

# NABU 330

## Cross Border Issues in Strategic Human Resource Management

### Unit 2

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Summer 2018 – Sections 65



# Agenda

- Taking attendance
- Icebreaker – maximum 10 minutes
- Check-in re Moodle
- Activity: **Considering Ways of Forming Groups**
- Lecture Part 1
  - Ch. 2 = Changing legal emphasis and contrasting with other countries
  - Comparing and contrasting
  - Bona Fide Occupational Requirements (BFOR)
- Activity: BFOR
- Lecture Part 2
  - Ch. 17 = Managing HR in a global business
- Learning Consolidation – Activity: Tweet-style Exit Slips
- Next Steps

# Taking attendance



Icebreaker = max 10 minutes

# Activity: Icebreaker

- Students will form their own groups for Assignment #1 on Global HRM
  - Maximum 5 students
  - Minimum 4 students
- Did you miss this class? Get into a group before Monday, when I'll assign you to one.
- Formed groups post in Unit 2 Forum for Assignment #1
  - Group name
  - Group members
  - Country you're coming to Canada HRM
  - Topic you're focusing on (can't be the same as another group!)

# Check-in re Moodle



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Participants

Badges

Competencies

Grades

General

Week 1 - Introduction to the Course and Strategic HRM

Week 2 - Introduction to Assignments and Changing HRM

Week 3 - HRM Online

Week 4 - Managing HR processes effectively and toward strategic goals

Week 5 - Managing and facilitating the hiring process

## Week 1 - Introduction to the Course and Strategic HRM

Introduction to the course

- Activity: Glossary
- Activity: Personality Assessment
- Ch. 1 = Strategic Role of HRM

- Materials provided by Textbook Publisher
- Materials for Week 1 class
- HR Stories #1 - Your experience with graphical organizers

## Week 2 - Introduction to Assignments and Changing HRM

- Introduction to Assignment #1 (Due Week 4)
- Introduction to New Employee Handbook Assignment (Due Week 12)
- Assigning of groups for Assignment #1 and New Employee Handbook
- Activity: Bona Fide Occupational Requirements (BFOR)
- Ch. 2 = Changing Legal Emphasis and contrasting with other countries
- Ch. 17 = Managing HR in a global business

- Materials for Week 2 class
- Forum for Assignment #1 - Announcing your Group's Topic - Preventing duplications
- Materials for New Employee Handbook group assignment

## Week 3 - HRM Online

### LATEST ANNOUNCEMENTS

Add a new topic...  
(No announcements have been posted yet.)

### ACTIVITIES

- Assignments
- Forums
- Resources

### CALENDAR

January 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### Events key

- Hide global events
- Hide course events
- Hide group events
- Hide user events

# Activity: Considering Ways of Forming Groups

For final assignment,  
New Employee Handbook





# Activity: 3 Ways to Form Groups

1. Sort into groups of 3-4 students.
2. In your group, come up with 3 ideas for how the class can be sorted into groups
3. First, record 3 ideas on the 3 Big Notes provided.
4. **Next, record in table format the Pros and Cons for each of the 3 ideas on the 3 Big Notes.**
5. Then, the Instructor will find if there are any similar (enough) ideas to group the Big Notes together. NOTE: The Instructor retains the right to discard any ideas that are not appropriate.
6. Students mingle and read all the Big Notes. Vote for your w favourite ideas for the New Employee Handbook assignment using the Dot voting stickers provided.
7. Dot voting stickers tallied to find the chosen strategy.

# Lecture – Part 1

Ch. 2 = Changing legal emphasis and  
contrasting with other countries

Techniques and strategies for comparing  
and contrasting

# Changing legal landscape

- Various levels of government, their legislation and regulations
- Tort law – judge-based law
- Employee contracts
- Collectively bargained rights
- Continually growing list of Prohibited Grounds of Discrimination

# Sources of Canadian HR Legislation

1. Canadian Charter of Rights and Freedoms
2. Human Rights Legislation
3. Employment Standards Legislation
4. Ordinary Laws
5. Collective Bargaining Agreement
6. Employment Contract

# Prohibited Grounds of Discrimination

- See page 31
- Great table listing by 1 federal, 10 provinces, and 3 territories
- As a group, let's find 5 that are not covered in your home countries
- Any that surprise you?
- Any that are new since publication?

So, what is comparing and contrasting?

# Compare

Describe analogies  
(comparisons) between two  
things for the purposes of  
explanation or clarification.

# Contrast

Describe comparisons between two things that are noticeably different from each other.



# Comparing & Contrasting

## Characteristics of this Writing Approach

- Serves an identifiable purpose
- Parallel points
- One at a time, or point by point
- Points are useful to the reader

# Handouts

- Writing Approaches COMPLETED
- Writing Vocabulary
- If these handouts are helpful, here are a few others: <http://electrified.ca/5422/47701.html>

# Five Designated Groups

Studies showing clear evidence of systemic discrimination

- Women
- Indigenous peoples
- Peoples with Disabilities
- Racialized people
- LGBTQI

# BFOR

- BFOR = Bona Fide Occupational Requirements
- Can you legally require that?
- Are you sure?
- *Canadian Charter of Rights and Freedoms*
- See also Duty to Accommodate, Undue Hardship, Confidentiality and Privacy, and Conflicting Rights

# Activity: BFOR

- Number off into 6 groups.
- Each group will be assigned one scenario (see slide deck) that we will then debrief and discuss as a class.
- The two questions each group will need to answer to their classmates are as follows:
  1. Is this a BFOR? Yes/No
  2. What do you recommend?

# BFOR Scenario #1

- The job posting requires the ability to work evening and day shifts in addition to day time shifts, while also reserving the right to cancel shifts with no notice or pay.
1. Is this a BFOR? Yes/No
  2. What do you recommend?

# BFOR Scenario #2

- The job posting requires men between the heights of 5'11 and 6'3" and capable of lifting 25 kg.
1. Is this a BFOR? Yes/No
  2. What do you recommend?

# BFOR Scenario #3

- The job posting requires the employee to live within 25 kilometres of the workplace.

1. Is this a BFOR? Yes/No
2. What do you recommend?



# BFOR Scenario #4

- The job posting requires the wearing of a hard helmet and no head coverings or long hair allowed.

1. Is this a BFOR? Yes/No
2. What do you recommend?

# BFOR Scenario #5

- The job posting specifies an Indigenous person who is a member of one of the Squamish Nations.
1. Is this a BFOR? Yes/No
  2. What do you recommend?

# BFOR Scenario #6

- The job posting calls for someone with five years or less of work.

1. Is this a BFOR? Yes/No
2. What do you recommend?

# Assignment #1 Global HRM

On your own, make sure to read and critically examine Ch. 2.

One issue would make for a good compare and contrast with how it is handled in your home country for this assignment.

“Seek first to understand,  
then to be understood.”

Covey, S. (1989). *The five habits of highly effective people*. New York, NY: Simon Schuster.

# Lecture – Part 2

Ch. 17 = Managing HR in a global  
business



## Surprising Fact #1

Approximately 40% of domestically-born Canadians no longer live in the province/territory of their birth

Source:

<https://www.statcan.gc.ca/pub/11-630-x/11-630-x2017002-eng.htm>

## Surprising Fact #2

20.6% of the Canadian population were not born in Canada

Source:

<http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-010-x/99-010-x2011001-eng.cfm>



How will knowing that approximately 60% of the Canadian population is living in a province/territory where they weren't born shape your professional practice?

# Global HRM

- Now can you see the value of Assignment #1 Global HRM 😊
- High chances of having a Canadian supervisor who wants to learn how to better communicate to newcomers
- How would you explain this feature of Canadian society to an American supervisor?
- Take some time to read and think critically about Ch. 17 in the textbook!

# Learning Consolidation & Check-in



# Activity = Tweet-style Exit Slips

- As a way to tell me how today's class went, use one of the provided slips of paper to tell me something I should know.
- Write it down and drop it off as you head out of the class.
- These tweets may include information on what is working or isn't working for you in the course.
- It will also tell me what information I may need to include in the LMS (Moodle)

# Next Steps



# Next Steps – Part 1

- Catch-up from Unit 1
  - Log into Moodle and get materials for Unit 1
  - Complete HR Stories #1
- This week's work – See Course Outline
- Look ahead
  - All forums are open in Moodle
  - All files are available for downloading in Moodle

4<sup>th</sup> Hour Activities  
Reminder: Counts towards  
Participation marks  
4/4

# Reading can be active learning

## The SQW3R Method

<https://student.unsw.edu.au/reading-understanding>





# Next Steps – Part 2

- Getting ready for Unit 3
- Assignment #1 Global HRM
  - **Start work on Assignment #1 Global HRM**
  - **Post in the Forum**
    1. **Group name**
    2. **Group members**
    3. **Issue focusing on**
      - **Must be unique from other groups**
      - **Not business attire**
  - **No extensions possible**

# Thank you!

See you online in Moodle and next week in  
the classroom.

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Coaching Hours  
Wednesdays 11:00a.m.-2:00p.m.  
Cedar 333C

