Industrial Relations in Canada (Canadian) 4th edition Hebdon Solutions Manual

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Chapter 1 – Introduction

Chapter Objectives

After reading this chapter, you should be able to

- identify the similarities and differences between such terms as *labour relations*, *human resources*, employment relations, and *industrial relations*;
- describe a systems framework that can be used to assess and understand industrial relations issues;
- discuss the differing views in the field of industrial relations; and
- understand how this textbook is structured to follow the industrial relations system framework.

Chapter Summary

Chapter 1 provides the foundation for the course and the textbook. The chapter starts with a discussion of the differences between industrial relations (IR) relative to similar disciplines such as human resources management (HRM) and labour relations (LR). This is followed by a review of the IR systems model used to ground the text as well as an overview of the perspectives or views of IR. The chapter concludes with an overview of how the text is structured.

Several of the chapter elements can be delivered in three components.

1. **Lecture.** Use PowerPoints® provided by publisher to highlight key points of the chapter.
2. **Class exercise.** Based on a media story concerning a current (or recent) IR event in the local community. Distribute a copy of article in class (or present via whatever technology exists in the classroom). Ask students (either in groups or individually) to apply chapter concepts to the article.
3. **End-of-chapter cases and exercises**. Cases and exercises that examine the field of IR can be utilized at the end of the chapter to test the students on the chapter elements. They can also be utilized as test questions, hand in assignments, or in-class exercises.

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Lecture Outline

COMMENTS	ACTIVITY
A. Introduction	Present poll, learning objectives, and opening vignette in **PPT Slides 1-3 through 1-6.** If technology exists, have students watch a recent strike media story (or have them read the chapter-opening vignette that makes reference to the Ontario college strike). For a sample YouTube clip, view a segment on the Ontario college faculty strike at https://ottawa.ctvnews.ca/tuition-refunds-offered-to-students-as-ontario-college-strike-ends-1.3685700. Note this opening item will be used in many places in this lecture.
B. Important IR Terms Comparing and contrasting the field of IR from other similar fields is important to help students understand focus of course. Briefly review • human resources management (HRM) • employee relations • industrial relations • labour relations • union • collective agreement • collective bargaining	Present **PPT Slides 1-7 through 1-12.**
C. IR System—Dunlop's Model Model elements **Actors** • Specialized governmental agencies • Hierarchy of managers and representatives • Hierarchy of workers (non-mgt) and representatives	Briefly present **PPT Slides 1-13** and **1-14** showing key elements of Dunlop. Referring to the item used in the opening element, ask students to define the key parties in an employment relationship. Then, using **PPT Slides 1-15 and 1-16**, present key actors of Dunlop's model and discuss the idea of shared ideology. Discuss who from the opening element represents each actor.

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COMMENTS	ACTIVITY
Shared ideology • Set of ideas and beliefs held by the actors • Helps to bind or integrate the system together **Contexts** • Market and budgetary • Technical characteristics of the workplace • Distribution of power in society	Refer to the opening vignette and ask students what outside factors can impact employment relationships and the relationships between the three actors. Then, using **PPT Slide 1-17**, present the contexts. Discuss which are present in the opening element.
Web of rules • Procedures for establishing rules • Substantive rules • Procedural rules	Present the concept of web of rules using **PPT Slide 1-18.** Apply any present in the opening vignette.
Criticisms • Descriptive classification system • Underestimates power and conflict • Static model • Can't explain decline of U.S. unions	Present criticisms of the Dunlop Model (**PPT Slide 1-19**).
D. Modified Systems Model **External Inputs** • Legal • Economic • Ecological • Political • Sociocultural **Actors** • First three are similar to Dunlop (note: difference in names) • Note addition of end-user **Internal Inputs** • Goals • Values • Strategies • Power	Discuss how Craig adds to Dunlop and show overall model (**PPT Slides 1-20 and 1-21**). Explain how you will walk through each element in your lecture. Present **PPT Slides 1-22 through 1-27**. Highlight that the model expands on that of Dunlop—emphasize differences relative to Dunlop. Alternatives 1. Have students apply this model to the opening element used for Dunlop discussion. 2. After the presentation, have students complete Exercise 2 from the textbook.

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COMMENTS	ACTIVITY

Conversion Mechanisms

- Collective bargaining
- Grievances
- Day-to-day relations
- Third-party dispute resolution mechanisms
- Joint committees
- Strikes/lockouts

Outputs

- Employer outcomes
- Labour outcomes
- Worker perception
- Conflict/conflict resolution

E. Views of Industrial Relations
   - Neoclassical economic
   - Pluralist/institutional
   - HRM/strategic choice
   - Political economy

Ask students what they hear from relatives, friends, the media, etc., in terms of perceptions of labour unions. Write these on the board. Alternatively, present a few different views from YouTube. For example, https://www.youtube.com/watch?v=KjK4wIgm3ok for neoclassical and economic focus or http://www.youtube.com/watch?v=NnYDzJkXXVM for pluralist.

Present the common views of IR using **PPT Slides 1-28 through 1-33**.

F. Text Layout

Refer to the textbook table of contents or present **PPT Slide 1-34**. Discuss how the course and textbook largely follow the IR system and that it is grounded in the pluralist/institutional view.

Present **PPT Slide 1-35.**

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End-of-Chapter Materials

Suggested answers (or teaching points) are in **bold**.

Discussion Questions

1. Many of your peers may argue that the field of industrial relations is dead and that it has no relevance to today's youth. What do you think?
   While field may be changing, youth need to understand workplace/employment relationships, their workplace rights, etc. Consider showing YouTube video https://www.youtube.com/watch?v=T7zGFjbcziE.

2. The topic of unionization often sparks considerable debate. A recent CLC (2018) online posting states that (1) about 15% of young workers aged 15 to 29 are unionized, and (2) these unionized youth earn over $3 an hour more than their non-union counterparts. Present arguments from the employer and the union concerning the pros and cons of this $3 wage difference.
   Employer: Will focus on cons. For example, the higher labour costs and difficulty faced by employers as they must absorb these labour costs and remain competitive. Unlikely to see pros, but may see less turnover, higher quality and dedicated staff
   Union: Will focus on pros. These pros include better quality life, better able to afford (or pay off) secondary education costs, etc. Less likely to see cons, but may discuss potential of job loss or fewer employees being hired given increased labour costs

3. IR Today 1.2 examined the issue of precarious, youth, and gig workers. In your opinion, do you believe that we will continue to see increases in such employment across all sectors of the Canadian economy? Why or why not?
   Variety of answers. The gig economy is, to a considerable degree, driven by technology, which is disrupting many product and services markets (consider, for example, Uber or the music recording industry). So, the gig economy is likely going to continue to grow, while technology, to a considerable extent, is replacing jobs that already were considered precarious (e.g., self-checkout at stores). Some argue that, while technology may replace some jobs, it is bound to produce other jobs instead (i.e., somebody has to create and administer the technology). Also consider non-technological factors (labour market, actors values, goals, strategies, power) that could cause other occupations to become increasingly precarious (e.g., university instructors).

4. Many students will take this course in a business school. From your perspective, should industrial relations courses be required in business schools?
   While field may be changing, those entering the field of business need to understand workplace/employment relationships, their workplace rights, legal obligations related to unions, etc. Also, much of global economy is unionized (e.g., Europe), as are about 30% of Canadians.

5. Unions are increasing their focus on youth workers. In your opinion, what should unions do to make them more appealing to youth?

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Need to focus on needs of youth: access to/affordability of post-secondary education, access to good-quality jobs (full-time, Monday–Friday, permanent, good pay), changing perception that unions are for "old" people and don't focus on needs of youth, etc.

Exercises

1. In groups, discuss any jobs you have held to date. Looking at IR Today 1.2, would you consider your work experiences to be examples of precarious work? Why or why not? For examples of precarious employment, what changes in the employment relationship would need to occur for these to become examples of non-precarious work?
   Most the jobs students have had are likely to be precarious; low pay, casual, low number of hours. Many students may not think of this a problem since they are only looking for part-time work. Help them reflect on the fact that many people have to make living and sometimes try to support families on this type of work. Having to depend on (sometimes multiple) part-time jobs is difficult. Students may think of answers to this question if they think of what specific changes (pay, hours, regularity, etc.) would make them consider staying in a job full time.

2. Get a story concerning a labour dispute or strike from a media outlet. Using the IR system presented in Figure 1.1, answer the following:

   a. Name and identify any relevant external inputs.
   b. To what extent are the four actors presented? Who represents these four actors?
   c. What conversion mechanisms, if any, are presented?

   Present Figure 1.1 and apply the model to answer these questions.

3. Increasingly, we see discussions of the employment impacts of artificial intelligence (AI). In your opinion, how will AI impact the four actors of the IR system?
   AI (and other advanced computer technology) changes the nature of jobs, sometimes replacing them entirely. AI also significantly changes (and often disrupts) product and service markets. This also has significant effects on labour markets (e.g., Uber, music industry, etc.)

4. Most university faculties are unionized. Examining the university you are currently attending,

   a. Name and identify the main actors of the industrial relations system.
      (Name of educational institution, faculty association [if applicable], governmental agencies/LRB, and students)

   b. Discuss the relevant internal inputs of these actors.
      Discuss goals, values, strategies and power of these actors, with special emphasis on employment relationships.

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c. Identify the external inputs that you feel have the greatest impact on the actors at this time.
It is likely that economic input is key.

5. In this chapter, we referenced the unionization of WestJet flight attendants. Search online for a few stories related to the unionization of these employees. Based on these stories, what, in your opinion, were the major reasons for the flight attendants unionizing? Examining Figure 1.1, which external inputs are presented aligned to these reasons for unionization?
Most of the answers are likely related to the internal inputs. In what ways have actors' values, goals, strategies, and power changed? And why? While possible, it is difficult to pinpoint and specific changes in the external inputs contributing to this.

6. Although we are early in the textbook, you will quickly see that many of the topics we cover in this course are relevant to you today and as you move throughout your career. Have a look at the following YouTube piece concerning youth, employment, and unionization: http://www.youtube.com/watch?v=8oEMbYj-kk0. Alternatively, go to YouTube and search on the keywords *labour*, *union*, and *youth*.

   a. In your opinion, are the concerns of youth presented accurate? Are there major concerns of young workers not presented?
   Look and discuss extent to which the following are discussed (or any others raised by the class): youth unemployment, access to/affordability of post-secondary education, access to good-quality jobs (full-time, Monday–Friday, permanent, good pay), changing perception that unions are for "old" people and don't focus on needs of youth, impact of seniority clauses on youth, etc.

   b. Figure 1.1 presents numerous outputs of the IR system. Do you feel, based on this video and your own experience, that the desired outcomes for older workers and younger workers differ? Justify your answer with examples.
   In general, the key outputs are important to all workers (older and younger). One would think that all workers want to achieve fairness in the workplace and have positive perceptions of their workplace. However, there will be differences concerning the types of outcomes desired by younger workers. Younger workers have less seniority, often have higher student debt, and have (generally) more precarious employment. Issues of benefits such as pension may be less germane for them.

   c. Looking at the IR system presented in Figure 1.1, which of the external inputs do you believe are creating the challenges for youth noted in this video?
   Economic input having greatest impact: restructuring of economy, global markets, etc.

   d. To what extent are the differing perspectives of industrial relations discussed in this chapter present in the video?
   The main perspective is institutional/pluralist, given the examination of how labour (unions) balance the interests of employers and employees.

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Case Questions

Case: Ontario College Strike

1. Using the industrial relations model presented in this chapter (Figure 1.1),

   a. Identify and name the actors in the case.
   Employer = UNB Administration
   Labour = Ontario Public Services Employees Union (OPSEU)
   Government/agencies = mostly provincial government
   End-user of students and public

   b. Discuss what external inputs you feel are most relevant in this case.
   Economic (given size of pay increase being sought and reference to comparable university compensation); political, given discussion of back-to-work legislation

   c. Name and identify the conversion mechanisms and outputs presented in the case.
   Conversion mechanisms: collective bargaining, third-party dispute resolution, strike. Outputs: strike, potentially employee outcomes (benefits, wages)

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