

**ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD
(Commonwealth MBA/MPA Program)**

MANAGING HUMAN RESOURCES (5563)

CHECKLIST

SEMESTER: SPRING, 2014

This packet comprises the following material:-

1. Text Books
2. Assignment No. 1, 2
3. Assignment Forms (two sets)
4. Course outlines

In this packet, if you find anything missing out of the above mentioned material, please contact at the address given below:

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WARNING

1. **PLAGIARISM OR HIRING OF GHOST WRITER(S) FOR SOLVING THE ASSIGNMENT(S) WILL DEBAR THE STUDENT FROM AWARD OF DEGREE/CERTIFICATE, IF FOUND AT ANY STAGE.**
2. **SUBMITTING ASSIGNMENTS BORROWED OR STOLEN FROM OTHER(S) AS ONE'S OWN WILL BE PENALIZED AS DEFINED IN "AIOU PLAGIARISM POLICY".**

Instructions:

- a) All written assignment must be well organized, presented in an easy-to-read format, and neat. If your handwriting is not legible, type or compose the written assignment. Moreover, pay particularly close attention to grammar, spelling punctuation and understandability. Communication is extremely important in this course.
 - (b) Documentation is likewise very important. Un-supported statements or opinions are worth less to the reader who desires to verify your finding. Complete and specific documentation is mandatory. Also, your references should be to primary sources, except in rare unusual situation.
 - c) Quoting should be kept to an absolute minimum.
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ASSIGNMENT No. 1

Course: Managing Human Resources (5563)

Semester: Spring, 2014

Level: Executive MBA/MPA

Total Marks: 100

Pass Marks: 40

- Q. 1 Training can be financially beneficial for organizations. Support this statement with an organization from service sector. (20)
- Q. 2 Select an organization that institutionalizes its employees with orientation processes and discuss its advantages and disadvantages in detail. (20)
- Q. 3 Sexual Harassment is an issue of major concern in organization. Explain with examples from the organization you have been working in or familiar with. (20)
- Q. 4 Explain the concept of Glass Ceiling by citing suitable examples from any organization you are familiar with. Briefly describe the organization you are referring to. (20)
- Q. 5 Job analysis is an integral part of performance management. What are your suggestion for strengthening above said process and programmes in an organization? (20)

ASSIGNMENT No. 2

Total Marks: 100

Instructions

In this assignment you are required to write a case study on any Human Resource Management issue faced by a firm operating in Pakistan. The evaluation of this assignment will be based on the original idea imparted by the students and the extent to which case study encourages student thinking. You have to participate in this activity fully, actively and practically. Furthermore, you are advised to be careful about plagiarism, which is the act of appropriating the literary composition of another author, or excerpts, ideas, or passages there from, and passing the material off as one's own creation. Plagiarism is illegal, therefore the Commonwealth of Learning MBA/MPA is duly concerned about it. Plagiarized cases would be referred to the Unfair Mean Committee (UMC) for strict action. More information on plagiarism may be perused at www.plagiarism.org.

A brief guide about writing a case study is given below. You are strictly advised to write cases in accordance with the format given the following “*guidelines to develop a case study*” and incorporate all the requisite information. Your case study must be consisting of at least five pages.

Guidelines to Develop a Case Study

What a Case study is?

A case study is written summary or syntheses of real-life cases based upon data and research. It suggests a story with a beginning, middle and end. It is a challenge with a result or a problem with a solution. Approach to design case study is;

- **Challenge**
- **Solution**
- **Result**

Case studies identify appropriate strategies for the resolution of dilemma of the case. Case study is a part of effective knowledge management. It is specific and easily digestible story format which comes up with a solution. Case study is the practical implication of business studies. It enriches your exposure to field work and your managerial and executive expertise to handle organizational issues.

Business case study

To summarize real-life business scenarios, a problem occurring in organizational setup or a dilemmatic situation, leading to operational misconduct and inefficiency in organizations is business case study. The issue may be from any field like finance, HRM, Management, Strategic Management, Production, Marketing, and General Operations etc.

Case Study Format

Title page

- Abstract
- Introduction
- Major characters
- Company/organizational background
- Industry profile/context

- Dilemma of case/ storyline/ Case presentation
- Management Outcome
- Conclusion
- Discussion
- Exhibits
- Acknowledgement
- References

Title page:

The title page will contain the full title of the case study. A title must not be vague or non-specific because it may not attract readers' attention. The two most common formats of titles are nominal and compound. A nominal title is a single phrase, for example "A case study of hypertension which responded to spinal manipulation." A compound title consists of two phrases in succession, for example "Response of hypertension to spinal manipulation: a case study." Keep in mind that titles of articles average between 8 and 9 words in length.

Abstract:

An abstract consists of a short version of the whole paper. There are no headings within the abstract. The author simply tries to summarize the paper into a story which flows logically.

Introduction:

The introduction is where we convey case study to the reader. It is useful to begin by placing the study in a historical or social context. If there is something especially challenging about the diagnosis or management of the condition that we are describing, now is our chance to bring that out. Introduction doesn't need to be more than a few paragraphs long, and the objective is to have the reader understand clearly, but in a general sense, why it is useful for them to be reading about this case. Avoid using jargons specifically in introduction. Introduction should create a dramatic interest.

Major characters

In the case there are assumed characters around whom the whole story revolves. Dilemma is made easy to understand through these characters. Select your characters with their names and designations.

Company/organizational background

Reporting of background should be very selective. It is not the history of whole organization but a history that relates to the problem or decision. Avoid evaluating or misleading descriptions. Information about the organization should shed light on the problem.

Industry profile/context

Industry profile gives the details of the context within which the organization operates with pressures, threats, laws, information on competitors and other external factors that impact the organization.

Case Dilemma/ Storyline/ Presentation:

This is the part of the case in which we introduce the raw data. First, describe the complaint that brought the situation to you. Next, introduce the important information that is obtained from history-taking. There is no need to include every detail – just the information that helped to settle on diagnosis. Also, try to present dilemma information in a narrative form – full sentences which efficiently summarize the results of questioning. The next step is to describe the results of our clinical examination. Again, we should write in an efficient narrative style, restricting ourselves to the relevant information. It is

not necessary to include every detail in our clinical notes. Also, you should describe the actual results, since not all readers will have the same understanding of what constitutes a “positive” or “negative” result. Dilemma is the main problem or the main motive to write up a case so it should be logical, clearly narrated, well structured and very near to reality.

It must not be self created or assumption based. The case must realistically grapple with the problem and appreciate the complexity of decision making in the real world. It is also important that case does not contain holes that are manipulative and that lead readers to feel that games are being played with them. A balance must be attained between giving enough material to make informed choice or decisions, but not so much material that the answer is given away.

Management and Outcome:

In this section, we should clearly describe the plan for settlement of the situation, and the outcome. It is useful for the reader to know what type of remedial actions have been taken. Additionally, you should be as specific as possible in describing the remedial action that was used. If some techniques have been used you are required to elaborate clearly those techniques. Remember that our case study may be read by people who are not familiar with managerial techniques.

Conclusions

Here the problem and options for consideration are restated but the decision point is open for students to resolve. The case should never end with a ‘yes’ or ‘no’ or ‘right’ or ‘wrong’ answer. The conclusions should create tension and suggest options for the readers. Successful cases have no definite conclusions.

Discussion:

In this section identify any questions that the case raises. It is not compulsory to provide a complete physiological explanation for everything that is observed. We summarize the lessons learned from this case.

Exhibits:

If you have used any tables, figures or photographs, they should be accompanied by a succinct explanation. Tables, figures and photographs should be included at the end of the case. Exhibits are the supporting supplementary material of the data given in the whole case study. The purpose of each exhibit should be very clear. If an exhibit has been used in the case, it should be very simple and clear. These are used to simplify and clarify the text of the case and to help with resolution of dilemma and the making of decision.

Acknowledgments:

If someone provided assistance with the preparation of the case study, thank them briefly. It would generally be regarded as excessive and inappropriate to thank others, such as teachers or colleagues who did not directly participate in preparation of the case.

References:

Only use references that you have read and understood, and actually used to support the case study. Do not use more than approximately 15 references without some clear justification. Try to avoid using textbooks as references, since it is assumed that most readers would already have this information. Also, do not refer to personal communication, since there is no way of checking this information.

Types of case study

Types on the basis of structure

Open ended case study

The case studies having no questions at the end are open ended case studies. These case studies are end up with a tense situation for readers. Readers themselves draw the questions and find solution to dilemma.

Close ended case study

The case studies ending up with questions are close ended case studies. These are the most common types of case studies. These are easy to find solution for readers. The questions are drawn on the basis of dilemma and storyline of case.

Types on the basis of subject matter

Exploratory case study

An exploratory case study is the type of case study where the researchers or case study designer wants to explore some unexplored. Where considerable uncertainty exists about program operations, goals, and results, the exploratory case study is designed to identify questions, select measurement constructs, and develop measures.

Program implementation case study

A program implementation case study helps discern whether implementation complies with intent. This case study may also prove useful when concern exists about implementation problems. Extensive, longitudinal reports of what has happened over time can set a context for interpreting a finding of implementation variability.

Program effects case study

Program effects case studies can determine the impact of programs and provide inferences about reasons for success or failure. As with the program implementation case study, the evaluation questions usually require generalizability and, for a highly diverse program, it may become difficult to answer the questions adequately and retain a manageable number of sites. But methodological solutions to this problem exist. After identifying findings of specific interest, researchers may then implement case studies in selected sites to maximize the usefulness of the information.

Company field cases

These cases are developed in cooperation with the participating company, have company approval and are the most common types of cases.

Individual field cases

These cases focus upon specific individuals e.g. role of a woman in NGO leadership.
General experience cases

These cases are written on the basis of case writer's knowledge, a story is invented. Generally these cases are simple. Complex cases demand a real organization.

Published information cases

These cases are derived from published sources such as newspapers, research reports, journals etc. and as such, must contain extensive footnotes. It must be made clear that such cases have been written up based on published sources. In these cases there is no need for company release.

There are many other types of case studies in practice. You can work any of them but your work should be very logical and well structured. Nothing must be vague leading to wastage of time and efforts.

Important Points

- Write in past tense
- Direct quotes are written in present tense
- Avoid jargon
- Logically structured
- Free of grammatical errors
- Define technical terms if not common
- Avoid adjectives and adverbs
- Avoid ambiguities and inconsistencies
- Do not capitalize position titles
- Number all exhibits and refer to them in text
- Writing should be clear, concise and accessible.
- Cases should be between 1500-3000 words in length.

Important Note

You are advised to structure your case study in close ended structure having questions at the end.

MANAGING HUMAN RESOURCES COURSE OUTLINE (5563)

Unit–1 Introduction to Human Resource Management

1. Introduction to the Various Functions of Human Resource Management (HRM)
 - 1.1 Key Themes
 - 1.1.1 Human Relations Psychology
 - 1.1.2 Strategic Management Theory
 - 1.1.3 Doctrines of Flexibility and Quality
 - 1.2 Approaches to HRM
 - 1.2.1 Instrumental Approaches
 - 1.2.2 Humanistic approaches
2. HRM as a restatement of existing personnel practice
 - 2.1 Scope of Personnel Management
 - 2.2 Personnel and Organizational Effectiveness
3. HRM as a New Managerial Discipline
 - 3.1 Influences on HRM
 - 3.1.1 Organisational influences
 - 3.1.2 External Environmental influence
4. Twenty-seven Points of Difference
5. HRM as an Individually Focused Developmental Model
6. HRM as a Strategic and International Function
7. Assumptions about Human Resource Management
8. Defining Characteristics of HRM
9. Arguments about HRM

Unit–2 A Brief History of HRM and Its Origins

1. Origins of HRM
2. Historical Developments of HRM (An Overview)
3. Antecedents of the HR Function
4. Evolution of the Roles of HRM

5. Changing Perspectives on HRM Jobs
6. The Intellectual Antecedents of HRM
7. HRM: Past, Present and Future
 - 7.1 A Historical Perspective on HRM
 - 7.1.1 Recent Trends
 - 7.2 An Environmental Perspective on HRM
 - 7.2.1 Organisations as Open Systems
 - 7.2.2 Buffering Strategies as an Organisational Response
 - 7.3 A Strategic Perspective on HRM
 - 7.4 A Political Perspective on HRM
 - 7.5 An International Perspective on HRM
 - 7.6 An Evaluation Perspective on HRM
 - 7.6.1 Personal Audits and Utility Analysis
8. Role of Personnel Specialists in the Management of HR
9. Contemporary Significance of HRM

Unit-3 Strategic HRM

1. Strategic HRM (An Overview)
2. What Is Strategic Human Resource Management (SHRM)?
 - 2.1 Two Classical Approaches
3. Significance of SHRM?
4. Strategy, Human Resources Management, and Organizational Outcomes
 - 4.1 SHRM Links
 - 4.1.1 Strategy-HRM Links
 - 4.1.2 HRM-Outcomes Links
 - 4.1.3 Strategy-HRM-Outcomes
 - 4.2 Implementation of SHRM
 - 4.2.1 Required Knowledge, skills, Abilities, and Orientation

Unit-4 Human Resources Planning

1. Introduction to HR/Employment Planning
2. An overview of HR Planning
 - 2.1 Definition of key terms in HR Planning
 - 2.2 Reasons for HR Planning
 - 2.2.1 Organizational and Individual Needs for HR Planning
 - 2.3 Responsibility of HR Planning
3. HR Forecasting
 - 3.1 Forecasting Demand for Employees
 - 3.2 Employment Forecasting Techniques
 - 3.2.1 Expert-Estimate Technique
 - 3.2.2 Trend-Projection Technique
 - 3.2.3 Modeling and Multiple- Predictive Techniques
 - 3.2.4 Unit Demand Forecasting Technique
4. Creation of an HR/Staffing Plan
 - 4.1 Internal Considerations
 - 4.1.1 Wastage Analysis

- 4.1.2 Business Objectives
 - 4.1.3 Markov Models
 - 4.2 External Considerations
 - 4.2.1 State Legislation
 - 4.2.2 Regional Development Schemes
 - 4.2.3 Micro-level Factors
 - 4.2.4 Analysing Demand and Supply
- 5. Recent Developments in HR/Staffing Planning
- 6. The Management of Change
 - 6.1 Demographic Changes
 - 6.2 Flexibility
- 7. HR Audit, Inventory and Human Asset Accounting
 - 7.1 Staffing Table
 - 7.2 Capability (Skill) Inventories
 - 7.3 Human Resource Information Systems (HRIS)
- 8. Labour Market Survey
 - 8.1 Definition Labour Market
 - 8.2 Defining and Measuring the Labour Force
 - 8.2.1 Data Sources
 - 8.3 Trends in the Labour Supply
 - 8.3.1 Changes in the Composition of the Population
 - 8.3.2 Subgroup Participation Changes
 - 8.4 Labour Force Quality
 - 8.4.1 Level of Education
 - 8.4.2 The Older Employee
 - 8.4.3 Handicapped Workers in the Labour Force
 - 8.5 Part-Time and Full-Time Work
 - 8.6 Trends in Labour Demand
 - 8.7 Implications for Personnel/HR Activities
- 9. Succession Planning
 - 9.1 Assessment Centres
 - 9.2 Employee Replacement Chart
- 10. Career Management
 - 10.1 Career Planning
 - 10.1.1 Organisational component
 - 10.1.2 Individual component
 - 10.2 Career Development
 - 10.2.1 Concept of Career
 - 10.2.2 The Theories of Carrer Development

Unit-5 Job Analysis and Job Design

- 1. An overview of Job Analysis
- 2. What Is Job Analysis (JA)?
 - 2.1 Definition
 - 2.2 Creating a Job
 - 2.3 How JA Is Carried Out

- 2.4 Why Conduct JA?
- 2.5 Major Uses of JA Information
 - 2.5.1 Job Description
 - 2.5.2 Job Specification
 - 2.5.3 Job Classification and Job Evaluation
 - 2.5.4 Job Design
 - 2.5.5 Performance Appraisal
 - 2.5.6 Benefits of JA
- 2.6 Collecting Job Data
 - 2.6.1 Data Collecting Techniques
- 2.7 JA methods
 - 2.7.1 Work-Oriented Approaches
 - 2.7.2 Worker-Oriented Approaches
 - 2.7.3 Evaluation of Traditional Methods
- 2.8 Recent Trends in Job Analysis
- 3. Job Design
 - 3.1 Job Design Methods
 - 3.1.1 Work Simplification
 - 3.1.2 Job Rotation
 - 3.1.3 Job Enlargement
 - 3.1.4 Job Enrichment
 - 3.2 Perspectives on the Design of Work
 - 3.2.1 Scientific Management and the Mechanistic Approach
 - 3.2.2 Job Enrichment as a Motivational Approach
 - 3.2.3 The Next Challenges in Job Design
- 4. Job Descriptions and Job Specifications

Unit–6 Recruitment, Selection and Orientation of Human Resources

- 1. Defining Job Search
- 2. Defining Recruitment
 - 2.1 Recruitment and External Influences
 - 2.2 Interactions of the Applicant/Recruits and the Organisation
 - 2.2.1 Organisation's Point of View of Recruiting
 - 2.2.2 Potential Employee's View of Recruiting
 - 2.3 Who Does the Recruiting?
 - 2.4 Sources of Recruits
- 3. Methods of Recruitment
 - 3.1 Effective Recruiter
 - 3.2 An Evaluation of the Recruitment Process Itself
 - 3.3 Recruitment in Fluctuating Labour Markets
 - 3.4 International Recruitment in Europe, Japan & USA
 - 3.5 Recruitment in Multinational Organisations
- 4. Defining Selection
 - 4.1 Definition of Selection
 - 4.2 Environmental Circumstances Influencing Selection
 - 4.2.1 The Environment of the Organisation

- 4.2.2 Nature of the Labour Market
- 4.2.3 Union Requirements
- 4.2.4 Government Regulations
- 4.3 Selection Methods
 - 4.3.1 Interviews and Interview Skills
 - 4.3.2 Biodata
 - 4.3.3 Group Methods
 - 4.3.4 In-trays
 - 4.3.5 Presentation
 - 4.3.6 Work Simulation Exercise
 - 4.3.7 Repertory Grid Technique
 - 4.3.8 Personality Assessment
 - 4.3.9 Assessment Centres
- 4.4 Barriers to Effective Selection
 - 4.4.1 Evaluative Standards
 - 4.4.2 Perception
 - 4.4.3 Perceptual Selectivity
 - 4.4.4 Stereotyping
 - 4.4.5 Gender Issues
 - 4.4.6 The Older Employees
 - 4.4.7 Halo Effect
 - 4.4.8 Projection
 - 4.4.9 Fairness
 - 4.4.10 Validity
 - 4.4.11 Reliability
- 4.5 Popularity of Selection Methods
- 4.6 Selection Decision
- 5. Orientation
 - 5.1 Definition
 - 5.2 Purposes of Orientation
 - 5.3 Who Orients Employees?
 - 5.4 How Orientation Programmes Work
 - 5.5 Assignment, Placement, and Orientation Follow-up
 - 5.6 Cost/Benefit Analysis of Orientation Programmes

Unit-7 Developing the Human Resource – Learning & Development, Training and Management Development

- 1. Introduction to Learning
- 2. Developmental Process (An Overview)
- 3. Learning & Development
 - 3.1 Defining Learning and Development
 - 3.2 Learning about Learning from own Experience
 - 3.3 The Need for Learning and Development in the Organisation
 - 3.3.1 The Need for Quality and Flexibility
 - 3.4 The Nature of the Learner
 - 3.4.1 Learning and Development throughout Life

- 3.4.2 Barriers to Learning and Development
 - 3.5 The Outcomes and Process of Learning
 - 3.5.1 The Outcomes of Learning
 - 3.5.2 The Process of Learning
 - 3.6 Development
 - 3.6.1 Concept of Development
 - 3.6.2 Lifespan Development
 - 3.6.3 Career Development
 - 3.6.4 Continuing Professional Development
 - 3.6.5 Other Forms of Development within Organisations
 - 3.7 The Organisation as a Context for Learning
 - 3.7.1 Unrestricted Learning and Development
 - 3.7.2 Influences upon learning and Development in the Organisation
 - 3.7.3 Facilitation of Learning and Development in Organisations
- 4. Training
 - 4.1 Nature and distinction in Training and Development?
 - 4.2 Training and HRM
 - 4.3 Training and Individual Needs
 - 4.4 The Creation of a HRD Plan
 - 4.5 Analysing Training Needs
 - 4.5.1 Methods of Training Needs Analysis
 - 4.6 Training Methods
 - 4.6.1 Types of Training
 - 4.7 Responsibility for and Delivery of Training
 - 4.7.1 Training Departments
 - 4.7.2 Training Consultancies
 - 4.7.3 Training and the Line Manger
 - 4.8 Evaluation and Monitoring of Training
 - 4.8.1 Methods of Evaluation
 - 4.9 International Training Trends
 - 4.10 Adaptability and Change in the 21st Century
- 5. Management Development
 - 5.1 Definition
 - 5.1.1 Management Education and Training are not Development
 - 5.2 HRM and Management Development
 - 5.2.1 HRM and the Role of Management
 - 5.2.2 Some Implications for management Development
 - 5.3 Organising and Implementing Management Development Programmes
 - 5.3.1 Organising Management Development Programmes
 - 5.3.2 Implementing management Development Programmes
 - 5.4 Issues and Controversies in Management Development
 - 5.4.1 Organisational Power and Politics
 - 5.4.2 The Ethics of Management Development

- 5.4.3 Managerial Competences
- 5.4.4 The Future of Management
- 5.4.5 Evaluating Management Development

Unit–8 Rewarding Employees: Performance Appraisal, Compensation Including

Job Evaluation

1. Introduction to Performance Appraisal
2. Basic Concepts of Performance Appraisal
3. The Reasons for, and the Importance of, Performance Appraisal
 - 3.1 Performance Appraisal and Productivity
 - 3.2 The Process and the Components of Performance Appraisal
 - 3.2.1 Appraiser
 - 3.2.2 The Appraise
 - 3.2.3 Trait Approach
 - 3.2.4 Behavioural Approach
 - 3.2.5 Results Approach
 - 3.2.6 Formal Evaluation
 - 3.3 Methods of Performance Appraisal
 - 3.3.1 Written Essays
 - 3.3.2 Critical Incidents
 - 3.3.3 Graphic Rating Scale (GRS)
 - 3.3.4 Behaviourally Anchored Rating Scale (BARS)
 - 3.3.5 Individual Ranking, Paired Comparison and Group Order Ranking
4. Feedback on Performance
 - 4.1 Feedback Model
 - 4.2 Cognitive Evaluation of Feedback
5. Reasons for Malfunction or Failure
 - 5.1 System Design and Operating Problems
 - 5.2 Problems with the Appraiser
 - 5.2.1 The Halo Effect
 - 5.2.2 Standards of Appraisal
 - 5.2.3 Central Tendency
 - 5.2.4 Recent-behaviour Bias
 - 5.2.5 Personal Biases
 - 5.3 Employee Problems with Performance Appraisal
6. Job Evaluation
 - 6.1 Definition
 - 6.2 Job Evaluation Methods
 - 6.2.1 Job Ranking
 - 6.2.2 Factor Comparison
 - 6.2.3 Classification or Grading System
 - 6.2.4 The Point System
7. Compensation
 - 7.1 Definition
 - 7.2 Objectives of Compensation
 - 7.3 Compensation Decision Makers
8. Methods of Payment
 - 8.1 Payment for Time Worked
 - 8.2 Incentive Plans
 - 8.3 Individual Incentives
 - 8.4 Group Incentives
 - 8.5 Enterprise Incentive Schemes
 - 8.5.1 Suggestion Systems

- 8.5.2 Company Group Incentive Plans
- 8.5.3 Profit Sharing Plans
- 8.5.4 Stock Ownership Plans
- 8.6 Executive Compensation
 - 8.6.1 Executive Pay
 - 8.6.2 Executive Perks
 - 8.6.3 Bonuses
- 9. Employee Benefits
 - 9.1 Definition
 - 9.2 Reasons for using Fringe Benefits
 - 9.3 Cafeteria Benefits
 - 9.4 Basic Types of Benefit

Unit-9 Grievance Handling

- 1. Introduction to Grievance Handling
- 2. Grievance Handling
 - 2.1 Causes of Grievances
 - 2.2 Forms of Dissatisfaction
 - 2.3 Dissatisfaction, Complaint and Grievance
 - 2.4 Effect of Complaints and Grievances on Organisational Effectiveness
- 3. Types and Causes of Grievances
 - 3.1 Types of Grievances
 - 3.1.1 Customs and Practice
 - 3.1.2 Rule Violations
 - 3.1.3 Insubordination
 - 3.1.4 Absenteeism
 - 3.1.5 Dishonesty
 - 3.1.6 Substance Abuse
 - 3.2 Causes of Grievances
- 4. Handling Grievances Formally
 - 4.1 Need for a Formal Grievance Handling Procedure
 - 4.2 The Benefits of a Grievance Handling Procedure
 - 4.3 The Grievance Handling Procedure
 - 4.3.1 Objectives of a Grievance Handling Procedure
 - 4.3.2 Key Features of a Good Grievance Handling Procedure
 - 4.3.3 The Steps in the Grievance Handling Procedure
 - 4.4 Redressing of Grievances (ROG)
 - 4.5 Grievance in the Public Sector
 - 4.6 Grievance in the Non-unionised Enterprise
 - 4.7 Reducing Grievances and Improving the Process

Unit-10 Discipline

- 1. Introduction to Discipline
- 2. The Concept and Meaning of Discipline
 - 2.1 Introduction
 - 2.2 Definition
 - 2.3 Purpose and Objectives of Disciplinary Action
 - 2.4 Grievance versus Discipline
- 3. A Diagnostic Approach to Discipline
 - 3.1 Categories of Difficult Employees
 - 3.1.1 Category 1: The Ineffective Employee
 - 3.1.2 Category 2: Alcoholic and Addicted Employee
 - 3.1.3 Category 3: Participants in Theft, Crime and Illegal Acts

- 3.1.4 Category 4: The Rule Violators
- 3.2 Possible Causes of Difficult Job Behaviour
- 4. Disciplinary Process
 - 4.1 Elements in a Disciplinary System
 - 4.2 Philosophies of or Approaches to Discipline
 - 4.2.1 Positive vs Negative Approach
 - 4.2.2 The Preventive Approach
 - 4.2.3 The Therapeutic Technique
 - 4.2.4 The Self Improvement Programme
 - 4.2.5 The Punitive Approach
 - 4.3 Disciplinary Methods
 - 4.3.1 Guidelines in Administering Discipline
 - 4.3.2 Techniques
 - 4.3.3 Disciplinary Layoff
 - 4.3.4 Desiring
 - 4.3.5 Discharge
 - 4.4 Administration of Discipline
 - 4.4.1 Formalised Disciplinary Procedures
 - 4.4.2 Informal Disciplinary Procedures other Disciplinary Systems
- 5. Recommendations for Model Organisations on Difficult Employees and Discipline

Unit–11 Employee Safety, Health and Welfare

- 1. Introduction to Health and Safety Issues
- 2. Historical Background
- 3. Evolution of the Concept
- 4. Factors Important to Health & Safety
- 5. Nature of Safety and Health Programmes
- 6. Causes of Work Accidents and Work-Related Illnesses
- 7. Organisational Responses to Health and Safety Challenges
 - 7.1 Safety Design and Preventive Approaches
 - 7.2 Inspection, Reporting and Accident Research
 - 7.3 Safety Training and Motivation Approaches
 - 7.4 Auditing Safety Programmes
 - 7.5 Organisational Safety Programmes and the Manager
 - 7.6 Health Programmes for Employees
- 8. Occupational Diseases and Accidents
 - 8.1 Typical Diseases
 - 8.1.1 Protection against Diseases
 - 8.2 Accidents
 - 8.2.1 Types of Accidents
 - 8.2.2 Causes of Accidents
 - 8.2.3 Theory of Accidents
 - 8.2.4 Cost of Accidents
 - 8.2.5 Prevention of Accidents
- 9. The Development and Evaluation of Safety and Health Programmes
- 10. Safety Organisation
 - 10.1 Safety Policy
- 11. Work Stress
 - 11.1 Definition
 - 11.2 Sources and Causes of Stress
 - 11.2.1 Environmental Factors
 - 11.2.2 Organisational Factors
 - 11.2.3 Individual Factors

- 11.3 Consequences of Stress
- 11.4 Executive Stress
 - 11.4.1 Causes
 - 11.4.2 Burn-Out Stress Syndrome (BOSS)
 - 11.4.3 Rust-Out Stress Syndrome (ROSS)
- 11.5 Remedial Measures against Work Stress
- 12. Sri Lanka Laws Related to Occupational Health and Safety
 - 12.1 Industrial Safety
 - 12.2 Workmen's Compensation
- 13. Health and Wellness Programmes
 - 13.1 Effectiveness

Unit-12 Industrial and Labour Relations

- 1. Introduction to Industrial & Labour Relations
- 2. Historical Background of Labor Relations
 - 2.1 Development of Industrial Relations
 - 2.2 Objectives of Industrial Relations (IR)
 - 2.2.1 Employer to Individual Employee Relationships
 - 2.2.2 Labour Management Relations
 - 2.2.3 Industrial Peace & Productivity
 - 2.2.4 Industrial Democracy
 - 2.2.5 Liasion Functions
- 3. The International Labour Organisation (ILO)
 - 3.1 Scope
 - 3.2 Objective
 - 3.3 Principles
- 4. Labour Legislation
 - 4.1 Types of Legislation
 - 4.1.1 Working Conditions
 - 4.1.2 Wages
 - 4.1.3 Industrial Relations
- 5. Industrial Disputes/Conflicts
 - 5.1 Nature of Conflicts
 - 5.1.1 Conflict Caused by Unions
 - 5.1.2 Conflict Caused by Management
 - 5.2 Types of Disputes
 - 5.3 Causes of Disputes
 - 5.4 Resolution of Conflict and Settlement of Disputes
 - 5.4.1 Labour Administration
 - 5.4.2 Statutory Measures
 - 5.4.3 Non-statutory Measures
- 6. Trade Unionism
 - 6.1 Principles of Trade Unions
 - 6.2 Classification of Trade Unions
 - 6.2.1 Classification Based on Trade
 - 6.2.2 Classification Based on Agreement
 - 6.2.3 Classification Based on Membership
 - 6.3 Evolution of Trade Unions
 - 6.4 The Trade Union as an Organisation

- 6.4.1 Why Employees Join Unions
- 6.4.2 Organisation Structure
- 6.5 Problems of Trade Unions
- 7. Collective Bargaining
 - 7.1 The Concept in;
 - 7.1.1 USA
 - 7.1.2 United Kingdom
 - 7.1.3 Sri Lanka
 - 7.1.4 West Germany & Other European Nations
 - 7.2 The Nature and Scope of Collective Agreements
 - 7.2.1 Plant Level
 - 7.2.2 Industry Level
 - 7.2.3 National level
 - 7.3 The Process of Collective Bargaining
 - 7.4 Collective Bargaining and the Right to Strike
 - 7.5 Policies for Collective Bargaining and Union Management Relations
 - 7.6 Laws of Collective Bargaining in;
 - 7.6.1 The USA
 - 7.6.2 Canada
 - 7.6.3 Sri Lanka

Unit–13 International Human Resources Management (IHRM)

- 1. Introduction to International Human Resources Management
- 2. Difference between International and Global Organizations
 - 2.1 The International Organisation and IHRM
 - 2.2 How Inter-Country Differences Affect HRM
 - 2.2.1 Cultural Factors
 - 2.2.2 Economic Factors
 - 2.2.3 Labour Cost Factors
 - 2.2.4 Industrial Relations Factors
- 3. Enhancing the Quality of IHRM Practices
 - 3.1 Improving International Assignments through Selection
 - 3.2 International Staffing: Sources of Managers
 - 3.4 Selecting International Managers
 - 3.5 Training and Maintaining International Employees
 - 3.6 International Compensation
 - 3.7 Performance Appraisal of International Managers
 - 3.8 International Labour Relations

Unit–14 Other Emerging Issues

- 1. Emerging issues in the field of HRM
- 2. Sexual Harassment
 - 2.1 Concept of Sexual Harassment
 - 2.2 Forms of Sexual Harassment
 - 2.3 What the Employer Should do
 - 2.4 What the Individual can do
- 3. Discrimination
 - 3.1 A Legal Definition
 - 3.2 Equal Employment Opportunities

4. Organisational Development (OD)
 - 4.1 Thirteen Major 'Families' of OD Interventions
 - 4.2 The Importance of Diagnosis
 - 4.3 OD Techniques
5. Managing Change
 - 5.1 Motivating People to Change
 - 5.1.1 General Reasons for Resistance
 - 5.1.2 Change-Specific Reasons for Resistance
 - 5.1.3 General Model for Managing Resistance
 - 5.1.4 Specific Approaches to Enlisting Cooperation
 - 5.2 Leading Change
6. Downsizing
 - 6.1 Definition
 - 6.2 Approaches to Downsizing
 - 6.3 Alternatives to Downsizing
 - 6.3.1 Pay Cuts
 - 6.3.2 Pay Freezes
 - 6.3.3 Reduced Hours
 - 6.3.4 Job Sharing
 - 6.3.5 Talent Pools
 - 6.3.6 Hiring Freezes
 - 6.3.7 Outplacement Services
 - 6.3.8 Employment Contracts
 - 6.3.9 Leaves of Absence
 - 6.3.10 Transfers
 - 6.3.11 Unpaid Time Off
7. Toward an HR Philosophy
 - 7.1 The Need for a Philosophy
 - 7.2 Auditing the HR Function