



Victoria Management School

## **HRIR 201 MANAGING HUMAN RESOURCES & INDUSTRIAL RELATIONS**

Trimester 1 2005

### **COURSE OUTLINE**

#### **Contact Details**

##### **Course Coordinators**

Professor George Lafferty  
Room: RH1006, Rutherford House  
Phone: 463 6923  
Email: [george.lafferty@vuw.ac.nz](mailto:george.lafferty@vuw.ac.nz)

Mr Richard Rudman  
Room: 1010  
Phone: 463 5706  
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##### **Administration Assistant**

Narelle Fisher  
Room: 10<sup>th</sup> Floor Reception, Rutherford House (RH1022)  
Phone: 463 5358  
Email: [narelle.fisher@vuw.ac.nz](mailto:narelle.fisher@vuw.ac.nz)

##### **Tutorial Coordinator**

Deborah Kelly  
Room: RH120, Rutherford House  
Phone: 463 6968  
Email: [deborah.kelly@vuw.ac.nz](mailto:deborah.kelly@vuw.ac.nz)

## Class Times and Room Numbers

**Lectures** (Begin Monday, 21 February 2005)

Rutherford House, LT1

Monday, Wednesday & Thursday                      1.40-2.30 pm

## Tutorials

Tutorial sign-up will be take place on Blackboard and will begin at **3:00pm on Monday 21st February**.

*(requests cannot be taken by phone or e-mail).*

Please ensure that you have access to Blackboard once you have registered for the course.

Tutorials are scheduled for Mondays, Wednesdays and Thursdays.

The times and places that tutorials will be held will be available on Blackboard.

## How to Sign Up for a Tutorial

To sign up for your HRIR 201 tutorial you need to follow the instructions below:

1. Log onto Blackboard by going to [www.blackboard.vuw.ac.nz](http://www.blackboard.vuw.ac.nz) and clicking the 'login' button. Insert your user name (i.e. your SCS user name) and password.
2. Once you are logged on, select the '**Courses**' button, and click on **HRIR 201**.
3. Select the '**Discussion Board**' button on the left hand side of the screen.
4. Click on '**Tutorial Sign Up**', which will open a list of tutorial times. Click on the tutorial time of your choice.
5. To register your name for this tutorial:  
click on the '**Reply**' button at the bottom of the page  
place an 'x' in the **message box**, which is below **subject**, and  
click on '**submit**' at the bottom of the page.

You have now registered for this tutorial. Your name should appear under the tutorial of your choice.

**Please remember that only 15 students per tutorial are accepted.** It is your responsibility to count the number of names under the tutorial to ensure there are no more than 15 *before* you add your name.

If you would like to check if you have signed up for a tutorial correctly, or that you have not been removed, you can search by clicking on **search** in the top right hand corner and then select your name from the list of authors, then click **submit**. This will then show a list of all your entries on the discussion board.

6. If you need to change your tutorial group, please remove your name from the initial tutorial you signed up for.  
To do this, follow steps 1-3, then select '**Tutorial Sign Up**' and double click on the tutorial time beside your name. Click the '**remove**' button, followed by **OK**. You can now choose a different tutorial time by following steps 4 and 5.

There is a maximum of 15 students per tutorial class and spaces are allocated on a “first come, first served” basis so book your place quickly. Confirmation of your tutorial group will be posted on the HRIR 201 Blackboard site and on the HRIR Notice Board on the Mezzanine Floor of Rutherford House by **9am Friday 25<sup>th</sup> February**.

Tutorials will commence in week 2. Please contact the tutorial coordinator with all queries regarding tutorial allocations. Please note that once tutorial allocations have taken place students requesting a change of tutorial will have to provide documentary evidence of reasons for the requested change.

**Attendance at tutorials is compulsory. In order to meet the term requirements of this course, students must ensure that they attend 80% of the tutorials.**

### **Course Objectives**

This course introduces students to the key issues and debates that dominate the management of industrial relations and human resources within modern organisations. These include the nature of industrial relations, the negotiation of employment conditions, the resolution of employment disputes, employee recruitment, performance management and remuneration and training and development. The course identifies future trends in the nature of work and their likely impact on how employees are managed. This course is targeted towards students with no previous knowledge or experience of industrial relations and human resource management issues. Given this expanding field there are a number of key learning objectives. These include:

- to explain the historical origins of industrial relations and trade unions,
- to investigate some of the most important contemporary issues in industrial relations,
- to explore the origins of HRM and differentiate it from Personnel Management,
- to develop an understanding of the key policy areas of HRM,
- to explore the main debates that dominate each policy area of HRM.

## Course Content

### HRIR 201

#### MANAGING HUMAN RESOURCES AND INDUSTRIAL RELATIONS TRIMESTER 1, 2005 – LECTURE PROGRAMME

	Session	Topic	Text
Week 1	1	COURSE INTRODUCTION	
	2	INDUSTRIAL RELATIONS: THE HISTORICAL BACKGROUND	
	3	INDUSTRIAL RELATIONS: CONTRASTING PERSPECTIVES VIDEO: <i>THE LUDDITES</i>	
Week 2	1	UNIONS & THE LABOUR MOVEMENT	
	2	TAYLORISM & THE RISE OF MANAGERIALISM	
	3	CRITICS OF TAYLORISM VIDEO: MODERN TIMES	CH. 1 R&L
Week 3	1	FORDISM, MASS PRODUCTION & CONSUMPTION	
	2	UNEMPLOYMENT & THE MANAGEMENT OF CRISIS	
	3	VIDEO: <i>A JOB AT FORD'S, THE GREAT DEPRESSION</i>	CH. 2 R&L
Week 4	1	LEARNING FROM THE GREAT DEPRESSION: THE 'KEYNESIAN CONSENSUS'	
	2	GLOBALISATION, MANAGERIALISM & CONTEMPORARY UNIONISM	
	3	VIDEO: <i>THE NAVIGATORS</i>	CH. 3 R&L
Week 5	1	THE NEW ZEALAND CONTEXT: HISTORICAL BACKGROUND & THE <i>EMPLOYMENT CONTRACTS ACT 1991</i>	
	2	LABOUR LAW & THE <i>EMPLOYMENT RELATIONS ACT 2000</i> VIDEO: <i>ALL IN GOOD FAITH</i>	

	3	REVIEW LECTURE	CHS. 4- 6 R&L
Week 6	1	NO LECTURE	
	2	NO LECTURE	
	3	IN-CLASS EXAMINATION	
<b>Week 7</b>			<b>Rudman*</b>
	1	WHAT IS HUMAN RESOURCES MANAGEMENT?	Chaps 1, 2
	2	PEOPLE MANAGEMENT AND ORGANISATIONAL PERFORMANCE	Chaps 1, 17
	3	THE HUMAN RESOURCES FUNCTION	Chaps 3, 9, 10
<b>Week 8</b>			
	1	NO LECTURE — ANZAC DAY	
	2	HRM IN CONTEXT — WORK AND WORKERS	Chap 4
	3	HRM IN CONTEXT — SOCIETY AND THE LAW	Chaps 5, 6
<b>Week 9</b>			
	1	HRM IN CONTEXT — ORGANISATIONS AND MANAGEMENT	Chaps 7, 8
	2	HRM IN PRACTICE — HUMAN RESOURCES PLANNING	Chaps 11, 12
	3	HRM IN PRACTICE — RECRUITMENT AND SELECTION	Chaps 13, 14
<b>Week 10</b>			
	1	HRM IN PRACTICE — JOINING THE ORGANISATION	Chaps 15, 17
	2	HRM IN PRACTICE — PERFORMANCE MANAGEMENT	Chaps 19, 20
	3	HRM IN PRACTICE — TRAINING AND DEVELOPMENT	Chaps 21, 22
<b>Week 11</b>			
	1	HRM IN PRACTICE — REWARDS AND REMUNERATION	Chap 24, 25
	2	CURRENT ISSUES — HEALTH, SAFETY AND EMPLOYEE WELL-BEING	Chaps 26
	3	CURRENT ISSUES — ENDING THE EMPLOYMENT RELATIONSHIP	Chap 28
<b>Week 12</b>			
	1	CURRENT ISSUES — DIVERSITY, DISCRIMINATION AND EQUITY	Chap 23
	2	REVIEW	
	3	IN-CLASS EXAMINATION	

“R&L” denotes Erling Rasmussen and Felicity Lamm (2002) *An Introduction to Employment Relations in New Zealand*, 2<sup>nd</sup> Edition.

\* Chapter references to Rudman, Richard (2002) *Human Resources Management in New Zealand*, Pearson Education New Zealand, 4<sup>th</sup> edition.

**HRIR 201**  
**MANAGING HUMAN RESOURCES & INDUSTRIAL RELATIONS**  
**TUTORIAL PROGRAMME**

WEEK	TOPIC	READING(S)*
1	NO TUTORIAL	
2	ESSAY WRITING & RESEARCH WORKSHOP	
3	‘THE MAIN PURPOSE OF TECHNOLOGY IS TO REDUCE THE POWER OF LABOUR.’	Thompson, E.P. (1968) <i>The Making of the English Working Class</i> , Penguin: Harmondsworth (excerpt).
4	‘UNEMPLOYMENT IS NECESSARY TO KEEP WAGES DOWN.’	Mattick, P. (1971) 'The Keynesian Revolution', from <i>Marx and Keynes</i> , London: the Merlin Press.
5	‘UNIONS HAVE NO ROLE IN THE CONTEMPORARY WORKPLACE.’	Perry, M., C. Davidson, and R. Hill (1995) <i>Reform at Work</i> , Auckland: Longman Paul (excerpt).
6	REVIEW & EXAM DISCUSSION	Wilson, M. (2004) 'The Employment Relations Act: a Framework for a Fairer Way', from E. Rasmussen (ed.) <i>Employment Relations: New Zealand's Employment Relations Act</i> , Auckland: University of Auckland Press.
7	HUMAN RESOURCE MANAGEMENT (HRM) IN CONTEXT	Storey, J (1992) ‘The HRM Phenomenon’ in <u>Developments in the Management of Human Resources: An Analytical Review</u> , Blackwell: Oxford.
8	PEOPLE MANAGEMENT IN TODAY’S ORGANISATION	Chartered Institute of Personnel and Development (2001) <i>The case for good people management. A summary of the research</i> , CIPD, London, pp. 1-15  Drucker, P. F. (2002) “They’re not employees, they’re people”, Harvard Business Review, February, Reprint: 2-8  Mayo, Andrew (2004) “Measuring human capital”, <i>WorldLink</i> , 14(2): 2-3  Rudman, Richard (1997) “We are – or at least we should be – the champions”, <i>HumanResources</i> , April: 3-5
9	STAFFING THE ORGANISATION	Chambers, E. G., Foulon, M., Handfield-Jones, H., Hankin, S. M. & Michaels, E. G. III (1998) “The war for talent”, The McKinsey Quarterly, 3: 44-57

10	MANAGING PEOPLE AND PERFORMANCE	<p>Marshall, V. &amp; Wood, R. E., (2000) "The dynamics of effective performance appraisal: an integrated model", <i>Asia Pacific Journal of Human Resources</i>, 38(3): 62-90</p> <p>Pfeffer, Jeffrey (1998) "Six dangerous myths about pay", <i>Harvard Business Review</i>, 76(3): 109-20</p>
11	CONTEMPORARY ISSUES	To be provided

\* Unless otherwise noted, tutorial readings are included in the HRIR 201 Course Readings which will be issued to students enrolled in this course at the conclusion of the first lecture session at 2.30pm, Monday, 21 February 2005 outside RHLT1. After this time the readings may be collected from the 10<sup>th</sup> Floor Reception (RH 1022), Rutherford House. Please note that it will be necessary for you to produce your Student ID in order for you to receive the readings.

### Course Text and Readings

There are two **core textbooks** for this course. These are:

Rasmussen, E. and Lamm, F. (2002) *An Introduction to Employment Relations in New Zealand*, 2<sup>nd</sup> Edition. Auckland, Addison Wesley Longman.

Rudman, Richard (2002) *Human Resources Management in New Zealand*, 4<sup>th</sup> edition, Auckland, Pearson Education New Zealand.

While copies of these texts are available in the library, students are expected to have access to a personal copy.

Students are also expected to read and become familiar with the Course Readings, which will be supplied to students enrolled in this course, and any additional readings and cases supplied in class. The purchase price of these supplemental readings has been assessed through student fees.

The following books are recommended for general background and useful additional information on various aspects of the course:

Deeks, J. and Rasmussen, E. (2002) *Employment Relations in New Zealand*. Longman Paul, Auckland.

Geare, A.J. (2000) *Industrial Relations: A General Introduction and the New Zealand System*, 4<sup>th</sup> Edition. FIRRE, Dunedin.

Macky, K and Johnson, G. (2003) *Managing Human Resources in New Zealand*, 2<sup>nd</sup> Edition. McGraw Hill, Auckland.

Rasmussen, E. (ed.) (2004) *Employment Relationships: New Zealand's Employment Relations Act*, Auckland University Press, Auckland.

In addition, there is a website for Rudman's *Human Resources Management in New Zealand*. The URL for the site is [www.pearsoned.co.nz/rudman](http://www.pearsoned.co.nz/rudman). It contains additional information, as well as a series of exercises and questionnaires which will help your study.

## Course Assessment

The assessment for this course will consist of the following:

### **(A) INDUSTRIAL RELATIONS ESSAY (20%): DUE BY 4PM ON MONDAY, 11 APRIL 2005.**

**20%** of the total course marks will be awarded for an individual essay. Discuss one of these three statements:

1. The main purpose of technology is to reduce the power of labour.
2. Unemployment is necessary to keep wages down.
3. Unions have no role in the contemporary workplace.

You should develop your own, informed perspective on the statement. Your essay should include references to at least three of the readings from the first half of the course, as well as to the text by Rasmussen and Lamm. You should also refer to other relevant literature, as you see appropriate. The essay should contain an introduction and a conclusion, in which you summarise your main position on the statement.

### **(B) MID-TRIMESTER EXAM (30%)**

**30%** of the total assessment will be awarded for **one** in-class closed book exam, to be held during week 6 of the course. **No notes, books, electronic devices or other aids are to be used during the in-class exam.**

### **(C) HUMAN RESOURCES MANAGEMENT ESSAY (20%): DUE BY 4PM ON FRIDAY, 3 JUNE 2005.**

**20%** of the total course marks will be awarded for an individual essay. Discuss one of these three statements:

1. People are the modern organisation's most valuable asset.
2. The role of the human resources specialist will always be a balancing act.
3. Human resources management is too important to be left to human resources specialists.

Essays should be typed, with one and a half line spacing and clearly referenced. Essays should be **no longer than 1,000 words**. In order to facilitate feedback, students should ensure that their name, chosen topic number and student number are clearly outlined on the front of their assignment. **Completed essay assignments are to be submitted to Reception on the 10<sup>th</sup> Floor of Rutherford House.**

### **(D) END OF TRIMESTER EXAM (30%)**

**30%** of the total assessment will be awarded for an in-class closed book exam, to be held during the final lecture session for the course. **No notes, books, electronic devices or other aids are to be used during the in-class exam.**



Grades for written work will be assigned as follows:

GRADING & ASSESSMENT STRUCTURE

	<b>Grade</b>	<b>Percentage Range</b>	<b>Assessment Criteria</b>
<b>Pass</b>	A+	85% and over	Excellent and wide ranging use of literature with clear understanding of implications. Excellent logical argument, strong evidence of critical thinking, evidence of original and creative thinking, clear structure, well presented with no grammatical or spelling errors and excellent referencing.
	A	80-84%	
	A-	75-79%	
	B+	70-74%	Wide ranging use of literature with some implications outlined. Clearly developed logical argument, evidence of critical thinking, logical structure and presentation, few grammatical or spelling errors, good referencing style.
B	65-69%		
B-	60-64%		
	C+	55-60%	Limited use of literature presented in a mostly descriptive manner. Adequate argument, little evidence of original or critical thinking. Logical but pedestrian structure with some errors in grammar, spelling and referencing style.
C	50-54%		
<b>Failure</b>	D	40-49%	Little use of literature, which is poorly and descriptively presented. Argument at times confusing. Illogical or unclear structure with poor use of grammar and syntax. Referencing poor and inconsistent.
	E	Below 40%	
	Q	Failure to meet minimum requirements	
	F	Overall fail	

**Workloads**

Students are expected to spend on average three hours for every one-hour class session preparing for class meetings, participating in group exercises, working with peers in study groups and working on the course assignments. A large proportion of this time will be spent reading and researching in the library or on the Internet.

**Penalties**

Extensions, penalties and tutorial terms requirements will be administered by the Course Coordinators. Extensions will require a satisfactory, documented explanation. Late assignments will be penalised five percent (5%) of the total possible marks for the assignment per day.

## **Mandatory Course Requirements (Terms)**

To fulfil the mandatory course requirements for this course you must:

1. Attend all scheduled lectures and at least 80% of tutorials.
2. Complete and submit all assignments by their due dates. Late assignments will have their mark reduced by 5% for each day it is overdue. Assignments that are over a week late will not be accepted.
3. Receive at least a C grade or 50% overall from the two in-class examinations.

Students who fail to satisfy the mandatory requirements for passing this course, other than the requirement to obtain a C grade overall, will not receive a graded result, and their records will show an ungraded fail “Q”.

## **Communication of Additional Information**

Information relating to this course will be posted on the Blackboard course management system. Course material will be distributed in lectures, tutorials and/or on Blackboard at <http://www.blackboard.vuw.ac.nz/> Any changes to the course timetable or content, or other announcements, will be raised in lectures and/or tutorials and posted on Blackboard.

## **Referencing**

There are many different styles of referencing and the Faculty of Commerce & Administration at VUW has decided to make APA (American Psychological Association) referencing style the common standard across the Faculty. The Commerce and Central Libraries hold the APA Style Guide. You can also access the information from the online VUW library site (<http://www.vuw.ac.nz/library/resources/virtualref.shtml#style>).

## **General University Policies and Statutes**

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

## **Student Conduct and Staff Conduct**

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at: [www.vuw.ac.nz/policy/StudentConduct](http://www.vuw.ac.nz/policy/StudentConduct).

The policy on Staff Conduct can be found on the VUW website at: [www.vuw.ac.nz/policy/StaffConduct](http://www.vuw.ac.nz/policy/StaffConduct).

## **Academic Grievances**

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean (Students) of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website: [www.vuw.ac.nz/policy/AcademicGrievances](http://www.vuw.ac.nz/policy/AcademicGrievances).

## **Academic Integrity and Plagiarism**

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

*'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.*

### ***Plagiarism is not worth the risk.***

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct ([www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct)) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

*Find out more about plagiarism and how to avoid it, on the University's website at: [www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html).*

## **Students with Disabilities**

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, or phoning 463-6070, email: [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz). The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

## **Student Support**

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course Co-ordinator, or Associate Dean who will either help you directly or put you in contact with someone who can.

The Student Services Group is also available to provide a variety of support and services. Find out more at [www.vuw.ac.nz/st\\_services/](http://www.vuw.ac.nz/st_services/) or email [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz).

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, phone 463 6983 or 463 6984, email [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz).