



Victoria Management School

HRIR 304
WORKPLACE INDUSTRIAL RELATIONS

2nd Trimester 2005

COURSE OUTLINE

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

COURSE COORDINATOR

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ADMINISTRATIVE ASSISTANT

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LECTURE TIME AND LOCATION

Wednesdays 12.40-1.30 GB LT4
Thursdays 12.40-2.30 GB LT4

Final Examination Period: 10 Oct-5 Nov 2005

COURSE OBJECTIVES

Contemporary industrial relations policies and practices, both in New Zealand and internationally, place an increasing emphasis on the importance of workplace industrial relations. This course is designed to explore the main issues in workplace industrial relations and to examine the ways in which they challenge traditional notions about the roles of employers, managers, employees and union officials. Key areas to be covered include the impact of current workforce trends, flexible work, the structure and scope of workplace bargaining, employee representation, and union strategy.

COURSE CONTENT

By the end of this course, students should:

- (i) be able to demonstrate an understanding of the political and economic imperatives that affect workplace industrial relations;
- (ii) have a critical appreciation of the issues that shape workplace industrial relations.

TEXT AND READINGS

There is **no** prescribed text for the course. Students are expected to read **all** the readings set for each week. These readings are provided in the course reading materials. Both the course readings and the 'Supplementary Reading List' provide background reading for essays and assignments.

ASSESSMENT

The assessment for HRIR304 consists of three items. All items must be completed to pass the course.

Type	%	Length	Due Date
Debate Presentation	15	-	Throughout the course
Debate Essay	35	2,000 words	14 October 2005
Final Exam	50	-	To be announced

ASSESSMENT RATIONALE/CRITERIA

1. Debate Presentation (15%)

Debate groups will be organised during week 1. Debates will occur during weeks 3-12. The debate presentation will be assessed on its clarity, exploration of the main issues. Audio-visual and data projection facilities will be available. The debate presentation assessment will consist of a group mark (10%), plus an individual mark (5%), and will form 15% of the total marks for the course. The debate presentation will provide the basis for the second assessment item, the debate essay.

Debate Format

There are two teams (4 members) in each debate: the 'affirmative' and the 'negative'. The affirmative side presents first, followed by the negative side.

Each group should agree on a number of points that they wish to present and each member of the group must deliver part of the presentation. You should also be familiar with the arguments that are likely to be presented by the other side – you may wish to discuss this with the other side.

The debate has the following stages:

- 1) Presentation by the affirmative side.
- 2) Presentation by the negative side.
- 3) Rebuttal by the affirmative side.
- 4) Rebuttal by the negative side.
- 5) Conclusion by the affirmative side.
- 6) Conclusion by the negative side.

Each group should allocate responsibilities as follows:

- 1) One person to deliver the introduction, with an overview of the case (approximately 4 minutes).
- 2) 2 people to deliver the main points of each case (approximately 8 minutes in total).
- 3) One person to deliver a rebuttal (2 minutes) of the other side's presentation. No new arguments in support of the side's case can be introduced at this point.
- 4) One person to provide a conclusion, which should end with a single-sentence summary of why the debate statement should be accepted or rejected (approximately 3 minutes).

At the conclusion of the presentations, there will be 10 minutes for questions, followed by a vote on which case is the more convincing. (The outcome of the vote has no effect on student marks.)

2. Debate Essay (35%) (2,000 words)

The debate essay is to be written as an **individual**, not group, piece of work. It should provide a critical analysis of the statement discussed during the debate, with reference to both relevant literature and to your own workplace experiences. You should address the following issues: the significance of the debate statement addressed; the main issues it raises; the respective arguments for and against the statement; you should conclude with your own critical evaluation of the merits and significance of the statement.

3. Final Exam (50%)

A final exam will be held during the University exam period (10 Oct-5 Nov 2005). The exam will be based on the debates held during the course. Discussion of the exam will take place in week 12 of the course.

MARKING

Excellent

A (80 – 85%) to A+ (above 85%): The work is performed at a high level of proficiency, i.e. it is at a standard that makes it exceptional.

Very Good

B+ (70 – 74%) to A- (75 – 79%): The work produced is of a significantly above-average standard. Students have reached a level which comfortably exceeds competency.

Good

B- (60 – 64%) to B (65 – 69%): The work is clearly competent, without being exceptional in quality.

Satisfactory

C (50 – 54%) to C+ (55 – 59%): The quality of work is at a level that is barely competent.

Unsatisfactory

E (0 – 39%) to D (40 – 49%): The quality of work is below an acceptable standard, with significant or even serious deficiencies.

MANDATORY COURSE REQUIREMENTS

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

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 valid reason as to why it is late. Assignments that are over 10 days late will not be accepted. All items must be completed to pass this course.

LECTURE SCHEDULE

Week	Topic
1	Introduction: Workplace Industrial Relations
2	The Employment Relationship: Voice and the Workplace
3	Training and Skills for the Workplace (Chris Dunn)
4	Health and Safety in the Workplace
5	Workplace Negotiation 1
6	Workplace Negotiation 2
7	The Flexible Workplace
8	Strategies for the Flexible Workplace
9	The Workplace Productivity Challenge (Rose Ryan)
10	Tripartism, Collective Bargaining and Decentralisation
11	New Zealand: the Impact of Decentralisation
12	The Current New Zealand Situation

Seminar Readings

Week 2 The Employment Relationship: Voice and the Workplace

Budd, J.W. (2004) 'The objectives of the employment relationship', in J.W. Budd, *Employment with a Human Face*, Ithaca: Cornell University Press.

Week 3 Training and Skills for the Workplace

Hawke, G. (2002) 'Are training systems expecting too much from workplaces?', paper delivered to the *Developing Skills for the New Economy* conference, Winnipeg, October.

Week 4 Health and Safety in the Workplace

Occupational Health and Safety Service (2001) *The Costs and Benefits of Complying with the HSE Act, 1992*, Occasional Paper 2001/4, Wellington: Labour Market Policy Group.

Week 5: Negotiation reading (to be provided)

Week 6 Unions: Organisation and Membership

Blackwood, L., Lafferty, G., Duck, J. and Terry, D. (2003) 'Putting the group back into unions: a social psychological contribution to understanding union support', *The Journal of Industrial Relations*, 45(4): 485-504.

Week 7 The Flexible Workplace

Spoonley, P. (2004) 'Is non-standard work becoming standard? Trends and issues', *New Zealand Journal of Industrial Relations* 29(3): 3-24.

Week 8 Strategies for the Flexible Workplace

Gray, M. and Tudball, J. (2003) 'Family-friendly work practices: differences within and between workplaces', *The Journal of Industrial Relations*, 45(3): 269-291.

Week 9 The Workplace Productivity Challenge

Workplace Productivity Working Group (2004) 'Meeting the workplace productivity challenge', from *The Workplace Productivity Challenge*, Wellington: Department of Labour.

Week 10 Tripartism, Collective Bargaining and Decentralisation

Clark, S., Lee, C-H. and Li, Q. (2004) 'Collective consultation and industrial relations in China', *British Journal of Industrial Relations* 42(2): 235-254.

Week 11 New Zealand: the Impact of Decentralisation

McLaughlin, C. (2000) '“ Mutually beneficial agreements” in the retail sector? The Employment Contracts Act and low-paid workers', *New Zealand Journal of Industrial Relations* 25(1): 1-17.

Week 12 The Current New Zealand Situation

McAndrew, I. and Penn, S. (2003) 'Collective bargaining under the ERA 2000: report of a workshop on negotiation, representation and conflict management', *New Zealand Journal of Industrial Relations* 28(2): 170-182.

SUPPLEMENTARY READING

The following journals contain current research on issues concerning workplace industrial/employment relations:

- Journal of Industrial Relations
- New Zealand Journal of Employment Relations
- Journal of Management Studies
- Asia-Pacific Journal of HRM
- Work, Employment and Society
- British Journal of Industrial Relations
- Human Resource Management Journal
- International Journal of Human Resource Management
- Contract (Department of Labour, Wellington)

The following may be useful web sites to visit for current information

NZ Council of Trade Unions

<http://www.union.org.nz/>

New Zealand Employers Federation

<http://www.nzef.org.nz/>

Index of New Zealand Acts of Parliament

<http://rangi.knowledge-basket.co.nz/gpacts/actlists.html>

Glossary of industrial relations terms (NSW Dept of Industrial Relations)

<http://www.dir.nsw.gov.au/action/restools/research/kitindex.html>

Employment Relations Service

<http://www.ers.dol.govt.nz/>

International Labour Organization

<http://www.ilo.org/>

Department of Labour

<http://www.dol.govt.nz/>

GUIDE TO ASSIGNMENT PREPARATION

Content

Assignments will be marked primarily on content. Marks will range according to whether and to what extent students successfully answer the question. When writing your papers try to consider the following:

- HR/IR issues are often charged with emotion and ideology. Consider a range (employee, employer, union, management, government) of perspectives to avoid bias.
- Avoid normative (what should be) statements and attempt to explain rather than offer personal suggestions/recommendations.

Style and Presentation

Students need to present their arguments in a clear and concise manner. Try to observe the following:

- The paper should have a clear introduction expressing the aim and methods of the paper and a conclusion that details the findings and provides a summary of the main points.
- Each new idea requires a new paragraph. Each paragraph needs a topic (first) sentence that links the current paragraph to the previous one and introduces the topic of the paragraph. Avoid one-sentence paragraphs.
- Students are expected to write according to the stated word limits. Marks will be deducted for those assignments which are considerably less than or in excess of the stated word limits.

Referencing

There are different styles of referencing and there are no set requirements as to the use of a particular system for this course.

Whatever system is used, the following should be observed:

- You must provide references for any ideas that are not your own. When in doubt, reference.
- References must include author, year of publication and page numbers.
- You must provide 'quotation marks' if you are quoting. Long quotes, which should be kept to a minimum, generally more than one sentence, should be indented.
- You must provide a list of 'References' at the end of the paper. Only place the citations used in the text in the reference list (it is a list of references not a bibliography).
- There are no set requirements for the number of readings you need to cite.

Materials

Students are expected to consult the readings provided in the course materials. **It is also expected that students will refer to additional readings.** These may be found:

- In the references provided by the authors of the articles/chapters/books in the course reading materials.
- In the recommended journals provided in the course guide.
- In a catalogue search of the library's reading materials.

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