

Victoria Management School

**HRIR 402 INDUSTRIAL RELATIONS**

Trimester One 2010

**COURSE OUTLINE**

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**Contact Details**

**COURSE COORDINATOR & LECTURER**

**Dr Stephen Blumenfeld**

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**ADMINISTRATOR**

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**Trimester Dates**

Teaching Period: Monday 1<sup>st</sup> March – Friday 4<sup>th</sup> June 2010

Study Period: Monday 7<sup>th</sup> June – Thursday 10<sup>th</sup> June 2010

Examination Period: Friday 11<sup>th</sup> June – Wednesday 30<sup>th</sup> June 2010 (inclusive)

**Withdrawal from Courses:**

Information available via

**Withdrawal dates: Late withdrawals with Associate Dean (Students) permission**

(See Section 8: Withdrawals - from the Personal Courses of Study Statute)

<http://policy.vuw.ac.nz/Amphora!~policy.vuw.ac.nz~POLICY~000000001743.pdf>

**Withdrawal dates: refunds:**

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

**Class Times and Room Number**

**Lectures:** Wednesday: 14:40 – 17:30 RHG01

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.

## **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.

## **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.

## **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

## 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 sixty (60) pages per week. Also note that the amount of assigned reading diminishes 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 4000-word essays, each worth 25 of the student’s overall mark in the course; 2 in-class presentations, each worth 10%; and class participation, worth 5% of the total assessment.

Assignment	Title	% of Marks Available	Due Date
1	Completed Essay Assignment #1	25	31 March 2010
2	Completed Essay Assignment #2	25	12 May 2010
3	Completed Essay Assignment #3	25	02 June 2010
4	Student Presentations	20	Various dates
5	Participation	5	Each Week
	<b>TOTAL</b>	<b>100</b>	

## Essay Assignments:

The **1st essay** is to take the form of a theoretical critique—4,000 words in length (give or take 10%)—which seeks to explain the evolution of industrial relations theory and practice:

*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—4,000 words in length (give or take 10%)—which seeks to describe the industrial relations system that exists in any country (i.e., the student’s choice):

*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. According to this model, the ‘actors’ in an industrial relations system (i.e., workers and their organizations, managers and their associations, and government) combine certain ‘inputs’ (e.g., human labour, capital, managerial skill) from the environment or ‘contexts’ of the industrial relations system (i.e., the technological characteristics of the workplace and work community, the market or budgetary constraints which impinged on the actors, and the locus and distribution of power in the larger society) via alternative ‘processes’ (e.g., collective bargaining, unilateral management decisions, mediation, or legislation) to produce certain ‘outcomes’ (e.g., production, job satisfaction, wage rates).*

*The precise specification of industrial relations system components will vary from one industrial relations system to another. Hence, the objective of this essay is, first, to provide an overview of events in the environment or ‘contexts’ of the industrial relations system that have influenced or are influencing the development of industrial relations in a country of choice (i.e., the choice is up to the student). The essay should also examine the role of various systems (or subsystems) and mechanisms at different levels (international/national/industry/enterprise) as well as their contribution to the broader industrial relations system in that country. In addition, it 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, this 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—4,000 words in length (give or take 10%)—which seeks answers to the following:

*The last decade has witnessed the rise and development of global networks of production processes, linking supply of raw materials to production, marketing, distribution, and consumption of the finished product across national boundaries. Regional and global production networks have opened up supply opportunities in new and expanding markets to the point where a significant proportion of international trade now takes place through coordinated value-added global production chains. Under these ‘global production systems’, production is carved up and outsourced, sometimes to foreign affiliates, but increasingly to contractors and subcontractors far removed from both the producer’s home territory and the consuming end of the production chain.*

*While participation in global production systems has facilitated rapid ‘economic upgrading’ in the less developed economies, improvement in the position and standing of both firms and workers in all economies—but especially the developing economies—can only be achieved through a combination of both economic and ‘social upgrading’. The relationship between economic and social upgrading, though, is not such that one necessarily leads to the other. For instance, while firms headquartered in industrialised countries have frequently adopted policies and practices aimed, in part, at promoting compliance with international labour standards, these initiatives rarely translate into actual improvements in workers’ rights and employment conditions in places far asunder where low value-added—and, hence, low wage—production takes place.*

*In general, the pattern of development of global production systems, suggest that, as the leading international economies retain the high value-added end of the production chain, the low value-added end of the chain is relegated to less developed, low-wage economies. The pressure upon employers in low income economies to maintain their foothold in global production systems, which they achieved in large measure by maintaining low wages, renders it unlikely that social upgrading will come anytime soon to the latter group of countries. At the same time, wages and labour standards in high value-added industrialised countries are driven down by competitive pressures precipitated by what is effectively labour market expansion. The shift toward global production systems, therefore, presents critical challenges, not only for social upgrading, but for economic upgrading as well.*

*What are the challenges and opportunities for both economic and social upgrading presented by the shift toward global production systems? What strategies and interventions can be implemented that support both economic and social upgrading? How can an effective ‘social dimension’, with a focus on employment, working conditions, income and social protection, be built into global production systems?*

## **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 2010

Date	Lecture Topics & Additional Materials	Readings
03 March 2010	Course Introduction & Overview	
10 March 2010	The Concept of Industrial Relations	<i>JWB</i> —pp. 1-7 <i>MGC</i> —pp. 1-10
<b>Essay #1 Draft Due at the start of the class session on Wednesday 17 March 2010</b>		
17 March 2010	Conflicting Objectives of Industrial Relations	<i>JWB</i> —Ch. 1&2
24 March 2010	The Environment of Industrial Relations	<i>JWB</i> —Ch. 3&4
<b>Completed Essay #1 Due at the start of class on Wednesday 31 March 2010</b>		
31 March 2010	The Role of Trade Unions and Employer Organisations	<i>JWB</i> —Ch. 8 <i>MGC</i> —Ch. 10
<b>03-18 April 2010 — Mid Trimester Break</b>		
21 April 2010	Other Forms of Workplace Governance	<i>JWB</i> —Ch. 5&7
<b>Essay #2 Draft Due at the start of the class session on Wednesday 28 April 2010</b>		
28 April 2010	The North American Wagner Act Model	<i>JWB</i> —Ch. 6 <i>MGC</i> —Ch. 1
05 May 2010	The European Social Partnership Model	<i>MGC</i> —Ch. 3,4&12
<b>Completed Essay #2 Due at the start of the class session on Wednesday 12 May 2010</b>		
12 May 2010	Deregulation and Decentralisation in Australasia	<i>MGC</i> —Ch. 6
19 May 2010	Transformation in Asian Industrial Relations	<i>MGC</i> —Ch. 7
<b>Essay #3 Draft Due at the start of the class session on Wednesday 26 May 2010</b>		
26 May 2009	Globalisation, Free Trade and Industrial Relations	<i>JWB</i> —Ch. 9 <i>MGC</i> —Ch. 15
02 June 2009	Regulating Industrial Relations in the Global Economy	<i>MGC</i> —Ch. 11&14
<b>Completed Essay #3 Assignment Due at the start of class on Wednesday 02 June 2010</b>		

## **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.

## **In-class Presentations**

Students will make 2 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. Further details regarding in-class presentations will be discussed during the 1<sup>st</sup> class session.

## **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.

## 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.

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.

## Handing in assignments

Completed HRIR 402 assignments are to be submitted **to the course coordinator** in hard copy **and electronically via email** no later than the time and date indicated herein. 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.

## Referencing and Formatting of Assignments

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>.

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/).

### **Penalties- for Lateness & Excessive Length of Assignments**

- (i) In fairness to other students, work submitted after any deadline will incur a penalty for lateness. **The penalty is 5 percent of the marks available** for an assignment submitted after the due time on the due date **for each part day or day late. 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 Requirements**.
- (ii) 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**.
- (iii) 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 Tutorial 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.

- (iv) In the event of unusual or unforeseeable circumstances (e.g. serious illness, family bereavement), that precludes an application in advance, students should make contact with the Tutorial Coordinator as soon as possible, and make application for waiver of a penalty as soon as practicable.
- (v) Word limits should be adhered to, especially so when they provide a guide to limiting the student's coverage of a topic. For example the penalty will be proportional to the percentage over the limit - **X% of the grade for an assignment which is X% over the word limit**.

### **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.

### **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>

#### **AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support**

[http://www.victoria.ac.nz/home/about\\_victoria/avcacademic/Publications.aspx](http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx)

#### **Faculty of Commerce and Administration Offices**

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

#### **Manaaki Pihipihinga Programme**

[http://www.victoria.ac.nz/st\\_services/mentoring/](http://www.victoria.ac.nz/st_services/mentoring/)

ANNEX A



**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 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