

Victoria Management School
HRIR 401: Labour Policy
Trimester Two 2009
COURSE OUTLINE

Contact Details

COURSE COORDINATOR

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ADMINISTRATOR

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COURSE LECTURER (Mondays only):

Dr Rose Ryan

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Teaching Period: Monday, 13 Jul, to Friday, 21 Aug 2009; Monday 07 Sep, to Friday, 16 Oct 2009

There is no examination scheduled for this course.

Class Times and Room Number

Lectures:	Monday	08.30 – 10:20	GB LT1
	Thursday	10.30 – 11.20	RWW 414

Withdrawal Dates: Information available through

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

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., *HRIR401_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.

Introduction

There is a wide range of policy issues that are current and are subject of active debate within employer, union and government circles in New Zealand. Moreover, contemporary labour policy places an increasing emphasis on the importance of workplace industrial relations. Hence, this course explores, in particular, issues in labour policy and industrial relations at the workplace, and considers ways in which these issues challenge traditional notions about the roles of employers, managers, employees and trade unions in determining labour policy. Key areas to be covered include the changing nature of the employment relationship and the policies surrounding that relationship, the role of the government, trade unions and employer organisations in determining workplace policy, the impact of the current recession on labour policy, and the future of workplace regulation.

BCA Honours Learning Objectives

- Directly access, comprehend, critically assess and draw on the published international scholarly research in their discipline.
- Display insight in adapting and applying a theoretical framework(s) to real world situations.
- Design and implement a research project or demonstrate advanced analytical skills
- Explain, discuss and use a range of concepts, theories, and/or techniques in their discipline.
- Convey key discipline-specific concepts concisely in an appropriate written format.
- Display articulate oral communication skills.
- Provide direction and/or present new ideas persuasively.

Course Objectives

The purpose of the course is to provide students with an understanding of key labour policy issues in New Zealand. When we talk about labour ‘policy’, we are primarily referring to industrial relations and labour market issues in which the state becomes involved in influencing workplace practice, or the behaviour of employers, unions and employees. In particular, the course will examine the role of the state in influencing workplace practices for both economic and social reasons, and the mechanisms available for them to do this. While the course focuses primarily on those labour issues relevant in New Zealand at the current time, these will be set in an international context, with a view to promoting an understanding of how labour policy differs from or is similar to, labour policy in comparable countries.

The course has four principal aims:

- To provide students with an overview of the labour policy issues facing New Zealand at the current time;
- To demonstrate the way in which the scope of labour policy issues have changed over time;
- To enhance understanding of the policy objectives of specific policy issues, and the reasons why those objectives may or may not be achieved;
- To consider the roles of unions and employers in the definition of labour policy issues and the development of policy solutions.

Course-related Student Learning Objectives

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

- Articulate their understanding of the reasons why the state chooses to become involved in general and specific labour policy issues, and what it seeks to achieve by doing so;
- Use this understanding to define a specific chosen labour policy issue, and to assess possible policy solutions in the light of international experience with alternative solutions;
- Offer a reasoned assessment of the likelihood of achieving the policy outcomes in a New Zealand context, including factors which might impinge on its achievement and any mitigation strategies which may need to be put in place.

Course Design and Teaching Arrangements

This course is essentially topic-based and thus structured around a series of presentations and discussions, based on resource material. Students will be expected to engage in class discussion and debate in order to facilitate the formation of their critical judgements. To that end, class participation, independent reading and reflection are essential components of the design of this course. It is expected that students will read widely for this course. Lectures and class presentations are designed to introduce concepts, theories and evidence. Students are expected to engage with the relevant material prior to class so that issues can be explored in greater depth during the class.

The course is structured as follows:

- Monday lecture (joint with HRIR 304 *Workplace Industrial Relations*): Coordinated by Rose Ryan. Introduction to labour policy and overview of current labour policy issues in New Zealand, historical development and scope of labour policy issues, the role of labour policy for economic and social development.
- Thursday seminar (HRIR 401 students only): Coordinated by Steve Blumenfeld. Discussion of selected current labour policy issues (see table below for some possibilities). The specific topics to be covered will be determined at the first session, and will be based on student preferences.

Each session will be loosely based around the following structure. The order of these parts may vary depending on the topic, and in some cases the availability of outside speakers:

- Overview of the issue from course coordinator (Mondays) or from the student leading discussion (Thursdays)
- Discussion of readings—key questions and debates—based on student input and participation.
- Further detail designed to stimulate thinking—e.g., invited speaker, class exercise, or case study.

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.

Reading

There is no core textbook for this course. Readings for the Monday lectures will be distributed in class during the first session. Supplemental readings will be made available to HRIR 401 students through Blackboard for HRIR 401 prior to the date on which they will be discussed. Supplemental readings for HRIR 401 students will also be made available through Blackboard for HRIR 401.

Students will be expected to have read required readings before each class session. It is anticipated that around 6-10 hours work will be needed to read, digest, and develop questions about these readings. Students are also encouraged to read more widely on a topic than the required readings, and to bring perspectives to bear from other courses or disciplines.

Students with little or no prior knowledge of industrial relations should discuss additional supplementary readings with the course coordinator.

A schedule of lectures and assigned readings follows.

HRIR 401 Course Schedule—2nd Trimester 2009

Week	Topic	Reading (Monday lecture)	Supplementary reading (Thursday lecture)
13 July	Course overview	No Monday lecture	Dalziel, P. and Lattimore, R. (2004) "Labour Policy" from <i>The New Zealand Macroeconomy: Striving for Sustainable Growth with Equity</i> (5ed) Oxford University Press: Melbourne.
20 July	Changing nature of the employment relationship	Budd, J.W. (2004) 'The objectives of the employment relationship', in J.W. Budd, <i>Employment with a Human Face</i> , Ithaca: Cornell University Press.	Wailes, N., Ramia, G., and Lansbury, R. (2003) "Interests, Institutions and Industrial Relations" <i>BJIR</i> 41(4):617-637; Edwards, P (2007) <i>Justice in the workplace: why it is important and why a new public policy initiative is needed</i> (London: Work Foundation).
27 July	The workplace and productivity	Workplace Productivity Working Group (2004) <i>The Workplace Productivity Challenge: Summary Report of the Workplace Productivity Working Group</i>	"Workplace Climate and Performance" in Kersley, et al. <i>Inside the Workplace</i> Routledge
03 Aug	Workplace representation: union and non-union voice	Wilkinson, A., Dundon, T., Marchington, M. and Ackers, P. (2004) "Changing Patterns of Employee Voice: Case Studies from the UK and Rep of Ireland" <i>Journal of industrial relations</i> 46(3):298-321	European Foundation for the Improvements of Living and Working Conditions (2009) <i>Impact of the information and consultation directive on industrial relations</i>
10 Aug	Employment protection	OECD (2004) "Employment Protection regulation and Labour Market Performance" in <i>Employment Outlook</i> OECD, Paris (pp 61-101)	Stiglitz, J. (2002) "Employment, social justice and societal well-being" <i>International Labour Review</i> 141(1-2): 9-29
17 Aug	Skills and the workplace	New Zealand Government (2008) <i>New Zealand Skills Strategy Action Plan 2008</i>	Keep, E. and Payne, J. (2004) " 'I cant believe it's not skill': the changing meaning of skill in the UK context and some implications" in Hayward and James (eds) <i>Balancing the Skills Equation: Key Issues and Challenges for Policy and Practice</i> The Policy Press: Bristol
07 Sept	Managing diversity	Kossek, E. and Pichler, S. (2007) "EEO and the Management of Diversity" in Boxall, P., Purcell, J., and Wright, P. (eds) <i>The Oxford Handbook of Human Resource Management</i> , Oxford University Press	Pitts, D. (2007) Implementation of Diversity Management Programs in Public Organizations: Lessons from Policy Implementation Research <i>Intl Journal of Public Administration</i> , 30: 1573–90
14 Sept	QWL – What do people want from their work?	Eurofound (2007) "Satisfaction with Working Conditions" Chapter 10 in <i>Fourth European Working Conditions Survey</i> Eurofound Survey	Coats, David (2005) An Agenda for Work: The Work Foundation's Challenge to Policy Makers. Provocation Series Vol 1 no 2, Work Foundation, London (Findings from Stats NZ HLFS supplement?)
21 Sept	Work, life and family	Edwards, P. and Wajcman, J. (2005) Has it become harder to balance work and family life? Chapter 3 in <i>The Politics of Working Life</i> Oxford University Press, London	Bloom, N. and van Reenan, J. (2006) Management Practices, Work-Life Balance and Productivity: A review of some recent evidence <i>Oxford Rev of Economic Policy</i> 22(4):457-482
28 Sept	Reward systems	Rynes et al (2004) The Importance Of Pay In Employee Motivation: Discrepancies Between What People Say And What They Do" <i>Human Resource Management</i> 43(4):381-394	(Something on NZ Pay and Employment Equity process?)
05 Oct	Growing 'Green' workplaces	TUC (2009) "How will climate change affect society and people at work?" in TUC <i>Changing Work in a Changing Climate</i>	Springett and Foster, B (2005) Whom is sustainable development for? Deliberative democracy and the role of unions <i>Sustainable Development</i> 13(5): 271-281
12 Oct	Future of workplace labour policy		Chaykowski, R. P. and Gunderson, M. (2002) North American Labour Policy Under Transformed economic and Workplace Environment in Belanger et al <i>Work and Employment Relations in the High-Performance Workplace</i> Continuum: London and New York

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 trimester; and
- 5) participate in discussions of course material and in-class presentations by others.

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.

Assessment Requirements

Assessment for this course consists of three assignments—three (3) essays (worth 20%, 30% and 25%, respectively), two (2) in-class (Thursday) presentations and/or leadership of in-class discussion (each worth 10%) and class participation (worth 5% of the student's overall mark in the course).

Assignment	Title	% of Marks Available	Due Date
1	Essay Assignment #1	20	14 August 2009
2	Essay Assignment #2	30	18 September 2009
3	Essay Assignment #3	25	16 October 2009
4	Student Presentations\Leadership	10	Various dates
5	Participation	15	Each Week
	TOTAL	100	

Presentations/Discussion Leadership (10% of final grade)

Students will make two class presentations during the term at one of the Thursday seminars based on the lecture topic and assigned readings 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. Assignment of specific weekly presentations will be determined at the first Thursday class session.

Class Participation (15% of final grade)

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. 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 and questions rather than the frequency with which the student speaks. Class participation will be assessed by the course coordinator on the basis of an individual's contribution to class discussion on a weekly basis, but overall assessment will take place at the end of the course.

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 wish to seek feedback on an informal basis during the course are welcome to do so

Written Assignments (75% of total marks available)

Students are required to select one well-defined area of labour policy and complete the following three (3) assignments related to that policy area:

Essay Assignment 1: Scoping and definition (20%) Due Friday, 14 August 2009

Students are required to write a paper (2,500-3,000 words) analysing the policy issue that they have chosen to address. The paper should clearly outline the policy problem (i.e., problem definition) and the desired policy outcome. Other issues to address include contextual factors that may impact on the issue—e.g., demographics, other policy settings, and stakeholder views and interests.

Essay Assignment 2: Literature Review (30%) Due Friday, 18 September 2009

Students are required to complete a paper (approximately 5,000 words) summarising the international and New Zealand academic and policy literature on their chosen labour policy area. This review should contain an outline of any relevant attempts to address the issue (or related issues) in New Zealand, together with analysis on policy solutions utilised in other jurisdictions.

Word of caution: The preparation for the second assignment should start concurrently with the first assignment, as some of the literature might need to be inter-loaned, which might take considerable time.

Essay Assignment 3: Options Paper (25%) Due Friday, 16 October 2009

Based on their understanding of the state of affairs of their chosen labour policy field in New Zealand (Assignment 1) and the international literature on the topic and the practices followed in other jurisdictions (Assignment 2), students are required to write a 2,000 - 2,500 word policy options paper suggesting several courses of action for government to take and a recommendation for action with justification.

In the options paper they should consider:

- who the major stakeholders are and how their interests will be affected by the various options;
- what are the costs and the benefits of the various options;
- what will be the impact of the various options on economic and social development within New Zealand;
- risk management/mitigation;
- recommendations.

A (non-exhaustive) list of possible essay topics and related policy questions follows.

Labour Policy Issues and Key Policy Questions

<i>Topic</i>	<i>Key policy questions</i>
Collective bargaining	The ERA 2000 had promoting collective bargaining as one of its key policy objectives. Has it succeeded? Why/Why not?
Employment protection	How does current practice around employment protection (either from dismissal or redundancy) impact on the need for NZ workplaces to be flexible in response to changing circumstances? What factors explain the lack of support for Wayne Mapp's 2005 Private Members bill on probationary periods of employment? Would macro-economic flexibility be enhanced by the adoption of a European –style “flexicurity” approach?
Health and safety	Have the 2001 amendments to the Health and Safety in Employment Act met their objectives? What is the impact of a greater focus on occupational health as opposed to the traditional emphasis on accidents and injuries? How will an aging workforce impact on health and safety concerns? How do public health issues interface with workplace issues?
High performing workplaces	Is the HPWP model relevant to New Zealand? What business is it of government to influence workplace practices? Even if it is, how should it approach interventions to achieve this?
Hours of work	Why do people in New Zealand work longer annual average hours of work than comparable OECD countries? What is the impact of this? Should we adopt policies that give people the right to request flexible working hours as suggested in the current Private Members' Bill before Parliament?
Immigration	In New Zealand, as in other countries, labour market problems (particularly international skill shortages) are an important driver of immigration policy. However, the experience of immigrants within New Zealand workplaces (in terms of recruitment and hiring, and their treatment by fellow workers and management) is often quite negative. Why is this, and what role should labour policy play in addressing these issues?
Improving workplace culture	Some commentators see workplace culture as one of the prime determinants of workplace performance. Do NZ workplaces have a distinctive workplace culture? Does it have positive or negative consequences for workplace (and national) performance? Is workplace culture a legitimate concern for labour policy, or something that should be left to individual workplaces?
Labour standards	New Zealand already has in place free trade agreements with 6 nations, and is actively seeking agreements with a number of others. What principles should be adopted in relation to labour standards in the countries with whom we negotiate? What are the implications of those agreements on domestic labour relations policies? What stance should NZ adopt to international labour standards in an increasingly globalised world?
Learning and skills	What is the responsibility of government in relation to ensuring that the current and future workforce has the skills it needs? How does this interface with the obligations of employers for training and developing their staff?
Managing diversity	How can/do workplaces manage a more diverse workforce in terms of gender, ethnicity, age, disability? Why should the government care?
Minimum wage	Should there be one? What is its impact? How should the rate be determined? Should the minimum wage vary according to characteristics of the employee?
Partnership arrangements	Why has the current government put such an emphasis on partnership arrangements, both at national and workplace levels? Is it a union avoidance strategy? Is it likely to survive a change of government? How desirable and likely is the prospect of a “social pact”?
Pay equity	How successful have the current public sector initiatives on pay equity been? Should they be extended to the private sector, and if so, how?
Quality of work life	If NZ is a “good place to bring up kids” is that enough? What is it like to work in? Is it better or worse than in other countries? Why might the government want to take steps to influence how people experience work?
Unionisation	Like other countries, NZ has a declining rate of union density, except in the public sector. What is the impact of this? Is it something the government should be concerned with? Do other (non-union) forms of employee involvement and participation fulfil the same needs?
Vulnerable workers and precarious employment	Do we still have an under-class? How have changes in labour policy contributed to this? Should some groups of workers be assisted through regulations that address specific labour market disadvantage (including anti-discrimination law), or should all workers be subject to the same range of protections?
Work, life and family	In the face of organisational strategies which seek increased employee commitment, where does life fit in? Why does government seek to influence the balance?

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 must also keep an electronic copy of their work.

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/.

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 Victoria University of Wellington (VUW) Library site, <http://www.vuw.ac.nz/library/research/reference/referencingguides.aspx>.

Submission of Assignments

Completed HRIR 401 assignments are to be submitted no later than 4.30pm (NZ time) on the due date **to the course coordinator** in hard copy **and electronically via email**. 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.

Penalties for Lateness and Excessive Length of Assignments

In fairness to other students, work submitted after any deadline will incur a penalty for lateness. *The penalty is 5% for each day it is overdue, unless there is a valid reason as to why it is late and this is accepted by the course coordinator.* Saturdays, Sundays and public holidays will be included when counting the number of days late. Assignments received more than 7 days after the due date will not be accepted and the student will automatically fail the Mandatory Course Requirements.

Course Outlines provide a signal to student of forthcoming workload, dates of submission etc, and thus student study plans should take account of course requirements across all courses. Consequently, workload issues related to other courses and employment will not be accepted as reason for dispensation from mandatory requirements or waiver of penalties. Extensions to submission deadlines for any assigned work will only be granted in exceptional circumstances.

Students who are unable to comply with any of the mandatory requirements should make a written application for an extension to the due date for submission of assigned work or for waiver of a penalty, *in advance*, to the course coordinator, providing documentary evidence of the reasons of their circumstances. All such applications must be made *before* the deadline and be accompanied by documentary evidence, eg a medical certificate, or counsellor's report that indicates the degree of impairment, and for how long the student has been impaired. Please be sure to ask at the time of consultation for the degree of impairment to be stated in any certificate you provide to support your case.

In the event of unusual or unforeseeable circumstances (e.g. serious illness, family bereavement or other exceptional events), that precludes an application in advance, students should make contact with the course coordinator, as soon as possible, and make application for waiver of a penalty as soon as practicable.

Word limits should be adhered to, especially so when they provide a guide to limiting the student's coverage of a topic. Assignments exceeding the word limit by over 10% will have 5 marks deducted.

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.

For the following important information follow the links provided:

Academic Integrity and Plagiarism

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

General University Policies and Statutes

<http://www.victoria.ac.nz/home/about/policy/academic.aspx>

Faculty of Commerce and Administration Offices

<http://www.victoria.ac.nz/fca/studenthelp/Contactus.aspx>

Manaaki Pihipihinga Programme

http://www.victoria.ac.nz/st_services/mentoring/

ANNEX A

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



VICTORIA
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Victoria Management School

HRIR 401 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

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



VICTORIA
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Victoria Management School

HRIR 401

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