



MIR Programs Industrial Relations



MIR Program Newsletter 2015



A MESSAGE FROM THE DIRECTOR

In this first MIR Program Newsletter from our new home in the Faculty of Arts and Science, I wanted to provide an update on current and emerging developments in Queen’s industrial relations. We often say that industrial relations is all about change and this has, indeed, been reflected in developments in the Queen’s MIR Programs.

Back in 2007, the School of Industrial Relations and School of Public Administration merged into the School of Policy Studies. Then in 2010, the MIR Program expanded with the establishment of the PMIR (Professional MIR Program), which also leads to the MIR Degree. The 2014 to 2015 period has again been one of significant change for the Queen’s Industrial Relations Programs.

In 2014, the MIR Programs moved as a unit, out of the School of Policy Studies, and into the Faculty of Arts and Science (FAS). Our unit, now called MIR Programs, continues to operate both the Full-time and Professional MIR Programs. We are very pleased that, as of 2015, the combined graduate enrollment in the MIR Degree programs was about 90 students, and we expect this level of activity to continue.

The MIR move to the Faculty of Arts and Science has been important because it opens up new opportunities for us to collaborate with cognate units. In addition, for the first time, we are positioned to establish undergraduate courses in the field of industrial relations.

This was something not previously open to us, because up until our move to FAS, we had always been a part of the School of Graduate Studies, which does not offer undergraduate

programming. In the 2015-16 academic year, we have made significant strides including:

- Moving our offices, within Robert Sutherland Hall, into the main (second) level of the building;
- We have updated our office space and created the MIR/PMIR Graduate Student Common. This is a fully renovated student space that has room for study.
- We have realigned our teaching space to the first-floor level classrooms; this allows us to have the use and benefit of space that is connected to our offices on the main floor.

The MIR Program successfully launched our first undergraduate course, in Arts and Science, at the second year level; this new course is titled Work and Employment Relations in Canada.

The transition process to Arts and Science has taken time, but we are now in the final stages. It has truly opened up significant new possibilities and we intend to pursue them with energy. In particular, we are planning to offer several new undergraduate courses in the broader field of industrial/employment relations, over the next two years. This set of new courses will lead to a new undergraduate Certificate in Employment Relations.

This academic year, we have another excellent cohort of incoming graduate students into the programs. There are a number of activities ongoing, including the Winkler Speaker Series, which is bringing through some remarkable individuals, including:

- **Don Drummond**, Former Senior VP and Chief Economist, TD Bank
- **Jason Fitzsimmons**, Chief Negotiations Officer Ontario Hospital Association
- **Susan Stewart**, Chair, Ontario Grievance Settlement Board
- **Tim Hadwen**, Assistant Deputy Minister, Labour Relations Division, Ontario Ministry of Education

We have just concluded the 2015 Wood Lectureship event, with Peter Edwards (MIR 85; currently Vice-President of CP) delivering the Wood Lecture. It was a tremendous success and an opportunity to engage current students as well as members of the academic and practitioner communities.

In 2016, we are planning a number of events, including another MIR Alumni Event in Toronto, as well as one in Ottawa. In addition, we are beginning our planning for the 2016 Wood Lecture for the fall.

We promise to keep you posted on our new initiatives as well as on upcoming events.

In the following pages, we are pleased to provide some news on this year's Wood Lectureship, as well as a feature on Emerging Skills and Competencies in Industrial Relations, based upon the October 2015 Roundtable on this theme, which was held as part of the Wood Visiting Lectureship event.

As always, I encourage you to stay in contact with your MIR colleagues and with the MIR Program.

Best regards and wishes for the New Year.

Richard Chaykowski
Director



Jason Fitzsimmons
Chief Negotiations Officer, Ontario Hospital Association
November 2015 Winkler Speaker



I. 2015 DON WOOD VISITING LECTURESHIP IN INDUSTRIAL RELATIONS

Mr. Peter Edwards

Vice-President of Human Resources and Labour Relations at Canadian Pacific (CP)
and Queen's MIR alumnus

In November 2015, Peter Edwards returned to the Queen's MIR Program to share his career experiences and learnings with the MIR graduate students, and to deliver the 2015 Wood Lecture, as part of the Don Wood Visiting Lectureship in Industrial Relations. Over an eventful two-day period, Peter was able to deliver a guest class lecture to MIR students, spend time with students in small groups to discuss their questions about the IR field and careers in employment relations, participate in a panel discussion with faculty and guests on core skills and competencies in the IR/HR field, and deliver the keynote Wood Lecture.

On Thursday November 5, Peter was welcomed into the classroom to speak with current MIR students about leadership and organizational change. Students were highly engaged in the discussion, as he focused on their potential as future leaders, the need to embrace the MIR program's teachings, and the importance of creating positive change in the Industrial Relations (IR) field.

Mr. Edwards encouraged students to consider new perspectives on traditional IR issues, and to work toward ensuring continuous change and development in organizational HR/LR policies and practices.



MIR graduate students had the opportunity to meet with Mr. Edwards in small groups, on the Thursday afternoon, to answer specific questions about his background and experience, major trends in the field, and his recommendations for job search strategies.

Queen's University Club, Roundtable Event



On Friday morning, Mr. Edwards joined a Panel, at the Queen's University Club, for a Roundtable discussion on the key skills and competencies required for future IR practitioners and the future of Canadian IR education. Along with Industrial Relations faculty members Professors Pradeep Kumar, Richard Chaykowski, Robert Hickey, and Jacoba Lilius, the Panel included MIR alumnus Mr. Vince Panetta, from Hicks Morley.



II. WOOD LECTURE:

“A Futurist’s Look at IR/HR: Why it’s Time to Start Over”

The Wood Lecture in Industrial Relations was delivered the afternoon of Friday November 6. Mr. Edwards’ lecture surveyed major industry-wide changes and their impacts on IR/HR, and emphasized the revolutionary impact of technological and market developments on IR/HR practices, and the need to adapt to these pressures in order to meet the rapidly changing organizational and industry demands.



III. ROUNDTABLE DISCUSSION: *The Future of Canadian Industrial Relations Education: Views from the Inside*

This fall, the faculty of Industrial Relations hosted a Roundtable event that provided current and prospective Master of Industrial Relations (MIR) candidates with a comprehensive view of the trends and challenges in Canadian Industrial Relations (IR) education:

- Professors Pradeep Kumar and Richard Chaykowski shared their perspectives on the establishment of the IR program at Queen's University and its evolution as a multi-disciplinary graduate program.
- Professors Robert Hickey and Jacoba Lilius presented some of the core competencies fostered by the MIR program, including perspectives on future trends in IR and their impacts on skill and competency requirements.
- MIR alumni and practitioners Mr. Vince Panetta (Partner, Hicks Morley) and Mr. Peter Edwards (Vice-President, Canadian Pacific) shared their views on key competencies required in the fields of labour law and labour relations/human resources (LR/HR), respectively.

Together, the academic and practitioner perspectives offered a thorough "inside view" and the understanding of graduate LR/HR education.

Formative Development of the Queen's MIR Program

Prof. Pradeep Kumar

Prof. Pradeep Kumar is Professor Emeritus of industrial relations, and he was involved in the initial planning, design and administration of the Queen's full-time MIR program.

Prof Kumar highlighted the context in which the full-time MIR program was first established, including the objectives and philosophical orientation of the program. Overall, the goal was to establish a multidisciplinary academic program that imparted the core knowledge and skills required, to meet the current and future needs of LR/HR.

The institutional context for the development of the Queen's MIR Program:

- Planning for the MIR began in the mid-1970s due to of intense pressure from the broader IR community across Canada, especially from what were then "personnel associations" as well as from participants of the continuing education programs offered by the Industrial Relations Centre (IRC).
- The growing demand for more highly educated LR/HR professionals in both public and private sectors increased because of the pressures arising from the rapidly changing economic environment; demographic and industrial-occupational shifts; and an expanding framework of labour and workplace legislation and regulations.

Studies revealed that there was a widening gap between education and related requirements for effective IR practice, and the actual educational, skill and competency profile of IR practitioners. The view was that LR/HR professionals were undereducated and under-trained, and did not have the capability to support the necessary responses to the changing environment.

In addition, at the time there were very few opportunities for specialized education and training. This deficiency was recognized by the Federal Task Force on Labor Relations in 1968, which concluded that "there was a serious shortage of competent personnel in virtually every phase of industrial relations".

The decision to establish the MIR program was made in 1978 following a survey of market demand, and with the support of partnering Queen's faculties and departments.

The original planning document for the MIR stressed that Queen's possessed the facilities, network and faculty resources to offer a strong multidisciplinary program.

Among the major strengths cited were:

- The research and continuing education work of the Industrial Relations Centre;
- The national and internationally renowned faculty in such key IR areas as labour economics, labour relations, human resources and organizational behaviour, labour law, labour history and sociology;

- The support from the IR community for an integrated policy-practice oriented program.

Formal approval for the MIR Program came in 1982, with program set to begin in September 1983. The new program was a joint initiative of the IRC, School of Business, Faculty of Law, and Department of Economics. Each unit participated in the administration of the new School of Industrial Relations, with the IRC serving as the “home base”.

The structure of the initial MIR Program curriculum:

The orientation of the program was multi-disciplinary, and stressed the application of theoretical knowledge and empirical analysis. The curriculum was designed around a core body of knowledge that covered the fundamental aspects of IR, while providing the opportunity to specialize through electives. In the first full year of operation, the enrollment was limited to 20 students; growing toward a goal of 30 students in later years.

Designed as a one-year program, students were required to complete 10 one-term courses (6 core courses and 4 electives), as well as a non-credit three-term policy and research seminar.

Core courses included:

- Canadian Industrial Relations;
- Labour Law;
- Human Resources and Human Behaviour;
- Labour Market Analysis and Manpower Policy;
- Quantitative Methods; and,
- Research Essay.

Electives were offered in three stream areas including:

- Collective Bargaining and Labour Relations;
- Personnel and Human Relations; and,
- Labour Market Analysis and Policy.

Prof. Kumar concluded that the program has been a tremendous success since its inception. Although the MIR has undergone many changes in faculty complement, curriculum and administration, the defining elements of the program continue to be the high quality of students, talented faculty, close relationships with business, labor, and governments, and the growing network of Queen’s MIR Alumni, now numbering over one thousand.

“The Evolution of Employment Relations Skills and Competencies in LR/HR Education”

Prof. Richard Chaykowski

Prof. Richard Chaykowski is the Director of the IR Programs, Professor of industrial relations, and cross-appointed in the Faculty of Law.

Prof. Chaykowski began by outlining some of the main general factors affecting the development of graduate studies programs in LR/HR. The factors identified include:

- Demands of daily practice informing curricula (e.g., emerging laws and legal decisions);

The role of law, and the requirement to understand emerging legal developments has increased dramatically over the past several decades. This has occurred as the role of Boards and Tribunals has increased, and as litigation related to the Charter of Rights and Freedoms has expanded, and reshaped our understanding of rights in the workplace.

- Other business functions within organizations shaping skill requirements (e.g., finance and accounting skills);

The program should enable LR/HR professionals to have proper skill competencies to be able to deal with other functions in their organizations. For example, the MIR program offers an accounting and finance elective that fosters skill development in a non-traditional LR/HR area that is valued in an organizational context.

- The HR-LR dichotomy driving skill requirements (e.g. determining the balance between labour relations, labour law, human resources management and organizational behavior content);

- The HR-LR combination and content is continuously being rebalanced in light of changes in the economy and emerging demands for skill sets in either component. Recently, organizational behaviour (OB) on the HR side has increased in importance, whereas the prevalence of unions is on the decline.

- Capacity to extend and reform curricula from within an academic unit.

- The Queen's MIR program has a practice of ongoing reflection on the level and mix of courses offered in HR and OB, LR, labour law, economics, and related areas such as negotiations and conflict management, and analytical skills. The overall objective has been to provide a multidisciplinary degree program.

Taken together, these factors impact the skills and competencies that the curriculum provides over time.

Dr. Chaykowski highlighted the broad developments in curricula and strategies used to extend and renew current curricula to enable students to fulfill the identified competency requirements of LR/HR professionals.

Reflecting on the role of academic study of IR/HR.

LR/HR is considered a social science at the intersection of labour law, management science, economics and labour history. One major advancement in curricula, over time, has been the extension of the focus of studies beyond the "functional" or "operational" level of HR and LR, to incorporate Kochan and McKersie's conceptualization of IR as working and generating outcomes at three "planes": the strategic, the functional and the workplace levels.

The Queen's MIR program has evolved in step with this conceptualization of the study of IR. The current core course in the areas of labour economics, labour law, HR management, OB and labour relations provide theoretical background and an evidence-based approach to the analysis of issues, with an interdisciplinary educational experience. Supplemental courses are aimed at providing necessary expertise in business skills (e.g., accounting), negotiations skills, team skills, mediation skills, and conflict resolution skills.

IR/HR Degree Expectations, Skills and Competencies.

The MIR has evolved with a view to achieving balance across the core areas, and Queen's continues to make a conscious effort to maintain a multi-disciplinary approach. Equally, the Queen's MIR program attracts students from diverse backgrounds, which is greatly valued as a means to effectively advance the true interdisciplinary nature of IR.

The evolution of curriculum contents in US IR/HR programs clearly illustrate the dramatic shifts in university degree program curriculum content, away

from the original emphasis upon learning how to perform tasks and the skills to carry them out (e.g., payroll; job analysis and training) towards studies that emphasize skills and competencies that support a much wider and sophisticated roles and outcomes in LR/HR (e.g., strategic HR/LR outcomes; conflict management; implementing legal obligations). This transformation of IR/HR education towards a focus on competency-based approaches to IR education has occurred in the US and Canada, and is central to how the program is viewed at Queen's.

The "Currency" Challenge.

An ongoing challenge is ensuring that the strategy for enhancing curricula considers practitioners' changing demands for skill sets in graduates. The aim of the Queen's MIR program is to teach students skills and knowledge that will last a lifetime. Seeking feedback from practitioners on required competencies, enables the MIR Program to ensure that the curriculum incorporates key skills and competencies that will allow students to achieve success in both entry level employment and long-term career progression.

Complex sets of demands are placed on LR/HR professionals. Changes to organizations and the environment will continue to shape the academic content and requirements for the MIR Program. The goal of the Queen's MIR Program is to ensure that the LR/HR function contributes to productivity and the bottom line, as compared to only performing a secondary service function; and to ensure that its graduates possess the capabilities to foster innovation in LR/HR practices and lead in their organizations.

“MIR Competencies – Building a Foundation of Applied Skills for LR/HR Practitioners”

Prof. Robert Hickey

Prof. Robert Hickey is Graduate Coordinator of the MIR Programs, and Associate Professor of industrial relations.

In order to provide a concrete context for considering IR competencies, Professor Robert Hickey outlined the motivation behind his work in redesigning the course on Unions and Collective Bargaining to meet certain competency and skill requirements of the LR field.

The standard IR textbooks offer valuable traditional knowledge; however, a transition towards applied LR would make this knowledge increasingly relevant to future LR practitioners. Also, competency models of professional associations, such as the HRPA and the SHRM in the US, were integrated into and used to validate the course redesign.

Three foundational competencies were identified:

Critical thinking.

- Critical thinking is essential for problem solving in the workplace, especially when faced with the inherently ill-defined problems in LR/HR fields.

Within the competency area of critical thinking, the redesigned course emphasizes cognitive effort and strategies to reduce natural biases and to avoid the errors of fast, automatic thinking processes. “Perspective analysis” (i.e., the skills needed to critically understand how employees and unions perceive the nature and dynamics of workplace problems) is another skill required for critical thinking.

Legal acuity.

- Literacy on the impact of legal frameworks on LR/HR work is the essence of legal acuity as a core competency.

To support the development of legal acuity, the redesigned course curricula focuses on a practical understanding of key principles in labour and employment law, as well as the associated decision factors and risk assessments relevant to workplace employment relations.



Dr. Hickey addressing Roundtable participants

Negotiation skills.

- Negotiation skills, in terms of relationship management and awareness of biases that may prevent effective LR relationships, reflect this competency.

The redesigned course makes the development of negotiation skills a core competency for future practitioners; as such skills are universally required for any role in the LR/HR field, due to its interpersonal nature. Teaching strategies in planning, action and reflection stages of negotiation are major parts of the course.

These essential competencies of the field, build on the classical scholarship of industrial relations, such as Walton and McKersie’s Behavioral Theory of Labor Negotiations. The goal is to connect theory to practice through activities, and exercises such as:

- arbitration-based constituent advice;
- negotiation simulations;
- grievance hearing and conflict resolution exercises;
- coaching and feedback;
- contract language interpretation; and,
- workplace investigation.

“Evidence-Based Management as an Employment Relations Core Competency”

Prof. Jacoba Lilius

Prof. Jacoba Lilius is Associate Professor of industrial relations.

Professor Jacoba Lilius highlighted the importance of evidence-based management (EBM) as a core competency required for future HR professionals. The demand for EBM stems from a growing awareness of the disconnect between what the research on HR and management practices tells us is actually effective, and what organizations practice in reality.

Focusing on EBM elevates the value of the human resource management and organizational behavior functions, so that organizations view the functions as contributors to productivity. The ideal evidence-based HR practitioner would be able to:

- diagnose problems by collecting valid data;
- identify and analyze ranges of possible solutions;
- implement a solution; and,
- systematically evaluate results.

However, limited time and other resources typically characterize the reality of current HR practitioners; and limited knowledge about organizational problems can lead to a situation in which there are few potential solutions, and little real chance of long-term success.

Dr. Lilius addressed the main components of EBM, as well as how the MIR program curriculum strives to include EBM as a core competency. For effective EMB practice,

- Decisions must be made based on what is known from the best available peer-reviewed evidence.

This knowledge is distinct from that derived from other organizations or industry norms, which do not offer equal scholarly rigor.

- HR practitioners that embrace EBM must collect and use internal data systematically in order to identify the source of a problem and test hypotheses for potential interventions.

Although many organizations conduct surveys, exit interviews, feedback sessions and so on, insufficient effort is expended on collecting this information in a systematic manner that enables problem identification and hypotheses testing;

- The organization should be considered an unfinished prototype, and small trials can be used to test the effects of particular types of interventions.

This approach avoids the typical “all-or-nothing” attitude, whereby ideas that are initially perceived as adequate are implemented across the entire organization, while those perceived as ineffective are not attempted at all.

By considering these components together, the HR function can be better equipped to conduct effective EBM practices and resolve the current divergence between what research tells us works, and effective HR practices.

Professor Lilius pointed out that a major goal of the MIR program is to educate students in ways that will enable them to practice EBM, including how to develop reliable, valid and relevant measures for understanding the effectiveness of operations; and to appreciate the characteristics of high-quality external evidence. MIR students are encouraged to engage in EBM upon entering the workforce, so that their roles as leaders in the HR function derives from their fundamental knowledge and skills, including EBM as a core competency.



Dr. Lilius speaking at MIR Roundtable event

The View From the Field:

Mr. Vince Panetta and Mr. Peter Edwards

Mr. Vince Panetta is a Partner with Hicks-Morley and an MIR Alumnus; and Mr. Peter Edwards is Vice-President at Canadian Pacific and an MIR Alumnus.

From their perspective as noted practitioners and MIR alumni, Mr. Vince Panetta and Mr. Peter Edwards commented on the emerging skills and competencies required for success in the field, and how the MIR program at Queen's prepared them for their respective careers.

Mr. Panetta emphasized that two of the skills developed through the MIR Program, and that are essential to achieving success as an LR/HR professional, include communications and negotiations.

- Communication, including the ability to write clearly and for the purpose of advocacy, is a critical competency whether at the strategic, functional or day-to-day level. For example, concise report writing for workplace investigations, that effectively describes the events discussed, or clearly written policies and procedures that are communicated to the entire organization and are legally defensible. In terms of communication, engaging in purposeful dialogue and asking questions can enhance understanding and the effective articulation of underlying workplace issues (e.g., in proposals in contract negotiations).
- Relationship building is also a key skill, especially when addressing collective agreement issues. The art of negotiations is a critical skill; and the MIR Program provides a foundation in this skill. Advocacy related not only to roles in collective bargaining, but also to all LR/HR roles, involves learning to share mutual interests in order to accomplish a goal. Overall,

the MIR program teaches the substantive applied knowledge, as well as the underlying theory to support this knowledge.

Mr. Edwards also highlighted communication skills as being critical to success in the field. In addition, he emphasized the importance of including rational, solid evidence in written proposals. Another aspect of longterm success in the field, emphasized by Mr. Edwards as essential, was utilizing key skills with velocity. Not only is critical thinking a skill, but movement towards objectives while engaging in thorough thought processes is also crucial. Finally, Mr. Edwards noted that evidence-based management is important to the future of LR/HR, and MIR graduates should aim to use this approach in the workplace to add value to their organizations.



Mr. Peter Edwards and Mr. Vince Panetta speaking at Roundtable

Mr. Edwards noted that the knowledge gained in the MIR program was used effectively throughout his career. He also emphasized that the MIR program provides students with the necessary tools; however, it is how the tools are used that determines success.



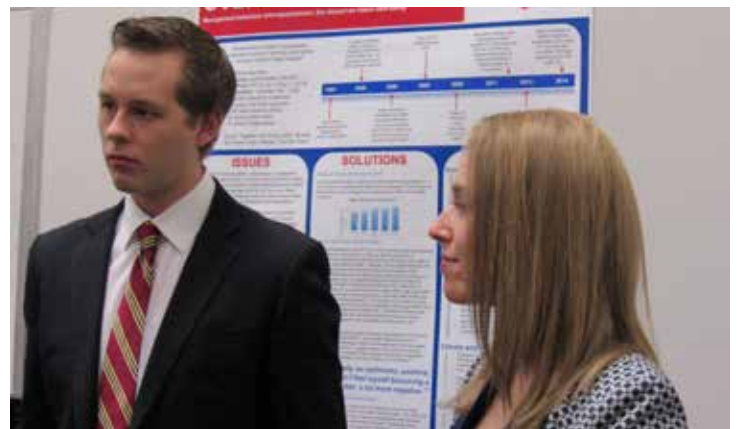
The Wood Lecture and Roundtable summary were written by Jennifer Clay.

Jennifer Clay is a 2015-2016 Master of Industrial Relations candidate. She holds an undergraduate degree in psychology and consumer behaviour from Western University. Jennifer is interested in labour and employment law, specifically related to human rights. She will be attending law school in September 2016 after completing her MIR.



IV. MIR 850 POSTER SESSION

On December 3rd, the MIR students in Professor Lilius' Organizational Theory and Design course created posters through which they identified a real-time organizational issue, and propose evidence-based solutions to address them. They presented their analyses in the form of a research poster. Staff and faculty were invited to attend the session, to view the posters, and to hear more about the issues and solutions from the MIR students.



V. SPOTLIGHT ON MIR ALUMNI



Fall 2015 Spotlight - John Staple, MIR '91

John Staple (MIR '91) retired as Deputy General Secretary of the Canadian Teachers' Federation in 2011, capping a career in education and labour relations spanning over 42 years. As Deputy General Secretary of CTF he played a critical role in overseeing financial and administrative functions, including program development, advocacy and partnership building. In roles at both the CTF and the Newfoundland & Labrador Teachers' Association John was heavily involved in labour relations issues including collective bargaining and contract administration.

In the spring of 2011, John was confirmed as an honorary life member of the Newfoundland and Labrador Teachers' Association.

Summer 2015 Spotlight – Peter Edwards, MIR '85

Peter Edwards (MIR '85) was appointed Vice-President Human Resources and Industrial Relations at CP in August 2010, and is responsible for the integrated function across North America. Prior to joining Canadian Pacific in 2009 as Vice-President Human Resources, Peter held senior positions at Labatt Breweries/Interbrew and Canadian National Railway. He has also co-authored two books on managing a changing railway (How We Work and Why Change, Leadership, Mud and Why) to establishing individual employee performance scorecards. Peter also co-authored Switchpoints: Culture Change on the Fast Track.



Summer 2015 - Carolyn Buccongello, MIR '93

Carolyn Buccongello (MIR '93) has enjoyed more than 20 years of career experience since graduating from Queens. Her first employers were Nortel Networks and ATI Technologies (now AMD). For the last 6 years, she has served as Vice President of HR for Microsoft Canada. As a member of the leadership team, she oversees all aspects of the HR function for the Canadian subsidiary including: Talent Management, Talent Acquisition, Employee Relations, Compensation & Benefits, Diversity & Inclusion, and HR Operations.

In May 2015, she assumed a new role with Microsoft Corporation, responsible for Global Talent Management for the SMSG business unit (Sales, Marketing and Services), and it's roughly 50,000 employees around the world. This includes Talent Management, Succession Planning and the identification of high potential leaders. She is a certified executive coach from the Hudson Institute of Santa Barbara.



Introducing the new MIR web spotlight series



Summer 2015 Spotlight - Matthew Dusureault, MIR '13

Matthew Dusureault (MIR '13) graduated through the PMIR Program. Manager of Human Resources for the Toronto Blue Jays Baseball Club since 2013, he is responsible for both day-to-day and strategic human resources leadership to all employees including executives at the Club.

Matthew completed the PMIR Program while working as the head of human resources for a unionized auto parts manufacturing plant located in Ontario. In this role Matthew was the point person for all human resources functions, and the chief spokesperson for the company in successful grievance resolution and collective bargaining negotiations.

Spring 2015 – Alumni Spotlight - Allison Roberts, MIR '13

Allison Roberts (MIR '13) achieved her Master of Industrial Relations through the Professional (PMIR) program.

Allison has been with the Human Resources department of Wilfrid Laurier University since 1999 and currently holds the position of Director, Employee and Labour Relations, which provides strategic oversight for both faculty and non-academic employee groups. Allison is the university's Chief negotiator for all six unions and has extensive experience with Human Resources and Labour Negotiations.

She currently holds the position of Administrative Vice –President of the YWCA of Kitchener-Waterloo Board of Directors and President of the Association of University Human Resource Professionals (AOUHRP).



Spring 2015 - Ruben Benmergui, MIR '84

Ruben Benmergui (MIR '84) has over 35 years of experience in all aspects of Human Resources Management, in the private and public sectors.

He is the founder and Principal of Breakthrough HR Solutions, which provides HR Management and Labour Relations services to Clients and ConcilioADR Services which provides Mediation and Conflict Resolution ADR services. He teaches in the Department of Law and the Sprott School of Business at Carleton, and is a published author, including several sections of Lexis Nexis' (CCH Canada) "The Ultimate HR Manual", and Thompson-Reuters Carswell's HR Audit Toolkit Online. He is a past member of the HRP Ontario Board.





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