MGMT2705  
Industrial Relations  

Course Outline  
Semester 2, 2014  

Part A: Course-Specific Information  
Part B: Key Policies, Student Responsibilities and Support
## CONTENTS

### PART A: COURSE SPECIFIC INFORMATION

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE OVERVIEW, STRATEGIES FOR SUCCESSFUL LEARNING AND</td>
<td>3</td>
</tr>
<tr>
<td>COURSE PURPOSE</td>
<td>3</td>
</tr>
<tr>
<td>STUDENT LEARNING OUTCOMES</td>
<td>4</td>
</tr>
<tr>
<td>LECTURE AND TUTORIAL TIMETABLE</td>
<td>5</td>
</tr>
<tr>
<td>REQUIREMENTS FOR SUCCESSFUL COURSE COMPLETION</td>
<td>6</td>
</tr>
<tr>
<td>COURSE ASSESSMENT</td>
<td>7</td>
</tr>
<tr>
<td>SEMINAR ATTENDANCE, PREPARATION AND PARTICIPATION</td>
<td>7</td>
</tr>
<tr>
<td>PRACTICAL ASSIGNMENT</td>
<td>8</td>
</tr>
<tr>
<td>ESSAY</td>
<td>10</td>
</tr>
<tr>
<td>EXAM</td>
<td>10</td>
</tr>
<tr>
<td>SUBMITTING YOUR ASSIGNMENTS</td>
<td>11</td>
</tr>
<tr>
<td>COURSE READINGS</td>
<td>11</td>
</tr>
<tr>
<td>TUTORIAL TOPICS</td>
<td>14</td>
</tr>
</tbody>
</table>

### PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM LEARNING GOALS AND OUTCOMES</td>
<td>33</td>
</tr>
<tr>
<td>ACADEMIC HONESTY AND PLAGIARISM</td>
<td>34</td>
</tr>
<tr>
<td>STUDENT RESPONSIBILITIES AND CONDUCT</td>
<td>35</td>
</tr>
<tr>
<td>OCCUPATIONAL HEALTH AND SAFETY</td>
<td>35</td>
</tr>
<tr>
<td>YOUR OBLIGATION TO STAY IN TOUCH</td>
<td>36</td>
</tr>
<tr>
<td>SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS</td>
<td>36</td>
</tr>
<tr>
<td>STUDENT RESOURCES AND SUPPORT SERVICES</td>
<td>38</td>
</tr>
<tr>
<td>GRIEVANCE PROCEDURES</td>
<td>39</td>
</tr>
<tr>
<td>CONTINUAL COURSE IMPROVEMENT</td>
<td>39</td>
</tr>
</tbody>
</table>
COURSE OVERVIEW:

This course offers you a multidisciplinary, theoretical and practical introduction to some key concepts, processes, practices and debates associated with employment relationships in Australia. In addition, we examine the organisational, institutional and market contexts that affect employment relations in any industrial society.

By the end of the course, you should have an understanding of the key participants in any industrial relations system – workers, employers, trade unions, employer organisations and the state – and how they interact, sometimes cooperatively and sometimes in conflict. Adopting a robust and critical approach, our discussions will always seek to assess how this wider context affects the perennial concerns of managers and employees in their day-to-day activities in the workplace.

STRATEGIES FOR SUCCESSFUL LEARNING:

Learning and teaching in this course will be based upon interactive lecture delivery, absorption of suggested reading material and tutorial discussion. The lectures evaluate critically the core concepts and theories in the discipline and are designed to give you a ‘head start’ on understanding the readings. The tutorials reflect a learning philosophy that puts discussion and debate at the centre of higher learning.

Getting away from ‘passive’ learning techniques, small-group discussions encourage you to play with the ideas raised in your readings, test out your understanding on your classmates and listen to their points of view in a relatively informal, non-threatening environment. Afterwards, whole-of-class discussions around focus questions help to draw together the points of view expressed in each group so that everyone can benefit from the results of these debates. All group work takes place within, not outside, the class.

In terms of assessment, high importance is placed on regular and engaged tutorial participation for which previous preparation has been done. The first written assignment gives you a ‘hands on’ glimpse at the analytical work an industrial practitioner might be required to do. The essay allows you to research, reflect upon and critically evaluate an important aspect of industrial relations.

PURPOSE:

MGMT2705, Industrial Relations, is a compulsory core specialisation course that constitutes 6 UOC for students undertaking an undergraduate Human Resource Management major.

More than that, Industrial Relations plays a crucial role in the design of the major and as an elective. Its content gives you a broad overview and a critical appreciation of important contextual factors that affect each of the areas you may choose to study. So, for example, the class on the state will give you an understanding of the different patterns and methods of state intervention in the employment relationship. It is also oriented towards discussing questions that have an immediate resonance in current public debates about the workplace to increase your ability to engage knowledgably with these discussions as a manager, employee and/or citizen.
**STUDENT LEARNING OUTCOMES:**

Using both a ‘content’ and ‘skill development’-based approach, successful completion of this course should enable you to:

1. acquire a solid theoretical, practical and ethical perspective on many aspects of industrial relations
2. critically analyse theories, models, and paradigms in the field
3. understand the key participants, institutions, relationships and processes in employment relations, so that you acquire an enhanced ability to influence industrial relations outcomes in an informed manner
4. develop research, writing and speaking skills necessary for work, life and further postgraduate study
5. strengthen key competencies in group participation, oral and written communication and persuasion, critical thinking, problem-solving, information processing and planning

You can match these Course Learning Outcomes to UNSW Australia Business School Learning Goals and Outcomes; they are indications of the knowledge, skills and personal/professional qualities MGMT2705 will help you to develop.

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**What should you bring to class?**

☑ Your open mind
☑ Your enthusiasm for debate
☑ Your sense of humour
☑ Your willingness to work hard
## COURSE ADMINISTRATION AND STUDENT RESOURCES

**Lectures:** Mondays 10am-12pm, Colombo Theatre A

### Lecture and tutorial timetable

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Tutorial Topic</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>28 July</td>
<td>Introduction to course – what is industrial relations?</td>
<td>NO TUTORIALS</td>
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<tr>
<td>2</td>
<td>4 August</td>
<td>Current issues in contemporary industrial relations</td>
<td>Course administration, and discussion of introductory reading</td>
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<tr>
<td>3</td>
<td>11 August</td>
<td>Theory and concepts in industrial relations</td>
<td>Current issues in contemporary industrial relations</td>
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<td>4</td>
<td>18 August</td>
<td><strong>The parties</strong> – the state</td>
<td>Theory and concepts in industrial relations</td>
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<td></td>
<td></td>
<td><strong>The practical assignment is due on Monday 25th August</strong></td>
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<td>5</td>
<td>25 August</td>
<td><strong>The parties</strong> – employers and their representative bodies</td>
<td>The parties – the state</td>
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<td>6</td>
<td>1 September</td>
<td><strong>The parties</strong> – employee representation: trade unions</td>
<td>The parties – employers</td>
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<td>7</td>
<td>8 September</td>
<td><strong>The parties</strong> – employee representation: non-union</td>
<td>The parties – employee representation: non-union <strong>Practical assignment returned in this class.</strong></td>
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<td></td>
<td>15 September</td>
<td>Bargaining</td>
<td>The parties – employee representation: non-union</td>
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<td>9</td>
<td>22 September</td>
<td>Statutory regulation</td>
<td>Bargaining</td>
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<td><strong>Essay due Monday 22 September</strong></td>
<td></td>
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<td>11</td>
<td>13 October</td>
<td>Industrial conflict</td>
<td>Statutory regulation</td>
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<td><strong>Essays returned in this class</strong></td>
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<td>12</td>
<td>20 October</td>
<td>Industrial relations – future prospects</td>
<td>Industrial conflict</td>
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<td><strong>Exam information distributed</strong></td>
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<td>13</td>
<td>27 October</td>
<td><strong>There will be NO LECTURES in this week, but tutorials will go ahead as usual.</strong></td>
<td>Industrial relations – future prospects</td>
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<td><strong>Exam preparation</strong></td>
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Session break 27 Sept – 6 Oct. No lectures or tutorials in Week 10 due to public holiday.
REQUIREMENTS FOR SUCCESSFUL COURSE COMPLETION

Your regular and punctual attendance at all classes is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes, they may be refused final assessment. For more information, check out: https://my.unsw.edu.au/student/atoz/AttendanceAbsence.html

a) LECTURE PARTICIPATION: 2 HOURS PER WEEK

Unsurprisingly, attending classes is a crucial element of the learning process! Lectures provide you with the conceptual orientation necessary for coming to terms with the themes and issues dealt with in each weekly topic. Marks are not awarded for attendance, but non-attendance quickly begins to negatively affect your final mark.

In addition, exam questions are based on debates outlined in the lectures, debates that cannot necessarily be ‘crammed’ from one or two key sources. Coming to the lectures is the best form of exam preparation you can do. Please note:

- Detailed notes from each lecture will be posted on Moodle and Echo360 records the lectures if you must miss them.
- Perusing the lecture notes or listening to a recording, without attending the lectures, is like reading a travel guide – a poor substitute for the real thing!

b) TUTORIAL PARTICIPATION: 1 HOUR PER WEEK

The ability to work in teams, debate ideas and present material to an audience are important graduate attributes that are highly regarded in the wider community and are basic tools of trade for professional employment. The tutorial experience offers you a useful opportunity to refine these skills in a supportive peer group context. Through tutorial participation, you will have the opportunity to exchange ideas, build logical arguments and express informed opinions on the themes and issues canvassed by the course. In this way, it is hoped that you will develop your ability to think critically, debate ideas, work in groups and give oral presentations.

Please note that tutorials are not the same as lectures – they are the forums in which you mostly talk and your tutor mostly listens. Moreover, they are an opportunity for you to demonstrate the work you have done in the previous week and to earn marks in accordance with the quality of your contribution to the class.

Attending at least 80 per cent of tutorials is a University expectation.
COURSE ASSESSMENTS AND WEIGHTINGS:

1  Tutorial attendance, preparation and participation: 20%
2  Practical assignment: 30%
3  Essay: 30%
4  Exam: 20%

NB: Although obviously desirable, it is not necessary to pass all assessment elements to pass the course – a composite mark of 50% is sufficient.

1) Tutorial attendance, preparation and participation: 20%

Tutorials have three main aims:

- They provide the opportunity for you to examine an issue in some depth
- They give you the opportunity to compare and contrast the approaches, arguments and conclusions of different scholars
- They provide a systematic way of coming to terms with the issues dealt with week by week

The tutorial will also provide you with an opportunity to work in groups, collaborating closely within that group, and then sharing the results of that collaboration with the rest of the class. Tutorial topics relate to the preceding week’s lecture. This format will give you an opportunity to think about the issues raised in lectures and to do the required reading before the tutorial.

By prior arrangement in the preceding week, you will need to prepare for in-class group work by reading and reflecting individually. Even if you are busy, reading something is much better than reading nothing. At the beginning of each tutorial, your group will have time to discuss what you have read and to note the main arguments contained in the readings. To do well in this assessment, group members must all play a role in contributing ideas and drafting points for the open class discussion. Your ability to work well as a group will also contribute to each student’s individual success.

Please note: 20%, a relatively large proportion of your overall assessment, has been designated to tutorial discussion in order to reflect the importance of regular weekly reading, reflection and debate. However, if your tutor cannot see and hear evidence of your weekly preparation in class, you cannot expect to do well in this assessment component.
2) **Practical assignment: 30% (due Monday 25th August in class)**

As an industrial relations practitioner, manager or employee, it is vital that you understand how to read and assess an enterprise agreement. For this exercise, you are asked to analyse an agreement that has been the subject of much public comment in recent months.

**STEP 1: To begin this assignment,** please research the industrial relations story of SPC Ardmona through a minimum of ten (10) media sources. Write a 1,000-word summary of what you think are the main aspects of this story and reference your ideas to the articles you used. Attach a bibliography of all the articles you read.


**STEP 2: On Moodle,** you will find an enterprise agreement that outlines conditions for employees working at SPC Ardmona:

**SPC Ardmona Operations Shepparton/Mooroopna (Food Preservers) Enterprise Agreement 2012**

Please read this agreement, thinking about aspects of our course that are highlighted by different clauses and the claims made by parties involved in the public debate about SPC Ardmona and this agreement. Use your textbook to clarify any concepts with which you are not familiar and/or ask questions in your tutorial.

**STEP 3:** Download the **Q & A sheet** which is also on Moodle. Do your best to answer the questions fully and insightfully.

These pointers are here to help you...

 rempl Eprom The answer is not obvious; you will have to think about it.

 rempl For some questions, there is no ‘right’ answer; it will be a matter of opinion. However, your response will be more convincing if you explain the material reasons for your position.

 rempl The lines inserted for answers are intended as a guide only. If there is only one line, a short answer should suffice. Where there are more lines, focus on explaining your answer. Use more lines if you wish.
Supporting materials:

The following article, written about the early experiences of enterprise bargaining in Australia in the food processing industry, will help you think through some of the issues:


... as may this wonderfully perceptive cartoon by multi-award winning cartoonist, David Pope, which appeared in the *Canberra Times*, 5th February 2014.

If this cartoon doesn’t make much sense to you, it may mean you need to read more about the dispute. 😊
3) Essay: 30% (due Monday 22 September) Length: 2,000 words

In this assessment task, you are asked to submit an essay to demonstrate your understanding of a significant component of the course. You will be expected to undertake research, critically evaluate your sources and provide examples to support a consistent argument – all skills that you can develop with practice and that will help you in many spheres of your life. All major essays must comply with the standards outlined in the Essay and Assignment Guide which you can find on Moodle. You can choose from the following questions:

Declining trade union membership suggests workers no longer need collective representation. Do you agree that this is true? (Readings from Week 7 will help you to prepare your paper).

OR

Are workers’ personal and family issues important matters for enterprise bargaining?

(Some readings from Weeks 3 and 9 will help you to prepare your answer to this question).

OR

Assess the degree of influence that employers have had on the character of employment relations legislation in Australia since the 1980s. Do they need further change to more effectively do business?

(Some readings from Week 6 will help you with this question).

YOU MUST CONSULT A MINIMUM OF SIX SOURCES FOR THIS ESSAY (not counting newspaper articles, textbooks or internet sources). However, please note, those who make only this minimum effort should not expect to get more than a pass or credit grade. The more you read and demonstrate your understanding in your paper, the more marks we can give you.

4) Exam: 20%

A two-hour exam will be held during the formal examination period which takes place from 7-22 November 2014. It will contain a choice of both short-answer questions and essay questions. Information about the content of the exam and study requirements will be given in lectures throughout the course. Covering every topic canvassed in this course, exam questions will closely relate to issues and debates brought up in class – some may even discuss films shown in lectures. Consistent attendance, therefore, is the best exam preparation you can do!
SUBMITTING YOUR ASSIGNMENTS:

- Hard copies of all written assignments are to be submitted at the beginning or end of the lecture on the due date or put in the Essay Box at the School office (Level 5, West Wing of Business School, near lifts). Make sure you do not submit papers in the nearby garbage bin – they appear similar. In addition, you must submit an electronic copy to Turnitin.
- All hard copy written assignments must have a School cover sheet attached – these can be obtained from the School office or downloaded from Moodle.
- Do not submit essays in plastic covers – a simple staple will do.
- No late submissions will be accepted after assignments have been marked and returned to students.
- If you are having trouble with your written assignments, please don’t leave it until the last minute to seek help – I’m happy to discuss difficulties and ways around them at any stage.

COURSE READINGS:

The prescribed textbook for this course is:


You are encouraged to read widely and should not feel that reading the textbook will be sufficient to gain a full appreciation of the material discussed. Some articles for each tutorial will be placed on Moodle for each week – please read as many of them as you can, because they have been selected to illuminate important themes and debates discussed in the course. You might also find the following texts are useful, but be aware of the publication date and do not assume currency:

Journals

There are a number of industrial relations and related journals in the Library. It is useful to browse these journals – articles can be downloaded via the UNSW Library’s catalogue. The principal industrial relations journal in Australia is the *Journal of Industrial Relations (JIR)*. *JIR* contains useful annual reviews of developments in wage determination, trade unions, employers and legislative changes.

Please note: This journal can be difficult to find in the Library database and attempts to get this corrected have not been successful. The best way to search this journal is to put the title in inverted commas ie “Journal of Industrial Relations” in the search box of the Catalogue. The second entry that comes up is the ADFA (UNSW Canberra) holding. Click on ‘view 2 editions and formats’ (on the right of the entry) and the second entry that comes up will give you electronic access to the journal.

<table>
<thead>
<tr>
<th>Other useful Australian journals are:</th>
<th>Work, Employment and Society (UK)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia Pacific Journal of Human Resources</td>
<td>British Journal of Industrial Relations</td>
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<tr>
<td>Australian Bulletin of Labour</td>
<td>Economic and Industrial Democracy (Sweden)</td>
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<tr>
<td>International Journal of Employment Studies</td>
<td>European Journal of Industrial Relations</td>
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<tr>
<td>Labour History</td>
<td>Relations Industrielles/Industrial Relations (Canada)</td>
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<tr>
<td>Economic and Labour Relations Review</td>
<td>New Technology, Work and Employment (UK)</td>
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<tr>
<td>CCH/ACIRRT ADAM report has regular updates on wage trends and EB developments.</td>
<td>International Journal of Human Resource Management (UK)</td>
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<td>Labour and Industry</td>
<td>International Labour Review (ILO)</td>
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<tr>
<td>Australian Journal of Management</td>
<td>Historical Studies in Industrial Relations (UK)</td>
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<td>Australian Journal of Public Administration</td>
<td>New Zealand Journal of Industrial Relations</td>
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<tr>
<td>Overseas journals include:</td>
<td>Journal of Management Studies</td>
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<tr>
<td>Industrial Relations (USA)</td>
<td>Industrial Relations Journal (UK)</td>
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</tbody>
</table>
Internet resources

There are a number of websites that include information and views on industrial relations. These should be used with the same critical caution as any other source, particularly as most to them are established by organisations with specific interests to protect and promote. You might visit the websites of the following organisations:

- Australian Chamber of Commerce & Industry: [www.acci.asn.au](http://www.acci.asn.au)
- The AFL-CIO [http://www.aflcio.org/](http://www.aflcio.org/) website is a useful source of information on a wide range of matters, including international trends on payment systems.

You will also be expected to demonstrate initiative in locating further high-quality reading material relevant to topics you have chosen to research. As with all courses that are concerned with the world of work, keeping up with current events and debates is of enormous value.

Important insights can be gained from:

- Daily newspapers and political and economic magazines
- Television and radio news programmes
- Quality current affairs programmes on television and radio, such as the 7.30 Report and Background Briefing

Current events will be regularly incorporated into class discussion. Don’t feel left out!
TUTORIAL TOPICS

Week One
No tutorials will be held

Week Two
Administration and introduction to industrial relations

Meeting and greeting – yes, the ubiquitous ‘ice breaker’ will be used!

In this tutorial, we get our group work off the ground. Read this paper for starters:


Then have a look at the article below, where four participants debate an ‘old chestnut’ in industrial relations which hits the news year after year.

❖ ‘Should penalty rates for weekend work be scrapped?’, Sydney Morning Herald, 28 August 2011.

In stating their case about penalty rates, who makes the more convincing argument? Is it just a matter of opinion? Read the following piece to help you think through these issues.

❖ P. Stokes, ‘No, you’re not entitled to your opinion’, The Conversation, 5 October 2012.

For background reading, you should also consult Bray, Waring, Cooper and MacNeil (your textbook), Chapter 1.
Week Three

Issues in contemporary industrial relations

In this week, we examine multi-faceted macro and micro aspects of the workplace that are relevant to Australian employment relations and provide a context for subsequent course discussions. Taking a very broad brush, we examine the impact of key developments that characterise employment here and overseas, such as complex supply chains, precarious employment and social inequality, to understand the diverse impact they may have on pay, working hours and equity outcomes in Australia.

- What effect has globalisation had on local employment relations?
- What do you think is the biggest challenge for industrial relations practitioners in the workplace?
- Do you think social inequality is increasing or decreasing in Australia today?

Essential readings:


Some recent trend evidence:

- [http://www.youtube.com/watch?v=S9RWkj8Tcelc](http://www.youtube.com/watch?v=S9RWkj8Tcelc)

Supplementary readings:


**Textbook chapter:**

**Week Four**  
**Theory and concepts in industrial relations**

Theory helps us explain the world around us – to look below surface appearances at the way our society really operates. Managers and scholars draw on a range of theories to explain how the workplace functions, how it is organised and controlled, and the nature of employment relationships. Many of these explanations contradict each other or at least problematise certain aspects of other approaches but, in this class, we will try to show that there is nothing as healthy as a good debate! We look at these perspectives and see if we can analyse how they accord with our own views, whether they perhaps challenge long-held assumptions and which are, in the end, more convincing.

Ask yourself...am I a unitarist, pluralist or radical observer of industrial relations?

**Essential readings:**


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**Supplementary readings:**


**Textbook chapters:**

- Bray, Waring, Cooper and MacNeil (your textbook), Chapters 2 and 3.
Week Five

The role of the state is heavily contested in industrial relations literature. After reading some of the research below, you should be able to take an informed position on whether the state is, in your view, a) the administrative agent of capitalist interests, b) an independent umpire or c) something else? In Australia, the state has historically played a very interventionist role in industrial relations but is now much less influential.

- How has the weakened role of Australian industrial tribunals impacted upon relations between the parties?
- Has the state abrogated its responsibility for industrial relations or is it simply allowing the parties to determine their own futures?
- What should the state do in the following instance of industrial relations conflict?

Essential readings:


**Supplementary readings:**


**Textbook chapters:**

- Bray, Waring, Cooper and MacNeil, Chapter 4.

**Interesting website:**

Have a look around the website of the Fair Work Ombudsman...what do you think of the advice it provides”

Week Six

The parties – employers and their representative bodies

Employers are powerful actors in any industrial relations system – both individually and collectively. Our readings this week are directed towards the variety of ways that employers exercise influence on other industrial parties and on the system itself. Employers and employer associations lobby government for legislation that will facilitate their operations, they develop cooperative and organisation-specific strategies for opposing or coopting union and worker activity and their public pronouncements have a massive impact on public debate and attitudes. For analysing the impact of employers and employer organisations, consider these questions:

- What influences have employer organisations had on legislative change over the past thirty years?
- Are business attacks on the Fair Work Act (2009) based principally on economics or ideology?
- Considering the recent attention on the NSW government’s relationships with employer/business interests, is the influence of these groups on political representatives a threat to democratic processes?

Essential readings:


Supplementary readings:


Textbook chapters:


Bray, Waring, Cooper and MacNeil, Chapter 5.


Newspaper article:


Watch this anti-union youtube from Target in the US. Could the same sort of approach become common in Australia?

http://gawker.com/behold-targets-brand-new-cheesy-anti-union-video-1547193676/+hamilton_nolan
Week Seven

The parties – employee representation, trade union

Amid Royal Commission investigations, declining membership density and a difficult regulatory environment, how do we explain the changing influence and role of Australian trade unions? Ask yourselves these questions as you move through the reading material.

- Are unions becoming increasingly irrelevant in modern society?
- Is the union movement rife with corruption?
- Why has membership density fallen?
- Would you join a trade union? If yes, why? If no, why not?

**Essential readings:**

  
  **OR**


  **AND**


**Supplementary readings:**


Textbook readings:


Bray, Waring, Cooper and MacNeil, Chapter 6.


Interesting links:

One of the biggest issues in Australian trade unionism today...or is it? http://www.tradeunionroyalcommission.gov.au/Pages/default.aspx


Do unions have wider support than their membership figures would suggest? http://www.actu.org.au/Campaigns/RightsatWork/default.aspx
Week Eight

The parties – employee representation, non union

In recent years, the rise of non-union bargaining has attracted increased academic to questions of ‘employee voice’, ‘involvement’ and ‘participation’. In our tutorials this week, we discuss common workplace manifestations of employee involvement and ask ourselves:

- What are the ramifications of employees being labelled organisational ‘stakeholders’?
- What factors allow employee voice to be heard?
- What do you think of the employee voice arrangements in the SPC Ardomna enterprise agreement you studied?
- Are joint consultative committees an effective substitute for union representation?

Essential readings:


Supplementary readings:


Textbook chapter:
❖ Bray, Waring, Cooper and MacNeil, Chapter 7.

Media opinion:
❖ Ray Markey, ‘Employee voice can be heard to lift wellbeing and productivity’, The Australian, 9 November 2013.
Week Nine  Bargaining

In this week, our readings are focussed on how working conditions are determined at all levels – the workplace, the industry, the nation. We examine the effects of the transition to a greater focus on workplace-level bargaining on all parties. Narrowed significantly under the Howard government, we now find that the scope of bargaining has increased in recent years and so consider one of the ‘new provinces’ of workplace bargaining – domestic violence.

Consider these questions:

- What are the strengths and weaknesses of enterprise bargaining – for employers and employees?
- Is broadening the scope of matters discussed in enterprise bargaining a positive step?
- Is domestic violence a workplace issue?
- Have a look around the Australian Domestic and Family Violence Clearinghouse website http://www.adfvc.unsw.edu.au/ It hosts a bunch of policy documents, youtubes and news updates about this important topic.

Essential readings:


Supplementary readings:


Textbook readings:

- Bray, Waring, Cooper and MacNeil, Chapter 10.


Media opinion:

Week Ten  Statutory regulation

Aside from employment relations legislation like the Fair Work Act (2009), a range of other laws exist to regulate workplace operations – like occupational health and safety, unfair dismissal and equal employment opportunity legislation. This week, we examine the way these laws operate and how effective they are in practice.

- Workplace regulation is often portrayed as ‘red tape’ that will hamstring business profitability. Do you agree?
- Do these laws work?
- Is the Australian workplace becoming a more fair place? Can we go backwards in these areas?

Essential readings:


Supplementary readings:


Textbook readings:

- Bray, Waring, Cooper and MacNeil, Chapters 8 and 9.

Newspaper reading:

- ‘Man fired for swearing at boss to get job back’, *Herald Sun*, 14 June 2012.

Useful website:

The website of the NSW Anti-Discrimination Board has a wealth of information that will help you to understand this complex workplace problem.

Week Eleven

Industrial conflict

The level of industrial disputation in Australia has been comparatively low for some years now. However, the absence of overt conflict does not signify that local workplaces are, for the most part, trouble-free. In this class, we look at diverse measures of workplace conflict and assess a range of explanations for the current lack of industrial disputation. We ask ourselves...

- What causes conflict in the workplace?
- What should we look for when assessing levels of workplace conflict?
- Is workplace conflict declining or is it simply being expressed in different ways?
- Is the strike weapon null and void?

Essential readings:


Supplementary readings:


Textbook readings:
- Bray, Waring, Cooper and MacNeil, Chapter 12.

Newspaper readings:
- ‘More strikes spur opposition call for work laws revamp’, *Sydney Morning Herald*, 8 June 2012.

Useful information:
The Fair Work Commission publishes Fact Sheets on a range of industrial questions – have a look at the one on industrial action here...

Week Twelve Future prospects?
Exam review

Essential reading:

Supplementary readings:
Part B: Key Policies, Student Responsibilities and Support

PROGRAM LEARNING GOALS AND OUTCOMES

The UNSW Australia Business School Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

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Business School Undergraduate Program Learning Goals and Outcomes

1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.
   You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.

2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.
   You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

3. Communication: Our graduates will be effective professional communicators.
   You should be able to:
   a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
   b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

4. Teamwork: Our graduates will be effective team participants.
   You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.

5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.
   You should be able to:
   a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
   b. Identify social and cultural implications of business situations.

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Program Learning Goals for students in this course cover key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all Business
School students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.

**ACADEMIC HONESTY AND PLAGIARISM**

You must write your assignments IN YOUR OWN WORDS. All students should be aware that PLAGIARISM (such as the verbatim and unacknowledged use of someone else’s published ideas and argument) is regarded as an act of serious academic misconduct and will be treated accordingly. The systematic PARAPHRASING of recommended or other texts is also regarded as a major misdemeanour, even where the texts (mis)used are actually acknowledged in references. Finally, any student suspected of colluding with other students or submitting ‘GHOST-WRITTEN’ WORK (i.e. text written by a person other than the student) may be required to participate in a viva (i.e. a formal presentation and interview on essay content).

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism.

- In the first instance, ALL UNREFERENCED, PLAGIARISED OR OTHERWISE ‘UNORIGINAL’ PAPERS WILL EARN ZERO MARKS. Depending on the seriousness of the misconduct, other penalties may also be applied

<table>
<thead>
<tr>
<th>There is useful information on plagiarism (with examples to illustrate) in the Essay and Assignment Guide you can find on Moodle.</th>
<th>For UNSW policies, penalties and information to help avoid plagiarism see: <a href="http://www.lc.unsw.edu.au/plagiarism/index.html">http://www.lc.unsw.edu.au/plagiarism/index.html</a> as well as the guidelines in the online ELISE and ELISE Plus tutorials for all new UNSW students: <a href="http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm">http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm</a>.</th>
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<td>For the Business School Harvard Referencing Guide, see the Business School Referencing and Plagiarism webpage (Business School &gt;Learning and Teaching&gt;Student services&gt; Referencing and plagiarism)</td>
<td>To see if you understand plagiarism, do this short quiz: <a href="http://www.lc.unsw.edu.au/plagiarism/plagquiz.html">http://www.lc.unsw.edu.au/plagiarism/plagquiz.html</a></td>
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<td>For information on how to acknowledge your sources and reference correctly, see: <a href="http://www.lc.unsw.edu.au/onlib/ref.html">http://www.lc.unsw.edu.au/onlib/ref.html</a></td>
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STUDENT RESPONSIBILITIES AND CONDUCT

You are expected to conduct yourself with consideration and respect for the needs of everyone involved in the course. Conduct which disrupts a class unduly, such as talking to your friends, instant messaging or using mobile phones, is unacceptable and disruptive students may be asked to leave the classroom. Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including their obligations in relation to workload, assessment and keeping informed. More information on student conduct is available at: https://my.unsw.edu.au/student/atoz/BehaviourOfStudents.html


3.1 Expected workload

This is not a ‘distance learning’ class and it is ultimately your responsibility to assess whether you have time to do the course or not.

Before enrolment, make sure that your schedule will permit you to attend tutorials and lectures regularly. It is estimated that successful completion of this course will involve the expenditure of approximately 9-10 hours per week to attend classes, complete the required readings and prepare written assignments. In the lead-up to assessment completion, this expenditure may even increase. While I understand that occasional work/family obligations may clash with classes, other commitments should not create permanent barriers to attendance.

Students are often tempted to over-commit themselves at the beginning of session and we know that over-commitment has been a cause of failure for many students. Despite your best intentions, you are not ‘Superstudent’ – please make realistic assessments when arranging your timetable for work, study and, importantly, recreation.

We strongly encourage you to connect regularly with your Moodle website for this course. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course. Information for staff and students on expected workload can be found at: https://my.unsw.edu.au/student/atoz/UnitsOfCredit.html

OCCUPATIONAL HEALTH AND SAFETY

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. As a student, you may encounter health and safety issues on campus. It is important that:

❖ In the event of a fire alarm, you gather your belongings and use the nearest building stairway exit – do not use the lifts.
If you see a hazard while on campus, you should report it to Campus Security (9385-6000), your lecturer or other appropriate university employee.

In the first lecture you will receive information about safety procedures that relate specifically to our classrooms. If you miss this information, please ask me for it.

For more information, see [http://www.ohs.unsw.edu.au/](http://www.ohs.unsw.edu.au/).

**YOUR OBLIGATION TO STAY IN TOUCH**

You are required to stay in touch and to be aware of any notices, advice or information provided about the course, either in class and/or electronically. Lecture notes, course materials and all announcements concerning unexpected staff illnesses, room changes etc will be posted on Moodle. Make sure to access this information regularly. If you have any questions about the course, please consult with me. Failure to resolve issues in a timely manner may impair your progress.

Whilst I welcome phone and e-mail inquiries about specific issues, if you require detailed advice on essay preparation, you should consult me in person or by telephone, rather than by e-mail.

In addition, every enrolled student has a UNSW email address zSID@student.unsw.edu.au and, from time to time, I, or University management, may contact you via this address, without sending you a paper copy. Go to the [UNSW IT Services](https://www.its.unsw.edu.au/) website for details about how to forward mail to your personal account. If information has been disseminated by any of the aforementioned means, you are deemed to have received it. It is also your responsibility to keep the University informed of all changes to your contact details.

**SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS**

You should seek assistance early if you suffer illness or misadventure which affects your course progress. If your work is impeded by personal circumstances, you may be eligible for special consideration and/or a supplementary examination.

**General Information on Special Consideration:**

1. All applications for special consideration must be **lodged online through myUNSW within 3 working days of the assessment** (Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed [Professional Authority form](https://www.unsw.edu.au/it/services/special-consideration) and other supporting documentation to Student Central. For more information, please study carefully the instructions and conditions at: [https://my.unsw.edu.au/student/atoz/SpecialConsideration.html](https://my.unsw.edu.au/student/atoz/SpecialConsideration.html).

2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.
3. Applications will **not** be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.
4. Decisions and recommendations are only made by lecturers-in-charge (or by the Faculty Panel in the case of UG final exam special considerations), **not** by tutors.
5. Applying for special consideration **does not** automatically mean that you will be granted a supplementary exam or other concession.
6. Special consideration requests **do not allow** lecturers-in-charge to award students additional marks.

**Business School Policy on requests for Special Consideration for Final Exams in Undergraduate Courses:**
The policy of the School of Management is that the lecturer-in-charge will need to be satisfied on each of the following before supporting a request for special consideration:

1. Does the medical certificate contain all relevant information? For a medical certificate to be accepted, the degree of illness, and impact on the student, must be stated by the medical practitioner (severe, moderate, mild). A certificate without this will not be valid.
2. Has the student performed satisfactorily in the other assessment items? Satisfactory performance would require at least completion of other assignments and meeting the obligation to have attended 80% of tutorials.
3. Does the student have a history of previous applications for special consideration? A history of previous applications may preclude a student from being granted special consideration.

**Special Consideration and the Final Exam:**
Applications for special consideration in relation to the final exam are considered by an Business School Faculty panel to which lecturers-in-charge provide their recommendations for each request. If the Faculty panel grants a special consideration request, this will entitle the student to sit a supplementary examination. No other form of consideration will be granted. The following procedures will apply:

1. Supplementary exams will be scheduled centrally and will be held approximately two weeks after the formal examination period. The dates for Business School supplementary exams will be announced when available. If a student lodges a special consideration for the final exam, they are stating they will be available on the above dates. **Supplementary exams will not be held at any other time.**
2. Where a student is granted a supplementary examination as a result of a request for special consideration, the student’s original exam (if completed) will be ignored and only the mark achieved in the supplementary examination will count towards the final grade. Failure to attend the supplementary exam will not entitle the student to have the original exam paper marked and may result in a zero mark for the final exam.

If you attend the regular final exam, you are extremely unlikely to be granted a supplementary exam. Hence if you are too ill to perform up to your normal standard in the regular final exam, you are strongly advised not to attend. However, granting of a supplementary exam in such cases is not automatic. You would still need to satisfy the criteria stated above. The Business School’s Special Consideration and Supplementary Examination Policy and Procedures for Final Exams for Undergraduate Courses is available at: http://www.asb.unsw.edu.au/currentstudents/resources/forms/Documents/supplementaryexamprocedures.pdf.

STUDENT RESOURCES AND SUPPORT SERVICES

The University and the Business School provide a wide range of support services for students, including:

- **Business School Education Development Unit (EDU)**
  http://www.asb.unsw.edu.au/learningandteaching Click on ‘Student Services’.
  Academic writing, study skills and maths support specifically for Business School students. Services include workshops, online resources, and individual consultations. EDU Office: Room GO7, Ground Floor, Business School Building (opposite Student Centre); Ph: 9385 5584; Email: edu@unsw.edu.au. Visit us on Facebook: www.facebook.com/educationdevelopmentunit

- **Business School Student Centre**
  http://www.asb.unsw.edu.au/requests Advice and direction on all aspects of admission, enrolment and graduation. Ground Floor, West Wing, Business School Building; Ph: 9385 3189

- **Moodle eLearning Support**: For online help using Moodle, follow the links from www.elearning.unsw.edu.au to **UNSW Moodle Support / Support for Students**. For technical support, email: itservicecentre@unsw.edu.au; Ph: 9385 1333

- **UNSW Learning Centre** (www.lc.unsw.edu.au) Academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- **Library training and search support services**: http://info.library.unsw.edu.au/web/services/services.html

- **IT Service Centre**: Technical support for problems logging in to websites, downloading documents etc.
  https://www.it.unsw.edu.au/students/index.html
UNSW Library Annexe (Ground floor)

- **UNSW Counselling and Psychological Services** ([http://www.counselling.unsw.edu.au](http://www.counselling.unsw.edu.au))
  Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as ‘Coping With Stress’ and ‘Procrastination’. Office: Level 2, Quadrangle East Wing; Ph: 9385 5418

- **Student Equity & Disabilities Unit** ([http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au))
  Advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Ph: 9385 4734

**GRIEVANCE PROCEDURES**

You may have a grievance regarding course content or assessment outcomes. Please read the advice at:


about procedures for resolving your complaint. It is important to deal promptly with such issues.

**CONTINUAL COURSE IMPROVEMENT**

On a regular basis, I seek feedback from students regarding their impressions of the material offered in this course and I use this information when making improvements to subsequent outlines ie this outline has been influenced by comments made by previous students about their preferences, problems and proposals. Apart from informal discussions with students, I use UNSW’s Course and Teaching Evaluation and Improvement (CATEI) Process to gather student feedback. However, please feel free to come and talk to me about any difficulties you have with *Industrial Relations* during session. The sooner I know about a problem, the sooner I can fix it.