Sheffield Hallam University

TITLE	Comparative Approaches International Employee Relations
SI MODULE CODE	44-7786-00S
CREDITS	15
LEVEL	7
JACS CODE	N600
SUBJECT GROUP	OB/HRM
DEPARTMENT	Management
MODULE LEADER	Claire Taylor

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	**Placement (if applicable)**	**Independent Guided Study**	**Total Number of Study Hours**
30	**NA**	**120**	**150**

MODULE AIM

The aims of this module are to enable students to develop a comprehensive and systematic knowledge of the employment relationship and how this impacts upon organisational management and performance. Importantly the module aims to connect how employee relations reflect the changing nature of work within society, politically, economically and socially. Drawing upon differing theories and concepts of power and conflict the module will reflect the differences in views about employment regulation, policy and procedure ad ask students to critically analyse the implications and impacts upon organisational practice locally, nationally and globally.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to;

1. Examine and apply coherently, a critical and analytical approach to differing perspectives, models and theories of employee relations
2. Develop a critical knowledge and evaluate comparative employee relations systems and their relationship to patterns of policy and business practice internationally, nationally and locally; critically evaluating the implications for organisational practice
3. Examine the development of labour law and its enforcement in differing global contexts
4. Critically analyse the impact and context of employee relations upon the key stakeholders in the employment relationship and the effects of conflict on brand equity to enable you to consult and advise in professional settings.

INDICATIVE CONTENT

- Introduction of core perspectives in ER
- The history and context of organisational conflict
- The individual and the workplace
- The collective in the workplace: a look at Employee Relations Systems and control
- Strategies for negotiation & consultation: Regulation of the workforce.
- Health, Wellbeing and Engagement:
- Equality and diversity
- Conference: Students are asked to present the key findings of their research about the impact of ER systems in a chosen country.

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS
Students will be supported in their learning, to achieve the above outcomes, in the following ways;

The main themes of the module will be introduced by one hour lectures and linked seminars which address the core topics via use of appropriate materials i.e. Videos, exercises, activities, case studies. The activities may involve role play which will be a formative element of the program and allows the student to develop key skills such as negotiation, consultation and dispute resolution methods. Students will be engaged in the learning process by working in small groups to research, critically evaluate and analyse employee relations systems throughout the program. They will be encouraged to participate in wide discussions in seminars and they will also have a formatively assed task; The second assessment task will be to research and to present a global ER context to the seminar group and to participate in a student conference on ER.
The summative assessment will be by means of an assignment that will encompass key areas of the curriculum.

ASSESSMENT TASK INFORMATION
The assessment is based on an enquiry-based methodology that requires student to carry out independent research in a specific country context.

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1	Individual research based presentation	PR	20	1000 equivalent	N
2	An individual research focussed assignment	CW	80	3000	N

FEEDBACK
Students will receive feedback on their performance in the following ways:

- In classroom discussion with tutors and peers based on a critical analysis and review of the literature, research and case study materials;
- Through oral feedback from tutors and peers on the conference proposals;
- In self-managed learning forums designed to help students explore and discuss their research;
- By using summative feedback and the marking grid to help with improving academic research capability and writing skills with accordance with the university timescales for providing feedback.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

Students will be expected to utilise the research databases that are identified in the module guide to help in their research to identify the research objectives for the assignment.

Bamber, G. J., Lansbury, R. D. & Wailes, N. (2011) *International and Comparative Employment Relations* (5th Edition), London: Sage Publications.

Blyton, P. & Turnbull, P. (2004) *The Dynamics of Employee Relations* (3rd Edition), Basingstoke: Macmillan.

Brewster. C., Sparrow. P. & Vernon, G. (2007) *International Human Resource Management,* London: CIPD.

Edwards, P. (2005) *Industrial Relations, Theory and Practice*, Oxford: Blackwell.

Ferner, A. & Hyman, R. (1998) *Changing Industrial Relations in Europe,* Oxford: Blackwell.

Frenkel, S. (ed) (1993) Organized Labor in the Asian Pacific Region, New York: Ithaca.

Gardiner, M. (2009) "His Master's Voice? Work Choices as a Return to Master and Servant Concepts", Sydney Law Review, 31(53): 53-81.

Hazing. A. & Ruysseveldt, J. (2004) *International Human Resource Management,* London: FT/Prentice.

Harley, B. ,Hyman, J. and P. Thompson (2005) *Participation and Democracy at Work*, Basingstoke: Macmillan.

Hutchinson, J. & Brown, A. (eds) (2001) *Organising Labour in Globalising Asia*, London: Routledge.

Kandola, R. & Fullerton, J. (1998) *Managing the Mosaic: Diversity in Action,* (2nd Edition), London: CIPD.

Kirton, G. & Greene, A. (2005) *The Dynamics of Managing Diversity: A Critical Approach* (2nd Edition), Oxford: Butterworth and Heinneman.

Lucas, R., Lupton, B. & Mathieson, H. (2006) *Human Resource Management in an International Context,* London: CIPD.

Rollinson, D. & Dundon, T. (2007) *Understanding Employment Relations,* London: McGraw-Hill Higher Education.

Salamon, M. (2001) *Industrial Relations* (4th Edition)*,* London: FT/Prentice

Sargeant, M. (2003) *The Law at Work: A Practical Guide to Key Issues in Employment Law*, London: Spiro.

SECTION 2   MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	Y
EXISTING MODULE - NO CHANGE	N
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	N
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	**01/2014**

MODULE DELIVERY PATTERN - *Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.*

	Module Begins	**Module Ends**
Course Intake 1	January 2014	April 2014
Course Intake 2	September 2014	December 2014
Course Intake 3	DD/MM/YYYY	DD/MM/YYYY

Is timetabled contact time required for this module?	Y

Are any staff teaching on this module non-SHU employees?	N
If yes, please give details of the employer institution(s) below	
What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	

MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked	
*Overall PERCENTAGE Mark of 40%	Y
*Overall PASS / FAIL Grade	N

*Choose one only – module <u>cannot</u> include both percentage mark and pass/fail graded tasks

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N

If sub-tasks / activities are to be used this must be approved within the Faculty prior to approval. Sub-task / activity marks will be recorded locally and extenuating circumstances, extensions, referrals and deferrals will not apply to sub-tasks / activities.

FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)	Task No.2

NON-STANDARD ASSESSMENT PATTERNS

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%. **NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.**	