

Course ID:	Course Title:	Fall 2022
BUS 433	Employee & Labour Relations	Prerequisite: BUS 250
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Adediwura (Wura) Odiase, MBA, MSc. CPHR	First Day of Class:	Sept 12, 2022
Days:	Tuesdays	Email:	Adediwura.Odiase@ambrose.edu	Last Day to Add/Drop:	Sept 18, 2022
Time:	4:00pm – 7:00pm	Phone:	403-970-5000	Last Day to Withdraw:	November 21, 2022
Room:	L2084	Office:	N/A	Last Day to Apply for Coursework Extension:	Approach Registrar
Lab/Tutorial:	N/A	Office Hours:	N/A	Last Day of Class:	December 12, 2022
Final Exam:	Take Home				

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

An exploration of effective employee and labour relations in Canada. Specific emphasis will be given to exploring the practices of effective management-employee relations, the roles and impacts of unions in organizations, and managing conflict and diversity in organizations.

<https://ambrose.edu/content/academic-calendar-2>.

Expected Learning Outcomes

By the end of the course, students will be able to:

1. Understand the role of the HR Professional and Union Representatives in successful employee and labour relations.
2. Understand and explain how the labour market operates in Canadian society and how it affects the distribution of power in employment relationships.

3. Define, compare and contrast the key theoretical perspectives in employee and labour relations and how these perspectives shape the practice of employee and labour relations in organizations.
4. Outline the key steps in the labour relations process (certification, bargaining, conflict resolution, administration of the collective agreement and decertification)
5. Identify and discuss contemporary employee and labour relations issues facing 21st Century organizations and unions.

Textbooks

Hebdon, R. & Brown, T.C. (2016). *Industrial Relations in Canada* (4th ed.). Nelson: Top Hat, SAGE, ISBN 9781774123256

Ulrich, D., Kryscynski, D., Ulrich, M. & Brockbank, W. (2017). *Victory through organization: Why the war for talent is failing your company and what you can do about it*. New York: McGraw Hill Education.

Course Schedule

The Course Schedule will be posted to Moodle before the first day of class. Guest speakers continue to be booked for the semester, and their availability may impact the schedule noted there. I may also move some specific classes to an online format, as my work schedule changes. The dates and order of topics outlined in the schedule may be subject to change at the instructor’s discretion throughout the term. Any changes will be communicated in advance so please check Moodle each Monday to confirm the logistics and location of class.

A key component of effective and sustainable organizations is the relationship between managers and employees. This course explores this topic in both unionized and non-unionized practices. We will explore the legalities of the employer-employee relationship but will also challenge each other to envision workplaces that set the bar high and find ways to create thriving and engaged employees. We will also explore the rapid workplace changes that took place in 2020, and continue to take place, as the business world adapts to the ‘new normal’ of post-pandemic workplaces.

Requirements:

Course grading and evaluation will be conducted according to the following:

Class Participation	7.5%
Discussion Board Postings	20.0%
Assignment #1 – Case Analysis	17.5%
Assignment #2 – Collective Agreement – Bargaining Simulation	15.0%
Assignment #3 – Captstone Project	20.0%
Final Exam (Take Home)	20.0%

Note: To pass the course, students must achieve an overall grade of at least 50% and receive a passing grade on the average of all individual assignments.

Assignments are due by the day/time specified. Any late assignments will be docked 10% and an additional 10% for each subsequent day the assignment is late. A day is defined as each 24-hour period after the day/time the assignment is due. Any exceptions to this rule remain my sole discretion.

Grade Summary:

The available letters for course grades are as follows:

% Grade	Grade	Interpretation	Grade Points
95% to 100%	A+	Excellent	4.00
90% to 94%	A		4.00
85% to 89%	A-		3.70
80% to 84%	B+	Good	3.30
76% to 79%	B		3.00
72% to 75%	B-		2.70
68% to 71%	C+	Satisfactory	2.30
64% to 67%	C		2.00
60% to 63%	C-		1.70
55% to 59%	D+	Poor	1.30
50% to 54%	D	Minimal Pass	1.0
0% to 49%	F	Failure	0.00

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Class Participation (7.5%)

Everyone's voice and perspective is important and therefore I appreciate and expect participation in the classroom. Please come to class prepared to engage in conversations with myself and the other students. I will often bring forward real-world situations into the classroom for debate/discussion by the group (in either large or small group format). The textbooks will be extremely valuable to our learning this semester, but I am also interested in everyone learning "how" to apply the textbooks to your real-world work, now and in the future. The expectation is that students will learn from me, from the course materials, and from each other.

As such, every student is expected to attend all classes and participate actively in class discussions. In general, to "participate" means to contribute, in class, to the collective conversation. This requires that all of the readings be completed in advance of all of the classes. If you do not complete these readings, it will be obvious in the class discussions. For the classes with guest speakers, I will expect all students to come prepared with questions about topics pertaining to the guest speaker's expertise. Please review their background and LinkedIn profile before class. At minimum, I expect each student to ask one question to the guest speaker each class.

I expect participation in class, if you attend in-person or virtually. For virtual classes I expect your camera to be on, unless you make prior arrangements with me.

There is no direct attendance grade in this class. But I will factor in attendance when assigning the overall participation grade. If you do not attend class, you cannot participate in class.

If external circumstances or illness prevent you from attending or adequately preparing for a class, please let me know in advance so that this can be taken into account, as absences from class will negatively impact your individual participation grade. It remains my sole discretion to determine whether any absence will affect this grade.

Rubric Criteria (weight)	Excelling (85% - 100%)	Accomplished (72% - 84%)	Developing (60% - 71%)	Beginning (0-59%)
<p>Overall Participation Quality (100%)</p> <p>Quality (depending upon context) is exemplified, but not limited to, the following: pursues thoughtful and rigorous lines of discussion, addresses relevant issues, builds on others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives, expands the group's/class' perspective</p>	<p>Student completed all required readings ahead of class. Fully engaged in class.</p> <p>Contributed greatly to class discussions and provided great input throughout class.</p> <p>Attended all or most classes.</p> <p>Full participation in bargaining simulation</p>	<p>Student completed some required readings ahead of class. Mostly engaged in class.</p> <p>Contributed to some class discussions and provided some input throughout class.</p> <p>Attended most classes</p> <p>Limited participation in bargaining simulation</p>	<p>Student contributes occasionally to group discussions; occasionally shares thoughts and ideas. Is sometimes prepared to respond to impromptu in-class questions. Input is occasionally of high quality.</p> <p>Student physically showed up at class but was mentally "checked out", distracted, or indifferent to the activities in class</p> <p>Missed many classes</p> <p>Little participation in bargaining simulation</p>	<p>Student missed many classes and rarely, if ever, participated</p>

Discussion Board Postings (20%)

Throughout the semester, you will be expected to engage in discussions and post responses to various questions I will ask in the Moodle discussion forums. There will be four discussion sets (see schedule in Moodle), with each set being worth 5.0% of your final grade. Each discussion set will require the following elements:

1. **Initial Post** – Your initial post will directly address the posted question. Each post must be 200-300 words long and should be written APA style (first or third person). Any other specific directions will be posted in Moodle. Note that each initial post is worth 2.0% of your final grade.
2. **Responses** – You will post three responses to posts from other students. Each response must be 100-200 words long and should be written in APA style (first or third person). You must back up your opinions using rational arguments, intelligent discourse and/or by referencing scholarly material that backs up your argument. Any other specific directions will be posted in Moodle. Note that each response is worth 1.0% of your final grade.

Note that I expect engagement in the responses. Challenge each other (respectfully) and wrestle with the assigned topic and course materials. Do not just agree with each other but rather, engage in a discussion. I will grade your posts/responses on the depth of the content, your ability to integrate course materials, your ability to justify your assertions, and your ability to succinctly get your point across.

Also note that the word counts above are rigid. You will be penalized if you are over/under the minimum or maximum word counts.

The deadlines for each post are posted in the course schedule and in Moodle. Any post done after the deadline noted in the schedule will be docked 10% for each 24-hour period it is late. Posts more than 3 days (72 hours) late will be given a zero grade. Extensions must be pre-approved by me.

Rubric Criteria (weight)	Perfection	Excelling	Accomplished	Developing	Unacceptable
Critical Thinking (75%)	100% Post is perfectly written	87.5% Goes above and beyond in answering the posted question and in responding to other posts. Student is critical but professional in answering the posted question(s)	75% Student identifies the most obvious issues. Student is somewhat critical and professional in answering the posted question(s) and in responding to other posts.	50% Student only made a half-hearted attempt to answer the question(s). Raises some of the key issues and identifies limited number of arguments, not all of which are relevant. Offers limited analysis and evaluations.	0% Post/responses are not complete by the designated deadline or are done just to fill space/word count. No critical thinking in posts/responses

Mechanics (25%) Posts must demonstrate mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, referencing and writing style.	100% Post is perfectly written with no mechanical issues	87.5% 1-2 mechanical issues in post	75% 3-4 mechanical issues in post	0% 5 or more mechanical issues in post	0% 5 or more mechanical issues in post
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Assignment #1 – Case Analysis (17.5%)

Case studies are fictional scenarios that are often adapted from real-world circumstances. For this assignment, you will use what you have learned so far in this class and will apply that learning to a Case Study I will provide to you. This Case Study will be HR-related but I expect you to use your business education and experience to date to wrestle with the specific business issues in this Case Study.

You may complete this assignment in a group (of any size) or by yourself. Your deliverable will be a presentation to the class.

I will outline additional expectations in class and will post the rubric for grading the Case Study in Moodle.

Assignment #2 – Collective Agreement - Bargaining Simulation (15%)

Negotiating a Collective Agreement is an essential skill of labour relations professionals. For this assignment, you will work in groups. Each group will be given one side of a negotiation (employer or union) and you will be expected to negotiate a Collective Agreement with the other group. The format will mimic real-life negotiating situations, as discussed in class. While this is a simulation, you will be expected to take this simulation seriously.

Details of the scenario will be given to you later in the semester. You will be given class time to meet with the opposing party at the bargaining table. You may be given some class time to prepare for the bargaining as well. All other preparations will need to be done on your own time.

A group grade will be given to each group. If an individual team member is not pulling his/her weight in the simulation, I reserve the right to assign a lower grade to him/her.

Rubric Criteria (weight)	Excelling (85% - 100%)	Accomplished (72% - 84%)	Developing (60% - 71%)	Beginning (0-59%)
Teamwork (25%)	Team members were activity and equally engaged in supporting each other throughout entire exercise	Team members supported each other throughout.	Some team members seemingly disengaged at some points of negotiation	Team often disorganized and disjointed
Role play (25%)	All team members stayed within role throughout entire negotiation. Continually focused conversation through perspective of given side.	Team members stayed within role for the most part. Attempts to focus conversation made	Some team members behaved “out of role”. A few attempts to focus conversation.	Little effort made to engage in role or focus conversation accordingly.
Research (25%)	Team demonstrated keen understanding of industry dynamics by referencing other collective agreements, labour practices and precedents throughout.	Team often referenced other collective agreement, labour practices and precedents.	Some referencing of other collective agreements, labour practices and precedents.	Little to no research into broader context provided.
Style (25%)	Team engaged issues and negotiating strategy through a creative blend of energetic and vigorous approaches	Team demonstrated some ‘out of the box’ thinking across issues and negotiation strategy.	Some attempts made at creatively addressing issues or implementing negotiating strategy.	Team engaged issues mechanically and or absentmindedly.

Assignment #3 – Course Capstone Project (20%)

For this assignment, you will complete a comprehensive project on one of the options noted below. As this class is a 400-level course, you will be expected to demonstrate depth, insight and critical thinking throughout the paper. Your options include:

1. Pick an organization that is represented at the Soul of the Next Economy Forum. You will interview at least one leader in that organization about that organization’s perspective on developing sustainable, responsible and effective employee relations. You will compile your research about the organization, your interview with that leader, key

concepts from this class, and scholarly references into the paper itself. (Note you must interview a leader if you choose this option.)

2. Compare / contrast two organizations that are similar in nature (industry, mission, target market etc.). Your paper will compare and contrast how these organizations treat their people (or advocate for the same). Examples of ideas for this paper include: Canadian Tire versus Home Depot, UNA versus AUPE, CLAC versus Building Trades Unions, NHLPA versus CFLPA, Tim Hortons versus Starbucks, Husky versus Suncor etc. Note that both of the organizations you choose must have significant operations in Western Canada.

3. Compare / contrast jurisdictional perspectives on labour relations between Alberta and one other province in Canada (not Quebec), or between Canada and another country of your choosing. Your paper must integrate course materials and must discuss the different history of labour, the different political perspectives on labour relations, recent current events and differences in employment law and legal rulings.

4. You may choose to develop an individualized project. This project must be pre-approved by me. Examples of a project may include: policy development for a real-world organization, analysis of a COVID-related topic, consulting project for a realworld organization etc. Depending on your specific proposal, I may amend the requirements noted below to allow you to adapt your project.

The project must be between 2500 words (minimum) and 4000 words (maximum). While this is a broad range, you must still make every word count. Do not let your writing expand to fill 4000 words without adding depth to your writing. Any exceptions to this wordcount parameter must be pre-approved by me.

You may choose to do this paper with a partner. As this is optional, by working with a partner you will both agree that you will receive the same grade. I will not adjust the grade for unbalanced participation or internal dynamics between the two of you.

Note that I will not allow duplicate topics. Once you have selected your specific topic, please email that to me for approval. In the event that two or more students pick the same topic, I will allow the students that emailed me first to do the project on that topic.

You are welcome to submit one draft of this project to me for review, provided it is submitted to me by November 30th at 11.59pm. I will not accept drafts after this date. No exceptions. Additional details regarding this project will be discussed in class and/or posted in Moodle.

Rubric Criteria (weight)	Excelling (85% - 100%)	Accomplished (72% - 84%)	Developing (60% - 71%)	Beginning (0-59%)
Critical Thinking (75%)	Goes above and beyond in the project. Student is thorough and insightful. Project provides depth on the topic. It has a clear thesis, and the student makes exceptional	Student identifies the most obvious issues. Student is somewhat thorough and insightful in the analysis. The project has a clear thesis but the arguments only partially backup that thesis. At times, the	Student is not thorough or insightful but does (barely) address the content required by the assignment.	Student does not address any issues beyond obvious ones. There is little to no depth in the paper.

	<p>arguments to back-up that thesis. The project reads exceptionally well.</p> <p>To get 100%: Project is flawless and publishable (or almost publishable) and/or ready to present to a CEO</p>	<p>arguments wander or drift away from the core purpose of the paper.</p> <p>Project is still in draft mode and is not ready to present to a CEO</p>		
Mechanics (25%)	<p>Project demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style.</p> <p>To get 100%: Paper is perfect mechanically.</p>	<p>Project displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability and usability of the work.</p>	<p>Project shows that mechanics are an area of concern. Project contains a moderate number of grammatical, punctuation, spelling, formatting and writing style errors.</p>	<p>Project lacks basic control over mechanics and contains excessive proof-reading errors.</p>

BUS433 Schedule

Date	Class Topic/Chapter Title	Text chapters
Sep 13 th	Course Overview Introduction to ELR History of Labour Relations in Canada	Hebdon 1 & 2
Sep 20 th	Economic, Social, Political Environments, Legal Environment GUEST SPEAKER: Shaun Parker (Labour Lawyer) Employment Law (Part One) Discussion Question #1 – Take Away from Shaun (original post due Sept. 23)	Hebdon 3 & 4 Ulrich 1 & 2
Sep 27 th	Employment Law (Part Two) Discussion Question #2 – (original post due Sept. 30)	Hebdon 3
Oct 4 th	GUEST SPEAKER: Bukola Abiona Union Perspectives on Labour Relations Book for Assignment #1 must be reserved in Moodle by class start time. Presentation in Class and powerpoint due on Oct. 5	Hebdon 5, 6
Oct 10 th	No Class (Thanksgiving)	
Oct 11 th	GUEST SPEAKER: Dr. Tim Vanderply (Fortis Alberta) Management Perspectives on Labour Relations Negotiations (Part One) Discussion Post #3 - original post due October 13 th	Hebdon 6 & 7
Oct. 18 th	Collective Bargaining Assignment – Bargaining Simulation	
Oct 25 th	Negotiations (Part Two) Collective Agreement Administration In Class Collective Bargaining Simulation: Part One (no prep work required before class)	Hebdon 7 & 8 Ulrich 1-5
Nov 1 st	Conflict Resolution: Grievances and Strikes Dispute Resolution Assignment #1 – Written component due at class start time Assignment #1 - Class Presentations in first half of class	Hebdon 9 & 10 Ulrich 6

	In Class Collective Bargaining Simulation: Part Two (prep work required before class)	
Nov 7 - 12th	No Class – Fall Break	N/A
Nov 15th	Third party dispute Impact of Unionization Public Sector Issues In Class Collective Bargaining Simulation: Part Three (prep work required before class)	Hebdon 11 & 12 Ulrich 7
Nov 22nd	Performance Issues and Investigation	See Moodle Ulrich 8
Nov 29th	CPHR Alberta GUEST SPEAKER: Avneet Sidhu (CPHR Alberta) Workplace Violence & Harassment Prevention and Employee Investigation Investigation, Discipline, Termination Unconscious Bias	See Moodle Ulrich 8
Dec 6th	Winning in the Workplace – Strategies to be successful Last Class / Semester Review	
Dec 12th	Take Home Final Exam Best Wishes	

Ambrose University Important Information:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are

reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic

accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.