



MODULE SPECIFICATION

Code: UMPCM3-15-M **Title:** International Employment Relations **Version:** 3

Level: M **UWE credit rating:** 15 **ECTS credit rating:** 7.5

Module type: Standard

Owning Faculty: FBL **Field:** Human Resource Management

Valid from: 1 September 2004 **Discontinued from:**
(Revised 1 September 2010)

Contributes towards: MSc Management (International Human Resource Management)

Pre-requisites: None

Co-requisites: None

Excluded combinations: None

Aim of module

The module aims to provide students with invaluable detailed knowledge of work and employment in an international context. It is also designed to equip students with the skills to operate effectively in an international environment. International and comparative perspectives are applied throughout the course, providing students with an appreciation of the cultural and historical implications of work in the global economy. The module contributes to the knowledge requirements needed to meet the Chartered Institute of Personnel and Development's (CIPD) qualifications at advanced level.

Learning outcomes

On successful completion of this module students will be able to:

- Identify and understand alternative theoretical approaches and frameworks used in the field of international and comparative employment relations (Component A).
- Define and understand the central characteristics of various forms of national political economies and "models" of capitalism (Components A & B).
- Understand, analyse and critically evaluate the impact of the global political economy and national contextual factors, including institutionalised traditions, in shaping employment relations institutions and practices (Components A & B).
- Assess strategies of organised labour in response to the multiple challenges associated with globalisation, de-industrialisation and de- (or re-) regulation of labour markets (Components A & B).
Analyse and critically evaluate state and employer strategies by reference to cross- country and comparative knowledge (Component B).
- Critically reflect on international diversities and similarities (Components A & B).
- Utilise a variety of research data sources on the various countries studied in the module (Component B).

In addition the educational experience may explore, develop, and practise but not formally discretely assess the following:

- Independent learning, group work and skills associated with discussion and debate
- Personal organisation and study skills
- Time management skills

Syllabus outline

The module syllabus covers:

- Different theoretical approaches such as, Dunlop's systems approach, the Marxist (radical alternative), convergence theories, institutionalist theories, political economy and culture.
- The values, ethics and objectives of employment relations and human resource management.
- Approaches to and interpretation of recent developments in employment relations (including flexibilisation of work, job mobility and employment security and compensation) and the continuity-change debate.
- Models of Advanced Capitalism (European Social Model; Anglo-Saxon Model; Asean Developmental State Capitalism) the mode of corporate governance and employment relations institutions associated with each model and the mechanisms that link the two.
- Globalisation (of markets and production systems) and intensified competition in international markets and the impact these have had on national employment relations institutions, in particular trade union organisation, wage policies and collective agreements.
- The impact of "de-industrialisation", alterations in industrial structure and a shift towards economic liberalism and shareholder value on employment relations.
- The idea of path dependent development and the importance of historically embedded socio-political traditions in regulating national socio-economic systems and employment relations institutions and practices, in particular.
- State-labour market relations from international and comparative perspectives as these relate to legislation, mediation and arrangements of tripartite cooperation.
- Institutional complementarities or the relationship between employment relations and other spheres of economy/society (e.g. the financial system and market for corporate control, social and welfare policy, economic policy making and education and vocational training). The importance of institutional complementarities for comparative analysis of employment relations.
- Recent developments and changes in labour market organisations (membership and organisational structure), employment law, collective bargaining (decentralisation, bargaining levels, scope, depth and coverage of collective agreements) and employee representation (works councils and/or joint consultation committees) and involvement (HRM initiatives) from a comparative perspective.
- Employment relations organisations and practices in public and private sectors of the economy.
- The role of Regional Integration Agreements (EU, Nafta, Asean and Mercusor) and organisations such as the International Labour Organisation and the "Washington Consensus" institutions (the World Bank, the International Monetary Fund and the World Trade Organisation) on national economic and social policy regimes and employment relations institutions.
- Cases of individual countries explored considering the above including; Germany, Japan, Great Britain, South Africa, Russia, China, France, India and Sweden (the country studied as individual cases can vary).
- Speculation of prospects for new (or revitalised) structures and standards of employment regulation at national and supra-national levels with reference to developments in regulatory and quasi-regulatory agencies such as the WTO, ILO and EU.

Teaching and learning methods

Relevant study skills to assist student learning can be found on the study skills web pages. However, students will be equipped with appropriate information skills within the module. Moreover, course Information and materials will be supplied via Blackboard. Exam techniques and preparation for the in-class test will be covered in a class session. Some pre-reading in preparation for student-led sessions will be useful, although some time will be allocated for reading during the sessions. The appropriate texts will be highlighted in the module outlines.

The sessions are designed to introduce data, concepts and a framework for understanding the particular issue or theme under investigation. The sessions also provide students with the opportunity to explore issues raised in the taught component and in the literature, to debate different interpretations of contemporary developments and to extend their knowledge through discussion and other class activities (e.g. analysis of employment data, case study exercises, etc). These are an important component of the module and students should prepare adequately in order to gain maximum benefit from participation in discussion and debate.

Reading Strategy

Students will be encouraged to make full use of the print and electronic resources available through membership of the University. These include a range of electronic journals and a wide variety of resources available through websites and information gateways. The University Library web pages provide access to subject relevant resources and services as well as access to the library catalogue. Many resources can be accessed remotely.

Relevant chapters on International and comparative industrial relations can be found in the recommended readings (see below) as well as in other literary sources listed in the students' guide to the module.

Essential Reading

The essential reading will be specified in the module handbook and on Blackboard at the start of the module. This is potentially subject to change at short notice and students should not purchase any text without the guidance of the module leader.

Bamber, G., Lansbury, R. and Wailes, N. (eds.) (2004) *International and Comparative Employment Relations*. 4th edn. Sage Publications.

Gospel, H. and Pendleton, A. (eds.) (2006) *Corporate Governance and Labour Management*. Oxford University Press.

Further Reading

Blyton, P. and Turnbull, P. (2004) *The Dynamics of Employment Relations*. 3rd edn. Palgrave.

Dicken, P. (2004) *Global Shift: Reshaping the global economic map in the 21st century*. Sage.

Gennard, J. and Judge, A. (eds.) *Employee Relations* (4th edition). London: Chartered Institute of Personnel and Development (new edition, *Managing Employment Relations*, due July 2010).

Hall, P. and Soskice, D. (eds.) (2001) *Varieties of Capitalism*. Oxford University Press.

Morley, M., Gunnigle, P. and Collings, D. (eds.) *Global Industrial Relations*. Routledge.

Assessment

There will be two elements of course assessment designed to test students' knowledge and critical analysis, presentation skills, data collection skills, independent study, research and analysis. The first assessment will be a controlled in-class test (Component A) from a choice of questions relating to the scheme of work. Students will be expected to develop critical analysis and utilise a range of source references appropriately listed in support of their arguments. In preparation for the test on a pre-notified question, students are expected to work together and share knowledge. The skills tested here are the assimilation of knowledge in a short time period and the ability to communicate this information in response to one set question.

Students will be also be required to complete a mini-report (Component B) on a country which identifies historical paths of development in employment relations, describes appropriately the contemporary employment system and critically analyses the balance between change and continuity under the pressure of international competition. Independent study allows the student time away from the class to research, prepare and write an assignment. Therefore, a greater depth of analysis and understanding is expected.

Percentage split
Weighting between components:

A: 40% B: 60%

ATTEMPT 1

First Assessment Opportunity

Component A

Description of each element

1 time-constrained in-class test (1.5 hours) (invigilated)

Element Weighting
100%

Component B

Description of each element

1 written mini report (2,500 words) (final assessment)

Element Weighting
100%

Second Assessment Opportunity (further attendance at taught classes is not required)

Component A

Description of each element

1 time-constrained in-class test (1.5 hours) (invigilated)

Element Weighting
100%

Component B

Description of each element

1 written mini report (2,500 words) (final assessment)

Element Weighting
100%

ATTEMPT 2: attendance at taught classes is required