

School of Management

HRIR304

WORKPLACE INDUSTRIAL RELATIONS

Trimester 2, 2016

COURSE OUTLINE

PRESCRIPTION

This course explores issues in workplace employment 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 employment relations, ethics and goals and objectives;
- demonstrate an understanding of the political and economic imperatives that affect workplace employment relations;
- demonstrate a critical appreciation of the issues that shape workplace employment relations;
- present a reasoned assessment and analysis of challenges faced in workplace employment relations; and
- describe and critically evaluate workplace employment 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 employment relations. For that matter, conventional definitions of employment 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 employment 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 wellbeing, employee voice mechanisms, high performance work practices, workplace learning and skill development, health and safety at work, and the importance of diversity and inclusion.

TRIMESTER DATES

Teaching Period: Monday 11th July – Friday 14th October

Study Period: Monday 17th October – Thursday 20th October

Examination Period: Friday 21st October – Saturday 12th November (inclusive)

WITHDRAWAL FROM COURSE

1. Your fees will be refunded if you withdraw from this course on or before Friday 22nd July 2016.
2. The standard last date for withdrawal from this course is Friday 23rd September 2016. 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 or [online](#).

COURSE COORDINATOR

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LECTURERS

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CLASS TIMES AND ROOM NUMBERS

Lectures: Commence Thursday July 14th
Thursdays 16:40 - 18:30 (RHLT2)

Tutorials: Commence Tuesday, July 26th
Group A Tuesdays 13:40 – 14:30 (RWW126)
Group B Tuesdays 15:40 – 16:30 (GBG07)
Group C Tuesdays 16:40 – 17:30 (GBG07)
Group D Tuesdays 17:40 – 18:30 (GBG07)

See TUTORIAL SIGNUP below.

This course also has a 3-hour final examination, to be scheduled during the exam period, which runs from Friday 21st October through Saturday 12th November.

COURSE DELIVERY

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

READINGS

There is no prescribed text for the course. 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.

MANDATORY COURSE REQUIREMENTS

In addition to achieving an overall pass mark of at least 50%, students must:

- attend at least 5 of 7 tutorials, as tutorial participation, which is required, is not feasible if you don't attend tutorials;
- submit both a hardcopy and an electronic copy of the one graded *individual* assignment (i.e., the written assignment/essay) no later than 7 days after the due date, as the penalty for assignments submitted 7 days or more beyond the due date effectively amounts to a failing grade on that item of assessment; and
- contribute to each of the four (4) online guided threaded discussions with their peers, as online discussion forums are an essential component of this course.

If you believe that exceptional circumstances may prevent you from meeting the mandatory course requirements, contact the Course Coordinator for advice as soon as possible. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/home/study/examsandassessments/aegrotat.

EXPECTED WORKLOAD

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.

ASSESSMENT REQUIREMENTS

The Assessment Handbook will apply to all VUW courses: see <http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>.

Assignment	Title	Share of Marks Available	Due Date
1	Online Discussion Forums (4 in total, 5% each)	20%	1. Monday, August 8 th , 5pm 2. Monday, September 5 th , 5pm 3. Monday, September 19 th , 5pm 4. Monday, October 3 rd , 5pm
2	Essay Assignment	30%	October 6 th , no later than midday
3	Examination	50%	During Exam Period Oct 21 st – Nov 12 th
	Total	100%	Final marks will be posted in the fortnight following the exam period

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.

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 21st October – Saturday 12th November (inclusive).

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

- a. 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.
- b. 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.
- c. 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.
- d. 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.
- e. 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.
- f. 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.

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.

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, and include all of the information noted above in the subject line when communicating with any of those named above who are associated with this course. 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.

OVERALL COURSE OBJECTIVES

The course has four principal aims:

- to place workplace employment 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 employment relations are currently conducted and why workplace employment relations have become increasingly important; and
- to provide an overview of current issues being faced in New Zealand workplaces.

TUTORIAL SIGNUP

HRIR 304 tutorials start the 3rd week of the course. The sign-up for tutorials is through myAllocator. More information about tutorial sign-up and the log on link is on tutorial sign-up web page: <http://www.victoria.ac.nz/students/study/timetables/tutorial-sign-up>. You will be advised by email when this is open and then you use your MyVictoria username and password to log on and then click on course link. If you have not been able to sign up by the end of the first week of the course please contact the Undergraduate Programme Manager, garry.tansley@vuw.ac.nz.

ESSAY ASSIGNMENT

Value: 30% of the final grade

Length: 3,000-3,500 words

Due: Thursday, 06 October 2016, in hardcopy, no later than midday

(An electronic copy of this assignment is due no later than midday on Saturday, 08 October 2016.)

Students should write their essay on the following topic:

In *Terranova v Service and Food Workers Union (SFwu)* and *Bartlett* (the Terranova Case, a rest home worker, Kristine Bartlett, successfully argued that her \$14.32 hourly rate was the result of gender discrimination. The Court of Appeal decision held that, in female dominated work, the *Equal Pay Act 1972* requires equal pay for work of equal value (pay equity), not simply the same pay for the same work. This is a change to the way the *Equal Pay Act 1972* was understood to apply in the past.

Following that decision, the Joint Working Group on Pay Equity, comprised of unions and employers, was established for the purpose of recommending principles to Government that provide practical guidance to employers and employees in implementing pay equity. If adopted by the

government, these guidelines will make it easier for women to file pay equity claims by allowing them to negotiate directly with their employers, rather than going through the courts.

Minister for Workplace Relations and Safety Michael Woodhouse would not say how much it might cost or who would pick up the bill, if the guidelines are adopted. However, employers have estimated it could cost hundreds of millions of dollars in additional wages, if the Joint Working Group's recommendations are enshrined in law. Employers have said they should not be the ones to bear the burden of the cost of pay equity, but rather that it's a matter with which society as a whole needs to deal.

The size of any pay increase is still to be negotiated, but employers in those sectors most affected by these proposed changes are already worried about who will pick up the tab. Julie Haggie, Chief Executive of the Home and Community Health Association, which represents employers of 20,000 home and support workers, most of whom are women, has noted that, while the Joint Working Group's guidelines give employers clarity, they will be costly to implement. Most employers, according to Ms Haggie, were already stretched financially and could not afford to pay higher wages. "A number of them are already at a loss under the current rates. Our sector is so stretched there isn't enough money to even pay for other legislation which has come through, such as employment standards legislation. I think to expect any kind of response on pay equity is just not realistic." Kim Campbell, Chief Executive of the Employers' and Manufacturers' Association (EMA), has noted that female-dominated sectors would be hit hardest. The government would pay the most because it funds industries like aged care. "You could argue that those hundreds of millions of dollars are going to get recycled into society as consumption or saving anyway, but the alternative is the country ends, in the next 10 years, in court - and frankly we don't think the courts is the right place for this sort of thing to be dealt with."

Critically evaluate the implications of the Joint Working Group on Pay Equity's recommendations and, more generally, critically evaluate the role of government in ensuring pay equity, where men and women in similar jobs are paid the same.

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 (#13)** on the 1st Floor of Railway West Wing – Pipitea Campus **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 to avoid penalties*.

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.

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.

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.

ONLINE DISCUSSION FORUMS

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

Length: 250-300 words

- Due:*
1. Monday, August 8th, 5pm (1st contribution no later than Monday, August 1st, 5pm)
 2. Monday, September 5th, 5pm (1st contribution no later than Monday, August 15th, 5pm)
 3. Monday, September 19th, 5pm (1st contribution no later than Monday, September 12th, 5pm)
 4. Monday, October 3rd, 5pm (1st contribution no later than Monday, September 26th, 5pm)

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 employment 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 discussion with their peers. The student is expected to make his/her first contribution to each of the four (4) discussion forum topics at least a week prior to the closing of the discussion forum and make at least two (2) contributions to each discussion. 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.

Students will be assigned to an online discussion group and will be able to access the online discussions *from 5pm on Monday, July 25th*. 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 Monday, August 8th

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

Online Discussion 2: Closes 5pm on Monday, September 5th

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 Monday, September 19^h

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

Online Discussion 4: Closes 5pm on Monday, October 3rd

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 an 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).

ASSESSMENTS

The Assessment Handbook will apply to all VUW courses: see <http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>.

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%	Good performance overall, but some weaknesses
C+	60%–64%	Satisfactory to good performance
C	55%–59%	Satisfactory performance
C-	50%–54%	Adequate evidence of learning

Fail

D	40%–49%	Poor performance overall, some evidence of learning
E	0%–39%	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.

POLICY ON REMARKING

Every attempt is made to ensure that the marking is consistent and fair to students. Students may ask for their written work to be remarked. A different academic staff member will do the remarking and provide comments. The original marking sheet is removed to ensure the process is independent. If the mark differs by 10% or less the two marks are averaged. If it exceeds 10% then it is independently marked by a third marker and the average of the two closest marks is taken. Experience from previous years is that almost all remarks are within 10% and where there is a change in mark, half the assignments go up and half go down. Occasionally there is a significant shift in the mark.

Application for remarks must be made within 5 days after the marks are available. To apply for a remark, complete the request for re-examination of assessed work form (Annex B) stating which sections (criteria listed in the mark sheet) you wish re-examined. Write on why you think the mark does not, in your view, fairly reflect the quality of your work. Hand this with your assignment at Reception Level 10. Allow for up to 5 days for remarks to be completed.

STUDENT FEEDBACK

Comments and feedback received from students enrolled in this course in T2 2014, the first and only time I previously coordinated HRIR 304, were generally positive, with the only area of concern being with regard to whether comments and feedback students received during the course helped students learn more effectively. Written comments to this effect reflected students' concern that there was insufficient encouragement to participate in the on-line discussion forums. In response, this course now requires that students make at least 2 contributions to each on-line discussion and that their 1st contribution be made at least 1 week prior to the closing of each of those discussion. Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

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 audit purposes. The findings may be used to inform changes aimed at improving the quality of Victoria Business School 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 2016

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Readings</i>
1	14 July	Objectives of Workplace Employment Relations	<p>Budd, J. (2004) 'The objectives of the employment relationship', in J.W. Budd, <i>Employment with a Human Face</i>, Ithaca: Cornell University Press.</p> <p>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.</p>
2	21 July	Dynamics of New Zealand Workplaces	<p>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.</p> <p>Ryan R (2008) <i>Why Workplaces Matter: The Role of Workplace Practices in Economic Transformation</i>, Athena Research for the Department of Labour: Wellington.</p> <p>Ryan, R & Markey, R 'What Do We Know About New Zealand workplaces?' Fourteenth Conference on Labour, Employment and Work, Victoria University Wellington, 30 Nov-1 Dec 2010.</p>
3	28 July	Flexible Workplaces & Flexible Working	<p>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.</p> <p>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.</p> <p>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.</p>
4	4 August	Non-standard & Precarious Work	<p>Spoonley, P (2004) 'Is non-standard work becoming standard? Trends and issues', <i>New Zealand Journal of Employment relations</i> 29(3): 3-24.</p> <p>Dixon, Sylvia (2011) 'Temporary employment and the quality of temporary jobs', <i>New Zealand Journal of Employment Relations</i>, 36(1) 2011: 1-20.</p> <p>New Zealand Council of Trade Unions (2013), 'Under Pressure: a Detailed Report into Insecure Work in New Zealand' (Wellington: NZCTU)</p>
5	11 August	Employee Voice & Workplace Democracy	<p>Van Buren, H, & Greenwood, M (2008) 'Enhancing employee voice: Are voluntary employer–employee partnerships enough?' <i>Journal of Business Ethics</i> 81:209–221.</p> <p>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.</p> <p>Haynes, P (2005) Filling the Vacuum? Non-union employee voice in the Auckland hotel industry" <i>Employment Relations</i> 27 (3):259-267.</p>

Week	Date	Topic	Readings
6	18 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	8 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	15 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 & 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):3148.</p>
9	22 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. & 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> 50(2): 358386.</p>
10	29 September	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 Employment relations</i> 37(1) 161-166.</p>

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Readings</i>
11	6 October	Regulating Occupational Health & Safety	<p>Gunningham, N. (2015), 'Lessons from Pike River: Regulation, Safety and Neoliberalism'. <i>RegNet Research Paper</i>, No. 94, Regulatory Institutions Network, 28 pages.</p> <p>Dabee, N. (2014), 'WorkSafe: The New Occupational Health and Safety Regime.' (March 2014) <i>New Zealand Law Journal</i> 50, pp. 50-52.</p>
12	13 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>

HRIR 304 Workplace Employment Relations
Trimester 2 2016
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 employment 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 Employment relations
Trimester 2 2016
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	First contributes to discussion less than a week prior to closing of the discussion forum and/or posts information that is off-topic, incorrect, or irrelevant to the discussion.	First contributes to the discussion at least a week prior to closing of the discussion forum 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	Makes fewer than two contributions to the discussion and, hence, fails to interact with and support the learning of others.	Makes at least two contributions to the discussion and sometimes interacts with and supports the learning of others.	Makes at least two contributions to the discussion and frequently interacts with and supports the learning of others	Makes at least two contributions to the discussion and 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 a friendly, courteous and helpful manner with significant grammatical or spelling errors.	Communicates in a friendly, courteous and helpful manner with minor grammatical or spelling errors.	Communicates in a friendly, courteous and helpful manner, and posts are free of grammatical or spelling errors.

General comment:

Mark (out of 5): _____

ANNEX A



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



School of Management

HRIR 304 Request for re-examination of assessed work

	Assessment affected <i>e.g. Individual Assignment, In-class Test</i>
Student ID	Name As <i>it appears in your enrolment</i>
Contact Details	Phone _____ Email _____

Specify which section (criteria specified in the mark sheet) you wish to be re-examined

Note: requests to re-examine "all" criteria will not be considered.

Clearly state why you believe each of these sections should be re-examined: Note:

"I think it is worth more," is insufficient.

In requesting a re-examination of my submitted work, I understand that the result may be an increase OR decrease in the mark obtained.

.....

Signature Date