

MGT4234: STAFF RELATIONS AND GRIEVANCE HANDLING

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Staff Relations and Grievance Handling

Subject Code

MGT - Management

Course Number

4234

Academic Unit

Management (MGT)

College/School

College of Business (CB)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

MGT3217 Human Resources Management

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

- To develop in students an overview and understanding of the nature of an employee grievance and staff relations.
- To enable students to understand and evaluate in-company practices and master behavioural skills needed to prevent grievances, manage grievances, and promote harmonious staff relations.
- To provide students with opportunities to come up with appropriate and creative skills and strategies to deal with workplace grievances.
- To introduce the out-of-company mechanisms and procedures for handling employee grievances.
- To compare and evaluate similarities and differences in the in-company and out-of-company mechanisms for fostering harmonious labour relations in business organizations.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Evaluate and explain which behavioural skills can prevent grievances and promote harmonious staff relations and how these skills can be used to resolve conflicts that may cause grievances.	20	x	x	x
2	Critically analyse how company policies/ programs, procedures, and practices can influence grievances filing and how they can foster harmonious staff relations.	20	x	x	x
3	Critically analyse, compare, and contrast the role of trade unions and the Government (of Hong Kong) in preventing grievances and promoting harmonious staff relations.	20	x	x	
4	Demonstrate an ability to communicate to others about knowledge of relevant government legislation, agencies, and departments to ensure company HR policies, procedures, and practices prevent grievances and promote harmonious staff relations.	20	x	x	x
5	Apply and demonstrate behavioural skills and develop new approaches on problem-solving, counselling and mediation, to manage grievances and promote harmonious staff relations in a classroom setting.	20	x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Readings	Equip students with knowledge, information, and experts' analyses of advantages and disadvantages of grievance management and staff relations practices so that they can describe, explain, evaluate, analyze and compare these procedures and practices.	1, 2, 3	
2	Lecture	Equip students with knowledge, information, and experts' analyses of advantages and disadvantages of grievance management and staff relations practices. During the lecture, students will be expected to actively participate by responding to and answering questions and by sharing their understanding and critique of the course readings to facilitate explanation, evaluation, analysis and comparison, application, and communication. Also, students will be encouraged to develop new approaches to handle workplace grievances and foster staff relations which go beyond the readings and lecture.	1, 2, 3, 4, 5	

3	Seminar discussion	Students will discuss with peers about authentic business cases, real life examples, etc. to facilitate description, explanation, evaluation, analysis and comparison, and application and communication of grievance management and staff relations practices. Students will be encouraged to think deeply and discuss possible innovative ideas in handling grievances and staff relations.	1, 2, 3, 4, 5	
4	Role play	Students will practice behavioural skills needed to manage grievances and staff relations in order to develop experience applying and demonstrating these skills. Students are encouraged to be creative and develop new approaches/ideas to handle grievances and staff relations in the role play.	4, 5	
5	Peer Review	Students will comment on peer presentations of grievance management and staff relations practices to facilitate evaluation, analysis, and comparison skills.	1, 2, 3, 4	

6	Student Projects	Students will give presentations on selected topics in which they will describe, explain, evaluate, analyze and compare and apply, communicate and demonstrate appropriate grievance management, staff relations and/ or behavioural skills. Students will be encouraged to develop new approaches to deal with employee grievance and staff relations which go beyond stuff covered within the classroom.	1, 2, 3, 4, 5	
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Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Mid-term Examination : multiple choice, essay and scenario / authentic business cases analyses	1, 2, 3, 4, 5	30 Mid-term examination is designed to test students' ability to understand, evaluate, and critically analyse business cases using knowledge learned in class. The focus is to test students' ability to apply and communicate acquired knowledge and skills in handling real business cases on employee grievance and staff relations.

2	Class participation and case analysis (group discussion, role play activities)	1, 2, 3, 4, 5	10	Students are expected to attend each class with preparation. Students are expected to actively participate in class activities (e.g., role play, group discussion, etc.). Through discussion with peers about authentic business cases, students can describe, explain, evaluate, analyse, compare, and apply and communicate grievance management and staff relations practices. Students will be encouraged to think deeply and discuss possible innovative ideas in handling grievances and staff relations. Through role play, Students will practice behavioural skills needed to manage grievances and staff relations in order to develop experience applying and demonstrating these skills.
3	Group Presentation and Skill Demonstration	1, 2, 3, 4, 5	20	Students will give presentations on selected topics in which they will describe, explain, evaluate, analyse, compare, apply, communicate and demonstrate appropriate grievance management, staff relations and/ or behavioural skills. Students will be encouraged to develop new approaches to deal with employee grievance and staff relations which go beyond stuff covered within the classroom.

Continuous Assessment (%)

60

Examination (%)

40

Examination Duration (Hours)

2

Assessment Rubrics (AR)

Assessment Task

1. Assessing and Grading Essay Type Exam Questions

Excellent (A+, A, A-)

Strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good (B+, B, B-)

Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter.

Fair (C+, C, C-)

Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.

Marginal (D)

Sufficient familiarity with the subject matter to enable the student to progress.

Failure (F)

Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.

Assessment Task

2. Assessing and Grading Class Participation

Criterion

Punctuality

Excellent (A+, A, A-)

Student is almost always punctual and attends full-time.

Good (B+, B, B-)

Student is frequently punctual and attends full-time.

Fair (C+, C, C-)

Student is occasionally late to class and leaves early.

Marginal (D)

Student is almost always late to class and leaves early.

Failure (F)

Never prepared for class discussion, no sharing of views, and attend less than 80% of classes.

Assessment Task

2. Assessing and Grading Class Participation

Criterion

Preparation

Excellent (A+, A, A-)

Student is almost always prepared for class with assignments and required class materials.

Good (B+, B, B-)

Student is frequently prepared for class with assignments and required class materials.

Fair (C+, C, C-)

Student is occasionally prepared for class with assignments and required class materials.

Marginal (D)

Student is almost never prepared for class with assignments and required class materials.

Assessment Task

2. Assessing and Grading Class Participation

Criterion

Engagement and Creativity

Excellent (A+, A, A-)

Student almost always contributes to class by offering ideas, asking questions, and/or doing role play more than once per class. Student sometimes come up with creative ideas in addressing the questions.

Good (B+, B, B-)

Student frequently contributes to class by offering ideas, asking questions, and/or doing role play.

Fair (C+, C, C-)

Student occasionally contributes to class by offering ideas, asking questions, and/or doing role play.

Marginal (D)

Student almost never contributes to class by offering ideas, asking questions, and/or doing role play.

Assessment Task

2. Assessing and Grading Class Participation

Criterion

Behaviour

Excellent (A+, A, A-)

Student almost always displays facilitative behaviour during class.

Good (B+, B, B-)

Student frequently displays facilitative behaviour during class.

Fair (C+, C, C-)

Student occasionally displays disruptive behaviour during class.

Marginal (D)

Student almost always displays disruptive behaviour during class.

Assessment Task

3. Group Presentation and Skill Demonstration

Excellent (A+, A, A-)

A faultlessly structured presentation delivered to a superior professional standard of presentation skills (language fluency, voice modulation, facial expression, body language) with compelling audience impact. Substantial amount of analysis and research done on the topic. Some thought-provoking questions were addressed to the audience. Excellent answers to the questions at the end of the presentation.

Good (B+, B, B-)

A well-structured presentation delivered to a high professional standard of presentation skills with strong audience impact. Good evidence that analysis and research has been done. A few thought-provoking questions were addressed to the audience. Good answers to the questions asked at the end of the presentation.

Fair (C+, C, C-)

Presentation structure not fully coherent and presentation skills no more than acceptable. Audience impact weak. Some evidence that analysis and research has been done. Fair answers to the questions asked at the end of the presentation.

Marginal (D)

Presentation structure barely coherent and presentation skills bordering on the unacceptable. Very weak audience impact. Little research and analysis done on the topic. Poor answers to the questions asked at the end of the presentation.

Failure (F)

Unacceptable presentation style, lack of preparation, reading word by word from the notes or the computer screen, and no interaction with audience.

Assessment Task

4. Assessment Criteria for the Case Analysis and Group Discussion

Excellent (A+, A, A-)

As in B, but with innovative and highly justifiable recommendations. The group could apply the principles learnt in the case to a new or unfamiliar real-life context.

Good (B+, B, B-)

The group could facilitate active discussion among the class members on key issues in the case. The group could lead the class to understand HRM concepts relevant to the case. The recommendations are well justified.

Fair (C+, C, C-)

The group could stimulate some discussion among the class members. The group could answer the case questions logically but little application of the HRM concepts learnt. Some justifications of recommendations are given.

Marginal (D)

The analyses are isolated, addressing a limited number of issues. Demonstration of understanding in a minimally acceptable way. Poor answers to the case questions with weak justification of recommendations.

Failure (F)

Poor analyses with no consistency in logics, no application of related concepts and theories, omitting critical issues, and poor recommendations.

Part III Other Information

Keyword Syllabus

The nature of employee grievance; types of grievances; antecedents and consequences of grievances; objectives of grievance handling; importance of successful grievance handling; conceptual scheme of grievance resolution systems; grievance handling procedures within organizations; corporate due process; role of human resources managers; investigator-type systems (handled by an investigator) vs. board-type systems (handled by several or more people); grievances handled by labour union in unionized companies; grievable vs. non-grievable; legal conditions of employment; employees rights and obligations; company policies, customs, and practices; empathy listening; grievance interview; identifying assumptions and biases; persuasion skills; systematic recording of interview data, findings, and implications; constraints identification; coaching skills; counselling skills; conflict resolution; negation skills; employee assistance programs; labour disputes handling procedures by neutral third parties; role and functions of trade union in resolving grievances; conciliation service from the labour department; arbitration; mediation; litigation; roles of labour tribunal and high court; responsibilities and obligations of managers; procedural justice at workplace; good people management practices in recruitment and selection, offer of employment, training, safety and health a work, employer-employee communication, and termination of employment.

Reading List

Compulsory Readings

Title	
1	Mayer, B. (2012). The dynamics of conflict: A guide to engagement and intervention. Jossey-Bass.

Additional Readings

Title	
1	Fossum, J. A. (2006). Labor relations: Deveopmenet, structure, process. Boston: McGraw-Hill Irwin.
2	Donais, B. (2014). The art and science of workplace mediation. Aurora: Carswell.
3	Jones, T.S, & Brinkert, R. (2008). Conflict coaching: Conflict management strategies and skills for the individual. Los Angeles, CA: Sage.
4	Lewicki, R., J., Sanders, D, M., Barry, B., & Minton, J. W. (2006). Essentials of negotiation. New York: McGraw-Hill Irwin.