

School of Management

HRIR304 WORKPLACE INDUSTRIAL RELATIONS

Trimester 2, 2015

COURSE OUTLINE

Names and Contact Details

COURSE COORDINATOR/LECTURER

Carol Jess

Room: RH1032, Rutherford House

Email: carol.jess@vuw.ac.nz

COURSE TUTOR

Amie Parker

Email: amiejcp@gmail.com

ADMINISTRATOR

Ina Yoo

Room: RH1022, Rutherford House

Phone: 463 5358

Email: ina.yoo@vuw.ac.nz

UNDERGRADUATE PROGRAMME COORDINATOR

Garry Tansley

Room: RH 915, Rutherford House

Phone: 463 6968

Email: garry.tansley@vuw.ac.nz

Trimester Dates

Teaching Period: Monday 13th July – Friday 16th October

Study Period: Monday 19th October – Thursday 22nd October

Examination Period: Friday 23rd October – Saturday 14th November (inclusive)

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 24th July 2015.
2. The standard last date for withdrawal from this course is Friday 25th September. 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' form including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks or [online](#).

Class Times and Room Numbers

Monday 1.40pm - 3.30pm

Location RHLT2, Rutherford House, Lecture Theatre 2

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.

Group Work

While this course has a tradition of study group collaboration, all 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.

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 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.

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. .

Readings

There is no prescribed text for the course. The required readings will be provided to students enrolled in HRIR 304 through Blackboard during the first week of 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

The Assessment Handbook will apply to all VUW courses: see

<http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>.

Assessment for this course consists of three components—(1) guided online forum/discussions with peers, worth 20% (5% each) of the total assessment; (2) a 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	Share of Marks Available	Due Date
1	Online Discussion Forums (4 in total, 5% each)	20%	1. Tuesday 4 August, 5pm 2. Tuesday 8 September, 5pm 3. Tuesday 22 September, 5pm 4. Tuesday 6 October, 5pm
2	Essay Assignment	30%	Friday 2 October 2015 midday
3	Examination	50%	During Exam Period 23 Oct – 14 Nov
	Total	100%	Final marks will be posted in the fortnight following the exam period

ESSAY ASSIGNMENT

Value: 30% of the final grade

Length: 3,000-3,500 words

Due: Friday 2 October 2015, in hardcopy, no later than midday

(An electronic copy of this assignment is due no later than midday on Saturday, 3 October 2015.)

Students should select one of the following topics on which to write their essay: •

1. 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.
2. Two of the most important features of the post-arbitration and award landscape of industrial relations in New Zealand have been an increasing shift in emphasis from tripartite to bipartite mechanisms for resolving employment relations problems and a concomitant tendency towards decentralisation. Both trends have important implications for workplace industrial relations in New Zealand. Critically evaluate those implications and, more generally, critically evaluate the role of government in ensuring a balance between equity, voice and efficiency in the workplace.

This essay assignment is to be written as an **individual**, not group, piece of work. It should provide a critical analysis of the selected topic. You should address:

- the significance of the issue for workplaces;
- 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. Essay style answers are expected (introduction – main body – conclusion). Appropriate referencing is required. A guide to the marking criteria on which this essay assignment will be assessed is found at the end of this course outline.

The ability to write in an economical style is a valuable skill and therefore word limits should be strictly adhered to. Submitted assignments which fall outside of this range will be penalised. The word limit is inclusive of tables, figures and appendices but exclusive of the list of references.

Submitting Written Assignments for Assessment

Completed HRIR 304 essay assignments are to be submitted no later than midday/noon (NZ time) on the due date **to the HRIR 304 assignment box (#11)** 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*.

Assignments received after the due time will be deemed to be late, and must be submitted to the School of Management Reception Desk on Level 10 Rutherford House, where your assignment will have the time, date and signature noted on the front cover by the person receiving it. *See below for Reception Desk hours*.

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.

ONLINE DISCUSSION FORUMS

Value: 20% of the final grade (participation in four discussion forums, worth 5% each)

Length: 250-300 words

Contribution to online discussions is crucial to the learning process on this course. The discussion topics provide an opportunity to share and test your ideas with your peers. The aim is to develop some thoughtful reflection on your own and others' application and evaluation of workplace industrial relations theory, concepts and frameworks. You may draw on personal experience or other examples to illustrate your points.

Students enrolled in HRIR 304 will be required to participate in four (4) online guided discussions with their peers. The purpose is to ensure that all students are actively engaged in the course, promote learning and interaction, reinforce learning, 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.

Students will be assigned to an online discussion group and will be able to access the online discussions from 5pm on Tuesday, July 28th. Students will not be able to post entries after the deadline and *no late responses will be considered*.

Questions to be addressed and the closing dates for online discussions are as follows:

Online Discussion 1: Closes 5pm on Tuesday August 4

What is the status and role of management in the democratic workplace?

Online Discussion 2: Closes 5pm on Tuesday August 18

How and why does the way people are managed and treated in the workplace contribute to the overall performance of the organisation?

Online Discussion 3: Closes 5pm on Tuesday August 15

What is the relationship between skill development, empowerment and workplace productivity?

Online Discussion 4: Closes 5pm on Tuesday October 6

If organisations invest in workplace health and safety, how does this contribute to their performance and productivity?

Why have online discussion 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 online discussion forums in HRIR 304 are designed to simulate a common workplace function.

You may already be familiar with online discussion forums or blogs. 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 online discussion forum. Online discussion forums in this class are different from those examples, because the format is more structured than a forum open to anyone on the Internet.

Online discussion forums in HRIR 304 have:

- *Defined membership* - Students enrolled in HRIR 304 and assigned to a particular online discussion 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 Discussion Forums

Online discussions are an integral part of the course and will constitute 20% (5% each) of the student's final grade in HRIR 304. *A marking sheet outlining the specific marking criteria for the online discussion forums is provided at the end of this course outline.* To summarise these criteria, each student's participation in online discussion forums will be evaluated based on the following:

- How often you participated. Signing on to an online forum on a single occasion without contributing to the discussion is *unsatisfactory*, 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 course 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.*

The best posts in online discussion forums are both informative and educational. For this reason, assessment of the student's participation in online discussion forums will be based in large measure on the depth of content, relevance and responsiveness to other students' contributions. Online discussion forums will be evaluated on a scale from unsatisfactory to excellent, with more typical responses being in the satisfactory to excellent range. The main thing the marker will be looking for 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.

To this end, 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. Also 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).

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 10% 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 (tbc)**.
- (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**, 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.

Remarking

Every attempt is made to ensure that the marking is consistent across tutors and fair to students. Students may ask for their written work to be remarked. A different tutor will do the remarking and provide comments.

For marks: 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.

For grades: If the grade differs by one grade then the highest grade is taken. If the grade differs by more than one grade then the assignment is marked by a third marker and the average grade is taken. Experience from previous years is that almost all remarks are within 10% or one grade. Occasionally there is a significant shift in the mark or grade. Application for remarks must be made within 14 days after the assignments or marks are made 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. You must provide academic reasons on why you think the mark does not, in your view, fairly reflect the quality of your work. Your assignment will only be reconsidered on the points you raised. Complete remarks will not be undertaken. Hand this with your assignment into the following place:

- Pipitea Campus – the Reception Desk on Level 10 Rutherford House where your assignment will have the **time, date and signature** noted on the front cover by the person receiving it.

Allow a minimum of 5 days for remarks to be completed.

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.

Examinations

Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period. The final examination for this course will be scheduled at some time during the following period:

Friday 23rd October – Saturday 14th November (inclusive)

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 each of the four (4) online guided threaded discussions with their peers.
- e. obtain at least 40 percent (20 marks) of the total (50 marks) available on the examination.

If you cannot complete an assignment or sit a test or examination, refer to

www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

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 about the course will be communicated via Blackboard throughout the term.

Student feedback

Student feedback on University courses may be found at

www.cad.vuw.ac.nz/feedback/feedback_display.php

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.

ANNEX A

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



School of Management

HRIR 304 Individual Assignment Cover Sheet

Name: _____ Student ID: _____

Course Coordinator's Name: _____

Date Due: _____ Date Submitted: _____

*I have read and understood the university policy on Academic Integrity and Plagiarism.
I declare this assignment is free from plagiarism.*

Signed: _____

Extension of the due date (*if applicable*)

Please attach a copy of the note authorising your extension.

Date extension applied for: _____

Extension granted until: _____

Extension granted by: _____

ANNEX B

TE WHARE WANANGA O TE UPOKO O TE IKA A MAUI



School of Management

HRIR304

Request for re-examination of assessed work

	Assessment affected: <i>e.g. Assignment</i>	
Student ID: _____	Name as it appears in your enrolment _____	Tutorial No: _____ Tutor's Name: _____ Tutorial Day and Time: _____
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.

Signature: _____ Date: _____

HRIR 304 Workplace Industrial Relations
Trimester 2 2015
Essay Assignment Marking Sheet

Assessment method: Assessment of this assignment is based on the criteria below. The marks allocation column shows the approximate weighting that will be given to different aspects of the report. Ticks have been placed in the relevant columns to provide feedback about each element of the essay.

<i>Criterion</i>	<i>Marks Allocation</i>	<i>Unsatisfactory</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Excellent</i>
Identification: How well does the essay writer provide a clear definition of the issue(s) under investigation?	5%				
Initial Overview: How well does the writer describe the significance of the issue(s) to workplace industrial relations, and how well is the case for the impact of the issue(s) made?	10%				
Literature Review: How well does the essay writer identify, summarise and reference relevant literature?	20%				
Analysis: How well does the essay writer provide a thorough interpretation or explanation of the information considered in the initial overview?	25%				
Application: How well is theory applied to the issue under study?	20%				
Conclusions: How well are findings drawn from the literature review and analysis of the issue(s)?	10%				
Technical features: Does the essay include accurate referencing, spelling, grammar, punctuation, and sentence construction?	10%				

**HRIR 304 Workplace Industrial Relations
Trimester 2 2015
Discussion Forum Marking Sheet**

Assessment method: Assessment of this assignment is based on the criteria in the first column below. Ticks have been placed in the relevant cell of each row to provide feedback about the student's success in meeting each criterion.

<i>Criteria</i>	<i>Unsatisfactory</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Excellent</i>
Content Contribution	Posts information that is off-topic, incorrect, or irrelevant to the discussion.	Contributes information that is factually correct but does not add substantively to the discussion.	Contributes valuable information that is factually correct and adds substantively to the discussion, but does not advance discussion.	Contributes to discussion with clear, concise comments which are factually correct, reflective and which advance discussion.
Subject Knowledge	Fails to demonstrate or articulate subject knowledge or understanding of relevant issue(s)	Demonstrates and articulates limited subject knowledge and understanding of relevant issue(s)	Demonstrates and articulates general subject knowledge and understanding of the key issue(s)	Demonstrates and articulates exceptional subject knowledge and understanding of the key issue(s)
Critical Analysis	Shows little or no evidence of knowledge and understanding of course content.	Summarizes but fails to analyse relevant issues or demonstrates a novice level of understanding of the course content.	Summarizes and critically analyses relevant issues and demonstrates a fair understanding of the course content.	Summarises and critically analyses relevant issues and demonstrates knowledge and clear understanding of the course content.
References and Supporting Evidence	Includes no references or supporting evidence from personal experience.	Uses personal experience, but no references to course readings	Incorporates some references from course readings and the broader literature or personal experience.	Uses references to literature, course readings, or personal experience to support comments.
Support of Learning	Fails to interact with and support the learning of others	Sometimes interacts with and supports the learning of others	Frequently interacts with and supports the learning of others	Always interacts with and supports the learning of others
Mechanics	Posts unorganized or rude content that contains multiple grammatical or spelling errors or may be inappropriate.	Communicates in friendly, courteous and helpful manner with significant grammatical or spelling errors.	Communicates in friendly, courteous and helpful manner with minor grammatical or spelling errors.	Communicates in friendly, courteous and helpful manner, and posts are free of grammatical or spelling errors.

General comment:

Mark (out of 5): _____

HRIR304 Trimester 2 2015 – Course Timetable

Week	Date	Topic	Reading	Other
1	13 Jul	What is 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. McAndrew, I (2010) "The Employment Institutions" in Rasmussen, E <i>Employment Relationships: Workers, Unions and employers in New Zealand</i> Auckland, Auckland University Press	
2	20 Jul	Ideas of workplace democracy and voice – from industrial democracy to HRM (and back?)	Geare AJ & Edgar FJ (2007) 'Employees and their organisations' in <i>Employment Relations New Zealand and Abroad</i> Dunedin: Otago University Press (51-76) Wilkinson, A., Dundon, T., Marchington, M. and Ackers, P. (2004) "Changing Patterns of Employee Voice: Case Studies from the UK and Republic of Ireland" <i>Journal of industrial relations</i> 46(3): 298-321 Haynes, P (2005) Filling the Vacuum? Non-union employee voice in the Auckland hotel industry" <i>Employment Relations</i> 2005: 27, 3 (259-267)	
3	27 Jul	Dynamics of New Zealand Workplaces	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.	Tutorial 1
4	3 Aug	Diversity, Inequality and Inclusion at Work	Ongley, P (2013) 'Work and inequality in neoliberal New Zealand', <i>New Zealand Sociology</i> 28(3):136-163 Geare, A, & Edgar, F (2007) 'Equal employment opportunities', in <i>Employment Relations New Zealand and Abroad</i> Dunedin, Otago University Press, pp. 207-214. 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.	Tutorial 2 Online discussion 1
5	10 Aug	Work-Life Balance & Employee Wellbeing	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). 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. 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.	Tutorial 3
6	17 Aug	Flexible Workplaces & Flexible Working	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. Donnelly N, Proctor-Thompson S, Plimmer G, (2012) "The role of 'voice' in matters of choice: Flexible work outcomes for women in the NZ public services" <i>Journal of Industrial Relations</i> 54(2) 182-203 Statistics New Zealand (2014) <i>Flexibility and Security in Employment: Findings from the 2012 Survey of Working Life</i> (Wellington: New Zealand Government).	Online discussion 2
Mid trimester break 22 August – 6 September				
7	7 Sept	Flexible Labour Force	Spoonley, P. (2004) 'Is non-standard work becoming standard? Trends and issues', <i>New Zealand Journal of Industrial Relations</i> 29(3): 3-24. Dixon, Sylvia (2011) <i>Temporary employment and the quality of temporary jobs</i> <i>New Zealand Journal of Employment Relations</i> , 36(1) 2011: 1-20	Tutorial 4
8	14 Sept	Precarious work	New Zealand Council of Trade Unions (2013) <i>Under Pressure: A detailed report into insecure work in New Zealand</i> Wellington New Zealand Wilson, M., (2013) <i>Perspectives, Precarious Work: The Need for a New</i>	Online Discussion 3

			Policy Framework Whitlam Institute, Sydney	
9	21 Sept	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).</p> <p>Raddon, A. and Sung, J (2006), The Role of Employers in Sectoral Skills Development: International Approaches. CLMS Working Paper No 49 (Centre for Labour Market Studies, University of Leicester).</p> <p>Short, T & Harris, R (2010) 'Challenges in aligning workplace learning with business goals: A perspective from HRD professionals in New Zealand'. Australian Journal of Adult Learning, Vol. 50, No. 2, 7Aug 2010: 358-386.</p>	Tutorial 5
10	28 Sept	Regulating Occupational Health & Safety	<p>Gunby, P (2011) 'How bad is the state of occupational fatalities in New Zealand,' New Zealand Journal of Employment Relations 36(1): 35-51.</p> <p>Department of Labour (2009), Keeping Work Safe - The Department of Labour's Policy on Enforcing the Health and Safety in Employment Act 1992, Wellington, April.</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).</p>	Tutorial 6 Essay assignment due 2 Oct
11	5 Oct	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 Employment Relationships: Workers, Unions and Employers in New Zealand, Rasmussen E, Auckland, Auckland University Press.</p> <p>Massey, C, Lamm, F, and Perry, M (2007), How Health and Safety Makes Good Business Sense, Department of Labour, Wellington, August.</p> <p>Ministry of Business, Innovation & Employment and Institute of Directors of New Zealand Inc (2013) Good Governance Practices Guideline for Managing Health and Safety Risks (Wellington: New Zealand Government).</p>	Tutorial 7 Online discussion 4
12	12 Oct	Future trends in workplace IR Course review		