

Victoria Management School

**HRIR 201: MANAGING HUMAN RESOURCES AND  
INDUSTRIAL RELATIONS**

Trimester 3, 2012

**COURSE OUTLINE**

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**COURSE COORDINATOR & LECTURER**

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**TUTOR**

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**TUTORIAL COORDINATOR**

**Garry Tansley**

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**Trimester Dates**

Teaching Period: Monday 19 November 2012 – Friday 25 January 2013

Examination Period: Monday 18 February – Saturday 23 February 2013 (inclusive)

**Withdrawal from Course**

1. Your fees will be refunded if you withdraw from this course on or before the end of second week of the course.
2. The last date for withdrawal from this course is the three-quarter point of the teaching period, i.e. Friday 11 January 2013.

After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an '*Application for Associate Dean's Permission to Withdraw Late*' including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks.

**Class Times and Room Numbers**

Lectures: Wednesday 9.30am to 12.20pm GBLT2

Lectures on Wednesday 21, 28 November, 5, 12, 19 December, and 9, 16, 23 January.

Tutorials will occur in every lecture week from 26 November. Please sign-up to a tutorial group through S-cube. If you have been unable to sign up for a tutorial contact the Tutorial Coordinator (Garry Tansley).

## Course Content

| <b>WEEK:</b>   | <b>LEARNING FOCUS<br/>(lectures, tutorials, self-study reading)</b>  | <b>KEY CONCEPTS/TERMS</b>   |
|--|--|---|
| 1) 21 November   | <b>HRM, IR, ER – what are they? How do we study them?</b> <ul style="list-style-type: none"> <li>– What are they?</li> <li>– What is an employment relationship?</li> <li>– Why are they important?</li> <li>– Key theories, ideologies, models</li> </ul>   | HRM, industrial relations, employment relations, workplace,<br>Trade union, employer, employment relationship, critical thinking, unitarist, pluralist, theory, ideology, scientific management, bureaucracy, managerialism, hard & soft HRM<br><br><b>Background Reading Week 1:</b> Bryson & Ryan: Chapters 1 and 2                             |
| 2) 28 November<br><b>Tutorials begin<br/>Tutorial 1</b>                              | <b>Analysing HRM &amp; IR issues in the NZ workplace context</b> <ul style="list-style-type: none"> <li>- What makes NZ workplaces operate as they do?</li> <li>- How to critically analyse work situations</li> </ul>   | Theory, ideology, unitarist, pluralist, qualitative, quantitative, reliability, validity, Labour market, productivity, regulation, deregulation, collectivised, individualised, good faith<br><b>Background &amp; Tutorial Reading Week 2:</b> Bryson & Ryan: Chapter 2 & 3; and Lamm & Rasmussen Chapter 5 in Macky (on Blackboard for HRIR 201) |
| 3) 5 December<br><br><b>Tutorial 2</b><br><br><i>First assignment due 5 December</i> | <b>High performance workplace systems, and skills</b> <ul style="list-style-type: none"> <li>- How do HRM &amp; IR improve workplace productivity?</li> <li>- What impact does this have on workers?</li> <li>- How do workers and workplaces get the skills they need?</li> <li>- What is the role of HRM &amp; IR ?</li> </ul> | High involvement, high performance work systems, best practice, Industry training, skills, capability, human capital, occupations, workplace learning<br><br><b>Background &amp; Tutorial Reading Week 3:</b> Bryson & Ryan: Chapter 4 & 5  |
| 4) 12 December<br><br><b>Tutorial 3</b>  | <b>Skills, employee engagement and voice at work</b> <ul style="list-style-type: none"> <li>- How can HRM &amp; IR influence workplace relationships?</li> </ul>   | Engagement, voice, participation, workplace democracy, partnership approaches, trade union representation<br><br><b>Background &amp; Tutorial Reading Week 4:</b> Bryson & Ryan: Chapter 5 & 6  |
| 5) 19 December<br><br><b>Tutorial 4</b>  | <b>Good work and good workplaces</b> <ul style="list-style-type: none"> <li>- What are they?</li> <li>- How can HRM &amp; IR create or support them?</li> </ul>  | Good work, employment relationship, manufacturing sector, service sector, public sector, high performance work systems<br><br><b>Background &amp; Tutorial Reading Week 5:</b> Bryson & Ryan Chapter 7  |
| 22 December to   | Xmas/New Year &  |   |

|   |  |   |
|---|--|---|
| 6 January   | Mid- trimester break   |   |
| 6) 9 January<br><b>Tutorial 5</b>   | <b>Diversity at work, and Green workplaces</b><br>- How do workplaces adapt to diverse employee needs? the role of HRM & IR ?<br>- What is the role of HRM &IR in sustainability issues?   | Diversity, equity, equality, EEO, good employer, inclusion; Sustainable development, corporate social responsibility, triple bottom line reporting<br><br><b>Background &amp; Tutorial Reading Week 6:</b> Bryson & Ryan Chapter 8 & 9  |
| 7) 16 January<br><b>Tutorial 6</b><br><br><i>Second assignment due 16 January</i> | <b>The Business of HRM &amp; IR</b><br>- How do HRM & IR influence both formally and informally  | Influence, HRM strategy, business case, measurement, accountability, relationships, responsibility<br><b>Background &amp; Tutorial Reading Week 7:</b> Bryson & Ryan Chapter 10   |
| 8) 23 January<br><b>Tutorial 7</b>  | <b>Ethics and Organising HRM &amp; IR</b><br>- What are ethical issues in the workplace?<br>- How can we think about, and resolve, them?<br>- How is HRM & IR delivered in workplaces?<br>- What careers are possible in HRM & IR? | Ethics, deontology, teleology, interests, duty, rights, consequences, social contract, fairness; Traditional HR functions, shared services, centres of excellence, outsourcing, HR competencies, IR competencies<br><br><b>Background &amp; Tutorial Reading Week 8:</b> Bryson & Ryan Chapters 11 & 12 |

### Course Learning Objectives

By the end of this course, students should be able to:

- 1) Show an understanding of the dynamic nature and various perspectives of the employment relationship;
- 2) Analyse, synthesise and apply conceptual frameworks to workplace issues;
- 3) Demonstrate knowledge of the interaction between global employment issues and the local employment relations environment;
- 4) Articulate knowledge and critical thinking about HRM and IR issues in a clear professional manner, orally in a group environment and in formal written form.

### Course Delivery

There is one three-hour lecture session per week - this will be a mix of lecture, brief DVD clips, class discussion and exercises, and guest speakers. Blackboard contains useful resources for students, and lecture slides and resources will be posted there after the lecture.

You will get more out of this course if you come to the Wednesday lecture sessions having done a bit of background reading (as suggested in the course content), and prepared to discuss HR issues (your experience in workplaces, your views of the things you have read).

Tutorials occur in 7 of the weeks and these are an important component of your learning in which you have the opportunity to discuss chapters of the textbook and further your understanding of key concepts. Active participation in tutorials is expected, and graded on evidence of preparation for discussion of the chapters (see Assessment information).

## Expected Workload

Students can expect the workload over the trimester to be up to a total of 150 hours spread approximately as follows: Reading for lectures and assignment preparation 80 hours; tutorial preparation 14 hours; examination revision 24 hours; lecture attendance 24 hours; tutorial attendance 7 hours.

## Readings

The **required textbook** is: Bryson, J and Ryan R (2012) *Human Resource Management in the Workplace*, Pearson, Auckland. This can be purchased from VicBooks. There should be second hand copies of this book available also. There are also copies in the Commerce library.

## Assessment Requirements

| Course learning objective | Assessment  | Weight      | Date                              |
|---------------------------|---|-------------|-----------------------------------|
| 1, 3                      | 1. Individual Assignment One –Analysis essay        | 20%         | 9.30am, Wednesday 5 December 2012 |
| 2, 3, 4                   | 2. Individual Assignment Two - Issue Analysis essay | 20%         | 9.30am, Wednesday 16 January 2013 |
| 2, 4                      | 3. Tutorial Preparation & Participation             | 10%         | 26 November – 25 January          |
| 1, 2, 4                   | 4. Final Examination - 2 hours                      | 50%         | 18-23 February 2013               |
|                           | <b>TOTAL</b>  | <b>100%</b> |                                   |

### 1. Analysis Essay

*Date:* Wednesday 5 December 2012, 9.30am      *Marks:* 20%

*Length:* 1200 words

*Topic:*

**Read and analyse** the case study of unionising young workers at Reading Cinemas 2003-2006 – this is in the following article [available on Blackboard and the library journal databases]:

Millar, G. (2009). Popcorn, Pickets, and Brass-bands: Young Workers' Organising in the Cinema Industry 2003-2006. *New Zealand Journal of Employment Relations*, 34 (2): 108-116.

Your analysis should reflect on what this case tells you about:

- Employment relationships
  - Individual
  - Collective
- Trade unions
  - What they do (their role or purpose)
  - Why people join or not
  - The challenges unions face
- The role of, and impact of the law on employment

Make sure you have read Chapters 1, 2 and 3 of Bryson & Ryan (2012) [the course textbook]; and Lamm & Rasmussen (Chapter 5 of Macky, 2008) [which is available on Blackboard]. Use these and/or other references to support your analysis.

**Note:** The marking guide for this essay is posted on the HRIR 201 Blackboard site (under the assignment tab).

## 2. Issue Analysis Essay

*Due:* Wednesday 16 January 2013, 9.30am

*Marks:* 20%

*Length:* 1200 words

### *Issue:*

The West Five Care Trust controls four hospitals in a suburban area. Two of the hospitals are modern and have extra accommodation space. The other two are old but prestigious specialist units located in expensive areas. The Trust considers that it would make financial sense to close the older hospitals and transfer the functions to the modern sites. Several senior physicians are extremely unhappy about the consequences and have launched a public campaign to save the specialist units. This has angered the general manager who has only just presented the plan as a proposal to the management committee. He considers the physicians to be disloyal as they have taken a confidential business matter to the press. He is also baffled since the new hospitals would offer them far better facilities. The general manager was recently recruited from industry and has been keen to exercise his right to manage. In his first six months, he successfully outsourced cleaning and catering, brushing aside union opposition. He has also instituted stringent cost-control measures and now vets all budget requests personally, including expenses for attending conferences.

As human resources manager you must carefully analyse the situation, and make suggestions about how you can help.

Use your textbook and/or other references to support your analysis/discussion. Revisit chapter 2 of the course textbook to refresh your mind on critical analysis.

**Note:** The Marking Guide for the assignment is posted on the HRIR 201 Blackboard site (under the assignment tab).

### **Tutorial Preparation and Participation mark**

Active participation in tutorials is expected, and graded on evidence of preparation for discussion of the chapters, and the quality of your participation.

You are expected to have read the assigned chapters of the textbook and prepared brief written answers to the questions (provided on Blackboard) before attending the tutorial. At the beginning of the tutorial your tutor will collect your written answers. Written evidence of preparation & understanding of the task will be scored at 1% per week. Participation will be assessed on a) whether you contributed to discussion and b) also allowed others to contribute (1% each tutorial). Your 5 best tutorial participation and preparation scores across the 7 tutorials will be counted for the 10% accorded to tutorials.

### **Examinations**

The final examination for this course will be scheduled during the period from Monday 18 February – Saturday 23 February.

The examination is worth 50% of the total marks available for this course. It is a closed book 2-hour examination. All lectures and chapters covered during the course are examinable. The examination will consist of short answer questions on key concepts, and one case/issue to analyse.

### **Handing in assignments**

Completed assignments are to be submitted **on the due date** in **BOTH** of the following forms:

1. Hardcopy submitted to the **HRIR 201 assignment box number 13** (Mezzanine Floor of Rutherford House – Pipitea Campus), AND
2. Electronic copy to the **HRIR 201 Blackboard Digital dropbox**.

Both versions must have a cover sheet. A hardcopy cover sheet is at the end of this course outline and an electronic copy has been placed on blackboard in the 'Assignments' folder.

Students must also keep an electronic copy of their work archived in case the original assignment goes missing. Failure to do so will jeopardise any claim by you that your work was submitted in the rare cases where your work goes astray.

### **Use of Turnitin**

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

### **Late assignments**

Late assignments are to be handed to the Administrator for the course, Tania Loughlin at Rutherford House, Level 10 Reception. Late assignments that do not have **the time and date noted and signed by** the Administrator, will incur late penalties from the time the Administrator receives it. Assignments left on the Reception Counter will incur penalties from the time and date they are recovered. Assignments slid under the door of the Administrator's office will also incur penalties from the time and date they are recovered. Note that there is no provision to accept assignments on weekends or public holidays. Late assignments must be handed into Tania while the Level 10 Reception area is open. The desk opens at 9am and closes at 5pm Monday to Friday during term time.

### **Penalties**

In fairness to other students, work submitted after any deadline will incur a penalty for lateness.

- (i) **The penalty is 2 of the marks available** (**marks available** means what the assignment is worth i.e. 20% or 20 marks) for an assignment submitted after the due time on the due date **for each part day or day late**. (for example if an assignment is out of 20 and the assignment receives 50% then one day late means the mark will be out of 18 and the student will receive 50% of 18). **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**.
- (ii) Course Outlines provide a signal to students 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 clearly stating the degree of impairment, and the dates the illness or event prevented you from undertaking your academic studies. This can be applied retrospectively.

- (iv) 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 **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.

### **Mandatory Course Requirements**

In addition to obtaining an overall course mark of 50% or better students must:

- a. Submit all assignments within the allowable timeframe (see Penalties section) below (i)); and
- b. To obtain at least 40 per cent (i.e. 20 marks out of 50) of the final examination marks available.

Failure to meet mandatory requirements does not prevent a student completing other pieces of assessment, including any final examination.

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, regardless of whether the mandatory course requirements have been satisfied or not.

Notice of Failure to meet Mandatory Course Requirements will be posted on Blackboard.

### **Class Representative**

A class representative will be elected in the first class, and that person's name and contact details made available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

### **Communication of Additional Information**

Any additional information or information on changes will be conveyed to students, e.g. via the HRIR 201 Blackboard site, and urgent messages via email to all class members student email addresses.

### **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, eg

HRIR201\_Smith\_Pauline\_3000223344\_Ass1 Query

### **Link to general information**

For general information about course-related matters, go to

<http://www.victoria.ac.nz/vbs/studenthelp/general-course-information>

### **Note to Students**

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.