

Chapter 1 – Introduction

Chapter Objectives

By the end of this chapter, you will be able to discuss:

- the similarities and differences between terms such as labour relations, human resources, employment relations, and industrial relations;
- a systems framework that can be used to assess and understand industrial relations issues;
- the differing views in the field of industrial relations; and
- 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 newspaper article or web posting 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.

Lecture Outline

COMMENTS	ACTIVITY
A. Opening Element: Video or Vignette	Present Learning Objectives in PPT Slide 1-2 . If technology exists, have students watch a recent strike media story (or have them read the chapter-opening vignette: <i>York University Strike</i>). For a sample YouTube clip, view a segment on the 2011 Canada postal strike at http://www.youtube.com/watch?v=3LQvXIMomeI . 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 <ul style="list-style-type: none">• Industrial relations• Labour relations• Human Resources Management (HRM)• Employee relations• Employment relations	Present PPT Slides 1-3, 1-4, 1-5, and 1-6 .
C. IR System – Dunlop’s Model	
Actors <ul style="list-style-type: none">• Specialized governmental agencies• Hierarchy of managers and representatives• Hierarchy of workers (non-mgt) and representatives	Referring to the item used in the opening element, ask students to define the key parties in an employment relationship. Then, using PPT Slide 1-7 , present key actors of Dunlop’s model and discuss the idea of shared ideology. Discuss who from the opening element represents each actor.
Shared ideology	
Contexts <ul style="list-style-type: none">• 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 1-8 , present the contexts and web of rules. Finally, discuss which contexts are present in the opening element.

COMMENTS	ACTIVITY
<p>Web of rules</p> <ul style="list-style-type: none"> • procedures for establishing rules • substantive rules • procedural rules 	
<p>Criticisms</p> <ul style="list-style-type: none"> • Descriptive classification system • Underestimates power and conflict • Static model • Can't explain decline of US unions 	<p>Present criticisms of the Dunlop Model (PPT Slide 1-9)</p>
<p>D. Modified Systems Model</p>	
<p>Actors</p> <ul style="list-style-type: none"> • First three are similar to Dunlop (Note: difference in names) • Note addition of end-user 	<p>Discuss how Craig adds to Dunlop (PPT Slide 1-10).</p>
<p>Environmental Inputs</p> <ul style="list-style-type: none"> • Legal • Economic • Ecological • Political • Sociocultural 	<p>Have students refer to IR system as presented in Figure 1.1 of text (or draw it on board or present PPT Slide 1-11).</p> <p>Present PPT Slides 1-12, 1-13, 1-14, 1-15, and 1-16. Highlight that the model expands on that of Dunlop – emphasize differences relative to Dunlop.</p>
<p>Internal Inputs</p> <ul style="list-style-type: none"> • Goals • Values • Strategies • Power 	<p>Alternatives:</p> <ol style="list-style-type: none"> 1. Have students apply this model to the opening element used for Dunlop discussion 2. After the presentation, have students complete Exercise 1 in the textbook
<p>Conversion Mechanisms</p> <ul style="list-style-type: none"> • Collective bargaining • Grievances • Day to day relations • Third party dispute resolution mechanisms • Joint committees • Strikes/Lockouts 	

COMMENTS	ACTIVITY
<p>Outputs</p> <ul style="list-style-type: none"> • Employer Outcomes • Labour Outcomes • Worker perception • Conflict/Conflict resolution 	
<p>E. Views of Industrial Relations</p> <ul style="list-style-type: none"> • Neoclassical Economic • Pluralist/Institutional • HRM/Strategic Choice • Political Economy 	<p>Ask students what they hear from relatives, friends, media, etc. in terms of perceptions of labour unions. Write these on the board. Alternatively, present a few different views from YouTube. For example: http://www.youtube.com/watch?v=LSlFzdH8Xj4 for neoclassical and economic focus as well as strategic choice or http://www.youtube.com/watch?v=XqLL1KfCgw8 or http://www.youtube.com/watch?v=NnYDzJkXXVM for pluralist.</p> <p>Present the common views of IR using PPT Slides 1-17, 1-18, 1-19, 1-20, and 1-21.</p>
<p>F. Text Layout</p>	<p>Refer to the Table of Contents. Discuss how the course and textbook largely follow the IR system and that it is grounded in the pluralist/institutional view.</p>

End of Chapter Materials

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

Discussion Questions

1. IR courses can be taught in business schools, departments of economics, and even interdisciplinary centres devoted to IR. Which department best presents the “owner” of the course you are now talking? Given this “ownership,” to what extent do you think each of the perspectives covered on pages 16-18 will be used to ground your course?
Students should be to argue business schools would focus on HRM, Economic; IR Centres would likely focus on pluralist, economic departments would likely focus on economic or pluralist perspectives.

2. 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
<http://www.youtube.com/watch?v=tqFp4vLTrDw> or
<http://www.youtube.com/watch?v=m8CNZLQKwcU&feature=related>
3. Unions are increasing their focus on youth workers. In your opinion, what should unions do to make them more appealing to youth?
Focus on issues relevant to youth, job security, work-life balance, fair pay, benefits; make it fun and social etc. Consider showing YouTube video
<http://www.youtube.com/watch?v=tqFp4vLTrDw> or
<http://www.youtube.com/watch?v=m8CNZLQKwcU&feature=related>
4. Many industrial relations courses are taught in business schools. 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).

Using the Internet

1. To what extent does the structure of these graduate programs reflect the industrial relations system shown in Figure 1.1? (e.g., are there courses in economics, law, etc.?).
Show how courses 'match' the external inputs, conversion mechanisms and outputs of Figure 1.1
2. Which of the industrial relations views discussed in this chapter do you feel is prevalent in each school?
Given Canadian context, institutional/pluralist likely the focus
3. Judging from the information provided on these websites, what types of careers are available in the IR field?
Management, union leader, HRM, law, policy maker, arbitrator, professor, etc.

Exercises

1. Go the hard copy or the online edition of a large, national newspaper. Using the IR system presented in this chapter, can you see elements of external inputs and conversation mechanisms in the quote? How many of the actors are covered in the article? **Emphasize the relevant elements of external inputs, actors, conversion mechanisms and outputs from Figure 1.1.**

2. Most university faculties are unionized. Examining the university you are currently attending (**Refer to Figure 1.1**)
 - a. name and identify the main actors of the industrial relations system
(Name of educational institution, faculty association (if applicable), and governmental agencies / LRB)
 - b. discuss the relevant internal inputs of these actors.
Discuss goals, values, strategies and power of these actors with special emphasis on employment relationships.
 - c. identify the external inputs that you feel have the greatest impact on the actors at this time.
Likely that economic is key.
3. University calendars are available in a variety of places (e.g., libraries, registrars' offices, and university web pages). Take a look at your university's calendar and examine where courses relevant to this textbook are being taught. (Hint: Look at faculties and departments of business, economics, history, sociology, psychology, industrial relations, and political science.) In reading these course descriptions, do you see differing views of industrial relations?
Business (pluralist, neoclassical economics, HRM/Strategic Choice), economics (neoclassical economics), history (political economy, pluralist), sociology (pluralist), psychology (HRM/strategic choice), industrial relations (all), and political science (institutional, political economy).
4. Professors who teach industrial relations come from a broad range of backgrounds, and most schools have websites listing professors' education, teaching experience, and research areas. Take a look at the web pages of the faculty who teach topics related to industrial relations. Based on the website data provided, which of the industrial relations views do you expect to see emphasized in their courses?
Make sure view is justified based on data available.
5. Watch the national or local evening news. Examine the articles you find that cover issues related to employment relationships and then group them into three themes: (a) collective bargaining, (b) strikes, and (c) other areas. Is there a predominant theme? If so, why do you think this theme exists?
Theme strikes or collective bargaining break-downs. Why? It is often due to impact on the fourth actor (end-user).

Case Questions

Metrobus Strike

1. Using the industrial relations model presented in this chapter (Figure 1.1),
 - a) Identify and name the actors in the case.
Employer = Metrobus, Labour = ATU, Government/Agencies = mostly provincial government, also mayor of city (O’Keefe) and labour relations board given discussion of mediator, End-users = Citizens, Bus customers
 - b) Discuss what external inputs you feel are most relevant in this case:
Economic (cost of benefits relative to other employers), 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)
2. To what extent are Barbash’s concepts of equity and efficiency echoed in the arguments of labour and management in this case?
Management is focused on efficiency and cost; union is focused on equity in terms of benefits and wages.