

School of Management
HRIR304 WORKPLACE INDUSTRIAL RELATIONS
Trimester 2, 2014
COURSE OUTLINE

COURSE COORDINATOR/LECTURER

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UNDERGRADUATE PROGRAMME COORDINATOR

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TRIMESTER DATES

Teaching Period: Monday 14th July – Friday 17th October

Study Period: Monday 20th October – Thursday 23rd October

Examination Period: Friday 24th October – Saturday 15th November (inclusive)

WITHDRAWAL FROM COURSE

1. Your fees will be refunded if you withdraw from this course on or before Friday 25th July 2014.
2. The standard last date for withdrawal from this course is Friday 26th September 2014. 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: Begin the week of July 14th
Thursdays 13:40 – 15.30 (GBLT 3)

Tutorials: Commence the week of July 28th

Times and opening of tutorial signups to be announced in the week of July 7th.

See **TUTORIAL SIGNUP** below.

This course also has a 3-hour final examination, to be scheduled during the exam period, which runs from Friday 24th October through Saturday 15th November.

CLASS REPRESENTATIVE

A class representative will be elected in the first class session, and that person's name and contact details will be 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.

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 304_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.

COURSE CONTENT

Contemporary employment relations policies and practices, both in New Zealand and internationally, place an increasing emphasis on the importance of workplace industrial relations. For that matter, conventional definitions of industrial relations typically refer to it as the study of the making and implementation of rules in the workplace, and the factors outside the workplace which influence this process. This course explores issues in workplace industrial relations and examines ways in which contemporary practice challenges traditional notions about the roles of employers, managers, employees and the institutions established for regulating the interactions between those parties. Key areas covered in this course include the changing nature of work and the employment relationship, employee well-being, employee voice mechanisms, high performance work practices, workplace learning and skill development, health and safety at work, and the importance of diversity and inclusion.

OVERALL COURSE OBJECTIVES

The course has four principal aims:

- to place workplace industrial relations in its wider legal, economic, and political environments;
- to provide an understanding of how work, the workforce, and workplaces in industrialised economies have changed over the past three decades;
- to provide an understanding of the ways in which workplace industrial relations are currently conducted and why workplace industrial relations have become increasingly important; and
- to provide an overview of current issues being faced in New Zealand workplaces.

COURSE LEARNING OBJECTIVES

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

- demonstrate a general knowledge of basic principles of workplace industrial relations, ethics and goals and objectives;
- demonstrate an understanding of the political and economic imperatives that affect workplace industrial relations;
- demonstrate a critical appreciation of the issues that shape workplace industrial relations;
- present a reasoned assessment and analysis of challenges faced in workplace industrial relations; and
- describe and critically evaluate workplace industrial relations practices in the New Zealand context.

EXPECTED WORKLOAD

One point should equate to 10 hours of work, which means a total of 150 hours for a 15-point course, which will typically be spread over a 15-week period (the 12 teaching weeks, mid-trimester break, study week and the examination period). Hence, a total of 150 hours of work is expected from students in this course. This consists of 24 hours of lectures, 7 hours of tutorials, and a further 119 hours spent reading, preparing assignments and studying for the final examination. Note, however, that time spent on work outside class has to be an estimate for an average student. Therefore, students can expect the workload to be approximately 10 hours per week, including both scheduled contact time (i.e., lectures and tutorials) and outside class. Students will note that required readings amount to an average of approximately fifty (50) printed pages per week.

PRESCRIPTION

This course explores issues in workplace industrial relations and examines ways in which contemporary practice challenges traditional notions about the roles of employers, managers, employees and trade unions.

COURSE DELIVERY

This course consists of 12 two-hour weekly lectures and 7 tutorial sessions, in which student participation is required.

This course is structured around a series of lectures, tutorials, 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.

TUTORIAL SIGNUP

HRIR 304 tutorials start the 3rd week of the course. Tutorial sign up will be done via S-CUBED Tutorial Signup System at <https://signups.victoria.ac.nz/>. Students will be sent an email advising them when and how to sign up. Note that this system is only signing up for tutorials and not for enrolling into courses. Placement into a tutorial will be strictly on a first-come-first-served basis. If you have not been able to sign yourself into a tutorial by the time signups close, please contact the Undergraduate Programme Coordinator by email ASAP. Confirmation of your tutorial group will be posted on Blackboard prior to the 1st tutorials.

GROUP WORK

While this course has a tradition of study group collaboration, elements in the assessment process are strictly individual. Students are encouraged to work in groups on tutorial cases and individual items of assessment; however, individually assessed items must be individual submissions. Collaboration on individual assignments is not allowed beyond general discussion as to how one might interpret the nature of the assignment question.

COURSE READINGS

There is no prescribed text for the course. A set of course readings will be provided to students enrolled in HRIR 304 during the first week of the term. These are the core resource for the lectures and tutorials. Links to additional resources and suggestions for further resources (books, journals, websites) will be provided on Blackboard throughout the term. Students are expected to consult the readings provided in the course materials. It will be assumed that students have undertaken any required reading prior to the Thursday lecture session, and lectures may include questions and opportunities for discussion based on the readings.

ASSESSMENT REQUIREMENTS

Assessment for this course consists of three components—(1) a guided online forum/discussion with peers, worth 20% of the total assessment; (2) an written assignment/essay, worth 30% of the total assessment; and (3) a three-hour final examination, which is worth 50% of the total assessment and will take place during the examination period following the end of the trimester. Although no marks are allocated for this, regular attendance in lectures and tutorials is expected of all students. *All three components must be completed to pass the course.*

Assignment	Title	% of Marks Available	Due Date
1	Online Forum/Discussion	20	Ongoing throughout the term
2	Written Assignment	30	02 October 2014, no later than midday
3	Examination	50	During Exam Period 24 Oct –15 Nov
	TOTAL	100	

WRITTEN ASSIGNMENT

Value: 30% of the final grade

Length: 2,500-3,000 words

Due: Thursday, 02 October 2014

This assignment is to be written as an *individual*, not group, piece of work. It should provide a critical analysis of a selected issue relating to workplace industrial relations. The topics will be provided in the first week of the course. You should address:

- the significance of the issue for workplaces (or a particular workplace);
- the main implications it raises;
- the range of perspectives on the issue; and
- the veracity or otherwise of these perspectives.

You should conclude with your own critical evaluation of the merits and significance of the arguments, and if relevant, make recommendations for future action.

The essay will count for 30% of your overall final grade. A guide to the marking criteria on which the essay will be assessed will be made available on Blackboard in the first week of the course.

Submitting Written Assignments for Assessment

Completed HRIR 304 assignments are to be submitted no later than midday/noon (NZ time) on the due date **to the HRIR 304 assignment box #13** on the Mezzanine Floor of Rutherford House **in hard copy**. Essay assignments (i.e., not case assignments) must also be submitted **electronically through Blackboard** *within 48 hours of the due date and time*.

Submitted essay assignments will be automatically checked for academic integrity by the electronic search engine www.turnitin.com. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. In addition, 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

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. Students are strongly advised to check with their lecturer if 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.

All ***hard-copy*** (i.e., not electronic or ‘soft’ copy) **submissions of assignment must have a cover sheet.** The cover sheet is in Annex A of this course outline. 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.

Note: 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 audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

ONLINE FORUMS

Students enrolled in HRIR 304 will be required to participate in regularly assigned online guided discussion with their peers. You are required to contribute to the threaded discussions at least once a fortnight and at least five (5) times overall. The purpose is to ensure that all students are actively engaged in the course, promote learning and interaction, reinforce learning from the workplace report, prepare students for the exam and, if necessary, to identify students any who are not engaged, and who need to be referred on to any appropriate support services.

Questions to be addressed in the online discussion will be posted on the Blackboard site for HRIR 304 under ‘Course Tools / Blogs’. These discussions are an integral part of the course and will constitute 20% of your final grade in HRIR 304.

Why have forums?

An important way to learn online is by participating in forums or online discussion threads where students interact through a series of blog posts about a particular topic. Students can communicate their insights and thoughts in a threaded discussion pertaining to a topic, as well as learn from one another in the process. Threaded discussions are also a means for the instructor to identify whether or not a student comprehends required reading assignments. Forums include instructor-generated questions and student-to-student interaction.

Forums are intended to foster interaction and collaboration for the purpose of gaining a deeper understanding and mastery of the course content. Moreover, online communication and social networks are rapidly becoming the new medium of collaboration in the modern-day workplace. As this course is grounded, in part, in practical application, the forums are designed to simulate a common workplace function.

You may already be familiar with online forums. If you have joined an online conversation in a social network, such as Facebook, or made comments or replies on a web site or a blog - you have participated in a forum. Forums in this class are different from those examples, because the format is more structured than a forum open to anyone on the Internet.

Forums in HRIR 304 have:

- *Defined membership* - Students enrolled in HRIR 304 and assigned to a particular tutorial group.
- *Time boundaries* – The forum opens and closes on a set date and time.
- *Limited topics* – The instructor chooses the topic of discussion and poses questions to get the conversation started. Students are encouraged to pose their own questions after the discussion has begun.
- *Rules* – There are clear rules about how to conduct the conversation – similar to norms or ground rules in face-to-face classroom participation.
- *Evaluation* – Participation in a forum is evaluated and graded.

Assessment of Online Forums

The best blog posts are both informative and educational. For this reason, assessment of the student’s participation in online forums will be based depth of content, relevance and responsiveness to other students’ contributions. The main thing your instructor will be looking for, however, is evidence of your powers of critical analysis and synthesis. This might be:

- Challenging a point of view/ putting forward a new perspective;

- Relating the theory to one's experience;
- Offering support for a position based on the literature; and
- Contributing to peers' understanding.

In this regard, huge slabs of text cut-and-pasted from web sites are not likely to earn you high marks, nor will "Me too!" or "I agree!" responses.

Forums will be evaluated on a scale from minimally adequate to exceptional, with more typical responses being in the good to excellent range. Forums are evaluated based on:

- How often you participated. Signing on three times to interact with other students regarding one of the questions is *minimally* adequate, whereas more extensive participation earns you more marks.
- Was your participation interactive? Remember, this is a discussion – it is better to demonstrate understanding of the ideas of others before going on to your own opinion than to just "splash" your own ideas onto the page and never really interact with others.
- Were your comments thoughtful and based on the readings? Did they reflect an accurate understanding of the material being discussed or were they riddled with errors regarding the course material.
- Were your opinions backed up with personal experience or other types of evidence? Did you draw on readings from other courses, current news, or online sources of information in a manner that contributes to the discussion?
- Were your comments expressed clearly and appropriately? Do they show mastery of persuasive written English? *Please do not 'vent' in these forums; be courteous of others who will be reading your comments.*

Note that plagiarism rules are enforced for the discussion board (as is, of course, the case for other assessment items in this and other courses). Where students participate in class activities such as online discussions, they will be expected to do so without discrimination based on gender, ethnic background, race, sexuality, pregnancy or any other ground proscribed under the *Employment Relations Act 2000* and the *Human Rights Act 1993*, and to avoid unacceptable remarks or behaviour.

Further details will be provided in lecture and on Blackboard for HRIR 304 in the first week of the term.

ASSESSMENTS

FROM TRIMESTER 1, 2014, A REVISED ASSESSMENT HANDBOOK WILL APPLY TO ALL VUW COURSES: SEE <http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>.

IN PARTICULAR, THERE WILL BE A NEW GRADE SCHEME, IN WHICH THE A+ RANGE WILL BE 90-100% AND 50-54% WILL BE A C-.

The following broad indicative characterisations of grade will apply in grading assignments and the exam:

Pass

A+	90%–100%	Outstanding performance
A	85%–89%	Excellent performance
A-	80%–84%	Excellent performance in most respects
B+	75%–79%	Very good performance
B	70%–74%	Good performance
B-	65%–69%	67 Good performance overall, but some weaknesses
C+	60%–64%	62 Satisfactory to good performance
C	55%–59%	57 Satisfactory performance
C-	50%–54%	52 Adequate evidence of learning

Fail

D	40%–49%	45 Poor performance overall, some evidence of learning
E	0–39%	20 Well below the standard required

- K Fail due to not satisfying mandatory course requirements, even though the student's numerical course mark reached the level specified for a pass.
- P Overall pass (for a course classified as Pass/Fail)
- F Fail (for a Pass/Fail course)

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.

If you cannot complete an assignment or sit the examination, refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat.

MANDATORY COURSE REQUIREMENTS

In addition to obtaining an overall course mark of 50 or better, students are required to:

- a. attend at least 5 of 7 tutorials;
- b. submit a hardcopy of the one graded *individual* assignment (i.e., the written assignment/essay) no later than 7 days after the due date;
- c. submit an electronic copy of the one graded *individual* assignment (i.e., the written assignment/essay) through Blackboard no later than 7 days after the due date;
- d. contribute to the online guided threaded discussions with their peers at least once a fortnight and at least five (5) times overall.
- e. obtain at least 40 percent (20 marks) of the total (50 marks) available on the examination.

Penalties

Late assignments are to be handed in at **Level 10 Reception, RH 1022**, during Reception Desk hours, **9am till 5pm Monday to Friday during term time**. An Administrator or Duty Receptionist will stamp the assignment with the date and time. Late assignments that do not have **the time and date and signed by** the Administrator for the course or Duty Receptionist, will incur late penalties from the time the Administrator receives it. Assignments left on the Reception Counter, or slid under the door of the Reception 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.

Penalties – for Lateness

- (i) In fairness to other students, work submitted after any deadline will incur a penalty for lateness. **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). **Closed University days, Saturdays, Sundays and public holidays** will be included when counting the number of days late. An assignment late day begins from the time the assignment is due. 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 **Undergraduate Programme Manager** providing documentary evidence of the reasons of their circumstances.

- (iv) All such applications must be made **before** the deadline and be accompanied by documentary evidence, e.g. 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.
- (v) 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 **Undergraduate Programme Manager** as soon as possible, and make application for waiver of a penalty as soon as practicable.
- (vi) Word limits should be adhered to, especially so when they provide a guide to limiting the student's coverage of a topic and the intended assignment work load. You are strongly advised to adhere to the word limit so as to keep your workload at a manageable level. Any material that is above the word limit may not be taken into account by the marker. Your marker will simply stop at the maximum words for the assignment and you will receive the appropriate grade.

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%. 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.

GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar or go to <http://www.victoria.ac.nz/home/about/policy>.

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study.

Find out about academic progress and restricted enrolment at <http://www.victoria.ac.nz/home/study/academic-progress.aspx>.

The University's statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the Calendar webpage at <http://www.victoria.ac.nz/home/study/calendar.aspx> (See Section C).

Further information about the University's academic processes can be found on the website of the Assistant Vice-Chancellor (Academic) at www.victoria.ac.nz/home/about_victoria/avcadademic/default.aspx.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

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

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

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

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

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

Find out more about plagiarism, and how to avoid it, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>.

MANAAKI PIHIPHINGA PROGRAMME

Manaaki Pihipihinga is an academic mentoring programme for undergraduate Māori and Pacific students in the Faculties of Commerce & Administration, and Humanities & Social Sciences. Sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade (back courtyard), Room 109D, and Room 210, Level 2, Railway West Wing. There is also a Pacific Support Coordinator who assists Pacific students by linking them to the services and support they need while studying at Victoria. Another feature of the programme is a support network for Postgraduate students with links to Postgraduate workshops and activities around Campus.

For further information or to register with the Manaaki Pihipihinga Programme, go to http://www.victoria.ac.nz/st_services/mentoring/

FACULTY OF COMMERCE AND ADMINISTRATION (FCA) OFFICES

Student enquiries should initially be directed to the counter located on the Ground Floor of Rutherford House at the Pipitea Campus. An office for the Faculties of Commerce and Administration, Education, and Law, dealing with administration for students taking courses taught at the Kelburn campus, is located on the Ground Floor of the Easterfield Building on Kelburn Parade. Opening hours are listed at <http://www.victoria.ac.nz/fca/studenthelp/counter.aspx>.

For information on the following topics, go to the FCA Student and Academic Services website at <http://www.victoria.ac.nz/fca/studenthelp/>:

- Course Advice
- Academic Transcripts
- Change of Course
- Examination Rules
- Degree Audits
- Transfer of Credits
- Certificate of Proficiency Enrolment (COP)
- Thesis Enrolment and Examination
- PhD Registration
- Conferment of Qualifications
- General Enquiries

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.

HRIR 304 LECTURE SCHEDULE—2ND TRIMESTER 2014

Week	Date	Topic	Readings
1	17 July	Objectives of Workplace Industrial Relations	Budd, J. (2004) 'The objectives of the employment relationship', in J.W. Budd, <i>Employment with a Human Face</i> , Ithaca: Cornell University Press. Keep, E. (2013) <i>Opening the 'Black Box': The Increasing Importance of a Public Policy Focus on What Happens in the Workplace</i> . Glasgow: Skills Development Scotland, 31 pages.
2	24 July	Dynamics of New Zealand Workplaces Guest Lecturer: Dr Geoff Plimmer	Spoonley, P & Davidson, C (2004). 'The changing world of work', in P. Spoonley, A. Dupuis, & A. de Bruin (Eds.), <i>Work & working in twenty-first century New Zealand</i> (Palmerston North: Dunmore), pp. 17-40. Ryan R (2008) <i>Why Workplaces Matter: The Role of Workplace Practices in Economic Transformation</i> , Athena Research for the Department of Labour: Wellington. Ryan, R & Markey, R 'What Do We Know About New Zealand workplaces?' Fourteenth Conference on Labour, Employment and Work, Victoria University Wellington, 30 November-1 December 2010.
3	31 July	Flexible Workplaces & Flexible Working Guest Lecturer: Dr Noelle Donnelly	Kelliher C & Anderson D (2010) 'Doing more with less? Flexible working practices and the intensification of work' <i>Human Relations</i> 63(1):83-106. Storey, J, Quintas, P, Taylor, P, & Fowle, W (2002) 'Flexible employment contracts and their implications for product and process innovation,' <i>The International Journal of Human Resource Management</i> , 13(1):1-18. Statistics New Zealand (2014) <i>Flexibility and Security in Employment: Findings from the 2012 Survey of Working Life</i> (Wellington: New Zealand Government), 29 pages.
4	7 August	Changing Nature of Work & Employment	Spoonley, P (2004) 'Is non-standard work becoming standard? Trends and issues', <i>New Zealand Journal of Industrial Relations</i> 29(3): 3-24. Baines, J, Newell, J and Taylor, N (2004). 'Multiple Job Holding in New Zealand: A Growing Presence in New Zealand's Labour Markets, 20-Year Trends', Eleventh Conference on Labour, Employment and Work in New Zealand (Wellington, Victoria University of Wellington, 21-22 November). Dixon, Sylvia (2011) 'Temporary employment and the quality of temporary jobs', <i>New Zealand Journal of Employment Relations</i> , 36(1) 2011: 1-20.
5	14 August	Employee Voice & Workplace Democracy	Johnson, P (2006) 'Whence democracy? A review and critique of the conceptual dimensions and implications of the business case for organizational democracy', <i>Organization</i> 13(2):245-274. Van Buren, H, & Greenwood, M (2008) 'Enhancing employee voice: Are voluntary employer-employee partnerships enough?' <i>Journal of Business Ethics</i> 81:209-221 Budd, J, Gollan, P, & Wilkinson, A (2010) 'New approaches to employee voice and participation in organizations', <i>Human Relations</i> 63(3):303-310.

Week	Date	Topic	Readings
6	21 August	Work-Life Balance & Employee Wellbeing	<p>Yasbek, P (2004) 'The business case for firm-level work-life balance policies: A review of the literature' (Wellington: Labour Market Policy Group, Department of Labour), 25 pages.</p> <p>Fursman, L, & Zodgekar, N (2009) 'Making it work – The impacts of flexible working arrangements on New Zealand families,' <i>Social Policy Journal of New Zealand</i> 35(1):43-54.</p> <p>Ravenswood, K (2008) 'The role of the state in family-friendly policy: An analysis of Labour-led government policy,' <i>New Zealand Journal of Employment Relations</i> 33(3):34-44.</p>
7	11 September	High Performance Work Systems	<p>Tamkin, P (2004) <i>High Performance Work Practices</i> (Brighton: Institute of Employment Studies), 16 pages.</p> <p>Sparham, E. and Sung, J. (2007) <i>High Performance Work Practices: Work Intensification or 'Win-win'?</i> CLMS Working Paper No 50 (Centre for Labour. Market Studies, University of Leicester), 17 pages.</p> <p>Boxall, P & Macky, K (2010) 'High-performance work systems and employee well-being in New Zealand'. In J. Bryson (Ed.). <i>Beyond Skill: Institutions, Organisations and Human Capability</i>. Palgrave Macmillan, pp. 127-153.</p>
8	18 September	Vocational Education & Training in New Zealand	<p>Elkin, G (1998) "New Zealand human capital development and structural reform," <i>International Journal of Training and Development</i> 2(1):42-60</p> <p>Abbott, M and Doucouliagos, H (2004), <i>A Long-run Appraisal of the Economics of Government-provided Tertiary Education and Training in New Zealand</i>, Occasional Paper No 2 (Auckland: Centre for Research in International Education), 34 pages.</p> <p>Strathdee, R (2003) 'The <i>third way</i> and vocational education and training in New Zealand,' <i>Journal of Educational Enquiry</i> 4(1):31-48.</p>
9	25 September	Workplace Learning & Skill Development	<p>Keep, E (2013) 'Education skills and empowering the individual.' Paper presented at a public seminar at Cardiff University by Prof. Ewart Keep, SKOPE, Department of Education, University of Oxford (February), 35 pages.</p> <p>Raddon, A. and Sung, J (2006), <i>The Role of Employers in Sectoral Skills Development: International Approaches</i>. CLMS Working Paper No 49 (Centre for Labour. Market Studies, University of Leicester), 20 pages.</p> <p>Short, T & Harris, R (2010) 'Challenges in aligning workplace learning with business goals: A perspective from HRD professionals in New Zealand'. <i>Australian Journal of Adult Learning</i>, Vol. 50, No. 2, Aug 2010: 358-386.</p>
10	2 October	Regulating Occupational Health & Safety	<p>Gunby, P (2011) 'How bad is the state of occupational fatalities in New Zealand,' <i>New Zealand Journal of Employment Relations</i> 36(1):35-51.</p> <p>Department of Labour (2009), <i>Keeping Work Safe - The Department of Labour's Policy on Enforcing the Health and Safety in Employment Act 1992</i>, Wellington, April, 19 pages.</p> <p>Peace, C. (2013) 'Everything changes, nothing changes? The likely effect of new health and safety legislation on building and construction organisations.' Paper presented at the Building & Construction Law Conference 2013 (Auckland: Lexis Nexis), 8 pages.</p>

Week	Date	Topic	Readings
11	9 October	Ensuring Health & Safety in the Workplace	<p>Lamm F (2010) 'Participative and productive employment relations: The role of health & safety committees and worker representatives' in <i>Employment Relationships: Workers, Unions and Employers in New Zealand</i>, Rasmussen E, Auckland, Auckland University Press.</p> <p>Massey, C, Lamm, F, Perry, M (2007), <i>How Health and Safety Makes Good Business Sense</i>, Department of Labour, Wellington, August, 38 pages.</p> <p>Ministry of Business, Innovation & Employment and Institute of Directors of New Zealand Inc (2013) <i>Good Governance Practices Guideline for Managing Health and Safety Risks</i> (Wellington: New Zealand Government), 30 pages.</p>
12	16 October	Diversity, Inequality and Inclusion at Work	<p>Ongley, P (2013) 'Work and inequality in neoliberal New Zealand', <i>New Zealand Sociology</i> 28(3):136-163</p> <p>Geare, A, & Edgar, F (2007) 'Equal employment opportunities', in <i>Employment Relations New Zealand and Abroad</i> Dunedin, Otago University Press, pp. 207-214.</p> <p>Reilly, A (2012) 'Equality and family responsibilities: a critical evaluation of NZ law'. <i>New Zealand Journal of Industrial Relations</i> 37(1) 161-166.</p>