
Big Idea 4 Organizations, regulations, and ethics influence the workplace.

GLO 4.1: Demonstrate an understanding of **labour legislation**, especially as it relates to the occupation(s).

SLO 4.1.1: Demonstrate an awareness of labour legislation in Manitoba, especially as it pertains to younger workers and those working in the occupation(s).

Resources:

- Manitoba Labour Standards Fact Sheets:
www.gov.mb.ca/labour/standards/factsheet.html
- Construction Industry Fact Sheet:
www.gov.mb.ca/labour/standards/doc,construction,factsheet.html
- Industrial, Commercial, and Institutional (ICI) Construction Sector Fact Sheet:
www.gov.mb.ca/labour/standards/doc,ici-wage,factsheet.html
- Heavy Construction Sector Fact Sheet:
www.gov.mb.ca/labour/standards/doc,heavy-construction,factsheet.html

SLO 4.1.2: Demonstrate an awareness of those **labour law** concerns most commonly found in the occupation(s) in Manitoba, especially as they pertain to younger workers.

Question for inquiry and/or reflection:

- What are some of the typical labour law concerns in the occupations? Examples may include those concerns related to safety, working conditions, overtime, termination of employment, disrespectful workplaces, harassment or assault, independent contractors versus employees, and holiday pay.

SLO 4.1.3: Demonstrate an awareness of the differences in regulations regarding **overtime pay** for hourly wage earners and salaried employees.

Comment:

- Overtime pay is often 1.5 times the regular salary, and comes into effect when the worker works past the regular work hours. This is different from salaried employees (such as teachers), including those in management positions (who typically are not paid for working overtime, or, if they are paid, do not receive a higher hourly wage).

SLO 4.1.4: Demonstrate an awareness of the **grievance procedures** that employees can take when they feel that their rights have not been respected, and they do **not** belong to a union. (GLO 4.2 contains a corresponding SLO for employees who belong to a union.)

SLO 4.1.5: Demonstrate an awareness of the **rights and responsibilities of employers.**

SLO 4.1.6: Demonstrate awareness of the **rights and responsibilities of employees.**

GLO 4.2: Demonstrate an understanding of **labour unions** and their relationship to the occupation(s).

SLO 4.2.1: Demonstrate an understanding of labour unions—their purpose, history, and arguments for and against them.

Questions for inquiry and/or reflection:

- Why did workers first organize labour unions?
- Does labour legislation do away with the need for labour unions? (Students learn about labour legislation in GLO 4.1.)
- Some feel that labour unions were necessary in the past, but are no longer relevant because of better labour legislation. Do you agree? Explain.
- Is it advantageous for employees to belong to a labour union? Explain why or why not.

SLO 4.2.2: Demonstrate an awareness of **bargaining** for wages and benefits, including **individual bargaining** and **collective bargaining.**

Questions for inquiry and/or reflection:

- Explain the differences between collective bargaining and individual bargaining.
 - **collective bargaining: groups** of employees such as unions bargain for wages, benefits, and working conditions for **all** of the workers
 - **individual bargaining: individual** employees bargain for their **own** wages, benefits, and working conditions for themselves only
- What is a collective agreement?
- What are the challenges and advantages of individual bargaining and collective bargaining?

SLO 4.2.3: Demonstrate an awareness of the **relationship between labour unions and the occupation(s).**

Question for inquiry and/or reflection:

- Do employees in the occupation(s) typically belong to labour unions? If so, how does that affect their salaries and working conditions?

SLO 4.2.4: Demonstrate an awareness of the **grievance procedures** that employees can take when they feel that their employer has not respected their rights, and they belong to a union. (GLO 4.1 contains a corresponding SLO for employees who do not belong to a union.)

SLO 4.2.5: Explain the differences between, and reasons behind, **open and closed shops**.

Question for inquiry and/or reflection:

- What is the reason given behind closed shops, where all employees are obliged to belong to a union by default? (They also have the option to opt out of union membership.)

SLO 4.2.6: Demonstrate an awareness of **Rand membership**, and how an employee can become a Rand member.

Question for inquiry and/or reflection:

- Why would somebody want to be a Rand member? Would you?

Resource:

- Rand formula:
https://en.wikipedia.org/wiki/Rand_formula

GLO 4.3: Demonstrate an awareness of **ethics**, and how it pertains to the occupation(s), university, and college.

SLO 4.3.1: Demonstrate an awareness of ethics.

Comment:

- Ethics can be defined as a set of moral principles and is concerned with what is good for individuals, as well as for society in general. Examples of ethical behaviour include honesty, hard work, concern for others, and following the golden rule. Discussions about ethics can be separate from religion and law.

SLO 4.3.2: Demonstrate an awareness of the need for **ethics** in the workplace, university, and college.

Questions for inquiry and/or reflection:

One major ethical concern is cheating.

- How do you feel about cheating in order to pass a course or to get a higher mark (which will help you enter a post-secondary program or earn a scholarship)?
- How do you feel about other people cheating? For example, how would you feel if you needed surgery, and found out that your surgeon cheated on his exams in order to pass medical school?

SLO 4.3.3: Demonstrate an awareness of **ethics** as they relate to the **occupation(s)**.

Examples:

- Do employees in the occupation(s) typically come in contact with their customer's possessions? For example, do they
 - work in the homes or businesses of customers, or on the customer's vehicles or equipment, where they need to demonstrate respect for their customers' property?
 - come in close contact with the customer (such as in the medical profession, or as a hairstylist), where they need to demonstrate discretion toward that person and their body?
 - typically have access to confidential information about their customers or others? If so, how should they deal with that information?