

Victoria Management School
HRIR 402: Industrial Relations
Trimester One 2007
COURSE OUTLINE

Contact Details

COURSE COORDINATOR & LECTURER

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ADMINISTRATION ASSISTANT

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Class Times and Room Number

Lectures: Friday: 12:40 – 15:30 (TBA)

There is no examination scheduled for this course.

Introduction

Industrial relations (IR) is a multidisciplinary field that studies the interaction of employees, employers, and the government in work relationships, and the social and economic outcomes of those relationships. The field of industrial relations has historically focused on labour relations (union-management relations), but it also includes other legal and institutional factors affecting the relationship between workers and managers.

Programme and Course-related Learning Objectives

The purpose of this course is to introduce students to industrial relations with primary emphasis on industrial relations systems and practices in a comparative and international context, examining topical themes as well as historical developments. It provides advanced study for persons seeking a career in human resource management or industrial relations or proceeding to masters or PhD level. A broad outline of the topics to be covered in this course includes:

1. The Concept of Industrial Relations
2. Conflicting Objectives of Industrial Relations
3. The Environment of Industrial Relations
4. The Role of Trade Unions and Employer Organisations
5. Other Forms of Workplace Governance
6. Globalisation, Free Trade and Industrial Relations
7. Regulating Industrial Relations in the Global Economy
8. The North American Wagner Act Model
9. The European Social Partnership Model
10. Deregulation and Decentralisation in Australasia
11. Transformation in Asian Industrial Relations

Overall Course Objectives

The course has three principal aims:

- to enhance knowledge of the evolution of industrial relations theory, theories of the labour movement, theories of employer/managerial behaviour, and the interrelationship between theory, research, and practice;
- to provide an understanding of the ways in which the processes of employment relations are conducted around the world;
- to gain insight into industrial relations systems in selected industrially developed, newly-industrialised, and developing economies; and
- to place industrial relations in its wider legal, economic, and political environments.

Course-related Student Learning Objectives

On successful completion of the course, students should be able:

- to demonstrate an understanding of the major theoretical frameworks and concepts relevant to the study of industrial relations;
- to use such frameworks to describe and critically evaluate employment relations practices in various national and international contexts; and
- to offer a reasoned assessment and analysis of changes in industrial relations systems.

Expected Workload

Students can expect the workload to be approximately 16 hours per week, including both scheduled contact time (i.e., lectures) and outside class. Students will note that required readings amount to an average of approximately fifty (50) pages per week. Also note that the amount of assigned reading diminishes considerably as the trimester draws to a close.

Group Work

While the course has a tradition of study group collaboration, there are important elements in the assessment process that are strictly individual. Collaboration on individual assignments is not allowed beyond general discussion as to how one might interpret the nature of the assignment question. Please do not work together to formulate a response and do not loan out your completed assignments.

Readings

John W. Budd, *EMPLOYMENT WITH A FACE: BALANCING EFFICIENCY, EQUITY, AND VOICE*. Ithaca, New York: Cornell University Press, 2004. (Henceforth referred to as *JWB*.)

Michael J. Morely, Patrick Gunnigle and David G. Collings (eds.), *GLOBAL INDUSTRIAL RELATIONS*. London: Routledge, 2006. (Henceforth referred to as *MGC*.)

Assessment Requirements

Assessment for this course consists of three assignments—three essays, each worth 25%; an in-class presentation, worth 15% of the total assessment; and class participation, worth 10% of the student's overall mark in the course.

Assignment	Title	% of Marks Available	Due Date
1	Completed Essay Assignment #1	25	30 March 2007
2	Completed Essay Assignment #2	25	11 May 2007
3	Completed Essay Assignment #3	25	08 June 2007
4	Student Presentation	15	Various dates
5	Participation	10	Each Week
	TOTAL	100	

Essay Assignments:

The **1st essay** is to take the form of a theoretical critique—3,000 words in length (give or take 10%)—which seeks to explain the evolution of industrial relations theory and practice in the context of the following:

1. *In his book *Employment with a Human Face*, John Budd contends, “(I)ndustrial democracy entails having a meaningful voice in the determination of working conditions based on the political principles of democracy. Workers should be able to express unpopular views. Workers should be protected from arbitrary treatment and have access to fair dispute resolution procedures when disagreements arise. And either directly or through representatives, workers should be able to participate in workplace decision making (p. 25).” In 1848, as a solution to the disparity in bargaining power between capital and labour and the alienation of workers by the capitalist mode of production and consumption, Karl Marx promoted a form of both political and industrial democracy in which workers, instead of being ruled by it, bring production under their control. More than half a century later, Henry Ford, realised that workers who were paid at subsistence levels could not afford to buy the cars they made in his factories. In response, Ford devised a wage-price ratio under which his workers would have enough money after basic living expenses to buy the cars they produced. What was, at that time, hailed as the “new industrial democracy” became the fountainhead of the rapid growth of national wealth in the industrialised world. By the 1950s, though, collective bargaining had come to be seen by most industrial relations scholars as the conduit of the “new industrial democracy” as well as a mechanism for maintaining social equilibrium. Many contemporary theorists in the field of industrial relations, however, suggest that industrial democracy can be achieved by means of a more holistic systematic approach to employee participation. Evaluate the notion that employee participation, involvement and empowerment now represent the “newest industrial democracy”.*

The **2nd essay** is to take the form of a research paper—3,000 words in length (give or take 10%)—which seeks an answer to any one (1) of the following questions:

2. *In April 2001, the Summit of the Americas, which brought together the leaders of North, Central and South America (except Cuba), convened in Quebec City. The purpose of the Summit meeting was to put the final touches on the Free Trade Area of the Americas agreement (FTAA), which aims to extend the North American Free Trade Agreement (NAFTA) to the entire hemisphere. To this end, there appears to be a strong desire by most other Latin American countries to emulate the North America Free Trade Agreement (NAFTA) in joining the United States, Canada and Mexico on international trade. This desire has led to an initial agreement by the 34 Latin America countries to join the Free Trade of the Americas, FTA by the year 2005. How will creation of the Free Trade Area of the Americas (FTAA) likely effect working people in any one of the Latin American countries, and how is this country’s employment relations system prepared to respond?*
- 3) *In 1993, at Copenhagen, the European Council decided that the countries of Central and Eastern Europe (CEECs) which had signed association agreements with the European Union (EU), should be allowed to become members of the Union if they so desired. On 16 July 1997, the European Commission published *Agenda 2000: For a Stronger and Wider Europe*, outlining the EU’s policies in respect of enlargement, their impact on the applicant countries and a summary and conclusions of the opinions of the Commission concerning the applications for membership presented by Bulgaria, the Czech Republic, Estonia, Latvia, Lithuania, Poland, Rumania, Slovakia and Slovenia. This report acknowledges that the history and development of social policy in the accession countries have been very different from those of the current member states of the European Union. An area which considered to be potentially particularly problematic is that of the social dialogue and labour law. Considering recent shifts in employment relations and practices in any one (i.e., the choice is left to the student) of these former Soviet-bloc countries, how is adaptation of social policy measures to the conditions of the market economy hampered by the lack—or low level of development—of employer and employee organisations and/or by the reluctance of certain governments to accept the autonomous role of social partners and trade unions in particular?*

- 4) *On 17 June 2001, at the European Union summit in Gothenburg, Sweden, the EU declared the enlargement process “irreversible”. Nonetheless, it is requesting a transitional period of up to 7 years before citizens of newly admitted member countries, primarily those in Central and Eastern Europe, can work freely in the existing 15 EU countries. This policy decision came in response to fears expressed primarily by Austria and Germany, where some 80 percent of the approximately 850,000 migrants from Central and Eastern Europe chose to settle in the 10 years following the fall of the Berlin Wall. In its 2000 report on the labour market impact of European Union enlargement, the European Integration Consortium estimated the number of persons likely to migrate to the EU 15 from the 10 Central and Eastern European countries seeking admission to the EU to be around 335,000 people each year following the introduction of freedom of movement. Recent experience would suggest that around 35 percent of these will join the labour force. Within a decade, though, this figure is estimated to fall below 150,000. What are the advantages and disadvantages to each of the three (3) key ‘actors’ in employment relations—i.e., employees and their representatives, employers and their representatives, and government—of including free factor mobility—i.e., free mobility of both capital and labour—in the integration process?*

The **3rd essay** is to take the form of a research paper—3,000 words in length (give or take 10%)—which seeks an answer to any one (1) of the following questions:

- 5) *With regard to the impact of globalisation on industrial relations, there are essentially two schools of thought. On the one hand, convergence theory suggests that the spread of industrialization and globalisation will gradually bring industrial relations systems around the world closer to one another. On the other hand, there are those who adhere to a divergence paradigm, which assumes that an industrial relations system, as a subsystem of political and economic systems, will mostly reflect prevailing national conditions and cultural values. How do these two perspectives shed light on development of industrial relations in any one of the following countries: How do these two perspectives shed light on development of industrial relations and human resource management policy and practice in any one of the newly industrialized countries (NICs) of Asia or any one of the Central and Eastern European countries (CEECs) (i.e., the choice is left to the student)?*
- 6) *An increasingly unequal pattern of development among nations, and international disparities in incomes, in work and in security, are challenging the legitimacy of the global economy. The International Labour Organisation (ILO) is thus wrestling with several critical questions: Can the ILO build a social dimension into globalization? Can it become a pivotal player in the establishment of a new global order focused on ‘socially responsible’ values? Is there a need for a new global architecture to respond to the aspirations of people for equity and justice? What potential is there for the ILO to become the ‘global social pillar’ and how might this relate to the actions of governments, international institutions, multinational enterprises, trade unions, and other actors in society?*

For all written assignments, margins should be no less than 2.5cm on both sides and 2.5cm top and bottom. Written submissions completed outside of class are to be typed and double-spaced. Any written assignment produced on a word processor should be done in a 12-point font.

Students who find they are having difficulty meeting the requirements of university essay writing are directed to Victoria’s Student Learning Support Service at http://www.vuw.ac.nz/st_services/slss/.

In-class Presentation:

Students will make one class presentation during the term based on the lecture topic for that week. Presentations should be approximately 50 minutes in duration. The student will be expected to provide information to the class in a knowledgeable and captivating manner as well as facilitate discussion. The framing of issues covered in the student’s presentation must be grounded in the week’s reading assignment but should also include material derived from outside sources and the student’s own research. The student must discuss the material covered in their presentation with the course coordinator in advance of that week’s class session. A written outline of the presentation (including all reference sources) must be submitted by the student on the day of the presentation.

Class Participation:

Regular attendance in lectures is required of all students. Attendance is obviously a prerequisite for class participation. In addition, students are expected to have read and studied the material prior to class. This means that the student should be prepared to discuss the week's material and ask questions. This is a small class and will be treated as a seminar. This implies students must be prepared to join in the discussion. Nothing crystallises learning more than participation in a discussion about that learning. Participation includes informal class discussion of the readings and in-class presentations. When determining class participation, emphasis will be placed the quality of the student's statements rather than the frequency with the student speaks. Class participation marks will be assigned according to the following scale:

8/10—Well prepared for class, excellent and consistent participation, good questions & answers.

7/10—Prepared for class, consistent participation, good questions, good attempts to answer.

6/10—Occasional or inconsistent participation, evidence of preparation for class.

5/10—Inconsistent and minimal participation, generally present for class.

4/10—Minimal or non-existent participation, excessive unexcused absences, lack of preparation.

Marks above or below those indicated here will be assigned in rare cases.

Mandatory Course Requirements

To meet Mandatory Course Requirements, students are required to:

- 1) attend all lectures;
- 2) submit a draft essay assignment;
- 3) submit the three graded assignments by the scheduled dates and times;
- 4) conduct one in-class presentation during the term; and
- 5) participate in discussions of course material.

Students who fail to satisfy the mandatory requirements for this course but who obtain 50% or more overall, will be awarded a "K" grade.

Standard fail grades (D or E) will be awarded when the student's overall course mark falls below the minimum pass mark, whether or not the mandatory course requirements have been satisfied.

Notice of Failure to meet Mandatory Course Requirements will be posted on Blackboard or on the Mezzanine Floor Notice-board.

Grading Guidelines

The following broad indicative characterisations of grade will apply in grading assignments and the exam:

A+	excellent performance in all respects at this level
A	excellent performance in almost all respects at this level
A-	excellent performance in many respects at this level
B+	very good, some aspects excellent
B, B-	good but not excellent performance at this level
C+, C	work satisfactory overall but inadequate in some respects
D	poor performance overall, some aspects adequate
E	well below the required standard
K	failure to achieve mandatory course requirements and have achieved at least an average "C" over all the assessment. Note this is a failing grade.

A schedule of lectures and assigned readings follows.

HRIR 402 Course Schedule—1st Trimester 2007

Date	Lecture Topics & Additional Materials	Readings
02 March 2007	The Concept of Industrial Relations	<i>JWB</i> —pp. 1-7 <i>MGC</i> —pp. 1-10
09 March 2007	Conflicting Objectives of Industrial Relations	<i>JWB</i> —Ch. 1&2
Essay #1 Draft Due Friday 16 March 2007 at the start of lecture		
16 March 2007	The Environment of Industrial Relations	<i>JWB</i> —Ch. 3&4
23 March 2007	The Role of Trade Unions and Employer Organisations	<i>JWB</i> —Ch. 8 <i>MGC</i> —Ch. 10
Completed Essay #1 Assignment Due Friday 30 March 2007 at the start of lecture		
30 March 2007	Other Forms of Workplace Governance	<i>JWB</i> —Ch. 5&7
6-22 April 2007 — Mid Trimester Break		
Essay #2 Draft Due Friday 27 April 2007 at the start of lecture		
27 April 2007	Globalisation, Free Trade and Industrial Relations	<i>JWB</i> —Ch. 9 <i>MGC</i> —Ch. 15
04 May 2007	Regulating Industrial Relations in the Global Economy	<i>MGC</i> —Ch. 11&14
Completed Essay #2 Assignment Due Friday 11 May 2007 at the start of lecture		
11 May 2007	The North American Wagner Act Model	<i>JWB</i> —Ch. 6 <i>MGC</i> —Ch. 1
18 May 2007	The European Social Partnership Model	<i>MGC</i> —Ch. 3,4&12
Essay #3 Draft Due Friday 25 May 2007 at the start of lecture		
25 May 2007	Deregulation and Decentralisation in Australasia	<i>MGC</i> —Ch. 6
01 June 2007	Transformation in Asian Industrial Relations	<i>MGC</i> —Ch. 7
Completed Essay #3 Assignment Due Friday 08 June 2007 no later than 4:30pm		

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/research/reference/referencingguides.aspx>.

Handing in assignments

Completed HRIR 402 assignments are to be submitted no later than 4.30pm (NZ time) on the due date **to the course coordinator** in hard copy for **and electronically through BlackBoard**. Submitted assignments will be automatically checked for academic integrity by the electronic search engine www.turnitin.com. Turnitin is an online plagiarism prevention tool, which identifies material that may have been copied from other sources including the internet, books, journals, periodicals or other students. Turnitin is used to assist your lecturer in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. The decision about whether any copying is plagiarism will be made in the first instance by the lecturer based on the information supplied by Turnitin. You are strongly advised to check with your lecturer if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, access to the full text of submissions will not be made available to any third party.

Policy on Remarking

Every attempt is made to ensure that the marking is consistent and fair to students. Students may ask for their written work to be remarked. A different academic staff member will do the remarking and provide comments. The original marking sheet is removed to ensure the process is independent. If the mark differs by 10% or less the two marks are averaged. If it exceeds 10% then it is independently marked by a third marker and the average of the two closest marks is taken. Experience from previous years is that almost all remarks are within 10% and where there is a change in mark, half the assignments go up and half go down. Occasionally there is a significant shift in the mark.

Application for remarks must be made within 5 days after the marks are available. To apply for a remark, complete the request for re-examination of assessed work form (Annex B) stating which sections (criteria listed in the mark sheet) you wish re-examined. Write on why you think the mark does not, in your view, fairly reflect the quality of your work. Hand this with your assignment at Reception Level 10. Allow for up to 5 days for remarks to be completed.

Communication

Information on course-related matters will be announced at class and posted on the **Blackboard** website at <http://blackboard.vuw.ac.nz/>. It will be crucial for you to regularly check Blackboard for messages, announcements and materials.

Email Contact

Students wishing to contact staff by email should adhere to the following instructions:

Include the **Course Code**, your **Name**, your **Student ID** and the **Topic** in the subject area of the email,
e.g. HRIR 402_Smith_Pauline_3000223344_Ass1 Query

All students must use their VUW SCS email account and ID. Otherwise, email will be classified as Spam and will be dumped without being read. All emails with attachments will be dumped, unless requested by staff.

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student and Academic Services Office

The Faculty's Student and Academic Services 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. To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

Easterfield (EA) - FCA/Education/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education 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 is available for the following:

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

To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar or go to www.vuw.ac.nz/policy.

For information on the following topics, go to the Faculty's website www.vuw.ac.nz/fca under Important Information for Students:

- Academic Grievances
- Academic Integrity and Plagiarism
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

Manaaki Pihipihinga Programme

Manaaki Pihipihinga is an academic mentoring programme for undergraduate Māori and Pacific students in the Faculties of Commerce and Administration, and Humanities and Social Sciences. Sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade (back courtyard), Room 109D, and Room 210, Level 2, Railway West Wing. There is also a Pacific Support Coordinator who assists Pacific students by linking them to the services and support they need while studying at Victoria. Another feature of the programme is a support network for Postgraduate students with links to Postgraduate workshops and activities around Campus.

For further information, or to register with the programme, email manaaki-pihipihinga-programme@vuw.ac.nz or phone (04) 463 5233 ext. 8977. To contact the Pacific Support Coordinator, email pacific-support-coord@vuw.ac.nz or phone (04) 463 5842.

ANNEX A

VICTORIA UNIVERSITY OF WELLINGTON
Te Whare Wānanga o te Ūpoko o te Ika a Māui



Victoria Management School

HRIR 402 Individual Assignment Cover Sheet

Name: _____ Student ID: _____

Course Coordinator's Name: _____

Date Due: _____

Date Submitted: _____

*I have read and understood the university policy on Academic Integrity and Plagiarism.
I declare this assignment is free from plagiarism.*

Signed: _____

Extension of the due date (*if applicable*)

Please attach a copy of the note authorising your extension.

Date extension applied for: _____

Extension granted until: _____

Extension granted by: _____

ANNEX B

VICTORIA UNIVERSITY OF WELLINGTON
Te Whare Wānanga o te Ūpoko o te Ika a Māui



Victoria Management School

HRIR 402

Request for re-examination of assessed work

	Assessment affected <i>e.g. Individual Assignment, In-class Test</i>
Student ID	Name <i>As it appears in your enrolment</i>
Contact Details	Phone _____ Email _____

Specify which section (criteria specified in the mark sheet) you wish to be re-examined

Note: requests to re-examine “all” criteria will not be considered.

Clearly state why you believe each of these sections should be re-examined:

Note: “I think it is worth more,” is insufficient.

In requesting a re-examination of my submitted work, I understand that the result may be an increase OR decrease in the mark obtained.

.....
Signature Date