



Centre for Industrial Relations
& Human Resources
UNIVERSITY OF TORONTO

**KNOWLEDGE
FOR THE EVER
CHANGING
FACE OF WORK**



**50 YEARS
OF CIRHR** **CIRHR** **40 YEARS
OF MIRHR**



Industrial Relations & Human Resources/Employment Relations
2019-2020 Timetable & Course Information

Undergraduate Program Office
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Greetings from Professor Rafael Gomez, Director, Centre for Industrial Relations and Human Resources (CIRHR)

I want to personally welcome new and returning IRHR/ER program students to the 2019-20 academic year.

The world of work is generating many headlines of late – everything from whether robots will be taking over our jobs to the controversy surrounding increases in the minimum wage. The IRHR program is where answers to these questions and many others can be found. I encourage you all to take full advantage of the main events planned throughout the year including the two annual lectures, e.g., the Morley Gunderson lecture celebrating work in Labour Economics and Industrial Relations in the fall and our Sefton-Williams lecture themed around trade union and labour issues in the winter/spring. These are just a few of the highlights but the real learning will, as always, occur in class and your interactions with fellow students, TAs and professors. Lastly, I urge you to get involved in ERSA, your student association, and its activities throughout the semester.

I wish you the best in the 2019-20 academic year.

Rafael Gomez
Director
Centre for Industrial Relations & Human Resources

History

The IRHR program enjoys a long history within the university. It consistently attracts students who are interested in learning the theory, policy and legal frameworks behind the employment relationship, and how these can be applied should they choose to work in the field. Students in the program benefit from the resources of the University of Toronto's Centre for Industrial Relations and Human Resources. The Centre, which is located adjacent to Woodsworth College, was founded in 1965 and has become a leading centre for graduate research in the field. The first Master of Industrial Relations (MIR) program at an English language university in Canada was established at the Centre in 1975, and was followed by a Ph.D. program in 1986.

The faculty at the Centre are known internationally for their research, and have written major textbooks in Canada in the areas of labour economics, human resource management, union-management relations, industrial relations and research methods. The faculty have also been involved in many significant policy initiatives in industrial relations in Canada and are active in major international organizations. This involvement in research and in national and international activities is reflected in their teaching in the IRHR program.

On July 1, 2013 the undergraduate IRHR program (under the name of Employment Relations at the time) was integrated with the Centre for Industrial Relations and Human Resources, while remaining affiliated with Woodsworth College.

Curriculum

The overarching goal of the undergraduate program in IRHR is to offer an interdisciplinary learning opportunity in which to study the employment relationship in a Canadian and global context from the perspectives of economics, history, law, management, political science and sociology. Students are required to take a 100-level course in Sociology (or a combination of a 100-level course in Sociology and Psychology) and either ECO100Y1 Introduction to Economics or ECO105Y1 Principles of Economics for Non-Specialists. The 200-level courses in IRHR provide an overview of the areas of practice, theory and research and introduce students to the two avenues of study and inquiry within Employment Relations: Industrial Relations and Human Resources. The 300+ level courses build on material covered in the foundational courses by delving into the topics in more depth and breadth. Upper level courses are also designed to pursue core topics such as Compensation and Recruitment and Selection since these are areas required for students interested in becoming a professional in either labour relations or human resources. The 400-level courses require much more active participation from students whether in terms of class discussion, field research and writing assignments. These courses are designed to stretch and further build students' core competencies, such as their strategic thinking and negotiating skills.

Careers

The program provides students with a theoretical background and knowledge of current developments in the labour field that will serve as a basis for careers in employment relations and human resources, such as a Human Resources Generalist, Recruitment Specialist, Employment Equity Officer, Training and Development Consultant, Corporate Trainer, and Labour Relations Specialist. Some careers may require additional education and experience beyond the undergraduate level. People with backgrounds in IRHR are found working in the following settings:

- Consulting
- Ministry of Economic Development & Trade
- Ontario Ministry of Finance
- Toronto District School Boards
- University of Toronto
- Health

How to get experience

Start early by seeking relevant summer, part-time and volunteer opportunities that will help you gain experience and develop the skills that employers want. Networking at job fairs and doing volunteer work are an invaluable asset. To access summer, part-time, temporary and volunteer postings, register with the [Career Centre](#). Among its many services the Career Centre maintains a Career Resource Library, operates the Graduating Students Employment Service and organizes the volunteer Extern Program which offers students a chance to explore a career in the actual workplace. The Centre offers workshops on Discovering Your Skills and Options, Successful Strategies for Finding Work, Interview Techniques and Resume and Cover Letter Writing. Make sure to visit other job boards as well such as HRP, Eluta and Talent Egg. Join HRP and become certified as a Certified Human Resources Professional (CHRP).

ERSA

The Employment Relations Students' Association (ERSA) is an organization of undergraduate IRHR students at U of T. It is an official member of the Arts and Science Students' Union (ASSU). Its purpose is to enhance the experience of IRHR students beyond the classroom by organizing social and career-related events. ERSA sponsors events to help students prepare resumes and prepare their interview skills; attends the HRP Conference as a group; and organizes a very successful networking event, which enables students to meet professionals from various organizations in Toronto.

Office Location: Woodsworth College, Room 18, in the basement of the New Wing.

No set office hours are in place at the moment, please [e-mail](#) ERSA if you wish to contact the association or join their [Facebook page](#).

Your Program Requirements

Students complete the program requirements for the program start-date listed next to their subject-post on ACORN. Program requirements are published in the Arts and Science Calendar.

Distribution Requirements

Unless otherwise specified all IRE courses are classified as "Social Science"/ "Society and its Institutions (3)" under the distribution requirements. If you need assistance figuring out your distribution requirements for your degree program please contact your Registrar's office.

Planning to graduate in June 2020?

Please check Degree Explorer to ensure you will have met your program and degree requirements by the end of the Program session. If you have any questions about degree requirements please contact your college. Any questions about program requirements should be addressed with the department sponsoring your program.

Appropriate program combinations & Double Counting Courses

Any program combination (2 majors or 1 major and 2 minors) must include at least 12 different courses. Please review the Degree and Program Requirements listed in the Calendar. If you have any questions please contact your Registrar's office for assistance.

CR/NCR

A course taken on a CR/NCR basis may not be used to satisfy major or specialist program requirements. No exceptions will be granted in the IRHR program (one exception: Courses taken in the Winter 2015 session). If you CR/NCR a required program course you will not be able to complete the program requirements. To reverse a CR/NCR notation please contact your College Registrar's office directly.

Courses offered by other units

Some courses that count towards the IRHR program may be available only to students who have completed specified prerequisites or who are enrolled in a program sponsored by the department offering the course. Not all courses are offered every year. For detailed information please check the enrolment controls and timetable on the Arts and Science website. Prerequisites, corequisites and exclusions are published in the Calendar and listed in this brochure.

"IRE" Courses

Not all courses are offered every year. Please check the Faculty of Arts and Science's timetable for the current schedule. Almost all IRE courses have prerequisites. Prerequisites are enforced. Enrolment in IRE courses is restricted to students in the IRHR program. We are unable to accommodate non-program, non-degree or visiting students. Graduates of the program will be accommodated after current program students have registered provided space is available in the course.

Rules and Regulations - Faculty of Arts and Science

The University has several policies that are approved by the Governing Council and which apply to all students. Each student must become familiar with the policies. The University will assume that he or she has done so. The rules and regulations of the Faculty of Arts and Science are listed in the Calendar. Students taking courses in the Faculty assume certain responsibilities to the University and shall be subject to all rules, regulations and policies cited in the calendar, as amended from time to time. For additional information visit the Program Office website. For a complete set of guidelines including important deadlines visit the Faculty of Arts and Science website.

Intellectual Property

Lectures and course materials (this includes tests, outlines – anything prepared by the instructor) are considered to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record lecture or other course material in any way MUST obtain the instructor's explicit permission, and may not do so unless permission is granted. This includes tape recording, filming, photographing PowerPoint slides, Quercus materials, etc. Such permission is only for that individual student's own study purposes and does not include permission to "publish" them in any way. It is absolutely forbidden for a student to publish an instructor's material to a website or sell them in any form or share them with peers without formal written permission.

Academic Integrity (copied, with permission, from the OSAI site)

The University of Toronto treats cases of academic misconduct very seriously. Academic integrity is a fundamental value of learning and scholarship at the UofT. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that your UofT degree is valued and respected as a true signifier of your individual academic achievement.

["As a student, you alone are responsible for ensuring the integrity of your work and for understanding what constitutes an academic offence. Not knowing the University's expectations is not an excuse. Educate yourself!"](#)

The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic misconduct, the processes for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes working in groups on assignments that are supposed to be individual work).

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers.
- Letting someone else look at your answers.

If you are not clear about academic honesty expectations for the course in general or for a particular assignment or exam, you should ask the course instructor to clarify them beforehand. Instructors and Teaching Assistants are required to report all instances of suspected offences to the Centre for Industrial Relations & Human Resources.

Resources

- [Accessibility Services](#) supports you through academic accommodations to achieve academic and co-curricular success.
- [Specialized U of T Student Life programs and services](#) provide professional support for students in a variety of areas.
- [Academic Resources](#): libraries and subject-specific aid centres, including individual college writing centres.
- [Personal Resources](#): assistance for students in areas of disability accommodation, health & wellness, and individual guidance.
- [Academic Integrity Resources](#): videos, posters, links and other resources for promoting a culture of academic integrity and the University's regulations.
- [College Deans of Students and Student Life Offices](#) help create strong, supportive and inclusive college student communities.
- The [Office of the Faculty Registrar](#) conducts transactions on transcripts, final examinations, exam conflicts, checks of final marks and exam re-reads.
- [Safety Information for Students, Staff and Faculty](#): a website that acts as the first door to other resources and services, both on and off-campus. The site provides student, staff and faculty with information on a number of tri-campus resources relating to safety programs and services, as well as emergency resources for those requiring immediate assistance.

English Language Learning (ELL)

ELL supports all U of T undergraduates enrolled in the Faculty of Arts and Science whose first language is not English (ESL or multilingual students), as well as native speakers seeking to improve their English language skills.

If English is an additional language for you, it's important that you continue to advance your knowledge of the language while you are taking your courses. To some extent this happens naturally while you are immersed in English at U of T, but there are specific actions you can take to speed and enhance this process. Likewise, even if English is

your first language, you can benefit from using these techniques to become more proficient in language use. For more information on programs and courses offered by ELL please click [here](#).

Academic Writing Resources

- The *Writing at U of T* website contains a wealth of information on aspects of academic writing, including quoting, paraphrasing, and using research sources. <http://www.writing.utoronto.ca/>
- The college Writing Centres provide individualized instruction to undergraduate students who are writing papers in all subjects. To find your college writing centre, go to: <http://writing.utoronto.ca/writing-centres/arts-and-science/>
- The ELD site at UTSC has many useful resources for learning vocabulary, improving writing, and enhancing research skills. <http://ctl.utsc.utoronto.ca/eld/online>
- The OWL at Purdue explains many aspects of English grammar. <http://owl.english.purdue.edu/owl/section/1/5/>
- U of T's Academic Success Centre offers workshops on time management, coping with stress as a university student, and more. <http://asc.utoronto.ca/index.htm>
- U of T's Centre for International Experience provides an English Communication Program, with sessions on pronunciation, general conversation, and more. <http://cie.utoronto.ca>

Academic Advising & Support

You are expected to manage your studies and this includes asking for help, advice and support as soon as possible.

- Your **instructor** is your first step for advice regarding issues that relate to your studies in a particular course.
- The **Program Office** can provide you with advice on academic issues and problems that relate to or affect your IRHR studies.
- Your **Registrar's office** can help you with advice on your degree studies and/or personal problems that affect your performance in your studies. They provide broad, integrated advising on personal, financial, family, or career issues. They also conduct academic advising, especially on issues that go beyond a particular course. The colleges also advise on petitions and other rule-related matters. Their staff are also specialists in providing referrals to, and follow-up from, specialized U of T student services.

2019-20 Timetable and Registration Instructions

Essentials

- [Important Dates: 2019 Fall](#)
- [Important Dates: 2020 Winter](#)
- [Step 1: Update Your Contact Information](#)
- [Step 2: Enrol in a Program of Study](#)
- [Step 3: Choose your courses](#)
- [Step 4: Check your start time](#)
- [Step 5: Enrol in Courses](#)
- [Step 6: Pay your fees](#)
- Instructions for Graduating Students: A&S hasn't updated this info as of press time; check the [Registration Instructions](#) for updates.

Questions? Contact the Program Office for all IRE course and program related questions.

For all other questions contact your Registrar's Office.

Registration in IRE courses: Students are expected to enrol in courses as soon as their registration window becomes available. Some courses fill quickly (including those that begin in January). While the Program office will assist students who - of no fault of their own - have encountered enrolment difficulties in IRE courses, students are responsible for seeking help or advice, directly from the Program Office immediately. Students who contact the Program Office weeks/months after the start of registration risk not being able to enrol in courses. IRE course advice received from other students, colleges or departments will not be accepted as a cause for dispensation from regulations concerning your registration in IRE courses.

Prerequisites, Corequisites & Exclusions: These are listed as part of the course descriptions in the Calendar, program website and this brochure. ACORN doesn't check these in real time – this means that you will not be warned or stopped from adding a course when you don't meet prerequisites etc; however, the Program Office will check them and will remove students from courses if conditions aren't met.

*This information was updated as June 18, 2019. Please check the Timetable on the Arts & Science [website](#) for any changes or updates (for example, room locations will be added closer to the start of classes).

2019-2020 IRE Timetable*

Activity	Time	Instructor
IRE240H1-F Introduction to Employment Relations	Tuesday 13:00 — 16:00	Pohler, D.
IRE242H1-F HRM for Industrial Relations and HR Professionals	Tuesday 17:00 — 20:00	TBA
IRE244H1-F Labour Relations	Thursday 18:00 — 21:00	Reid, F.
IRE260H1-F Organizational Behaviour	Monday 17:00 — 20:00	Wang, H.
IRE260H1-S Organizational Behaviour	Thursday 14:00 — 17:00	TBA
IRE339H1-F Labour Markets and Public Policy	Wednesday 13:00 — 16:00	Reid, F.
IRE342H1-S Finance and Accounting for HR/IR Professionals	Thursday 17:00 — 20:00	TBA
IRE346H1-S HR Planning & Strategy	Tuesday 17:00 — 20:00	TBA
IRE347H1-S Training & Development	Monday 16:00 — 19:00	Armstrong, A.
IRE348H1-F Recruitment & Selection	Wednesday 17:00 — 20:00	TBA
IRE367H1-F Compensation	Thursday 17:00 — 20:00	TBA
IRE378H1-S Employment Health	Wednesday 17:00 — 20:00	Tompa, E.
IRE379H1-S Employment Relations Research and Human Resource Analytics	Wednesday 10:00 — 13:00	Distelhorst, G.
IRE430H1-F Canadian Employment Law & the Non-Union Workplace	Monday 13:00 — 15:00	Fitzgibbon, M.
IRE431H1-S Canadian Labour Law & the Unionized Workplace	Monday 13:00 — 15:00	Fitzgibbon, M.
IRE446H1-S Working as an Internal Organizational Consultant	Tuesday 13:00 — 15:00	Gomez, R.
IRE472H1-F Negotiations	Thursday 16:00 — 18:00	Thompson, B.

Preliminary Course Descriptions

The information listed in the following course descriptions below is preliminary and may change by the time classes begin.

Assignments & Text details will be made available on Blackboard on the first day of class.

Definition of pre and corequisites, exclusions and symbols:

- Prerequisite: A course required as preparation for entry to another course.
- Corequisite: A requirement to be undertaken concurrently with another course.
- Exclusion: Students may not enrol in a course if that course lists as an exclusion a course they are currently taking or a course they have already passed.
- The comma (,) the semi-colon(;) the ampersand (&) and the plus sign (+) all mean "AND". The slash (/) means "OR".

IRE240H1 Intro Employment Relations [36 Lecture hours]

Instructor: Dionne Pohler

An introduction to the study of the world of work and employment, the history and development of employment relations, its central theories and concepts; the behaviours, outcomes, practices and institutions that emerge from or affect the employment relationship; contemporary issues and comparative employment relations systems.

Prerequisite: Enrolment in the program or 4.0 FCEs and a minimum cgpa of 2.3.

Exclusion: WDW240H1

Overview

Employment relations is unique in the social sciences as the only truly interdisciplinary field where all aspects of work and employment are studied and practiced. The goal of this course is to allow students to reflect on some of the "big issues" related to employment relations, which will complement the knowledge needed to be a competent human resources or labour relations professional. The general framework for approaching the issues in this course is to assess the balance between efficiency, equity and employee "voice" (i.e. a say in the workplace). Some of the themes that may be pursued include:

- Exploring the meaning of work and the changing nature of work;
- Understanding the causes and consequences of rising unemployment and income inequality in developed economies, and the role of labour and employment policy and employment relations systems in contributing to the solutions; and
- Examining the impact of globalization on the employment relationship

Learning Outcomes

- Students will learn how to apply these theories and frameworks to better understand and provide insights into real-world employment/labour problems and related policy issues.
- Students will develop a deeper understanding of key foundational theories in industrial relations and human resources.

IRE242H1 HRM for Industrial Relations and HR Professionals [36 Lecture hours]

Instructor: TBA

This course explores the relationship between human resource management, employment relations, and industrial relations. Extensive practical course work will expose students to the functions human resource professionals execute to recruit, select, compensate, train, and evaluate the performance of employees. The course prepares students for advanced HR topics in upper level IRE courses. Note: Course will not count towards Rotman Commerce program requirements.

Prerequisite: Enrolment in the program

Exclusion: RSM361H1, RSM460H1

Overview

This course is designed to introduce you to the study of Human Resources in the Canadian private, public, and non-profit sectors. The practices, policies and systems that influence the behaviours, attitudes and performance of employees are collectively referred to as Human Resources Management (HRM). The course will emphasize the many important HRM practices that support the organization's business strategy: Strategic HR Planning, Recruitment, Selection, Health & Safety, Training & Development, Performance Management, Total Rewards, and Employee & Labour Relations. Legal, economic, global and other environmental factors will be discussed in an interdisciplinary manner so that the student can gain a good understanding of the subject matter of HRM. Additionally, we will examine the development of technology and its impact on HR metrics and measures, which in turn can inform better organizational design decision making and streamline several HR processes.

Learning Outcomes

Knowledge:

1. Understand the dynamic nature of HRM and the strategic role of HRM in organizations.
2. Discuss the various topics in HR functions and how they impact each other.
3. Understand how organizations prepare for and acquire human resources.
4. Distinguish between the various ways to manage talent and develop employees.
5. Identify approaches for improving the performance of employees.
6. Differentiate the diverse ways to compensate and reward human resources.
7. Examine employee and labour relations and the impact of union management relationships in organizations.

Skills:

8. Apply concepts and frameworks to the real world of organizations through case analysis and exercises.
9. Evaluate and make recommendations on HRM practices in organizations.
10. Build teamwork skills by working collaboratively in the classroom and on out-of-class assignments.

Attitudes:

11. Enhance understanding of the competencies required for practising HRM.
12. Appreciate the proactive practices and agile thinking required for strategic HR partnership.
13. Develop a realistic awareness of HRM for those interested in other areas of management about HRM and the management of work and people.
14. Understand how HR collaborates with business areas to jointly address shared business problems.

IRE244H1 Labour Relations [36 Lecture hours]

Instructor: Frank Reid

Introduction to the institutions, issues and legislation affecting the employment relationship in the public and private sectors in Canada, with emphasis on collective bargaining. The economic and political environment, history of the labour movement, union organization, certification, contract negotiation, strikes, dispute resolution, contract administration and grievances.

Prerequisite: Enrolment in the program or 4.0 or more FCEs and a minimum cgpa of 2.3.

Exclusion: ECO244Y1, WDW244H1, WDW244Y1

Overview

Although the main topic of this course in Labour Relations is the employment relationship in a unionized environment, it is useful to begin with a brief overview of the nature of the employment relationship in a nonunion environment in order to highlight the effect of unions. This includes an examination of the fundamental economic determinants of wages and working conditions as well as the common law of employment, which specifies the legal remedies available to an employee who is wrongfully dismissed. The overview also includes various statutes which cover workplace discrimination on the basis of gender, race, religion and age (such as the Ontario Human Rights Code and the Employment Equity Act). Following the overview of nonunion employment, the course examines reasons why some employees want to join unions and the way that unions are certified as the bargaining agent under the Ontario Labour Relations Act. This includes a discussion of how the Freedom of Association provision in the Canadian Charter of Rights and Freedoms affects union security clauses (requiring all employees to join or pay dues to a union). The format of the course is primarily lectures and class discussion which may be supplemented by a video on a topic such as alternatives to traditional bargaining. Students also do an arbitration assignment in which they are given a case study of an employee who has been dismissed and are required to write an arbitration brief based on precedents of similar cases.

Learning Outcomes

Students will learn:

- What motivates employees to join a union;
- The process by which unions become certified and what employer practices are prohibited during a certification drive;
- The process of collective bargaining and alternatives to the traditional adversarial approach through interest-based bargaining;
- Determinants of the incidence and duration of strikes and the consequences of strikes for the organization and the economy;
- The way in which arbitration is used to resolve grievances in cases of employee discipline or discharge;
- How bargaining in the public sector differs from that in the private sector and the range of alternatives to the strike used to resolve disputes in the public sector.

IRE260H1 Organizational Behaviour [36 Lecture hours]

Instructor: Hua Wang (Fall term section); TBA (Winter term section)

Introduction to the nature of organizations and the behaviour of individuals and groups within organizations, including topics such as culture and diversity, reward systems, motivation, leadership, politics, communication, decision-making, conflict and group processes. Not recommended for students in Commerce programs.

Prerequisite: Enrolment in the program or 4.0 or more FCEs and a minimum cgpa of 2.3.

Exclusion: MGT262H1, RSM260H1, WDW260H1, WDW260Y1

Overview

The purpose of this core course is to introduce students to organizational behaviour - a discipline that studies organizations and the individuals and groups within them. Furthermore, the course stresses the importance of developing an international perspective and cross-cultural sensitivity to organizational behaviour issues. Interpersonal and group skills and new ways of dealing with issues ranging from ethical use of organizationally based power to technological change to work-force diversity are introduced. Through cases, exercises, and experiential activities, skills in stress management, conflict, leadership, motivation, and other work-related issues will be introduced. The central objective of the course is to create a knowledge base from which students can develop organizational competence. The course is grounded in an assessment that the changing demands on managers imply a need for intellectual flexibility and an increasingly broad range of managerial skills.

Learning Outcomes

- Introduce key concepts, theories, and models related to human behaviour in an organizational environment and apply these to current business situations and issues;
- Gain an understanding of how individuals and groups influence organizational performance, culture and effectiveness;
- Understanding how culture value differences will influence individual behaviour and decision making process;
- Explore how ethics, character, integrity affect personal leadership style and organizational functionality;
- Gain an understanding of the group formation process;
- Explore how individual motivation, and attitudes towards work influence teamwork and group effectiveness;
- Provide a framework to establish group roles and responsibilities, facilitate decision-making, maintain tasks, and manage ongoing group communication.

IRE339H1 Labour Markets & Public Policy [36 Lecture hours]**Instructor: Frank Reid**

This course is designed to provide students in the ER/IRHR program with knowledge of how the labour market affects the employment relationship. The basic tools of labour economics are developed and applied to various issues of organizational and government policy such as: the incentive effects of compensation arrangements, government income support programs, and minimum wage policy; the determinants of preferences for hours of work including job-sharing, overtime and retirement; the impacts of unions on compensation and productivity; public-sector employment and alternatives to the right to strike; discrimination in employment on the basis of gender and race as well as related government policies such as pay and employment equity.

Note: IRE339H1 will not count towards an ECO program.

Prerequisite: ECO100Y1/ECO105Y1

Exclusion: ECO239Y1, ECO339Y1, ECO339H1, WDW339H1, ECO261H5

Overview

The focus of the course is developing the economic theories of the labour market, examining the relevant empirical evidence that supports or contradicts the theories, and utilizing these tools to assess a wide variety of employment policies of individual organizations and governments.

Some themes of the course are illustrated by the following questions that will be addressed: How is the number of hours an employee wants to work affected by a wage increase or a reduction in income tax rates? Who ends up actually bearing the burden of payroll taxes – the employer, the employees, or the consumers of the products being produced? Why did employers traditionally have policies requiring employees to retire at age 65 and what are the consequences of legislation banning such policies? What impact does an increase in the minimum wage have on employment of minimum wage workers and on the extent of poverty? To what extent does higher education make a student a more productive employee and to what extent is it just a signal to employers that the student will be an intelligent and motivated worker? What are the implications of this distinction for the number of students pursuing university education and the recruitment practices of organizations? Paying a woman less than an equally productive man is not only illegal, it is also unprofitable, so why does it still occur? Why is the current generation of immigrants doing more poorly in the labour market, relative to native-born Canadians, than previous generations of immigrants and what are the implications of this for the recruitment policies of organizations and Canadian immigration policy? The format of the course is lectures, class discussions and exercises applying the tools acquired to the questions outlined above.

Learning Outcomes

- The student will learn how to use the analytical tools of labour economics to improve decision making concerning human resources and labour relations issues in organizations.
- The analytical tools will be used to assess government labour market policies from the perspective of an individual organization or union as well as the economy as a whole.

IRE342H1 Finance and Accounting for HR/IR Professionals [36 Lecture hours]

Instructor: TBA

This course introduces Employment Relations students to accounting and finance procedures and concepts used by Human Resources managers and Industrial Relations experts in organizations such as government, trade unions and companies. The course covers both managerial and financial accounting with an applied focus to the employment relations function within organizations. It is geared specifically to students who aspire to become HR/Labour Relations professionals where essential knowledge in finance and accounting is required. Note: Course will not count towards Rotman Commerce program requirements.

Prerequisite: 1.0 FCE from IRE240H1/IRE242H1/IRE244H1/IRE260H1

Exclusion: MGT201H1, RSM222H

Overview

This course introduces students to financial and managerial accounting and finance from both a qualitative and quantitative perspective. The overall goals of this course are to provide students with an understanding of the importance of financial information in making business decisions, and an awareness of your role as an Industrial Relations and Human Resource Professional and how to best integrate both fields together. The course has been specifically designed with Industrial Relations and HR professionals in mind. While a manager in the finance or accounting department of an organization will require the detailed knowledge, you will require core knowledge as an HR business partner to make sound business decisions.

Learning Outcomes

Knowledge:

- Read and explain the purpose of each financial statement
- Explain the different types of costs and distinguish between relevant and irrelevant information
- Identify the budget process and how to contribute to financial projections from the HR function
- Use financial statements in performing ratio calculations
- Analyze capital budgeting decisions in order to make sound business decisions

Skills:

- Use the Accounting and Finance knowledge gained through mandatory text and apply the knowledge to business scenarios
- Collaborate with classmates and develop teamwork skills through team case assignment, as well as in-class group discussions
- Develop critical thinking when taking on HR role in case analysis

Attitudes:

- Pose critical questions as an HR partner and collaborate with other business leaders
- Understand and gain appreciation for the significant role that HR professionals play in driving organizational goals
- Develop and/or enhance your voice as a business partner with the core financial skills

Requirements & Text books: Will be provided on the first day of class.

IRE346H1 Human Resource Planning & Strategy [36 Lecture hours]

Instructor: TBA

An understanding is developed of how essential elements of the human resource planning process support organizational goals and strategies. Topics such as environmental influences, job analysis, forecasting human resource needs and ascertaining supply, succession planning, downsizing and restructuring, mergers and acquisitions, outsourcing, and strategic international issues are examined.

Prerequisite: IRE240H1/IRE244H1/ IRE260H1

Exclusion: WDW346H1

Overview

The over-arching theme of this course is strategy. Students will learn to identify various organizational strategies and the types of HR policies and programs that can support the achievement of these strategies. Organizations are faced with constant external and internal forces that require them to change and adapt. A key role of strategic planners and HR Planners is to anticipate and plan for change by constantly scanning the horizon to identify issues that may affect the organization and therefore affect its human resources requirements. Students will learn to scan for changes arising from the economy, globalization, the market place, technology legislation and more. One of the group projects is a scanning exercise where students choose a real Canadian company and scan for current issues that will ultimately have HR Planning implications for that firm. The format of the course consists of lectures with a strong class discussion orientation.

Learning Outcomes

By the end of the course, students will understand:

- the functional elements and key processes of HR planning
- how HR planning is enabled and constrained by environmental and organizational factors
- why consideration of employee behaviour is critical to effective HR planning and implementation
- the strategic options, HR tools, and techniques associated with the implementation of strategic plans

IRE347H1 Training and Development [36 Lecture hours]

Instructor: Ann Armstrong

The role of training and development initiatives in organizations. Students acquire the knowledge and skills to conduct a training needs assessment, identify training objectives, explore strategies to increase the transfer of training, design and deliver a training activity using various training methodologies, and evaluate its effectiveness.

Prerequisite: IRE260H1

Exclusion: WDW347H1

Overview

This course is designed to teach students the process and methods of the training and development function in organizations through the use of lectures, cases, and exercises. Training and development involves planned activities directed at enhancing the learning of job-relevant knowledge, skills, abilities, and attitudes by employees in order to improve on-the-job performance and job behaviour, and to enhance the overall effectiveness of organizations. Students will gain a perspective on how the training and development function fits within the larger organization and environmental context, as well as more specific issues such as needs analysis, training design, methods, delivery, transfer, and the evaluation and costing of training programs. Students will learn about the theory and research as well as the application of training and development. The overall goal is to provide a well-rounded understanding of the training and development process that is applicable to students seeking to focus their careers in human resources management as well as those seeking careers in other areas of management.

Learning Outcomes

By the end of the course, students will be able to understand the role of training and development in organizations, how to conduct training needs analysis, and how to design, deliver and evaluate training and development programs.

IRE348H1 Recruitment and Selection [36 Lecture hours]

Instructor: TBA

The principles, legal issues, and emerging trends affecting the recruitment process and selection of staff in organizations. Development of recruitment strategies, assessment of applications for employment, interviewing candidates, and the role of testing and measurement of competencies in making hiring decisions.

Prerequisite: IRE240H1 /IRE244H1/ /IRE260H1

Exclusion: WDW348H1

Themes and Format

Effective recruitment and selection practices contribute significantly to an organization's ability to attract and retain the human resources required to meet both strategic and operational goals. This course will assist students in gaining a solid understanding of the integral relationship that recruitment and selection plays within the human resources management system as well as how its success impacts overall organizational performance. Key areas that will be addressed include recruitment strategies, applicant screening and selection, job analysis and competencies, job performance, as well as legal and scientific foundations which underlie recruitment and selection practices. Other types of interviews will be included to give students the opportunity to compare similarities. By the completion of this course, students will have acquired the necessary skills and knowledge to develop and implement effective and legally defensible recruitment and selection practices. The course has been designed to ensure that students obtain a balance between theory and application. Each class will consist of a lecture, discussion and, in most cases, applied exercises. As such, it is important to have both read and prepared all assigned readings prior to coming to class. It is expected that you will be able to participate actively in all discussions and exercises and to apply course concepts and theories.

Learning Outcomes

Upon successful completion of this subject the student will be able to:

1. Identify the legislation that impacts recruitment and selection and explain the intent of equal opportunity in the employment function.
2. Explain the recruiting process including the legal and ethical practices that must be considered for effective recruitment.
3. Discuss job related performance and its relationship to competency-based HR systems.
4. Evaluate the recruitment effort.
5. Explain the types and uses of employment tests and discuss how to implement employment testing effectively as a selection tool.
6. Conduct effective employment interviews using a variety of relevant questioning techniques such as Behavioural and Situational Interview Techniques
7. Develop candidate evaluation criteria using valid and reliable methods in selection.
8. Design appropriate decision making tools for selection.

IRE367H1 Compensation [36 Lecture hours]

Instructor: TBA

The theory and process of developing and administering compensation systems. Through the core compensation principles of efficiency, equity, consistency and competitiveness we consider such topics as: job analysis, job evaluation, pay levels and structures, pay for performance, benefits, and compensating special groups of workers.

Prerequisite: IRE260H1/RSM260H1

Exclusion: WDW367H1

Overview

Everyone is interested in pay. This course provides theoretical and practical understanding in the development and administration of compensation systems. It examines the concepts and processes of paying employees and focuses on major items of the compensation program such as job evaluation, compensation surveys, benefits and pensions, incentives and performance appraisal. Under the umbrella of a total compensation design, this course will discuss how to leverage pay programs to attract new hires to an organization, encourage performance that will meet business objectives and retain the top talent needed for on-going success. The course will also discuss some of the topical issues of compensation management such as executive, managerial and professional employees, government guidelines and regulations and compensation information systems.

Learning Outcomes

Upon successful completion of this subject the student will be able to:

1. Describe the role and purpose of a compensation system, explain the link to corporate strategy and ensure compliance with relevant legislation.
2. Develop a compensation system that is in alignment with the organization's corporate strategy.
3. Understand concept of total rewards.
4. Analyze market data and design wage schedules.
5. Differentiate between the three main methods for establishing base pay.
6. Evaluate the advantages and disadvantages of various types of pay for performance approaches.
7. Evaluate the advantages and disadvantages of various methods of job analysis and performance appraisal methods.

IRE378H1 Employment Health [36 Lecture hours]

Instructor: Emile Tompa

The influence of legislation, the labour market and collective bargaining on health policies and programs in the workplace. The rights and responsibilities of employers, employees, unions and governments for the regulation and promotion of workplace health and safety; and the implications of evolving demographic, economic, and social factors.

Prerequisite: IRE244H1/IRE260H1

Exclusion: WDW378H1

Overview

Workers' compensation, a program that provides income support for workers hurt in the course of their employment, is the oldest social insurance program in Canada, predating Employment Insurance, the Canada Pension Plan, public health care, and other more widely known (and perhaps celebrated) programs by many decades. Indeed, employment health issues have been at the forefront of workplace, social and government policy since the industrial revolution. This course is a broad review of the impact and influence of legislation, the labour market and collective bargaining on health policies and programs in the workplace. The course also raises issues of how a focus on health and wellness can impact workplace outcomes such as productivity and performance.

Learning Outcomes

At the end of this course, the successful student will be familiar with the elements of workplace health and safety regime in Ontario as well as the major issues and policies that pertain to employee safety and wellbeing in the 21st century.

IRE379H1 Employment Relations Research and Human Resource Analytics [36 Lecture hours]

Instructor: Greg Distelhorst

An introduction to fundamental quantitative and qualitative research methods to enable students to critically evaluate and conduct research in the labour field. The class will explore data-driven, analytical approaches to managing human resources using basic metrics, analysis, and interpretation of information that link human resource initiatives to various indicators of organizational performance.

Prerequisite: IRE240H1/IRE244H1/IRE260H1

Exclusion: WDW379H1

Overview

The course is designed to provide students with the knowledge, skills and ability to evaluate and to perform empirical analyses related to employment relations and human resources management. The course will present an introduction to the research process. It will focus on basic concepts and practical techniques for data analysis. A statistical software package will be used in the course.

Learning Outcomes

The students at the end of the course will be able to explain key concepts, critically evaluate published research papers and use statistical software to perform analyses, interpret output and report results.

IRE430H1 Canadian Employment Law & the Non-Union Workplace

Instructor: Michael P. Fitzgibbon

The course will focus on the law governing employment in a non-unionized workplace. Specifically, it will cover every phase of the employment relationship from hiring to termination and beyond and the rights and obligations of employers and employees as developed by the Courts and under employment-related statutes (namely the Employment Standards Act, 2000 and the Human Rights Code.) The course will also cover provisions from the Occupational Health and Safety Act.

Prerequisite: IRE244H1 and 1 300H level IRE course

Exclusion: IRE430Y1, WDW430Y1

IRE431H1 Canadian Labour Law & the Unionized Workplace

Instructor: Michael P. Fitzgibbon

The course will focus on the laws impacting unionized workplaces. It will cover every phase of the Ontario Labour Relations Act, 1995 (the "LRA") from union organizing, certification, negotiation and bargaining, collective agreement arbitration, retention of bargaining rights and decertification and termination of bargaining rights.

Prerequisite: IRE430H1

Exclusion: IRE430Y1, WDW430Y1

Overview of IRE430H1 and 431H1

IRE430H1 will focus on the law governing employment in a non-unionized workplace. Specifically, it will cover every phase of the employment relationship from hiring to termination and beyond, and the rights and obligations of employers and employees as developed by the Courts and under employment-related statutes (namely the Employment Standards Act, 2000 and the Human Rights Code.) The course will also cover provisions from the Occupational Health and Safety Act.

IRE431H1 will focus exclusively on the laws impacting unionized workplaces. We will cover, in detail, every phase of the Ontario Labour Relations Act, 1995 (the "LRA") from union organizing, certification, negotiation and bargaining, collective agreement arbitration, retention of bargaining rights, union obligations and decertification and termination of bargaining rights. We will also review a number of key provisions and principles from the Occupational Health and Safety Act including those dealing with workplace harassment and violence.

Learning Outcomes for IRE430H1 and IRE431H1

By the end of this course you should be able to:

1. Understand the most important provisions of key employment statutes (i.e., *Employment Standards Act, 2000* and the *Ontario Human Rights Code*).
2. Understand the common law as it relates to employment contracts.
3. Be knowledgeable of Constitutional Statutes and the distinction between federal and provincial employment law in the workplace.
4. Be aware of aspects of the Employment Standards Act and the Common law of Employment Termination.
5. Apply these concepts to day-to-day employment experiences in a manner that complies with the law but is also practical and achieves the desired business outcome.
6. Recognize and explain the policy considerations behind the current state of the law.
7. Critique the state of the law as it exists, and propose improvements.
8. Advocate a position in writing in a thoughtful and persuasive way.

IRE446H1 Working as an Internal Organizational Consultant [24 Seminar hours plus Service Learning Hours)

Instructor: Rafael Gomez

This course examines the various elements of the consulting process and the interpersonal skills required to build trust, influence others, contract with clients, and establish and maintain strong working relationships. This seminar includes a compulsory learning component using a service-learning placement with a community-based agency or organization.

Prerequisite: IRE244H1, IRE260H1 and 2 300H level IRE courses

Exclusion: WDW446H1

Registration information:

This is a limited enrolment seminar that includes a service learning placement with a community-based agency or organization (selected by the instructor) where students contribute a number of hours per week (usually 2 to 3 hours) to an agency or organization with whom she/he has been matched.

Students who meet the prerequisites may submit a request to be considered to this course. The selection of students will be determined by Professor Gomez who will review the student's academic qualifications and may include an interview as part of the selection process. Students requesting this course need to enrol in a back-up course until the status of their enrolment is confirmed. It is not possible to enrol in this course via ACORN. Students must submit a request to Silvia Cocolo, Undergraduate coordinator, via email irhr@utoronto.ca. The request period is July 10-26, 2019. This date is firm. Students will be informed of the decision via email by the end of August. Decisions are final.

Themes & Format:

In our contemporary organizations, human resource professionals are strategic business partners collaborating with line operations (sometimes called "business units") to provide support and guidance as the business works to achieve its objectives. In these instances, the HR staff operate as internal consultants. This role is challenging, dynamic and requires a unique set of skills and knowledge. These begin with understanding the basic consulting process from a theoretical and practice perspective and building strong interpersonal skills (e.g. establishing trust, influencing others and maintaining a network of relationships) in order to work effectively in situations involving high levels of influence and negotiation, yet low (to non-existent) levels of authority and direct influence. From a consulting perspective, the HR professional, as an internal consultant, must know how to diagnose a situation, provide and/or brainstorm potential solutions and then work with the line/business unit to implement them.

The overall goals of this course are to provide students with:

- an understanding of the elements of the internal consulting process through theory and models of service delivery, as well as
- an opportunity to work within an organization to apply their learning and further build their interpersonal skills.
- While attention is given to theory and practice, the spotlight is on gaining hands-on experience dealing with real-world organizational challenges. Students will be paired with a community organization in which they will practice their consulting skills while working a few hours each week to complete a specific project. When placed together, these combined learning approaches result in an overall perspective referred to as "service learning" (or SL). The value of this style of learning is multi-fold. In particular, it provides the learner with an opportunity to immediately apply classroom theories and concepts in the field and then debrief "lessons learned" in the classroom through conversation with class peers and the course instructor. Without a doubt the mandatory out-of-classroom portion of the course adds to the class workload. However, the benefits far outweigh the costs of additional time commitments. This course will provide the student with a unique opportunity that would be difficult to obtain in a more conventional classroom setting, namely: direct and immediate practice of what is being learned. You will be expected to work in your community partner's organization 2-3 hours per week. In addition, be prepared to spend time doing your weekly readings, and working on class assignments. To reinforce the point, this course will have a heavier course load than most other courses. However, we hope you will find that the time invested is more than returned in the richness of your learning experience.

IRE472H1 Negotiations [24 Seminar hours]**Instructor: Bob Thompson**

Resolving conflicts constructively is a challenge faced by all organizations and most individuals. This course will cover fundamentals of the negotiation process and conflict resolution. This course will apply multiple cases and simulations providing students with several opportunities to build their skills.

Prerequisite: IRE244H1, IRE260H1 and 1 300H level IRE course

Exclusion: WDW372H1

Overview

Much of our discourse and discussions with others at work and in life are a form of negotiation. Confidence and preparedness are essential characteristics for negotiations whether they relate to professional or personal life. The purpose of this course is to equip students with an understanding of the process and practice of negotiation and to assess when there is a need for competitiveness or when there is a need for collaboration. The course draws on theory, concepts, and research from a variety of disciplines and provides alternative frameworks for understanding negotiation with a view to improving skills and perspective in a variety of situations. Along with demonstrating knowledge of the relevant theory, students will be given the opportunity to put their negotiation skills into practice with in-class exercises.

Learning Outcomes

By the end of this course you should be able to:

1. Appreciate the difference between distributive and integrative bargaining and develop skills for both approaches.
2. Create a plan for a negotiation scenario based on the value climate.
3. Understand and assess the stages of negotiation.
4. Improve communication techniques in sharing information important to negotiation outcomes.
5. Engage other parties in meaningful value creation.
6. Develop an appreciation for the inputs of negotiation, including power, culture, gender and ethics.
7. Influence negotiation outcomes.
8. Reflect on one's personal skills attained and required for negotiating successfully.

Biographies

Ann Armstrong is a Lecturer and Director, Social Enterprise Initiative at the Rotman School of Management. Her research focuses on the social economy, with an emphasis on social and green businesses.

Greg Distelhorst is an Assistant Professor at the University of Toronto Centre for Industrial Relations and Human Resources and the Rotman School of Management. His research focuses on global trade and worker rights, as well as politics and policy in contemporary China. It appears in peer-reviewed journals of management and political science, including *Management Science*, *The Journal of Politics*, *Comparative Political Studies*, and the *Quarterly Journal of Political Science*. He previously worked on the faculty of Saïd Business School, University of Oxford. He also lived in mainland China for five years, including fellowships through the U.S. Fulbright Program and the Yale-China Association. He received a BA in Cognitive Science from Yale University and a PhD in Political Science from the Massachusetts Institute of Technology.

Michael P. Fitzgibbon has taught employment law and labour law at the University of Toronto Centre for Industrial Relations and Human Resources since 1997. He has practiced exclusively in the area of labour and employment law since his call to the Ontario Bar in 1993 and, more recently, as a mediator of workplace disputes. He graduated from the Faculty of Law at Queen's University in 1991 and from McGill University in 1988 where he obtained a Bachelor of Arts degree, with a major in Industrial Relations. Mr. Fitzgibbon has co-authored two books: *Recent Developments in Union Certification and Decertification* (Carswell, 2001) and *Understanding Ontario's Employment Standards Act, 2000* (Carswell, 2002), and contributed to a number of others. He has written on a wide range of labour and employment law topics, and speaks regularly at various conferences including at the Canadian Bar Association, Quebec Bar Association, Law Society of Upper Canada, Human Resources Professional Association of Ontario among others. He has been interviewed by, among others, MacLean's, Canadian Lawyer, Globe and Mail, National Post, the CBA National, National Post, Toronto Star, Lawyer's Weekly, Law Times, Canadian Lawyer and the CBA National Magazine and numerous other publications on a range of labour and employment law issues. He is also the author of one of the first Canadian legal weblogs (<http://labourlawblog.typepad.com/>).

Rafael Gomez is Associate Professor in Employment Relations and Director, Centre for Industrial Relations and Human Resources, University of Toronto. He received a B.A. in Economics and Political Science from York University (Glendon College), and an M.A. in Economics and Ph.D. in Industrial Relations from the University of Toronto. He has taught at the London School of Economics as a Senior Lecturer in Management and at Glendon College, York University. He has been invited to conduct research and lecture in universities and research institutes around the world, including in such cities as Madrid, Moscow, Munich and Zurich. In 2005 he was awarded the Labor and Employment Relations Association's John T. Dunlop Outstanding Scholar Award for exceptional contributions to international and comparative labour and employment research. Professor Gomez is also the co-author of several books including *The Paradox of American Unionism: Why Americans Like Unions More than Canadians but Join Much Less* (2004) and *The Little Black Book for Managers* (2013). In 2015 his book *Small Business and the City: The Transformative potential of Small-Scale Entrepreneurs* was released by UofT-Rotman press.

Dionne Pohler is an Assistant Professor at the Centre for Industrial Relations and Human Resources at the University of Toronto. Her prior research explored the professionalization of HR, and the impact of relationships between strategy, HR, unions and employee involvement in organizations. More recent research includes projects on compensation systems and inequality, and organizational compliance with labour and employment policy. Dionne is also a Fellow in Co-operative Strategy and Governance with the Centre for the Study of Co-operatives at the University of Saskatchewan, where she previously held positions at both the Edwards School of Business and the Johnson-Shoyama Graduate School of Public Policy. Her major research projects in this area include understanding the socio-political economy of organizational governance, particularly in the Canadian credit union system, and developing a co-operative model of economic and social development in Western Canadian rural and Aboriginal communities as one of the co-investigators on the Co-operative Innovation Project (CIP). CIP required extensive community engagement, and the results led to the creation of a non-profit organization dedicated to working with communities to address their needs. Dionne has published articles in top academic journals in her field including *Industrial and Labor Relations Review*, *Industrial Relations: A Journal of Economy and Society*, *British Journal of Industrial Relations*, *Personnel Psychology*, and *Human Resource Management*. She has won three international awards for her research from the Academy of Management and

the Labor and Employment Relations Association, and two teaching awards. She also previously received two SSHRC grants and one major industry grant for her research.

Frank Reid has taught for many years at the Centre for Industrial Relations and Human Resources at the University of Toronto in both the graduate Master of Industrial Relations and Human Resources program and the undergraduate Employment Relations program. He served as the Director of the CIRHR for two, six year terms and, he now serves as the Graduate Coordinator for the MIRHR and PhD programs at the CIRHR. He has also served as President of the Canadian Industrial Relations Association. In addition to authoring and coauthoring various books and chapters in books, Professor Reid's research has been published in highly regarded Canadian and American academic journals in economics and in the industrial relations and human resources area, such as the *American Economic Review*, the *Industrial and Labor Relations Review*, the *Canadian Journal of Economics*, and *Industrial Relations/Relations Industrielles*. His research has a strong policy focus and two of his main research interests have been worksharing / jobsharing and the impacts of changing laws on mandatory retirement. His recent paper, "The Impact of Work Hours Discrepancy on Absenteeism," (co-authored with Jing Wang) was published in the *International Journal of Manpower*, volume 36 issue 7, October 2015. Professor Reid received his B.A. from the University of British Columbia, an M.Sc. from the London School of Economics and his Ph.D. from Queen's University.

Bob Thompson has been teaching ADR, IR and law courses at UofT's Centre for Industrial Relations and Human Resources since 2007. He has also been teaching at other institutions, most notably Negotiations for Lawyers for several years at Osgoode Hall Law School at York University, and an array of courses in HR and Business at Seneca College. Prior to joining academia, Bob was Senior Employment Law Counsel at Canada's largest financial institution, Manager of Labour Relations at Canada's largest grocery retailer, and spent his formative years in HR and Engineering at Canada's largest automotive manufacturer. Bob received his engineering degree at Kettering University in Flint, Michigan, his law degree and an MBA at the University of Ottawa, an MBA at the University of Kent at Canterbury, England and his Master of Laws degree in ADR at Osgoode Hall Law School at York University. Bob is currently a member of the Board of Directors for the HRP.

Emile Tompa is a senior scientist at the Institute for Work & Health. He holds appointments as associate professor in the Department of Economics at McMaster University, assistant professor at the Dalla Lana School of Public Health at the University of Toronto, and mentor with the CIHR Strategic Training Program in Work Disability Prevention, also at the University of Toronto. He is co-director of the Centre for Research on Work Disability Policy (CRWDP), an initiative funded by the Social Sciences and Humanities Research Council for a period of seven year. Tompa is on the editorial board of the *Journal of Occupational Rehabilitation*. He has an MBA from the University of British Columbia, an MA in economics from the University of Toronto, and a PhD in economics from McMaster University.

Hua Wang is an Assistant Professor at the Centre of Industrial Relations and Human Resources. She has been teaching at University of Toronto since 2008. Dr. Wang received her Ph.D. in Human Resources and Industrial Relations from University of Minnesota-Twin Cities in 2006 and worked at University of Wisconsin-Whitewater for two years as an assistant professor in business management. She has extensive teaching experience in most topics of Human Resource Management and Organizational Behaviour area. Her research interest is focusing on the influence of human resources management practice on firm performance.

