College of Commerce
Division of Economic and Financial Studies
Business Department

HRM 201:
Comparative & International Employment Relations

UNIT OUTLINE
Semester 2, 2005

Lecture: Friday, 1-4pm, W6B 286

Unit Convenor: Dr Peter Murray
Lecturer: Debra da Silva

Prerequisites: Entry to BHRM; HRM107

Students in this unit should read the Unit Outline carefully at the beginning of the semester. It contains important information about the unit. If anything in it is unclear, please consult the Unit Convenor.
ABOUT THIS UNIT

Introduction

HRM201 is a 3 credit point unit.

This unit examines employment relations systems across a number of different countries and analyses international issues facing employers and their employees. We explore for example, employment relations in Australia, the UK, USA, Germany and Japan. In addition, we consider a range of challenges emerging internationally including: diversity management, equal employment opportunity and harassment, and outsourcing. While examining these themes, we will draw out any points of convergence and/or divergence across nation states and develop a greater understanding of the implications of these processes.

A theme that is tracked throughout the course is whether or not as a result of globalisation, trends can be detected which show that employment relations systems are in fact converging between countries, even though there may be notable differences in practice within each individual country.

We hope you enjoy this unit and we look forward to a stimulating interaction with you on the many issues and topics.

Teaching Staff

Lecture: Debra da Silva
Email: ddasilva@efs.mq.edu.au
Room: C5C-335
Phone: 9850 6478
Consultation: Fridays, 10am-12pm

Classes

Lecture/Seminar Time: Friday 1-4 pm in W6B286

3. LEARNING OUTCOMES

The learning outcomes of this unit are:

- Describe the employment relations systems across a range of countries and the ability to analyse areas of convergence and/divergence across these countries.
- Critically evaluate the major parties involved in national systems of employment relations and how they influence employment outcomes.
• An ability to compare and contrast the various ER systems and major parties, and to analyse policy debate in a comparative method.

In addition to the discipline-based learning objectives, all academic programs at Macquarie seek to develop students’ generic skills in a range of areas. One of the aims of this unit is that students develop skills in the following:

• communication skills
• taking responsibility for your own learning
• critical analysis skills

TEACHING AND LEARNING STRATEGY

Lectures
The unit features weekly lectures of one hour’s duration. Students are expected to attend all lectures. The lecture time and venue is: Friday 1-4 pm in W6B286.

Seminars
The unit features weekly seminars of two hour’s duration. At these seminars students will be able to participate in exercises and case study work that further develops the central material studied in the course. Students will also have the opportunity to ask questions of their lecturer. Attendance at seminars is compulsory and assessment for this component of the course is based on attendance and participation.

Seminars will be based around exercises and case studies relating to the topic of the week. Seminars commence in Week 1 (ie: August 5) and continue every week up to and including Week 13 (ie: November 11).

“Active attendance” means participation in the in-class exercises and case study work undertaken in the seminars. Seminars will be facilitated and guided by your tutor. Our tutor will maintain a record of attendance. Inability to attend a seminar on account of illness or personal circumstances will be excused only where contact has been made with your tutor before the seminar and where the excuse is deemed valid by your tutor.
DETAILED PROGRAM

WEEK 1 INTRODUCTION

Discussion on course outline, assessment requirements, study required for the course. Understanding the significance of globalization in the study of international and comparative employment relations.

Essential Readings:

Other Readings:

WEEK 2 EMPLOYMENT RELATIONS IN JAPAN

Essential Readings:

Other Readings:
Discussion Questions

1. Does the case of ‘ER in Japan’ illustrate the simpleglobalisation, institutionalist or integrated thesis about the effects of globalisation on ER?

2. Will ‘culture’ continue to undermine the convergence thesis in employment relations?

WEEK 3 EMPLOYMENT RELATIONS IN NORTH AMERICA

Essential Readings:

Other Reading

Discussion Questions
1. Compare the Japanese and US models of employment relations.
2. Can we detect similarities between the two?
3. What are the differences?

Class Debate Topic:
The pros and cons of the North American ER system? What lessons can be learnt for Australia?

WEEK 4 IS THERE A ‘EUROPEAN MODEL’ OF EMPLOYMENT RELATIONS?

Essential Readings:

Discussion Questions

1. What are the major features of the ‘European model’?
2. What are the implications for employment relations?
3. What are its goals? What are its disadvantages?
4. Are lean production and the “Anglo-Saxon” business model becoming dominant in Europe?

WEEK 5 EMPLOYMENT RELATIONS IN GERMANY AND SWEDEN

Essential Reading:

Discussion Questions

1. What have been the historical strengths and achievements of the German model of employment relations?
2. Will Works Councils and codetermination be stable and enduring features of the German model?
3. What are the most significant changes that have occurred in the Swedish model of employment relations?
4. Should other nations emulate the Swedish system?

Class Debate Topic:
The pros and cons of the Swedish ER system? What lessons can be learnt for Australia?

WEEK 6 EMPLOYMENT RELATIONS IN NORTH ASIA

Essential Readings:
Other Readings


Discussion Questions

1. Typically, China is depicted as a society and economy in ‘transition’. Are employment relations and industrial relations in China similarly transforming?

2. In what way will South Korea’s system of employment relations evolve?

WEEK 7  COMPARING AUSTRALIA: RECONSTRUCTED OR DECONSTRUCTED?

Essential Readings:


Other Readings


Discussion Questions

1. Given Mr Howard’s recent comments about the future IR, can you detect any similarities between the ‘Australian’ model of IR/ER and any other model we have considered thus far?
WEEK 8  GLOBALISING INDUSTRIES AND DEBATES OVER THE RELOCATION OF WORK

Essential Readings


WEEK 9  CHANGING UNIONS IN A CHANGING WORLD

Essential Readings:


Other Readings


WEEK 10  MNCs AND INTERNATIONALISATION

Essential Readings


Other Readings


Discussion Questions

1. What are the main similarities and differences between domestic HRM and international HRM?

2. Discuss the variables that moderate the differences between domestic and international HR practices.

3. What are the different forms of international organisations?

4. Understand and define the terms: PCN, HCN and TCN

5. Describe the stages a firm typically goes through as it grows internationally – and how does each stage affect the HR function.

WEEK 11 MNCS AND GLOBAL ER AND HRM- CORPORATE CONVERGENCE OR DIVERGENCE?

Essential Readings


Other Readings


Discussion Questions

1. What are the key features of recent perspectives on the internal development of ER/HRM practices within MNCs in various national settings?
WEEK 12 INTERNATIONAL STAFFING: EMERGING ISSUES IN WORKER MOBILITY

Essential Readings


Other Readings


Discussion Questions

1. Describe the three main functions of expatriate managers in international operations: coordination, control and knowledge transfer

2. What are the primary issues that MNCs face in meeting their global labour demands?

RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

Knowledge and understanding of comparative and international employment relations is assessed using a combination of written pieces. There are four assessment components: an essay, an editorial piece, class participation and a final exam.

NOTE: Criteria-based marking sheets will be used for the assessment. Prior to each assessment, the lecturer will discuss this in detail to ensure that students are aware of the basis on which they are being marked.
Summary Of Assessment

<table>
<thead>
<tr>
<th></th>
<th>DUE DATE</th>
<th>% OF FINAL GRADE</th>
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<tbody>
<tr>
<td>Editorial Piece</td>
<td>26th August (week 4)</td>
<td>10%</td>
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<tr>
<td>Essay</td>
<td>14th October (week 9)</td>
<td>25%</td>
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<tr>
<td>Group Case Study</td>
<td>28th October (week 11)</td>
<td>15%</td>
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<tr>
<td>Class Participation</td>
<td>Ongoing</td>
<td>10%</td>
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<tr>
<td>Exam</td>
<td>During university exam timetable period</td>
<td>40%</td>
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An Editorial Piece (worth 15%)

You are required to write a short commentary, like a newspaper editorial piece, discussing the direction that Australia's employment relations system is taking. You might like to consider the following: what is the direction being taken and what were the initiating factors? Is it a positive or negative direction? Does it reflect changes occurring in other countries? What might be some of the likely implications for Australians?

A primary aim of this assessment is to provide students with feedback on their essay writing techniques early in the course so as to best maximise their chances of improving their skills prior to the major essay and the case study.

Length: up to a maximum 2 typed pages (500 words)
Due Date: 26th August (Week 4)
Marks: 15

Essay (worth 25%)

You are required to submit an essay on ONE of the following topics:

1. Convergence in employment relations is inevitable. Adopt a comparative methodology when developing your argument.

2. "Is State regulation of employment relations detrimental?" Adopt a comparative methodology when developing your argument.

Length: up to a maximum of 1500 words
Due Date: 14th October 2005 (Week 9)
Marks: 30%

If you have any queries or questions about the essay, please discuss them with me. Essays should be typewritten and formatted according to the details on p. 7-8 in this handout. Unless there are extenuating circumstances, late submissions will be penalised by deduction of marks at the rate of 10 per cent per day.
Group Case Study (worth 15%)

In week 10 (21st October), the seminar will focus on a selected case study. The format of the assessment is as follows:

- This is a group assessment piece, with groups consisting of 4-5 students.
- The case study and questions will be distributed the week prior to the class (i.e., in week 9, 14th October). This will allow students to prepare the necessary readings and research for the case.
- Students are expected to come along to class prepared to discuss the case study both within their groups, and with the class as a whole.
- A written answer to the case study questions is to be submitted the following week (i.e., in week 11 (28th October). One written submission per group is sufficient.

Length: up to a maximum of 1000 words
Due Date: 28th October 2005 (Week 11)
Marks: 15%

Peer Assessment Sheet:

The following sheet must be filled out by each participant of every group who participated. You must hand in this sheet with your final case study report.

Group Members:

Requirements:

1. Allocate a reward to each member based on his or her contribution to the case study activity. You have $1m to split. For example, if you have all contributed equally, you will each allocate $0.2m to each other. On the other hand, if one or two have not contributed equally, then you should allocate an amount based on their % contribution to the team report.

<table>
<thead>
<tr>
<th>Group Member</th>
<th>Contribution Amount</th>
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<tbody>
<tr>
<td>Member 1:</td>
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<td>Member 2:</td>
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<td>Member 3:</td>
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<td>Member 4:</td>
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<td>Member 5:</td>
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</tbody>
</table>
2. Write a brief report on each others contribution to justify why you gave them the mark/allocation you did. This will be used for lecturer purposes.

Name: 

Why does this person deserve this amount?

3. Attach each individual report (i.e. each member's peer assessment sheet) to your final report and please sign the report.

Note: The amount allocated will be used to calculate the marks out of 15 that each member will be given. For instance, if a group rates each person equally, then each will receive the complete marks given for the case study. However, if one's % contribution is only half of everyone else's contribution, then they will receive a prorate amount of the grade.

Class Participation (worth 10%)

Ongoing class participation is an important aspect of this course. Students are expected to prepare the required materials, including the reading, discussion questions and notes for any class activities prior to that week's class.

Each week's seminar has a scheduled activity. Preparation is essential for participation in each activity. Students will be graded on the quality of their contribution to the class discussion.

Final Examination (worth 40%)

The final exam will be held in the formal examination period. The examination will be “closed book”. Further details will be given later in the semester regarding format and content.

The University examination period in Second Half Year 2005 is from 16 November to 2 December.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations.

http://www.timetables.mq.edu.au/exam

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and
the special consideration process is available at

If a Supplementary Examination is granted as a result of the Special Consideration process
the examination will be scheduled after the conclusion of the official examination period.

You are advised that it is Macquarie University policy not to set early examinations for
individuals or groups of students. All students are expected to ensure that they are available
until the end of the teaching semester, that is the final day of the official examination period.

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

Prescribed Text

Prescribed Unit Materials
Course Notes- Comparative and International Employment Relations Readings.

Journals
The following journals contain many articles in the area of employment relations and may be
useful to students:

British Journal of Industrial Relations
Bulletin of Comparative Labour Relations
Economic and Industrial Democracy
Employee Relations
European Journal of Industrial Relations
Human Resource Management Journal
Industrial and Labor Relations Review
Industrial Relations Journal
International Journal of Human Resource Management
International Labour Review (a journal of the ILO)
Journal of Industrial Relations
Labour and Industry
Organisation for Economic Co-operation and Development
Relations Industrielles

Useful Websites
Global Policy Network
Open Democracy
Globalisation Guide
Global Unions
China Labour Bulletin

http://www.globalpolicynetwork.org
http://www.opendemocracy.net/home/index.jsp
http://www.globalisatnguide.org
http://www.global-unions.org
http://www.china-labour.org.hk
EIRO [European Industrial Relations Observatory]
http://www.eiro.eurofound.eu.int
International Reform Monitor,
http://www.reformmonitor.org
WorkSite: Issues in Workplace Relations
Australian Centre for Industrial Relations Research and Training
http://www.acirrt.com

Unit Web Page

PLAGIARISM

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. You must read the University's practices and procedures on plagiarism. These can be found in the Handbook of Undergraduate Studies or on the web at:
http://www.student.mq.edu.au/plagiarism/

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

UNIVERSITY POLICY ON GRADING

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results.

It is important that you realise that the policy does not require that a minimum number of students are to be failed in any unit. In fact it does something like the opposite, in requiring examiners to explain their actions if more than 20% of students fail in a unit.

The process of scaling does not change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark.

For an explanation of the policy see
Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at http://www.student.mq.edu.au.

ESSAY GUIDELINES

Failure to follow these instructions will result in the essay being returned to the student for rewriting in an acceptable format. Also, plagiarism will not be tolerated in any form, and will result in automatic failure.

Format of Essay

1. Essays should be typewritten using double spacing.

2. Under no circumstances should an essay be typed on both sides of a single page.

3. A margin of around 30 millimetres should be provided on both the left and right sides of the page so that examiners' comments can be made.

4. Quotations of up to two lines should be enclosed in double inverted commas with the appropriate page number. Quotations greater than two lines should be indented and single spaced (inverted commas are unnecessary).

5. Avoid using sexist or other biased language, and use the third-person tense when writing.

Citing References

6. Citations to references in the essay should be as follows:

Blyton and Turnbull (1992) argue that human resource management ...

or

Recent developments in human resource management (Blyton & Turnbull, 1992) ...
7. When there are more than two authors, the first citation should be

Deery, Iverson and Erwin (1994) argue that organisational commitment...

Subsequent citations should be: Deery et al. (1994) assert that organisational commitment...

or

The importance of organisational commitment (Deery, Iverson & Erwin, 1994)...

Subsequent citations should be: The effect of industrial relations climate ... (Deery et al., 1994)...

8. When there are two or more citations within the same parentheses, the order is alphabetized, e.g.,

The recruitment and retention of employees is fundamental to organisations (Deery & Walsh, 1999; Gahan, 1992; Jones, 1990; Smith, 1989).

Quotes
9. When quoting always provide page numbers, e.g.,

"It is assumed that both workers and management share a common objective" (Deery & Walsh, 1999, p. 5).

or

Deery and Walsh (1999) "assumed that both workers and management share a common objective" (p. 5).

Secondary Sources
10. When you do not have access to the original material that has been cited in another's work, the citation is:

Hyman and Fryer (1975, cited in Deery & Walsh, 1999) argue that rather and there being symmetry in the distribution of power...

In the References only the actual work read is included e.g., in the above example Deery and Walsh would be included and Hyman and Fryer (1975) would be excluded from the References.
References


Note: Students can underline rather than italicize titles if an italicized font is not available.
# LECTURE PROGRAM AND ASSESSMENT SUMMARY

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Seminar Topic/Activity</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5 August</td>
<td>Introduction to Comparative and International Employment Relations</td>
<td>Introduction</td>
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<td>2</td>
<td>12 August</td>
<td>Employment Relations in Japan</td>
<td>Discussion questions</td>
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<td>3</td>
<td>19 August</td>
<td>Employment Relations in the North America</td>
<td>Discussion questions</td>
<td>Class debate</td>
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<tr>
<td>4</td>
<td>26 August</td>
<td>Employment Relations in Europe</td>
<td>Discussion questions</td>
<td>Editorial Piece (15%)</td>
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<tr>
<td>5</td>
<td>2 September</td>
<td>Employment Relations in Germany &amp; Sweden</td>
<td>Discussion questions</td>
<td>Class debate</td>
</tr>
<tr>
<td>6</td>
<td>9 September</td>
<td>Employment Relations in North Asia</td>
<td>Discussion questions</td>
<td></td>
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<tr>
<td>7</td>
<td>16 September</td>
<td>Australia Compared</td>
<td>Course review</td>
<td>Essay writing seminar</td>
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**MID SEMESTER BREAK**

<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Seminar Topic/Activity</th>
<th>Assessment</th>
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<tr>
<td>8</td>
<td>7 October</td>
<td>Globalisation and Outsourcing</td>
<td>Discussion questions</td>
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<td></td>
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<td>Case study</td>
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<tr>
<td>9</td>
<td>14 October</td>
<td>Unions and Globalisation</td>
<td>Discussion questions</td>
<td>Essay due (30%)</td>
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<td></td>
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<td>Case study provided</td>
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<tr>
<td>10</td>
<td>21 October</td>
<td>MNCs and International Business</td>
<td>Discussion questions</td>
<td>Case study discussion</td>
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<tr>
<td>11</td>
<td>28 October</td>
<td>IHRM and HR Convergence or Divergence?</td>
<td>Discussion questions</td>
<td>Written case study due (15%)</td>
</tr>
<tr>
<td>12</td>
<td>4 November</td>
<td>Emerging Issues in International Staffing</td>
<td>Discussion questions</td>
<td>Case Study</td>
</tr>
<tr>
<td>13</td>
<td>11 November</td>
<td>Course Review</td>
<td>Course review</td>
<td>Exam preparation seminar</td>
</tr>
</tbody>
</table>
USEFUL REFERENCES

General

North America
Adams, R. 1995 Industrial Relations Under Liberal Democracy: North America in Comparative Perspective. University of South Carolina, Carolina

Europe


**Japan**

For some excellent information on the historical development of the Japanese management system see, Business History, Vol. 37, 2, April, 1995 (the whole issue).


**Australia**


**Asia Pacific**


**Globalisation**


