, and so on).

Source: Based on C. Laroche and C. Tibben, "Identifying Immigrant Non-Canadian Work Experience" (Ottawa, ON: Work and Learning Knowledge Centre, 2009).

Supplements

MyManagementLab

We have created an outstanding supplements package for *Human Resources Management in Canada*, Thirteenth Canadian edition. In particular, we have provided access to MyManagementLab, which provides students with an assortment of tools to help enrich and expedite learning. MyManagementLab is an online study tool for students and an online homework and assessment tool for faculty. MyManagementLab lets students assess their understanding through auto-graded tests and assignments, develop a personalized study plan to address areas of weakness, and practise a variety of learning tools to master management principles. New and updated MyManagementLab resources include the following:

- **New Personal Inventory Assessment (PIA).** Students learn better when they can connect what they are learning to their personal experience. PIA is a collection of online exercises designed to promote self-reflection and engagement in students, enhancing their ability to connect with concepts taught in principles of management, organizational behaviour, and human resource management classes. Assessments can be assigned by instructors, who can then track students' completions. Student results include a written explanation along with a graphic display that shows how their results compare to the class as a whole. Instructors will also have access to this graphic representation of results to promote classroom discussion.
- **New Personalized Study Plan.** As students work through MyManagementLab's new Study Plan, they can clearly see which topics they have mastered—and, more importantly, which they need to work on. Each question has been carefully written to match the concepts, language, and focus of the text, so students can get an accurate sense of how well they've understood the chapter content.
- **New Business Today Videos.** Business Today is a dynamic and expanding database of videos covering the disciplines of management, business, marketing, and more. Instructors will find new videos posted monthly, which makes Business Today the ideal resource for up-to-date video examples that are perfect for classroom use.
- **New Learning Catalytics.** Learning Catalytics is a “bring your own device” student engagement, assessment, and classroom intelligence system. It allows instructors to engage students in class with a variety of question types designed to gauge student understanding.
- **Assignable Mini-Cases and Video Cases.** Instructors have access to a variety of case-based assessment material that can be assigned to students, with multiple-choice quizzes or written-response format in MyManagementLab's new Writing Space.
- **Pearson eText.** The Pearson eText gives students access to their textbook anytime, anywhere. In addition to note taking, highlighting, and bookmarking, the Pearson eText offers interactive and sharing features. Rich media options may include videos, animations, interactive figures, and built-in assessments, all embedded in the text. Instructors can share their comments or highlights, and students can add their own, creating a tight community of learners within the class.

The Pearson eText may include a responsive design for easy viewing on smartphones and tablets. Many of our eTexts now have configurable reading settings, including resizable type and night reading mode.

- **Glossary Flashcards.** This study aid is useful for students' review of key concepts.
- **Simulations.** Simulations help students analyze and make decisions in common business situations; the simulations assess student choices and include reinforcement quizzes, outlines, and glossaries.

Instructor Supplements

Most of these instructor supplements are available for download from a password-protected section of Pearson Canada's online catalogue (www.pearsoncanada.ca/highered). Navigate to your textbook's catalogue page to view a list of those supplements that are available. See your local sales representative for details and access.

- **Instructor's Manual.** This comprehensive guide contains a detailed lecture outline of each chapter, descriptions of the discussion boxes, answers to review and critical thinking questions, answers to the case questions, and hints regarding the experiential exercises.
- **Test Item File.** This comprehensive test bank contains more than 1500 multiple-choice, true/false, and short essay questions.
- **PowerPoint® Lecture Slides.** This practical set of PowerPoint lecture slides outlines key concepts discussed in the text, and includes selected tables and figures from the text.
- **Computerized Test Bank.** Pearson's computerized test banks allow instructors to filter and select questions to create quizzes, tests, or homework. Instructors can revise questions or add their own, and may be able to choose print or online options. The test bank for *Human Resources Management in Canada*, Thirteenth Edition, includes more than 1500 multiple-choice, true/false, and short essay questions.
- **Image Gallery.** This package provides instructors with images to enhance their teaching.
- **Learning Solutions Managers.** Pearson's Learning Solutions Managers work with faculty and campus course designers to ensure that Pearson technology products, assessment tools, and online course materials are tailored to meet your specific needs. This highly qualified team is dedicated to helping schools take full advantage of a wide range of educational resources, by assisting in the integration of a variety of instructional materials and media formats. Your local Pearson Education sales representative can provide you with more details on this service program.

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