

Victoria Management School  
**HRIR 402: Industrial Relations**  
Trimester One 2008  
**COURSE OUTLINE**

**Contact Details**

**COURSE COORDINATOR & LECTURER**

**Dr Stephen Blumenfeld**

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**ADMINISTRATOR**

**Tania Loughlin**

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**Class Times and Room Number**

**Lectures:** Tuesday: 11:30 – 14:20 RWW414

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.

## Assessment Requirements

Assessment for this course consists of three assignments—three essays, each worth 25%; 2 in-class presentations, each worth 10% of the total assessment; and class participation, worth 5% of the student's overall mark in the course.

Assignment	Title	% of Marks Available	Due Date
1	Completed Essay Assignment #1	25	20 March 2008
2	Completed Essay Assignment #2	25	09 May 2008
3	Completed Essay Assignment #3	25	03 June 2008
4	Student Presentations	20	Various dates
5	Participation	5	Each Week
	<b>TOTAL</b>	<b>100</b>	

## Readings

### Required:

John W. Budd, EMPLOYMENT WITH A HUMAN 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*.)

Recommended:

Greg J. Bamber, Russell D. Lansbury, and Nick Wailes (eds.) INTERNATIONAL AND COMPARATIVE EMPLOYMENT RELATIONS: GLOBALISATION AND THE DEVELOPED MARKET ECONOMIES, 4TH EDITION. Sydney: Allen & Unwin, 2004.

Bruce E. Kaufman, THE GLOBAL EVOLUTION OF INDUSTRIAL RELATIONS: IDEAS, PEOPLE, AND THE IIRA. Geneva: International Labor Office, 2004.

A schedule of lectures and assigned readings follows.

**HRIR 402 Course Schedule—1<sup>st</sup> Trimester 2008**

Date	Lecture Topics & Additional Materials	Readings
26 February 2008	The Concept of Industrial Relations	<i>JWB</i> —pp. 1-7 <i>MGC</i> —pp. 1-10
04 March 2008	Conflicting Objectives of Industrial Relations	<i>JWB</i> —Ch. 1&2
<b>Essay #1 Draft Due no later than 4:30pm on Friday, 07 March 2008</b>		
11 March 2008	The Environment of Industrial Relations	<i>JWB</i> —Ch. 3&4
18 March 2008	The Role of Trade Unions and Employer Organisations	<i>JWB</i> —Ch. 8 <i>MGC</i> —Ch. 10
<b>Completed Essay #1 Assignment Due no later than 4:30pm on Thursday 20 March 2008</b>		
<b>Tuesday 25 March 2008 — No Class Session due to Easter Tuesday (Holiday)</b>		
01 April 2008	Other Forms of Workplace Governance	<i>JWB</i> —Ch. 5&7
08 April 2008	Globalisation, Free Trade and Industrial Relations	<i>JWB</i> —Ch. 9 <i>MGC</i> —Ch. 15
<b>Essay #2 Draft Due no later than 4:30pm on Friday 11 April 2008</b>		
<b>14-27 April 2008 — Mid Trimester Break</b>		
29 April 2008	Regulating Industrial Relations in the Global Economy	<i>MGC</i> —Ch. 11&14
06 May 2008	The North American Wagner Act Model	<i>JWB</i> —Ch. 6 <i>MGC</i> —Ch. 1
<b>Completed Essay #2 Assignment Due no later than 4:30pm on Friday 09 May 2008</b>		
13 May 2008	The European Social Partnership Model	<i>MGC</i> —Ch. 3,4&12
20 May 2008	Deregulation and Decentralisation in Australasia	<i>MGC</i> —Ch. 6
<b>Essay #3 Draft Due no later than 4:30pm on Friday 23 May 2008</b>		
27 May 2008	Transformation in Asian Industrial Relations	<i>MGC</i> —Ch. 7
<b>Completed Essay #3 Assignment Due no later than 4:30pm on Tuesday 03 June 2008</b>		

## 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 (p. 25).” Budd also notes, “The traditional industrial relations mechanism for establishing a level playing field between labo(u)r and management—and therefore the foundation of democratic practices among equals—is through unionization. Other perspectives, such as the human resource management view, challenge the necessity of unionization to bring democracy into the workplace (p. 28).” Critically evaluate the notion that human resource management as a workplace governance mechanism is a means of establishing industrial democracy in organisations.

The **2nd essay** is to take the form of a research paper—3,000 words in length (give or take 10%)—which seeks to describe the industrial relations system that exists in any specific country (i.e., the choice is up to the student):

2. *The dominant paradigm or conceptual framework for the study of industrial relations is the “Industrial Relations Systems” model advanced by John Dunlop in his book of the same name, first published in 1958. Dunlop contends that the basic purposes of the industrial relations systems concept are to provide a conceptual framework for organizing knowledge about industrial relations and for understanding how various components of an industrial relations system combine to produce particular outcomes (and hence why outcomes vary from one setting to another or over time). According to this model, certain inputs (e.g., human labour, capital, managerial skill) from the environment are combined via alternative processes (e.g., collective bargaining, unilateral management decisions, legislation) to produce certain outcomes (e.g., production, job satisfaction, wage rates). As such, the precise specification of industrial relations system components will vary from one system to another.*

*The three main actors in a national industrial relations system, according to Dunlop, are workers and their organizations, managers and their associations, and government. These actors interact in a setting that involves three sets of givens. The significant aspects of the environment are (1) the technological characteristics of the workplace and work community and (2) the market or budgetary constraints which impinged on the actors, and (3) the locus and distribution of power in the larger society. These features of the environment of an industrial relations system are determined by the larger society and its other (sub)systems—e.g., the social, the political, and the economic subsystems—and are not explained within an industrial relations system. These contexts, however, are decisive in shaping the rules established by the actors in an industrial relations system.*

*The purpose of this essay is, first, to provide an overview of events (some of them external to the industrial relations system) which have influenced, or are influencing, the development of industrial relations in a country of choice (i.e., the choice is up to the student). It next should examine the role of various systems (or subsystems) and mechanisms at different levels (national/industry/enterprise) as well as their contribution to the broader industrial relations system in that country. It also should identify the key actors in that industrial relations system and the points at which those actors interact and the outcomes that typically derive from those interactions. Finally, the essay should attempt to identify some of the elements which may generally be regarded as features of that industrial relations system.*

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:

3. *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)?*
4. *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/](http://www.vuw.ac.nz/st_services/slss/).

### **Mandatory Course Requirements**

To meet Mandatory Course Requirements, students are required to:

- 1) attend all lectures;
- 2) submit a draft of each assignment;
- 3) submit the three graded assignments;
- 4) conduct two in-class presentations during the term; and
- 5) participate in discussions of course material and in-class presentations by others.

### **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.

### **In-class Presentations:**

Students will make two class presentations 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.

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.

### **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 via email**. Submitted assignments will be automatically checked for academic integrity by the electronic search engine [www.turnitin.com](http://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 on the ground floor (EA005). This counter is the first point of contact for :

- 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.victoria.ac.nz/home/about/policy/students.aspx](http://www.victoria.ac.nz/home/about/policy/students.aspx)

For information on the following topics, go to the Faculty's website [www.victoria.ac.nz/fca](http://www.victoria.ac.nz/fca) under Important Information for Students:

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

## **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. The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

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

Find out more about plagiarism, and how to avoid it, on the University's website:

[www.victoria.ac.nz/home/studying/plagiarism.html](http://www.victoria.ac.nz/home/studying/plagiarism.html)

## **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](mailto:manaaki-pihipihinga-programme@vuw.ac.nz) or phone (04) 463 6015. To contact the Pacific Support Coordinator, email [pacific-support-coord@vuw.ac.nz](mailto: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.*

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

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

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

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Signature Date