



## **Commerce 431 Industrial Relations Course Outline January 2017**

**Instructor: Brad Evans**

**Email: [Bradley.Evans@unbc.ca](mailto:Bradley.Evans@unbc.ca)**

**Course Start Date: January 4, 2017**

**Final Class Date: April 5, 2017**

**Class Days: Wednesdays**

**Class Time: 6:00 p.m. to 8:50 p.m.**

**Classroom Location: Teaching & Learning Centre 10-4520**

Information regarding the School of Business at UNBC can be found at:

<http://www.unbc.ca/business>

---

### **REQUIRED READINGS FOR COMMERCE 431:**

- Robert Hebdon & Trevor Brown: "Industrial Relations In Canada – 3rd Edition" from the Nelson Series in Human Resources Management.

### **COURSE DESCRIPTION:**

Comm 431 will provide a framework for students to study the Canadian Industrial Relations system. This course will focus on the labour-management relationship. Topics include the basic elements of an industrial relations system, the social economic, legal and political environment in which participants interact, and the process of collective bargaining.

## **COURSE OBJECTIVES:**

Specifically, the objectives for students of this course are to:

- Identify key terms used in industrial relations (IR) and use a systems framework approach to assess and understand industrial relations and the differing views in the field of IR
- Discuss the economic, social and political environments and their impacts on IR
- Describe key elements of labour history and their impact on IR in Canada today
- Identify the various components of the legal environment governing IR in Canada and how these employment laws affect working conditions and rights of employees
- Understand both management and union perspectives on IR
- Describe the collective bargaining process, do's and don'ts of collective bargaining, and the various strategies in collective bargaining
- Learn collective agreement administration, the structure & common elements of collective agreements and types of clauses typically found in collective agreements
- Explain the various different types of industrial disputes including strikes, lockouts, dispute resolutions processes such grievance and arbitration procedures
- Discuss 3<sup>rd</sup> party dispute mechanisms in unionized environments
- Discuss the impact of unions on management practices
- Differentiate public and private sector IR processes

## **TEACHING METHODS:**

Several approaches are used to facilitate learning in Commerce 431:

- a. **Text & Required Readings:** Your text will provide you with a broad overview to the topics covered in the course and the context for material covered in more depth in the lectures. The text will also familiarize you with the concepts of industrial relations.
- b. **Lectures:** Lectures are designed to provide you with an in-depth examination of topics covered in your text and other required readings. Students are expected to read the required textbook material as it corresponds to the lectures to enhance and facilitate understanding of how the lecture topics fit with the various components of industrial relations. PowerPoint slides provide the foundation for the material to be discussed in the lectures. Do not assume that these slides are a substitute for coming to class as they do not completely cover the material, but simply provide you with a foundation to organize your notes on the material as it is being presented. Attendance at lectures and detailed lecture notes will result in stronger performance on examinations.

- c. **Class Discussion & Journal Assignments:** An important part of the learning process for this course will be developed via Journal assignments, class and group discussions of course concepts and for individuals to share their experiences and knowledge with regard to industrial relations issues.
- d. **Major Course Assignment:** To help students fully grasp the concepts of the materials in this course, a major course assignment will be completed by each student.

**ROLE OF THE INSTRUCTOR:**

The role of the instructor is to facilitate and guide discussion to help achieve learning objectives. This will involve the instructor asking students to participate in discussion and share their experiences and views regarding industrial relations issues, clarifying concepts that may be difficult to understand, and encouraging students to present different points of view.

**COURSE ASSIGNMENTS EXAMS, DUE DATES AND GRADE WEIGHTING:**

<b>Assignments &amp; Exams</b>	<b>Description &amp; Due Date</b>	<b>Grade Weight</b>
Class Participation	Ongoing participation in group discussions & attendance.	15%
Weekly Journal Assignments	Due at the beginning of each class.	15%
Major Course Assignment	Second to last class of the course	20%
Mid Term Exam – October 20, 2014	Covers Chapters 1 - 6	25%
Final Exam - Date TBA	Covers Chapters 7 - 12	25%

## COURSE SCHEDULE & READING ASSIGNMENTS

January 4, 2017	Introduction to Comm 431 & Key Course Objectives Chapter 1: Introduction	<ul style="list-style-type: none"> <li>• <b>Course Materials Available On Blackboard:</b> <ul style="list-style-type: none"> <li>▪ Course Outline</li> <li>▪ Assignment Packages</li> </ul> </li> </ul>
January 11, 2017	Chapter 2 – Labour History	<ul style="list-style-type: none"> <li>• Read Chapters 1 &amp; 2 prior to class.</li> <li>• Submit Journal Assignment #1</li> </ul>
January 25, 2017	Chapter 3: Economic, Social & Political Environments	<ul style="list-style-type: none"> <li>• Read Chapter 3 prior to class.</li> <li>• Submit Journal Assignment #2</li> </ul>
February 1, 2017	Chapter 4: The Legal Environment	<ul style="list-style-type: none"> <li>• Pre-read Edith Cavell Arbitration Case (<b>Culpable vs Non-Culpable</b>)</li> <li>• Submit Journal Assignment #3</li> </ul>
February 8, 2017	Chapter 5: The Union Perspective  Chapter 6: The Management Perspective	<ul style="list-style-type: none"> <li>• Read Chapters 5 &amp; 6</li> <li>• Submit Journal Assignment #4</li> </ul>
February 15, 2017	<b>Family Day &amp; Reading Break – No Classes</b>	
February 22, 2017	<ul style="list-style-type: none"> <li>• <b>Mid-term Exam - Based on Materials Covered in Chapters 1 – 6</b></li> <li>• Exam Structure: <ul style="list-style-type: none"> <li>▪ 20 definition matching question representing 20% of the overall exam mark</li> <li>▪ 40 true/false questions representing 40% of the overall exam mark</li> <li>▪ 40 multiple choice questions representing 40% of the overall exam mark</li> </ul> </li> </ul>	

March 1, 2017	Chapter 7: Negotiations	<ul style="list-style-type: none"> <li>• Read Chapter 7 prior to class.</li> <li>• Submit Journal Assignment #5</li> </ul>
March 8, 2017	Chapter 8: Collective Agreement Administration	<ul style="list-style-type: none"> <li>• Read Chapter 8 prior to class</li> <li>• Submit Journal Assignment #6</li> </ul>
March 15, 2017	Chapter 9: Conflict Resolution: Grievances & Strikes	<ul style="list-style-type: none"> <li>• Read Chapter 9 prior to class.</li> <li>• Submit Journal Assignment #7</li> </ul>
March 22, 2017	Chapter 10: Third Party Dispute Resolution	<ul style="list-style-type: none"> <li>• Read Chapter 10 prior to class.</li> <li>• Submit Journal Assignment #8</li> </ul> <p><b>Major Assignment Is Due to be Submitted</b></p>
April 5, 2017	<p>Chapter 11: Impacts of Unions</p> <p>Chapter 12: Public Sector Issues:</p>	<ul style="list-style-type: none"> <li>• Read Chapters 11 and 12 prior to class.</li> <li>• Submit Journal Assignments #9 &amp; #10</li> <li>• Return Marked Final Assignments</li> <li>• Roundtable Discussion – What you learned in Comm 431</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Final Exam to be held sometime in April 2016 and will be based on materials covered in Chapters 7 – 12</b></li> <li>• <b>Exam Structure:</b> <ul style="list-style-type: none"> <li>▪ 20 definition matching question representing 20% of the overall exam mark</li> <li>▪ 40 true/false questions representing 40% of the overall exam mark</li> <li>▪ 40 multiple choice questions representing 40% of the overall exam mark</li> </ul> </li> </ul>		

### **ASSIGNMENT DESCRIPTION**

**Journal Assignment Overview:** You will be given assigned readings with a topic to provide a brief, yet reasoned response in your Learning Journal. Journaling is an excellent way to build critical thinking skills about course concepts or experiences and to provide your views and insight on a topic. Each journal question will be used as an opening discussion at the start of each class. In order to contribute to the discussion, please ensure that your journal questions are completed prior to the start of each class. Learning Journal responses will be handed in each class for marking. There are 10 journal entries in total and each completed journal assignment is worth 10 marks for a total of 100 possible marks. The journaling assignments will receive a 15% weighting for your overall course mark.

**Major Assignment:** The British Columbia Labour Relations Code governs nearly all aspects of labour relations to do with union certification, collective bargaining and on-going union labour relations matters for employers covered under this jurisdiction. Although you may have a collective agreement in place, certain provisions of the Employment Standards Act of British Columbia will apply to your workplace too.

The purpose of this assignment is for you to analyse and apply practical and legal principles pertaining to union certification, collective bargaining and other on-going labour relations processes under the jurisdiction of British Columbia labour relations and employment standards legislation.

Working in Canada as an IR/HR professional, you will be called upon to use your skills to answer questions and provide advice and feedback to stakeholders in organizations regarding industrial relation processes covered under legislation for that particular jurisdiction. Therefore, as an IR/HR practitioner, it is imperative to gain a full understanding of legislation governing the employment relationship in your jurisdiction.

In the assignment package, you will find a series of scenarios during various stages of the labour relations process covered by British Columbia legislation. You will assume the role of a newly hired HR/IR specialist with the organization to work on HR/IR issues. Although you will be quoting sections of the Labour Code and Employment Standards Act, a key part of a skilled IR/HR practitioner's role is to be able to explain these provisions in a manner that managers can use to help them make informed strategic business and labour relations decisions. Therefore, it is not only your role to find the key parts of the legislation relevant to each scenario, but you must, in your own words, clearly and concisely provide an interpretation of the intent and meaning of the provisions of the legislation for each component of this assignment

### **PAPER FORMAT**

- Adherence to all academic standards and forms is expected. Of particular note are the use of the third person in all assignments; the proper citation of sources; inclusion of bibliographies; and the use of proper spelling and grammar.
- All submissions are to use 12-point font, double-spaced.
- Page numbers are required – their use greatly assists in quickly determining missing pages.

## **CONDUCT IN EXAMINATIONS**

Students must present appropriate identification upon entering the examination room. Appropriate identification is defined as a UNBC student card and/or some other form of photo identification acceptable to the proctor. The following regulations (Regulation 40 Undergrad Calendar) apply to the conduct of examinations:

- a. Books, papers, or other materials or devices must not be in the possession of the student during an exam except by the express permission of the examiner. No laptop computers, no cell phones, handheld electronic devices or the like may be in possession of the student in the examination room.
- b. No candidate is permitted to enter the examination room more than 30 minutes after the beginning of the examination, or permitted to leave within 30 minutes after the examination has started.
- c. Candidates must not communicate in any way with other candidates in the examination room.
- d. Candidates must not leave their seats, except when granted permission by the proctor.
- e. Candidates must turn in all materials, including rough work, upon leaving the examination room.
- f. Food and beverages other than water are not permitted in the examination room.

## **MISSING A MIDTERM OR EXAMINATION**

Advance notice must be given when a student is unable to appear for an examination. Only duly authenticated bereavement, illness and legitimate reasons are admissible justifications for absence from a scheduled examination (eg. Writing an LSAT or CGA exam and there is a time conflict).

**Do not schedule travel during the midterm or exam period that may conflict with your final exam!**

## **IF YOU HAVE MISSED A FINAL EXAM**

Satisfactory explanation, with supporting documentation as appropriate, for any final examination missed must be made by the student or designate to the Office of the Registrar within 48 hours from the time the examination was written.

Within 48 hours of receiving a submission, the Registrar or designate may direct the Program under which the course is offered to arrange the writing of a special examination in the case of an examination which was missed.

Normally, for explanations of sickness, a doctor's certification is required.(Regulation 43. Undergraduate Calendar)

## **GRADING SYSTEM:**

<u>Excellent</u>	A+	=	90-100
	A	=	85-89.9
	A-	=	80-84.9
<u>Good</u>	B+	=	77-79.9
	B	=	73-76.9
	B-	=	70-72.9
<u>Satisfactory</u>	C+	=	67-69.9
	C	=	63-66.9
<u>Marginal</u>	C-	=	60-62.9
	D+	=	57-59.9
	D	=	53-56.9
	D-	=	50-52.9
<u>Failure:</u>	F	=	0-49.9

## **PLAGIARISM AND ACADEMIC MISCONDUCT**

It is the student's responsibility to be aware of UNBC's Academic regulations, policies and procedures as described in the University calendar.

A definition of academic misconduct includes:

Cheating (using unauthorized material, information, or study aids in academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation and any and all other actions that may improperly affect the evaluation of a student's academic performance or achievement, assisting others in any act, submission of the same work for grades in two courses without permission of the instructor or attempts to engage in such acts.

The regulations on plagiarism apply to all material submitted for a grade: essays, exams, assignments, cases, presentations, quizzes, and practice sets. Any case of suspected academic misconduct will be reported to the campus registrar. If the student is found guilty of academic misconduct there are both grade penalties and disciplinary penalties. Before there is any intention (on your part) or suspicion (on the part of your instructor or your peers) of wrongdoing, please see the instructor to discuss any problems of this nature. If your paper closely resembles a paper from this class or any other class (either written by you or another student, in this semester or any other), this will be considered an infraction of the academic misconduct code.

## **RESPECT**

Please demonstrate respect to your fellow students who express their thoughts and explore new ideas in the course.

## **ETHICAL STANDARDS**

The following behaviors are considered unethical:

1. Telling the instructor that you "need" a certain grade
2. Asking for extra assignments for the purpose of raising a grade
3. Asking that the grade be raised because it is very close to the next higher grade
4. Asking that the grade be raised because you did very well on one part of the course or grading scheme
5. Asking for a higher grade because you don't like the grading scheme
6. Asking to be allowed to turn in an assignment late - even a few minutes late - because of computer or printer problems or any other reason
7. Asking to be treated better than other students by making an exception to the rules
8. Asking for any other unfair advantage in grading.

## **FINAL EXAMS**

In addition to the above comments on examinations, please see the calendar regarding details on UNBC expectations. Please refer to Section 39 of the Undergraduate Academic Calendar.

## **ACCESS RESOURCE CENTRE**

If there are students in this course who, because of a disability, may have a need for special academic accommodations, please feel free to meet with the instructor to review your specific needs or contact the Access Resources Centre located in the Teaching and Learning Centre, Main Floor West Block Room 10-1048 Tel 250-960-5682 or via email [arc@unbc.ca](mailto:arc@unbc.ca) For more information, please visit their website [www.unbc.ca/arc](http://www.unbc.ca/arc)

## **ACADEMIC ADVISING**

For academic advising please contact the Recruitment and Advising Centre Room 7-714, by email: [advising@unbc.ca](mailto:advising@unbc.ca) or via phone at 250-960-6494.

## **ACCESS SUCCESS CENTRE**

For tutoring online or in person; download handouts on writing, math, and referencing; receive study assistance; and much more, please see the Learning Skills Centre. Their website is [www.unbc.ca/asc](http://www.unbc.ca/asc)

The Academic Success Centre is committed to supporting and enhancing student learning and to providing the skills students will need to become life-long learners. Through collaborative partnerships, we offer services and resources that empower students to take responsibility for their own learning. Our students' success is our ultimate measure of accomplishment.

This site provides you with access to:

- Free online tutoring
- Downloadable handouts for writing, study skills, math, and presentation skills
- Access to self-assessment sites for learning styles, grammar, math, etc.
- Information about face-to-face tutoring and how to book an appointment
- Special programs and workshops offered through the Centre

For more information, please contact the Academic Success Centre located in the Teaching and Learning Building, Room 10-2584 or via Tel 250-960-6367 Fax 250-960-5425 or via email [asc@unbc.ca](mailto:asc@unbc.ca). Their website is [www.unbc.ca/asc](http://www.unbc.ca/asc)

## **MATH ACADEMIC CENTRE FOR EXCELLENCE (MACE)**

The Mathematical Academic Centre for Excellence (MACE) is a student-centred space dedicated to students taking math-based courses. MACE is a space for working on problems alone or in groups or for getting help from tutors, teaching assistants, and faculty who are available at scheduled times. MACE tutors can be identified by their green ties embroidered with the MACE frog.

Students go to MACE to do practice problems, work in study groups, do math problems related to science and business courses, receive help, and discuss math concepts. MACE is located in room 10-2088 in the Teaching and Learning building.