

School of Management

HRIR402 INDUSTRIAL RELATIONS

Trimester 1, 2013

COURSE OUTLINE

Names and Contact Details

COURSE COORDINATOR & LECTURER

Carol Jess

Room: RH1032

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ADMINISTRATOR

Ina Yoo

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Trimester Dates

Monday 4 March – Friday 7 June

Office hours are Tuesdays during teaching weeks. Please email for an appointment.

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 15 March 2012.
2. The standard last date for withdrawal from this course is Friday 17 May 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

Wednesdays 9.30am – 12.20pm Rutherford House, RH G02

There is no examination scheduled for this course.

Course Delivery

This course is structured around a series of interactive seminars, case studies, class debate and, where relevant, video materials.

Lectures and class presentations are designed to introduce concepts, theories and evidence. Class participation is an essential component of the design of this course. To this end, all students will be **expected** to engage in class discussion and debate in order to facilitate the formation of their critical judgements.

Course materials and information relating to this course will be posted on the Blackboard server (<http://blackboard.scs.vuw.ac.nz>). Any notices regarding changes to the course timetable or content will be raised during class and posted on the Blackboard server.

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.

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.

Course Learning Objectives

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.

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.

HRIR 402 COURSE SCHEDULE—1ST TRIMESTER 2013

Date	Topics	Readings
6 March 2013	Course Introduction & Overview	Clarke L, Donnelly E, Hyman R, Kelly J, McKay S & Moore S (2008) <i>What's the point of industrial relations</i> Paper presented at the BUIRA Conference Kaufman BE (2004) Paradigms in Industrial Relations@ original, modern and version in-between <i>British Journal of Industrial Relations</i> 46(2), 314-339
13 March 2013	Ways of Thinking About Industrial Relations	Kochan TA & Bamber GJ (2009) Industrial relations and collective bargaining in A Wilkinson, N Bacon, T Redman & S Snedd (Eds) <i>The Sage Handbook of Human Resource Management</i> (308-321) London, Sage Kaufman BE (2004) Employment Relations and the Employment Relations System: A guide to theorizing in BE Kaufman (Ed) <i>Theoretical Perspectives on Work and the Employment Relationship</i> (41-76) Ithaca, Cornell University Press
Formative Assignment 1 due 20 March 2013 – start of class		
20 March 2013	Balancing Efficiency, Equity and Voice	Budd, JW (2004) The Objectives of the Employment Relationship <i>Employment with a Human Face: Balancing Efficiency, Equity and Voice</i> (13-31) Ithaca, Cornell University Press Hyman R (2005) Striking a Balance? Means, Ends and Ambiguities <i>Employee Responsibilities and Rights Journal</i> 17(2), 127-130 Adams R (2005) Efficiency, Equity and Voice as Moral Imperatives <i>Employee Responsibilities and Rights Journal</i> 17(2), 111-117 Budd J (2005) Employment with a Human Face: The author responds <i>Employee Responsibilities and Rights Journal</i> 17(3), 191-198
27 March 2013	Labour Market Economics & Regulation	Bertola G (2009) <i>Labour market regulation: Motives, measures, effects</i> Geneva, ILO McAndrew I (2010) The employments institutions in Rasmussen, E (Ed) <i>Employment Relationships: workers, unions and employers in New Zealand</i> (74-93) Friedman M (2007) The social responsibility of business is to increase its profits in Zimmerli WC, Holzinger M & Richter K(Eds) <i>Corporate Ethics and Corporate Governance</i> (173-178) Springer, Berlin, Heidelberg
Easter break 28 March – 3 April 2013		
Completed Assignment 1 due 10 April 2013 – start of class		
10 April 2013	Industrial Democracy and Collective Bargaining	Harre L (2010) Collective bargaining – right or privilege? in Rasmussen, E (Ed) <i>Employment Relationships: workers, unions and employers in New Zealand</i> (24-39) Blumenfeld S (2010) Collective Bargaining in Rasmussen, E (Ed) <i>Employment Relationships: workers, unions and employers in New Zealand</i> (40-55) Dufour C & Hege A (2010) The legitimacy of collective actors an trade union renewal <i>Transfer: European Review of Labour & Research</i> 16(3), 351-367
17 April 2013	Other forms of workplace governance	Budd, J. W., Gollan, P. J., & Wilkinson, A. (2010). New approaches to employee voice and participation in organizations. <i>Human Relations</i> , 63(3), 303–310. Guest, D E & Peccei, R (2001) Partnership at Work: Mutuality and

		the Balance of Advantage <i>British Journal of Industrial Relations</i> 39:2 207-236 Tailby S, Richardson M, Upchurch M, Danford A, & Stewart, P (2007) Partnership with and without trade unions in the UK financial services: filling or fuelling the representation gap? <i>Industrial Relations Journal</i> 38:3 210-228
Mid-Trimester Break 22-26 April 2013		
Formative Assignment 2 due 1 May 2013 – start of class		
1 May 2013	Varieties of Capitalism & The Role of Institutions	Thelen, K. (2001). Varieties of labor politics in the developed democracies. In P. A. Hall & D. Soskice (Eds.), <i>Varieties of Capitalism</i> (pp. 71-104). New York: Oxford University Press. Goddard, J (2008) An Institutional Environments Approach to Industrial Relations in Whalen CJ (Ed) <i>New Directions in the Study of Work and Employment: Revitalising Industrial Relations as an Academic Enterprise</i> (68-86) Northampton, Edward Elgar Publishing Ltd. Sachs, JD (1999) Twentieth Century Political Economy: A Brief History of Global Capitalism <i>Oxford Review of Economic Policy</i> 15(4) 90-101
8 May 2013	The Critical Political Economy Perspective	Giles A & Murray G (1997) Industrial Relations Theory and Critical Political Economy in Barbash J, & Meltz NM (Eds) <i>Theorising in Industrial Relations@ Approaches and applications</i> (77-119) Sydney, Australian Centre for Industrial Relations Research and Training.
Completed Assignment 2 due 15 May 2013		
15 May 2013	New Zealand IR in perspective	Rasmussen, E Introduction in Rasmussen, E (Ed) <i>Employment Relationships: workers, unions and employers in New Zealand</i> (1-8) Wilson, M A struggle between competing ideologies in Rasmussen, E (Ed) <i>Employment Relationships: workers, unions and employers in New Zealand</i> (9-23) McLaughlin, C Building a ‘high road’ economy? The Employment Relations Act in an international comparative perspective in Rasmussen, E (Ed) <i>Employment Relationships: workers, unions and employers in New Zealand</i> (185-207)
Formative Assignment 3 due 21 May 2013 – start of class		
21 May 2013	Globalisation, Free Trade and Industrial Relations	Burtless G (2001) Workers’ rights: Labor standards and global trade <i>The Brookings Review</i> , 137 (3) (313-319) Street W, A global union’s direct action promotes organising in the US in <i>International Union Rights</i> 18(3) (3-4)
29 May 2013	A Rights-Based Approach to Industrial Relations	McIntyre, R. P. (2008). Are workers’ rights human rights (and does it matter if they are)? <i>Are Workers Rights Human Rights?</i> (pp. 59-79). Ann Arbor: University of Michigan Press. <i>International Union Rights Vol 18 Issue 4</i>
Completed Assignment 2 due 5 June 2013 – start of class		
5 June 2013	IR and Diversity - Gender	Danieli, A (2006) Gender: the missing link in industrial relations research, special issue on gender and industrial relations <i>Industrial Relations Journal</i> 37(4) (329-344) Ledwith S (2012) Outside, inside: Gender work in industrial relations <i>Equality, Diversity an Inclusion: An International Journal</i> 31(4) (340-358)

Assessment

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	Formative Assignment 1	-	Wednesday 20 March 2013
1	Completed Essay Assignment #1	25	Wednesday 10 April 2013
2	Formative Assignment 2	-	Wednesday 1 May 2013
2	Completed Essay Assignment #2	25	Wednesday 15 May 2013
3	Formative Assignment 3	-	Wednesday 21 May 2013
3	Completed Essay Assignment #3	25	Wednesday 5 June 2013
4	Critical Reviews of the Literature	20	Various dates
5	Participation	5	Each Module
	TOTAL	100	

Essay Assignments

The **1st essay due Wednesday 10 April 2013** is to take the form of a theoretical critique—no more than 4,000 words in length— which

In his book Employment with a Human Face, John Budd contends that “Research in human resource management, industrial relations, and other disciplines as well as public debates should be grounded in the employment relationship objectives – the goals of employers, employees and also of society. These objectives are efficiency, equity and voice” (P13).

Discuss.

You should, in your discussion draw on the various paradigms of industrial relations, locating this assertion within those.

The **2nd essay due (15 May) and 3rd essay (5 June)** will be assigned later in the trimester and will be posted on Blackboard as well as discussed in class.

Critical Reviews (2 x 10% or 20% of the final grade)

Students will make **two (2) in-class presentations** during the term based on the lecture topic and readings for the given week in which the presentation is made. These presentations will each take the form of a critical review of the readings assigned for that module. Presentations should be at least 1 hour in duration and may take up to a maximum of 3 hours. The framing of issues covered in the student’s presentation must be grounded in the week's reading assignment but may also include material derived from outside sources and the student’s own research. The critical review incorporated in the presentation should include careful appraisal, assessment and engagement with those readings. The student should begin by constructing a question and framing the question within the literature. The student should then lay out the

issues that need to be addressed, identify the issue they plan to address, and then make an argument to support a particular perspective. A written outline of the presentation (including a list of any 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 1st class session. Students will be graded on the quality of their presentation and the critical arguments they make. Students will select the weeks and, therefore, topics for these critical reviews in the 2nd class session.

Penalties

- (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.

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.

- (iv) 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**.

Handing in Assignments

Completed HRIR 402 assignments are to be submitted **to the course coordinator in hard copy and also 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. 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/.

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 submitted to Turnitin. A copy of submitted materials will be retained 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.

Mandatory Course Requirements

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

- 1) attend all class sessions;
- 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.

Requirements will be posted on Blackboard or on the Mezzanine Floor Notice-board.

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

Course materials and information relating to this course will be posted on the Blackboard server (<http://blackboard.scs.vuw.ac.nz>). Any notices regarding changes to the course timetable or content will be raised during class and posted on the Blackboard server.

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.
