



Victoria Management School

HRIR 303
International Employment Relations

Second Trimester 2005

COURSE OUTLINE

School Website: www.vuw.ac.nz/vms

COURSE COORDINATORS

Dr. Noelle Donnelly

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ADMINISTRATION ASSISTANT

Jennifer Halli

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TIME AND LOCATION:

Lecture: Tuesday

9.30-12.20

RHLT2

Final Examination 10 Oct – 5 Nov 2005

COURSE OBJECTIVES

The field of international employment relations (IER) has become increasingly critical as the numbers of internationally operating organisations and employees have risen. Despite a growth in interest, much of the research thus far has focused narrowly on functional human resource management (HRM) or industrial relations (IR) activities, at the expense of the development of theoretical frameworks or constructs. The main objective of this course is to move beyond examining functional activities and to introduce students to the key theoretical debates and challenges in the area of international employment relations. In short, this course is designed to provide an understanding of the factors that shape and are shaped by multinational corporations (MNCs) within an international context, so as to foster critical judgements of the practical issues involved in managing employees across national boundaries.

This course examines the factors and issues that shape the HRM and IR policies and practices of internationally traded companies. The term ‘employment relations’ is understood in its broadest sense, to include the design and implementation of policies for dealing with individual employees: namely, recruitment, training and development, remuneration, work organisation, involvement and geographical mobility. It also, however, encompasses collective facets of the employment relationship, in particular management’s decision as to whether to deal with employees individually or collectively through trade unions, works councils or through some other form of representation.

As an expanding area of study this course has a number of learning objectives. These include:

- to provide an understanding of key developments in managing the employment relationship across national borders,
- to analyse the impact of MNCs on national employment relations and visa versa (this will also include the extent to which MNCs adapt their HRM practices to different national ‘cultures’ of management and HR/IR and/or the degree to which they act as innovators, introducing new HR/IR approaches and management cultures),
- to explore the impact of human resources and industrial relations on strategic business decisions in different kinds of MNCs – for example, the HRIR factors, if any, that shape the location of foreign investment,
- to examine the organisational structures of MNCs and their evolution in response to the internationalisation of the world economy,
- to provide some understanding of how corporate structure, strategy and culture affects the management of human resources and industrial relations.

In addition, the course will address two other key themes that are common to all areas and run through the entire course. These are:

- The debate on ‘competitive regimes’: how national systems of regulating the employment relationship operate, how they are shaped and in what manner do they restrain or free employers to pursue particular courses of action?
- Which effect exercises the greater impact: the so-called ‘country-of-origin’ or the ‘country-of-operation’ effect? How does the interaction between these two effects vary between countries and how might differences be accounted for?

TEACHING ARRANGEMENTS, TEXT AND READINGS

This course is structured around a series of lectures, case studies, class debate and, where relevant, video materials. Course readings will be distributed at the sessions & copies of course readings can be obtained from the HRIR Administrator on the 10th floor of Rutherford House. There is no core textbook for this course. For students seeking a supplementary text, the following textbook is recommended:

Harzing, A. and Van Ruysseveldt, J. (2004). *International Human Resource Management* (2nd edition). London: Sage Publications.

Lectures and class presentations are designed to introduce concepts, theories and evidence. Class participation is an essential component of the design of this course. To this end, all students will be expected to engage in class discussion and debate in order to facilitate the formation of their critical judgements. To aid discussion, readings will be assigned which students are expected to have completed **prior** to the session. It is expected that students will go beyond a mere review of the reading in question and will attempt to develop their own individual arguments. Course materials and information relating to this course will be posted on the Blackboard server (<http://blackboard.scs.vuw.ac.nz>). Any notices regarding changes to the course timetable or content will be raised during class and posted on the Blackboard server.

COURSE ASSESSMENT

• Individual Essay	Due: 2 September 2005	25%
• Case Study	Due: TBA	25%
• End of Term Written Examination		50%

The assessment for this course will consist of the following:

(A) INDIVIDUAL ESSAY (VALUE 25%, 2000 WORDS)

How have global corporations changed international employment relations? How effective is international HRM in responding to these changes? In your answer, you should refer to industrial relations, the management of HR in subsidiaries and the management of international managers.

(B) INDIVIDUAL IER CASE STUDY (VALUE 25%)

25% of the overall marks awarded for this course will be assigned to the submission of an individual case study project. The brief for the individual case study is as follows:

Critically describe and evaluate an International Employment Relations issue within a Multinational Company (MNC). Identify the main challenges currently facing this organisation.

Further guidelines on how to research and structure the final written document will be made available on blackboard (*cf. case study guidelines*).

The following broad headings are offered as possible headings for structuring the final case report:

- i) Introduction,
- ii) Review of the relevant literature,
- iii) Overview and History of the MNC,
- iv) Outline of the International ER issue,
- v) Analysis of the International ER issue or problem,
- vi) Conclusions and Recommendation.

Overall, this assessment item is designed to provide students with the opportunity to apply the knowledge developed in the course to an analysis of a key IER issue.

(C) FINAL WRITTEN END OF TERM EXAMINATIONS (50%)

The remaining **50%** of the total assessment will be awarded for an end of term closed book examination. Previous exams are available through blackboard.

EXTENSIONS AND PENALTIES

Students will be penalised 5% per day for unexplained late submission of the assignment. Assignments more than 10 days late will not be accepted. Explanations will have to be satisfactory to the course co-coordinator in order to have part or the entire penalty waived. Satisfactory explanations will include sickness or accident, if accompanied by a medical certificate. All explanations should have supporting documentary evidence.

HANDING IN ASSIGNMENTS

Assignments should be handed in **by 4 pm on their due date** to **Jennifer Halli, HRIR Administrator, 10th floor of Rutherford House.**

Grades for written work will be assigned as follows:

GRADING & ASSESSMENT STRUCTURE

	Grade	Percentage Range	Assessment Criteria
Pass	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%	
Failure	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 Q F	Below 40% Failure to meet minimum requirements Overall fail	

MANDATORY COURSE REQUIREMENTS (TERMS)

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

1. Attend all scheduled class sessions. Students who are absent from class should contact the course lecturer to inform them.
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, unless there is a very good reason why it was late. Assignments that are over a week late will not be accepted. Assignments exceeding the word limit will have 3 marks deducted.

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.

COURSE CONTENT

Week 1 Introduction

Week 2 Globalization & HRM

Readings Hoogvelt, A. (1997) 'Globalisation' in *Globalisation and the Postcolonial World: The New Political Economy of Development*. London: MacMillan Press Ltd.

Week 3 The Corporation

Readings Bakan, J. (2004) 'The Corporation's Rise to Dominance' in *The Corporation, The Pathological Pursuit of Profit & Power*. London: Constable & Robinson Ltd.

Week 4 Managing Human Resources in Subsidiaries: Diffusing 'Best Practice'

Readings Ferner, A. and Edwards, P.K. (1995). 'Power and the Diffusion of Organisational Change within Multinational Enterprises'. *The British Journal of Industrial Relations*, 37(1): 229-57.

Edwards, T. (1998) 'Multinationals, labour management and the process of reverse diffusion: a case study', *International Journal of Human Resource Management*, 9(4): 696-709.

Week 5 The Management of International Managers: Key Issues

Readings Scullion, H. (2002) 'The Management of Managers in International Firms: Strategic HR Issues for the Corporate Human Resource Function' in *International Human Resource Management and Expatriate Transfers*, (eds) Linehan et al., Dublin: Blackwell Publishing

Barsoux, J. and Lawrence, P. (1991) 'The Making of a French Manager', *Harvard Business Review*, July/August.

Week 6 Towards Convergence: The story so far?

Readings Locke, R. and Kochan, T. (1995) 'Conclusion: The Transformation of Industrial Relations? A Cross-National Review of the Evidence', in R. Locke, T. Kochan and M. Piore (eds), *Employment Relations: In a Changing World Economy*, London: MIT Press.

Week 7 Globalisation and Employment Relations

Readings Osrin, N. and Stickland, F. (2003) 'Globalisation: How real are the people challenges?' in Effron, M., Gandossy, R. and Goldsmith, M. *Human Resources in the 21st. Century*, New Jersey: John Wiley & Sons.

Ferner, A. (1997) 'Multinational, Relocation and Employment in Europe', paper for IESE Third International Conference, *Job Creation: The Role of Labour Market Institutions*, Barcelona, Spain.

Dicken, P (1992) 'Beauty or the Beast? The Costs and Benefits of Transnational Corporations' in *Global Shift: The Internationalisation of Economic Activity*, P. Dicken, London: Paul Chapman Publishing.

Case A: The Closure of the Renault-Vilvoorde Plant.

Week 8 **The Theory of International Employment Relations**

Readings
Rhodes, M. and van Apeldoorn, B. (1997) 'Capitalism versus Capitalism in Western Europe', (in) Rhodes, M. Heywood, P. and Wright, V. (eds) *Developments in Western European Politics*, New York: St. Martins Press

Romani, L. (2004) 'Culture in Management: the measurement of differences' in Harzing, A. and Van Ruysseveldt, J. (eds.) *International Human Resource Management*, London: Sage Publishing.

Case B: When Corrie went East?

Week 9 **Multinationals and Employment Relations Systems**

Readings
Ferner, A. (1997) 'Country-of-Origin and HRM in Multinational Companies', *Human Resource Management Journal*, 7:1, 19-38.

Ferner, A. and Quintanilla, J. (1998) 'Multinationals, national business systems and HRM: the enduring influence of national identity or a process of 'Anglo-Saxonisation?', *The International Journal of Human Resource Management*, 9 (4): 710-31.

Case C: From Euro Disney to Disneyland Paris: A Case of Mistaken Identity?

Week 10 **The Role of HRM within Multinationals**

Readings
Perlmutter, H. (1969). 'The Tortuous Evolution of the Multinational Corporation', *Columbia Journal of World Business*, January-February: 9-18.

Edwards, P.K., Ferner, A. and Sisson, K. (1996) 'The Conditions for International Human Resource Management: Two Case Studies', *International Journal of Human Resource Management*, 7(1): 20-40.

Scullion, H. and Starkey, K. (2000) 'In Search of the Changing Role of the Corporate Human Resource Function in the International Firm', *International Journal of Human Resource Management*, 11 (6): 1061-81.

Case D: Edwards, T. (2002) 'Engineering Products: Internationalising Production' in H. Newell and H. Scarbrough, *HRM in Context: A Case Study Approach*, Basingstoke: Palgrave.

Week 11 **The Management of IER in Small to Medium Sized MNCs**

Readings
Scullion, H. and Donnelly, N. (1998) 'International HRM: Recent Developments in Irish Multinationals' in Roche et al. (eds) *Human Resource Strategies: Policy and Practice in Ireland*, Dublin: Oak Tree Press.

Forster, N. and Johnsen, M. (1996) 'Expatriate Management Policies in UK companies new to the International scene', *International Journal of Human Resource Management*, 7 (1): 177-205.

Case E: *tba*

COURSE PLANNER

WEEK	CLASS DATE	TOPICS	CLASS STRUCTURE
1	5 July	Introduction	
2	12 July	Globalization & HRM	
3	19 July	The Corporation	
4	26 July	Managing Human Resources in Subsidiaries: Diffusing 'Best Practice'	
5	2 August	The Management of International Managers: Key Issues	
6	9 August	Towards Convergence: The story so far?	
		<i>Mid Trimester Break</i>	
7	30 August	Globalisation and Employment Relations	Renault-Vilvoorde case
	2 September	Individual Essay Due.	
8	6 September	The Theory of International Employment Relations	Coronation St. case
9	13 September	Multinationals and Employment Relations Systems	Euro Disney case
10	20 September	The Role of HRM within Multinationals	Engineering Products case
11	27 September	The Management of IER in Small to Medium Sized MNCs	<i>tba</i>
12	4 October	Course Review	
	TBA	Case Study Due	

FACULTY OF COMMERCE AND ADMINISTRATION OFFICES

Railway West Wing (RWW) - FCA Student Administration Office

The Student Administration Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications.

Easterfield (EA) - FCA/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce & Administration and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA005) and offices 125a to 131 (Level 1). The office, will be open from 9:00 am to 5:00 pm during Trimester 2, offers the following:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- FCA Student Administration forms (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

Please note:

There will be a Student Administration Adviser, from the RWW office, based in EA005 from Monday 27 June to Friday 1 July (9:00 am to 5:00 pm) and from Monday 4 July to Friday 22 July (11:00 am to 1:00 pm).

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. The policy on Staff Conduct can be found on the VUW website at: 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.

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) 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.

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. 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/ or email 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.

MAORI AND PACIFIC MENTORING PROGRAMME (MANAAKI PIHIPIHINGA)

This is a free programme of mentoring for Maori and Pacific students doing first year courses within the Faculty of Commerce and Administration. Weekly one hour mentoring sessions: drafting and editing assignments/discussing any questions that you might have from tutorials or lectures and going over every aspect of essay writing, either in small group sessions or on a one-to-one basis.

This includes:

- A computer suite hooked up to cyber commons for students to use to produce their assignments.
- Regular skill-based workshops with a learning adviser from Student Learning Support Services.
- Networking with other Maori and Pacific support groups throughout the university.

For more information please contact:

Melissa Dunlop, Programme Coordinator

Ph: 463 6015 or Email: Maori-Pacific-Mentoring@vuw.ac.nz